Pedagogical Partnerships

A HOW-TO GUIDE for Faculty, Students, and Academic Developers in Higher Education

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7 WHAT APPROACHES MIGHT STUDENT AND FACULTY PARTNERS TAKE TO CURRICULUM-FOCUSED PARTNERSHIPS?

This chapter provides the complement to chapter 6, in which we discussed classroom-focused pedagogical partnerships. Drawing once again on the SaLT program model, as well as examples from other contexts, we discuss in this chapter curriculum-focused partnerships. We describe the four forms curriculum-focused partnership typically take in SaLT and programs like it: co-planning a course before it is taught; co-creating or revising while a course is unfolding; redesigning a course after it is taught; and making explicit and challenging the hidden curriculum. We also discuss who might participate in curriculum-focused pedagogical partnerships, what the focus of such partnership work might be, and the process of embarking on curriculum-focused partnerships. Whereas chapter 6 offered guidelines, this chapter offers description and examples.

What forms can curriculum-focused pedagogical partnerships take?

The terms used to name curriculum-focused work differ across country and context. A course in the United States, for instance, is called a module in the United Kingdom. A syllabus is generally understood to be an outline or overview of a course or module. We chose to use the term "curriculum" as the overarching concept in this chapter to signal the substance—the what—of any given course or module, and the term "course" because we are situated in the United States. This is both a regional choice as well as an effort to distinguish this discussion from our discussion of pedagogical process—the how—in chapter 6. These are, certainly, not so clearly distinguishable, but for the purposes of

differentiating the two kinds of pedagogical partnership we discuss, we embrace here the more encompassing concept of curriculum and the US term "course."

The kind of curricular co-creation student and faculty partners might undertake will be informed by their understanding of what curriculum is. That may seem obvious, but there are many conceptualizations of curriculum ranging from the most common—the content delivered—to a "blueprint for achieving restricted objectives" (Kegan 1978, 65) to a perspective on content (Schubert 1986) to a course designed through the running of it (Pinar 2004). Fraser and Bosanquet (2006) define curriculum as a co-construction of knowledge between learner and teacher (see also Bovill, Bulley, and Morss 2011). There are also different sets of principles that might inform curriculum development, such as the eight core feminist principles Chin and Russo (1997) identified—diversity, egalitarianism and empowerment, self-determination, connection, social action, self-reflection, and integrative perspectives—or the Aotearoa New Zealand government's tertiary education strategy that has as one of its priorities to enable Māori to achieve education success as Māori (see Berryman and Eley 2017 for a discussion of this).

Regardless of how it is conceptualized and of the approach student and faculty partners take to developing it, curriculum "always represent[s] an introduction to, preparation for, and legitimation of a particular form of life" (McLaren 1989, 160), and the way a course is designed provides structures and supports for particular ways of thinking, learning, and being. When students and faculty co-create curriculum, the ways of thinking, learning, and being the courses support are informed by more than the inherited, disciplinary, or individual faculty member's ways of thinking about curriculum.

As Bron, Bovill, and Veugelers (2016, 1) argue, "When students are involved in curriculum design they offer unique perspectives that improve the quality and relevance of the curriculum. . . . Enabling students to have a role in curriculum design requires that the curriculum is regarded as a process instead of a predetermined, externally established product." There is a growing number of examples of curricular co-creation at the class, course, and degree program levels (Bovill 2017a, 2017b;

Bovill, Cook-Sather, and Felten 2011; Lubicz-Nawrocka 2018). These are instances of faculty and students sharing power and responsibility in the design and redesign of curriculum (Mihans, Long, and Felten 2008; Smith and Waller 1997) in what Bergmark and Westman (2016, 29) describe as "students' opportunities to partake in educational decision-making and students' active participation in educational activities." Such an "ecology of participation" (Taylor and Bovill 2018, 112) supports co-creation *of* the curriculum (co-design of a program or course, usually *before* it is taking place) and co-creation *in* the curriculum (co-design of learning and teaching within a course or program usually *during* its taking place) (see Bovill et al. 2016). As Bovill and Woolmer (2018, 409) point out, "the ways we think about curriculum impact upon our perceptions of the possibilities and scope for involving students, the focus of any co-creation, and ultimately upon the learning experience of students."

Research and reflections on efforts to co-create curriculum suggest that the process is demanding, can be destabilizing, and can be deeply rewarding, including outcomes such as shared responsibility, respect, and trust; learning from each other within a collaborative learning community; and individual satisfaction and development (Lubicz-Nawrocka 2018). The challenges such work poses to faculty partners include shifting thinking about who is responsible for curriculum in what ways—a shift that requires thinking about and distributing power in a different way. But faculty are not the only ones who might find that challenging. Delpish et al. (2010, 111) suggest that "students are accustomed to, and often comfortable with, assuming a relatively powerless role in the classroom, just as faculty are trained to believe that their disciplinary expertise gives them complete authority over the learning process. When faculty or students challenge these habits, students and faculty must confront fundamental questions about the nature of teaching and learning" (see also Felten 2011; Glasser and Powers 2011). One of the consistent findings of research on student-faculty partnership is that co-construction requires the development of vocabulary and the confidence to collaborate with faculty (Cook-Sather 2011b; Cook-Sather, Bovill, and Felten 2014; Delpish et al. 2010; Mihans, Long, and Felten 2008). The two students quoted below capture their experiences of curricular co-creation:

> "I guess you feel more important. . . . Throughout the course we worked in those groups of four to create our learning portfolios, to create our reading lists, all these things. I've ended up being best friends with those people in my group, when I hadn't really formed many good friendships with people on my course until now, so it's been a great opportunity in that respect as well. It comes back to the classroom not just being a cold environment; it's a place where you're friends. It does make a difference. You're more comfortable and feel safer."
>
> —Student (quoted in Lubicz-Nawrocka 2018, 54)

> "I also learned a bit more about responsibility. I think having that close interaction, that close engagement with professors, you're held accountable for more. . . . I think there was less room for me to casually do it or just pass by, which in other classes that's easier to do if there's less accountability and trust that's made, that bond."
>
> —Student (quoted in Lubicz-Nawrocka 2018, 57)

Drawing on SaLT projects and other curriculum-focused pedagogical partnerships, we describe four kinds of curricular co-creation student and faculty partners might consider either separately or in some combination: co-planning a course before it is taught; co-creating or revising while a course is unfolding; engaging in course redesign after a course is taught; and making explicit and challenging the hidden curriculum of a course.

Whereas the previous chapter addressed pedagogical partnerships focused on classroom practice and offered extensive detail regarding how student and faculty partners might work together, this chapter offers more general frames for conceptualizing curriculum-focused pedagogical partnership. Because the focus in this chapter is on co-creating content and less on processes that unfold within the classroom, how student and faculty partners develop these partnerships will depend more on the subject matter and disciplinary norms.

Co-planning a course before it is taught

When student and faculty partners, sometimes on their own and sometimes in collaboration with others, work together to conceptualize and plan a new course, they bring to bear different sources of expertise. Lori Goff and Kris Knorr (2018) describe how they developed an applied curriculum design in science course at McMaster University in Canada that had as it goal to engage students as co-creators of curriculum. As they explain: "From the outset, there was a strong desire to involve students in developing a course that would benefit students transitioning into first-year Science" (Goff and Knorr 2018, 114). Their process included gathering feedback from students to inform the conceptualization of the course and then working in collaboration to develop the various components of the course. In this case, the course design team included faculty, students, and educational developers from McMaster's Teaching and Learning Center. In their words: "Faculty members bring a perspective on what disciplinary content and skills students need to know, while students have a perspective on what they find to be meaningful and engaging learning opportunities. Educational developers can help bring these two perspectives together through good practice in course and curriculum design" (115).

To create a context in which the co-creation of this course could take place, the educational developers designed a third-year course in applied curriculum design in science and invited third- and fourth-year students to apply. The early weeks of the course focused on science education, instructional design, and course design principles. The students enrolled generated lists of topics that they found most interesting and collectively identified skills that they felt they would have benefited from learning during their first year at the university. Groups of ten students each worked with two faculty disciplinary experts and two educational developers to develop stand-alone, week-long units "that aimed to engage first-year students in a miniature research investigation on a topic they selected" (Goff and Knorr 2018, 115). These teams also co-created learning outcomes, outlines and resources, and a form of assessment for each unit.

Through a different process in the SaLT program, undergraduate student Yi Wang and faculty member Yonglin Jiang (2012) co-created Cultural History of Chinese Astronomy, a course that they chose to design drawing on Jiang's expertise as a professor of East Asian studies and Wang's knowledge from her hobby, astronomy. They co-created the syllabus for the course, which, as they explain, "covered major parts of our personal interests such as astrology and the astronomical political system" (Wang and Jiang 2012, 1). Jiang acknowledged that "emphasizing 'equal partnership'. . . did not mean I would give up the leading role in the relationship" (2). He took the lead on "identifying issues, locating and selecting materials, structuring the course, organizing course activities, designing assignments, and more" (3). He emphasized, though, that alongside him, his student partner "was playing a leading role in identifying the issues of the field and enriching my understanding of astronomy" (3). Furthermore, he explained, "because of her student status and perspective, she could facilitate a smoother working relationship between me and the whole student body in class" (3).

This kind of "equal partnership" in course design has been embraced by other participants in the SaLT program. Some faculty, having worked with student partners on one course, invite that student partner and other students to help imagine and design other courses. Students bring expertise of all kinds, as Wang and Jiang (2012) describe above, and their engagement in co-creating new courses ensures that their experiences, energy, and insights help shape educational experiences for other students. In some cases, these student partners have subject matter knowledge and in others they do not. Student partners can bring a wide range of knowledge to course design, such as what might engage students from different cultural and educational backgrounds. A faculty member describes how he partnered with students in course design:

> That first class on the history of women's higher education with a strong emphasis on the history of Bryn Mawr College . . . was a collaborative effort put together with the help of students who had taken others of my courses and the student consultant who was then working with

> me on my class on the History of Philadelphia, Erica Seaborne. Erica and I agreed to . . . bring the group of students together and craft a course together from scratch. We thought about the readings, the assignments, the ways in which the class would operate, the speakers we would invite, the places we would visit and the students who would be invited to take the class. We agreed to invite the teaching assistant for the course and several other students who had taken multiple courses with me to a meeting. I put on the table the idea that I wanted them to imagine a course that would be conducted along lines that would maximize their learning. I told them that everything was open for revision. (Shore 2012, 1)

In another co-creation effort, Alison spent a semester co-planning a course called Advocating Diversity in Higher Education with Crystal Des-Ogugua, who was, at the time, an undergraduate and student consultant through SaLT. This was an education course, but Crystal was seeking neither teacher certification nor the minor in educational studies offered through the Education Program at Bryn Mawr and Haverford Colleges. Rather, she and Alison met when Crystal became a student consultant through SaLT. Her experience as an underrepresented student in the context of the college and a seasoned student consultant ensured that she brought essential perspectives to a course with a focus on advocating diversity in higher education.

Alison and Crystal met weekly, talked through the goals and aspirations of the course, created the overall structure, selected readings, and designed assignments (Cook-Sather and Des-Ogugua 2017). Melanie took the class that Alison and Crystal created. In the box below is an excerpt from an article that Alison, Crystal, and Melanie wrote about how co-creation can unfold not only between faculty and student consultants but also between faculty and students enrolled in their courses as part of a larger institutional process of change:

> "As a smaller more 'manageable' version and representation of society, the institution has the potential to be the site of innovative change. If we think of higher education, individual courses, and pedagogical partnerships as 'as-if' places (Walker 2009, 221), places 'where long term goals of social change are lived inside the institution as if they were already norms for society' (Bivens 2009, 3), we can use those spaces to behave the way we want to live in the wider world (Cook-Sather and Felten 2017a). Each of these 'as-if,' liminal spaces can become what hooks (1990, 342) calls 'the site of radical possibility, a space of resistance' (quoted in Green and Little 2013, 525). Within such spaces we can cultivate 'expanded moral sympathies, deepened democratic dispositions, and a serious sense of responsibility for the world' (Hansen 2014, 4). If students, faculty, administrators, and the institution as a whole work in partnership to actualize changes in a bounded space, it provides these actors with the tools to create change in the 'outside world.'"
>
> — Cook-Sather, Des-Ogugua, and Bahti 2017, 384

If student and faculty partners co-plan courses in these ways, bringing multiple experiences, perspectives, and sources of expertise to the planning process, the likelihood increases that the course will reach a greater diversity of students. Furthermore, if students who enroll in the course know that it was co-planned with students, they perceive the course as modeling and enacting a way of thinking, learning, and being that values students as collaborators. This co-creation *of* the curriculum models one kind of sharing of power and responsibility (Bergmark and Westman 2016; Bovill et al. 2016; Bovill and Woolmer 2018; Mihans, Long, and Felten 2008; Smith and Waller 1997).

Faculty and student partners who choose to engage in this form of co-creation may want to use the template for backward design (Wiggins and McTighe 2005, *Understanding by Design*) or the guidelines offered by L. Dee Fink (2013) in *Creating Significant Learning Experiences* to break the co-planning process down into intentional and manageable steps. When students and faculty respond to some of the questions included

in such approaches—such as, "What are important learning goals for the course?"—they can ensure that both student and faculty perspectives inform the development of the course, as opposed to student partners operating only in more of a supportive or responsive mode.

Co-creating or revising while a course is unfolding

Co-creation can also take place as a course is unfolding (Cecchinato and Foschi 2017; Monsen, Cook, and Hannant 2017; Sunderland 2013). Reasons for engaging in such co-creation include maximizing learning, building on the power of multiple perspectives, realizing a more democratic approach, or some combination. We describe two ways such co-creation can unfold: with the students enrolled in the course, and with a student partner not enrolled in the course.

Co-creating with students enrolled in a course

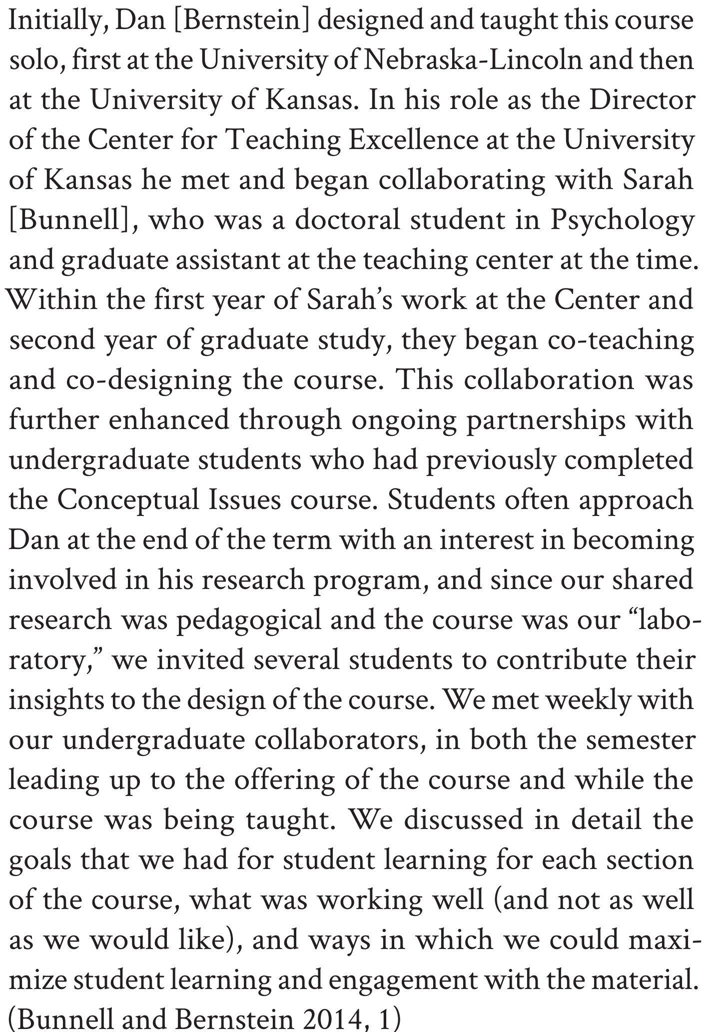
While faculty can plan courses for maximum learning based on previous experiences of teaching in general and teaching a specific course in particular, any conceptualization of curriculum beyond delivery of content acknowledges that who is in the course matters in how the content is engaged with. Every individual student and the group as a whole will have particular interests, needs, hopes, and more regarding the course curriculum. It is therefore worth considering the extent to which the course should be planned in advance and the extent to which it might be co-created as it unfolds. For instance, Vicki Reitenauer describes how she strives "to become accountable to my students for the power I hold to frame and initiate an experience in which I am asking them to choose to participate" (Cates, Madigan, and Reitenauer 2018, 38). One of the ways in which she does this is to collaboratively develop course content. She and a student, Mariah Madigan, who partnered with her in this project, reflect on that experience:

> "Mariah and her colleagues in the class teach us content through sharing their projects and linking their chosen topics to the overarching themes of the course, among other content-contributing assignments. My intention in this pedagogical intervention is to disrupt students' expectations that course content is a fixed and

> impenetrable force that acts upon them and to catalyze students' active participation in designing course content as curators of knowledge."
>
> —Cates, Madigan, and Reitenauer 2018, 38

> "The outcome of this experience for myself, as a student, grew beyond the project. I began the term floundering, unsure if college was the right place for me, unsure if I was capable, and disconnected from campus. After this course, I found confidence that I did not have before. I became more involved on campus and more engaged in my classes and with professors. I began learning how to get what I needed out of college, rather than producing work that felt meaningless just for a grade."
>
> —Cates, Madigan, and Reitenauer, 2018, 41

When working with students enrolled in a course, some faculty plan the entire course but make adjustments in response to student input as that curriculum unfolds. Other faculty plan only the first half or three-quarters of a course, leaving the remaining portion to be co-created—or entirely created—by the students enrolled. Still others prepare an outline with basic goals and structures for assignments and then co-create the entire course with the students enrolled. These approaches are certainly the most compatible with institutional structures and expectations. Many faculty must submit a complete syllabus prior to the semester in which any given course is taught, including all assignments and assessments spelled out in detail. Even within such prescribed and restrictive conditions, though, co-creation can unfold regarding some of the details of assignments and assessments. Faculty can gather student feedback and adjust the work of the course without straying from the original syllabus. In institutions that allow more latitude and for faculty who are committed to co-creating more of the curriculum, an approach through which the first portion of the course is planned and the latter portion left open to co-creation might be preferable. A faculty member and graduate student at the University of Kansas explain their approach to co-creation:



> Initially, Dan [Bernstein] designed and taught this course solo, first at the University of Nebraska-Lincoln and then at the University of Kansas. In his role as the Director of the Center for Teaching Excellence at the University of Kansas he met and began collaborating with Sarah [Bunnell], who was a doctoral student in Psychology and graduate assistant at the teaching center at the time. Within the first year of Sarah's work at the Center and second year of graduate study, they began co-teaching and co-designing the course. This collaboration was further enhanced through ongoing partnerships with undergraduate students who had previously completed the Conceptual Issues course. Students often approach Dan at the end of the term with an interest in becoming involved in his research program, and since our shared research was pedagogical and the course was our "laboratory," we invited several students to contribute their insights to the design of the course. We met weekly with our undergraduate collaborators, in both the semester leading up to the offering of the course and while the course was being taught. We discussed in detail the goals that we had for student learning for each section of the course, what was working well (and not as well as we would like), and ways in which we could maximize student learning and engagement with the material. (Bunnell and Bernstein 2014, 1)

Some course co-creation efforts have as their explicit purpose to democratize the curriculum creation process. For instance, Bell, Carson, and Piggott (2013, 503-504) describe an approach through which a professor "drew on her background in deliberative democracy to create an opportunity for the students to give feedback" on a unit and "collectively decide" in a large group on a "final list of suggested changes" to the unit. This approach is reflected in Bergmark and Westman's (2016, 29) conceptualization of curriculum as "students' opportunities to partake in

educational decision-making and students' active participation in educational activities." The teacher of the course in a university in Sweden upon which Bergmark and Westman report emailed students enrolled in the course to invite them to co-create it and then worked through the ongoing negotiation necessary to enact co-creation. As they write: "This openness to the students' earlier experiences and views on how to plan, enhance, and construct the course teaching can be considered a democratic value." Such an approach, they continue, demonstrates "an appreciation of otherness and diverse perspectives which involves the recognition of others' skills and competence" (Bergmark and Westman 2016, 33). The faculty member who undertook the co-creation offers her perspective:

> [For me, co-creating curriculum] means meeting and really listening to the students, to use your tact, be open. . . . Today, I take smaller steps than I did the first time. I've also learned to anticipate their anxiety, and I explain things beforehand and am clear on what choices there are, what my openness and their influence means in a democratic perspective, what my responsibility is and so on. (Faculty member quoted in Bergmark and Westman 2016, 37)

Like all pedagogical partnership, such co-creation efforts require faculty and students to rethink and revise their traditional institutional positions. This is challenging enough in Western contexts but even more so in Eastern contexts, where, as Kaur, Awang-Hashim, and Kaur (2018) explain, cultural values are rooted in respect for hierarchy, humility, polite attitude, and tolerance (Nguyen 2005) and can inhibit students from questioning, contradicting, or challenging teachers' knowledge or perspective (Cheng 2000; Pagram and Pagram 2006). Reporting on a study of four different courses for a master's degree program in education at Universiti Utara Malaysia, Kaur, Awang-Hashim, and Kaur (2018) describe how students enrolled in the courses had the option to co-plan and co-teach with their instructors particular units in the courses. Like

other students who have participated in pedagogical partnership, these students reported experiencing deeper learning, a more engaging classroom environment, a sense of empowerment, increased competence, and enhanced relationships with instructors. Similarly, while students felt many of the doubts and uncertainties we discussed in chapter 1, the experience of partnership alleviated them and supported the students in recognizing their capacity to contribute to curricular co-creation and to feel more connected to the faculty with whom they work (see also Kaur and Yong Bing, forthcoming).

The course Alison co-designed with one of her student partners, Crystal Des-Ogugua, was also co-created with students enrolled in the course, including during the semester in which Melanie enrolled in the course. Students selected which readings they would complete and annotate for the rest of the class each week, chose how they would fulfill the assignments, and assessed their progress and achievements. In the box below we describe one assignment from that course as an example of how co-creation can unfold in partnership with students enrolled in a course.

One assignment for Advocating Diversity in Higher Education was developed in an effort to access the experiences that students have at the intersections of their academic experience (fostered in and outside the classroom), their social experience, and their personal backgrounds, experiences, and identities that shape them beyond the campus. In particular, the goal was to create a forum for marginal voices to be heard and respected by putting them in a place where they can inform classroom pedagogy and student learning. Alison's student partner and co-creator of Advocating Diversity, Crystal, invited sixteen members of the campus community who claim a diversity of identities to participate in one-on-one, structured interviews through which they named the dimensions of their identities and how those shape how they navigate the social and political landscapes of their campuses. Drawing on students' own words from the interviews, Crystal composed anonymous but detailed articulations of the individual student experiences—verbal portraits—which became required reading for the course. Crystal

also created a template for use as one option for the fieldwork component of the course.

Completing these interviews was the option Melanie took up as one of twenty students who enrolled in the course in the Spring 2016 semester. Melanie (and other students enrolled in the course) completed additional interviews, using and modifying Crystal's template, all of which also became required reading for the course. Often, we would post around the classroom walls actual sheets of paper with key statements from interviewees—again, anonymous, verbal portraits—that completed these sentences:

I am . . .

To me, diversity on campus . . .

Times when my campus or its culture is unsupportive, or negatively affirms my identity:

Times when my campus or its culture is supportive, or affirms my identity:

What I'd like to see in the future . . .

Students enrolled in the course walked around the classroom, read the interviews, sat and reflected silently on and/or wrote to themselves about what they had read, and then talked as a whole group.

In preparation for conducting her interviews, Melanie created new questions that focused on individual students' experiences of inclusion and exclusion in their learning environments (which mostly meant in the classroom). She had been exploring strategies for promoting inclusive classroom environments during a student-faculty partnership through the SaLT program, and shifting the direction of the assignment for Advocating Diversity in Higher Education allowed her to continue pursuing her interest in inclusive pedagogy. At the same time, the focus of the interview assignment on individual experience allowed the students she interviewed to speak from their own perspectives, which gave them a space to tell their story similar to the space created by the original set of interview questions.

Melanie's approach to this assignment was informed in several ways by the co-creation process that shaped Advocating Diversity. Because students enrolled in the course had many options for completing a fieldwork component of the course, they were able to shape their choices to align with personal interests and goals for engagement with campus communities. As Melanie shaped her interview questions, she participated in a co-creative relationship with both Alison and Crystal. Alison offered students flexibility and space to design their own fieldwork projects, which informed and were informed by other course content. And although Crystal was not physically present in Melanie's class, the structure and intention of her original assignment and interview portraits provided the framework for Melanie's fieldwork.

The process of conducting the interviews offered its own form of co-creation. While Melanie developed a set of questions prior to conducting her first interview, these questions shifted over time in response to the ideas and perspectives of participants. Each conversation shifted her own viewpoint and gave her new ideas to consider. The interview as both fieldwork for the course and intervention in the wider campus community raised awareness, affirmed a diversity of experiences and voices, and extended the co-creation through which the intervention was created.

—Excerpted and adapted from
Cook-Sather, Des-Ogugua, and Bahti 2018

Co-creating with students not enrolled in a course

When faculty co-create courses with student partners who are not enrolled in the courses, they may experience some similar and some different sharing of power and responsibility. For instance, Anita spent a semester in such a partnership with Kathy Rho, a visiting instructor at Bryn Mawr College, who taught Making Space for Learning in Higher Education, a course that Alison had created and taught for many years and in which Anita had enrolled the previous semester. Not only was this partnership Kathy's first time working with a student consultant, but

it was also her first time teaching at Bryn Mawr College. Anita, at the time, had not experienced a partnership where her role evolved beyond the usual structure of weekly check-ins, note-taking and synthesis, and student consultant meetings. Also, like Crystal, who had worked with Alison to co-create Advocating Diversity in Higher Education, Anita was not pursuing teacher certification or a minor in educational studies. However, her extensive experience as a student consultant and someone who had taken the course uniquely prepared her to be a student partner in this expanded way.

Through this partnership, Anita's role expanded to include active re-framing of students' general perceptions of an idea through providing reflective questions as well as encouraging each student's individual reflection by connecting the class's theories to current educational expectations. Because this was such a new and eye-opening experience for both of them, Kathy and Anita decided that Anita's role in framing reflective questions could transition into her teaching a topic from the syllabus to the students. This initiative inspired Kathy to invite students enrolled in the course to choose a topic from the syllabus and teach it to the class in a way that linked the content to each student's unique teaching style. This shift was also in service of the goals of the course; it provided some practical application of pedagogical considerations embedded in the course readings with opportunity to reflect on that meaning in practice of the topics after. Students also began to actively ask for their peers' feedback through reflective questions and group work.

Through this co-creation effort, Kathy and Anita learned to be understanding of each other's roles and also flexible in how the curriculum was delivered and taken up throughout the semester. Not only did the partnership provide insight into how the rest of the semester would unfold, it encouraged students to become co-creators as well and consistently to reflect on and understand their distinctive teaching styles by assessing their values and goals. Reflecting on a co-curricular experience at the University of California at Berkeley, Sutherland (2013) sounded some of the same notes, arguing that a student engagement approach to pedagogy includes students as active participants in curriculum design.

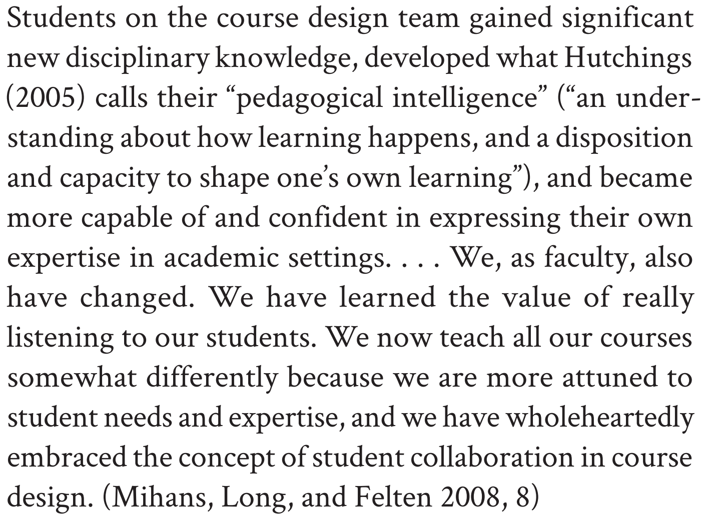
Redesigning after a course has been taught

Starting in 2005, faculty, students, and academic development staff at Elon University developed a variety of approaches to partnering in "course design teams" (CDT) that co-create, or re-create, a course syllabus. While each team's process varies, typically a CDT includes one or two faculty members, between two and six undergraduate students, and one academic developer (Delpish et al. 2010; Mihans, Long, and Felten 2008; Moore et al. 2010). Faculty members initiate the redesign process, inviting the students and developer to co-construct a team. Students usually apply to participate in a CDT, motivated by a desire to contribute to a course they have taken or that is important to the curriculum in their disciplinary home. Once the CDT is assembled, they use a backward design approach (Wiggins and McTighe 2005), first developing course goals and then building pedagogical strategies and learning assessments on the foundation of those goals.

This co-creation approach includes multiple students in part to balance out the power that is unevenly distributed among students and faculty. It also includes an academic developer to add another perspective as well as ensure that the process is organized and, if necessary, mediated. One group, which included faculty, students, and an academic developer, described their experience this way:

> At times in our discussions, the professors became the learners and the students became the teachers—a complete flip from what was the norm. Throughout this process, students' comments and suggestions about the student experience were honored; however, the team also deferred to the professors' content expertise periodically. By working together to take full advantage of all of the team's expertise, we began to understand the true meaning and importance of shared power through collaboration. (Mihans, Long, and Felten 2008, 5)

Looking back on their course redesign process, this same team reflected:



Students on the course design team gained significant new disciplinary knowledge, developed what Hutchings (2005) calls their "pedagogical intelligence" ("an understanding about how learning happens, and a disposition and capacity to shape one's own learning"), and became more capable of and confident in expressing their own expertise in academic settings. . . . We, as faculty, also have changed. We have learned the value of really listening to our students. We now teach all our courses somewhat differently because we are more attuned to student needs and expertise, and we have wholeheartedly embraced the concept of student collaboration in course design. (Mihans, Long, and Felten 2008, 8)

Other approaches to course redesign have emerged in other contexts. For instance, Charkoudian et al. (2015), a faculty member and three undergraduate students at Haverford College, engaged in a semester-long redesign process through which they revised course content, assignments, and methods of assessment for Charkoudian's first-semester organic chemistry course. During their first meeting, they identified seven different themes, decided to dedicate two weeks to each theme, and scheduled weekly meetings to discuss the needs they identified within each theme and actions to meet those needs. Working with her student partners allowed Charkoudian, in turn, to work with the students enrolled in her course as "a part of a team . . . to achieve the course objectives" (9).

Another faculty member at Haverford College, in the French Department, worked with a student who had taken the course to reflect on and revise particular aspects of it. Both the faculty partner and the student partner write about that process:

"This spring semester I have been working with a student from a course I taught in the fall (Grammaire avancée, conversation et composition: Tous journalistes!) to reflect upon certain aspects of that course. This course is a freshly renovated course with material, topics, and approaches that I took on for the first time this past

semester. For this and other reasons, I wanted to work with a student from the course to find out how she (and possibly others) felt about the material covered: How did her writing improve? In what ways did she feel that certain assignments developed critical thinking skills? How was the pace, sequence, timing, volume of work? How did my pedagogical goals align with the assignments? Before getting to these questions, I first asked my student partner, Joanne Mikula, to look back over the syllabus and reflect upon the course. In turn, Jo annotated the syllabus with her reactions to assignments—what was helpful and what was not, and why. We then met together and openly discussed her notes; I explained my goals for certain assignments and what I had hoped to accomplish, she considered that, and together we imagined other possibilities for the pace of the course, the order of certain assignments, the way certain assignments were presented, etc.

After this first 'task,' I asked Jo to look more in depth at specific assignments and answer some of the questions I mentioned above. While our goals for the course lined up for the most part, there were certain areas where Jo (and other students) felt we could have moved more quickly through the material (e.g., writing a code of ethics) or where the material presented was confusing or less easy to follow (e.g., some grammar exercises and archival news articles). Consequently, I asked Jo to help me reformat some of this material; she has translated several ethical passages from English to French and is fixing some formatting issues with archival material to make it more accessible to the students.

Working with a student partner in this way gives me tremendous insight as to how students regard the material, and where I need to push or expand. In all, I believe our collaboration has provided me with the specific and in-depth feedback I need to make certain changes to my course material and its structure, which (I hope) will ultimately help the course to flow more smoothly and with the best possible outcomes to my objectives."

—Kathryn Corbin, Haverford College,
United States (personal communication)

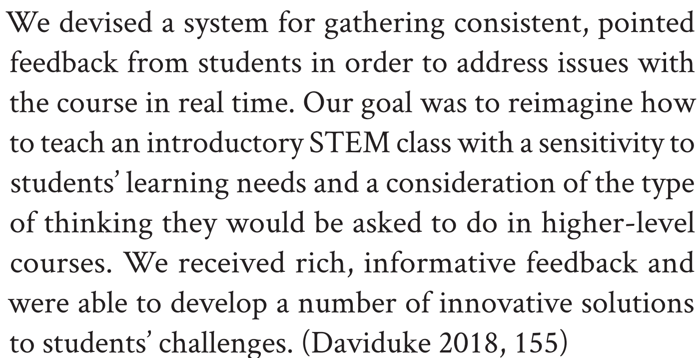
> "I really enjoyed getting the chance to work with Professor Corbin. Our partnership gave me a window into the teaching process and all the work that goes into preparing a course for students. Working with Professor Corbin also helped me develop skills that extend beyond our partnership. For example, my work translating pieces for her has honed the way I approach writing in French and helped me recognize more of the fundamental structural differences between English and French. Finally, I have enjoyed our partnership simply because I now feel that Professor Corbin is someone I can consult about my courses and my future with French."
>
> —Joanne Mikula, Haverford College, United States (personal communication)

In these cases of course redesign, the student partners had subject matter knowledge. In all cases, student and faculty partners worked together to structure courses to be inclusive of a diversity of students who come from a variety of backgrounds, bring a wide range of interests, and benefit from courses re-conceived at the intersection of student and faculty partners' perspectives.

Making explicit and challenging the hidden curriculum

A final example of how co-creation of curriculum can unfold is through navigating challenging or controversial content (Brunson 2018; Daviduke 2018) and always bringing to any curriculum an equity lens. This kind of co-creation makes visible and begins to deconstruct the hidden curriculum—a term coined by Philip Jackson (1968) to capture the idea of the unintentional lesson taught that nonetheless reinforces inequities. The hidden curriculum resides in the "gaps or disconnects between what faculty intend to deliver (the formal curriculum) and what learners take away from those formal lessons" (Hafferty, Gaufberg, and DiCroce 2015, 35); most commonly, what learners take away is a sense that people like them are not reflected in the subject matter, that they may not have the capacity to master the course content, and that they do not belong in the course or discipline.

Within the sciences in particular, there is danger of reinforcing patterns of content selection that excludes and does not value underrepresented students. As a student majoring in the social sciences and a woman, Natasha Daviduke (2018) knew nothing about the cultural norms and classrooms practices of the natural sciences, yet all three of her pedagogical partnerships through the SaLT program were with faculty who taught in STEM disciplines. This lack of familiarity gave her a unique perspective. As she explains, "I had sat in the very same seats as the students in my partner's course and wondered how basic STEM concepts were relevant to my learning and my goals" (Daviduke 2018, 153). Because she had "been one of these students," she had experience and perspective that informed her feedback to her faculty partners on how they developed components of their curriculum. She describes the work of her first partnership this way: "With the students in mind, we worked to build space for deeper discussion into the course, attempted to place concepts and examples into a relevant context, and strived to provide a clear structure for academic success." Working to reach and include a diversity of students, Daviduke and one of her faculty partners created a feedback system to, in essence, invite the students to co-create the course, as she explains:



> We devised a system for gathering consistent, pointed feedback from students in order to address issues with the course in real time. Our goal was to reimagine how to teach an introductory STEM class with a sensitivity to students' learning needs and a consideration of the type of thinking they would be asked to do in higher-level courses. We received rich, informative feedback and were able to develop a number of innovative solutions to students' challenges. (Daviduke 2018, 155)

This attention to the structure of the course—to the way the course was designed, and the kinds of opportunities students had to engage with the curriculum—is one way to surface and begin to address the mostly unintentional ways that STEM curricula are unwelcoming to

underrepresented students. Attention to "STEM's culture and its structural manifestations" (Ong, Smith, and Ko 2017, 2), of which curriculum is one example, can support faculty partners in countering those norms (see also Perez 2016).

While the hidden curriculum can be embedded in disciplinary histories and biases, it can also reside in faculty conceptualizations of their curriculum regardless of discipline. Another student partner in the SaLT program describes the challenge her faculty partner faced when, based on student feedback, he realized that, "For the first time in his thirty plus year career, he was unsure about whether he was fit to teach his subject matter" (Brunson 2018, 2). Teaching a course that included underrepresented perspectives in a discipline that is typically among the most inclusive, this faculty member nevertheless "worried that his class was not inclusive enough and that he lacked an understanding of what his students were experiencing that was necessary to create a successful learning environment." Specifically, Mary Brunson (2018) explains, her partner "wanted to know if there was a way that he could create a curriculum that would make him more 'in touch' with his students."

Brunson and her faculty partner worked to name, explore together, and conceptualize how to create curricular structures through which the faculty member and the students enrolled in his course could engage with the course content, which positioned him and his students very differently. Brunson had not taken this course, and she was not completing a major in this faculty member's discipline. Nevertheless, she was able to work with him to analyze and revise the course in ways that reassured him and improved the experience of the students enrolled in the course. Power relations are inscribed in formal mechanisms such as curriculum (Bernstein 2000), and faculty and students perceive this from different angles. By working to examine the curriculum as well as creating more partnership opportunities within the class, this partnership demonstrated how "inviting students to participate in curriculum design changes power relations, providing opportunities for voices that are often marginalized to speak and those who customarily hold positions of power to listen and hear" (Bron and Veugelers 2014, 135). Throughout their yearlong partnership, this student-faculty pair worked, like Daviduke (2018) and

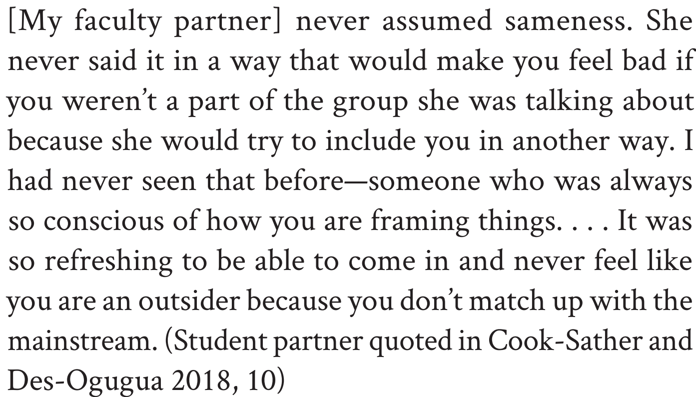
her faculty partner, to create curricular structures that endeavored to counter the "hidden curriculum," whether disciplinary or relational, that threatened to undermine student learning and their more general experiences as people. Catherine Bovill and Cherie Woolmer (2018) reflect on this challenge:

> We need to consider the wider societal context within which universities operate and how they influence curriculum. As Shay and Peseta (2016, p. 362) argue, we need to question "in what ways do our curricula give access to the powerful forms of knowledge that students require not only to successfully complete their degrees, but also to participate fully in society?" . . . On the one hand, whichever theories and whoever's interests are dominating curricular discourse will have a significant impact on the opportunities that are available for students to co-create curricula. On the other hand, co-creation *of* and *in* the curriculum have the potential to bring new voices and perspectives into discussion of curricula and to challenge existing ways of thinking about knowledge and curriculum. (Bovill and Woolmer 2018, 10)

This work in the curricular arena necessarily intersects with work in the pedagogical arena. One of the recommendations generated by student and faculty partners in the pilot project that launched the SaLT program was framed in this way: "The development of intellectual and critical spaces into which underrepresented—and well-represented—students can enter is facilitated by the use of inclusive examples." Student and faculty partners who participated in the pilot pointed out that "it helps students tremendously when faculty members include examples that connect to students' own lives and when faculty don't make assumptions about shared experiences among their students." Student and faculty partners offered illustrations of this, cautioning against "assum[ing] a uniform or narrow cultural context" and emphasizing the importance of both "draw[ing] on analogies from common social themes, especially

when explaining complex concepts" and "encompass[ing] everyone's experience" (Cook-Sather and Des-Ogugua 2018, 10).

One student partner describes the effect of such approaches through a description of the practices of her faculty partner in the natural sciences:



> [My faculty partner] never assumed sameness. She never said it in a way that would make you feel bad if you weren't a part of the group she was talking about because she would try to include you in another way. I had never seen that before—someone who was always so conscious of how you are framing things. . . . It was so refreshing to be able to come in and never feel like you are an outsider because you don't match up with the mainstream. (Student partner quoted in Cook-Sather and Des-Ogugua 2018, 10)

Each of these examples of making explicit and challenging the hidden curriculum reflects ways in which student partners paid close and careful attention both to their faculty partners' pedagogical commitments and to the ways in which the curriculum might be undermining or working against those and, in particular, disenfranchising or disadvantaging some students. Each example also illustrates how faculty partners trusted and valued their student partners' insights, revisiting their curricular approaches within the new frames student partners offered and also co-created with their faculty partners.

Who might participate in curriculum-focused pedagogical partnerships?

Who participates in curriculum-focused partnerships depends on which type of curricular co-creation you want to engage in. Typically, faculty initiate the course design or redesign process, since it is usually faculty who have primary responsibility for the curriculum.

In the case of co-planning a course before it is taught, faculty may invite a group of students who have taken similar courses, a group of students who might be the intended population to enroll in the course,

and librarians, instructional technologists, or others who could bring expertise and insight regarding how to create resources and structures. This is a proactive approach: seeking partnership before the curriculum of the course is run (Pinar 2004).

Co-creation of courses while they are unfolding can take place in planned and anticipated ways or in response to recognition of the need for revision of what had been planned. In the first case, the faculty member teaching the course needs to think through how to invite students to participate in such a co-creation effort, as Ulrika Bergmark and Susanne Westman (2016) described. When a faculty member decides to revise or reconceptualize while the course is unfolding, it is also necessarily in partnership with students enrolled in the course. This is a responsive approach embraced in recognition that the course needs to change direction. Other collaborators might still be brought in, but it is primarily the faculty member and students working together who conceptualize and enact the change in direction.

Engaging in course redesign after a course is taught typically involves the faculty member who taught the course and some subset of the students who completed it. Faculty who have redesigned courses in partnership with students have been deliberate about inviting a range of students into such partnership: those who succeeded easily, those who struggled, those who had a particular critical perspective, etc. Those choices send strong messages both to the students involved in the redesign and to other students who are aware of the redesign process.

Finally, in the case of making explicit and challenging the hidden curriculum, faculty might invite any of the partners noted above but also students who have no knowledge or experience in the course content but might have a particular perspective, based on their own identities, experiences, and studies, who could bring a missing angle or set of insights to the exploration.

What might be the focus of the partnership work?

The focus of curriculum co-design might be informed by any number of factors: institution- or department-wide curricular revision mandates; faculty and student partners' own interest in developing a new course

or re-imagining an existing one; or a particular assignment or set of assignments within a course but not the whole thing. The focus of the design or redesign will depend on the course goals and also on who leads the design or redesign. Below are some examples of different ways to focus curriculum design and redesign.

Should student and faculty partners identify a particular issue (e.g., alignment between pedagogy and assessment) or can it be a more open redesign process?

There are many ways to approach co-design, and we offer just three examples below: when students and faculty draw on their lived experiences and identities to co-create from the ground up; when faculty invite students to re-imagine how best to structure engagement with course content; and when students are the source of content for the course.

When Alison and Crystal co-designed Advocating Diversity in Higher Education, the goal was not only to bring to bear their different perspectives as faculty member and student but also to draw on their lived experiences based on their different identities to create a set of curricular components that would speak to and invite the voices of a diversity of students. So, from the outset, the goals themselves as well as the curriculum were co-created.

Focusing on reconceptualizing curriculum, when Charkoudian (2015, 1) decided to redesign her first-year chemistry course, she was guided by the questions: "Did the overall structure of the course make sense? Did my forms of assessment align with my course objectives? What could I do to improve this class for future students?" These questions came from her own teaching experience and perspectives, and she sought the learning experiences and perspectives of students who had taken the course. In the box below we include snapshots from their semester-long process. We highlight Weeks 1, 4, and 6 of their collaboration to offer glimpses of the range of topics they addressed, and we include framing comments and transitions in italics to convey the overall arc of the co-redesign process:

Lou Charkoudian, Assistant Professor of Chemistry at Haverford College, explains the approach she took in collaboration with three undergraduate

students who had taken her organic chemistry course, Anna Bitners, Noah Bloch, and Saadia Nawal:

During our first meeting, we identified seven different themes and decided to dedicate two weeks to each theme. We scheduled weekly meetings on Thursday mornings to discuss our progress and any challenges encountered by the student consultants. We identified "needs" within each theme and brainstormed "actions" to meet these needs. The themes, needs, and action items that we covered over the course of the semester are outlined below along with some reflections on each. Taken together, these illustrate the ways in which the student consultants' insights shaped my rethinking of multiple aspects of the course.

We identified key needs as a group by examining the course objectives and assessment strategies outlined in the syllabus. The course objectives included students being able to do the following by the end of the semester:

1. Recognize, name, and draw the structure of all general classes of organic compounds found in biological systems.
2. Predict the reactivity of a molecule in a biological system based on its chemical structure.
3. Understand the fundamental organic reactions that underpin life.
4. Determine reactions that can be carried out to accomplish a specific biological transformation.
5. Predict the mechanism of organic biological reactions.
6. Draw parallels between how synthetic chemists make molecules versus how nature makes molecules.
7. Locate, read, and understand primary journal articles and scientific review articles.
8. Present the biosynthetic pathway of a natural product.

Assessment strategies included three midterm exams throughout the semester, one final exam, a final presentation on a topic related to the organic chemistry of biomolecules, pre-lecture quizzes, and weekly problem sets.

We asked ourselves: Did these different tasks fulfill the objectives of the course and help students learn the material? What could be improved upon? What would be helpful for future students?

Week 1: General organization
Need: Incorporate feedback from last semester.
Action: Reviewed end-of-semester evaluations and pull out constructive feedback. Discussed general design of course and brainstormed ways for improvement. Areas identified for improvement included: General timing of major assignments (exams and poster presentations), balance between assigning practice problems versus exercises designed to think about key concepts, and the role of the "Chemistry Question Center" in enabling student learning.

Weeks 2 and 3 focused on poster presentations and pre-lecture quizzes.

Week 4: Problem sets
Need: Engage students in answering questions at the interface of chemistry and biology that do not simply have a "right" and "wrong" answer.
Action: Created a set of qualitative open-ended "key concept" questions that can be included in the weekly problem set assignments. The "key concept" question writing was a collaborative effort that took place during one of our weekly meetings.

Week 5 focused on exams.

Week 6: Lecture Notes
Need: Students commented that it would be useful to highlight key concepts and topics covered in each lecture.
Discussion: After reflecting on the semester as a whole, we reviewed the syllabus and discussed the flow of the course. Looking back, we were clearly able to see the progression and flow of material; however, we thought it would help students if they could see the progression more clearly as they moved through the semester. We therefore brainstormed methods to make this flow more

apparent and decided to make the lecture design more transparent to the students.

Action: Clearly articulated key concepts/topics from each lecture and created a list of objectives ("by the end of the class you will be able to . . .") to be shared the students at the beginning and end of each class.

Week 7 focused on reflection on the process of the co-redesign experience and yielded the insights that all four participants share in the essay they published, cited below.

Charkoudian, Lou, Anna C. Bitners, Noah B. Bloch, and Saadia Nawal. 2015. "Dynamic Discussions and Informed Improvements: Student-Led Revision of First-Semester Organic Chemistry." *Teaching and Learning Together in Higher Education* 15. https://repository.brynmawr.edu/tlthe/vol1/iss15/5/.

A third option for a focus is what students bring. A faculty member might have a general idea about a course they want to teach, but they might invite a group of students to help identify what the curriculum might include, following the students' lead in conceptualizing and designing the curriculum.

What techniques from classroom-focused pedagogical partnerships might you use to inform curriculum redesign?

If student and faculty partners are focusing on revising while a course is unfolding or making explicit and challenging the hidden curriculum as a course is unfolding, or even if they are redesigning a course after it is taught, they may want to use some of the techniques that student and faculty partners use in classroom-focused partnerships (discussed in detail in chapter 6 and in the "Visiting Faculty Partners' Classrooms and Taking Observation Notes" resource, "Mapping Classroom Interactions" resource, "Gathering Feedback" resource, and "Representing What Student and Faculty Partners Have Explored" resource). These include:

- taking observation notes;

- mapping classroom interactions (in whole-group and small-group constellations);
- gathering feedback (after a class session, at the midpoint of the term, or at other times); and
- creating annotated lists of practices explored and to explore.

What will the process look like?

As student and faculty partners begin to imagine a curriculum-focused pedagogical partnership, they will want to consider which and how many people should participate; how much time they can spend; what forums they need to create; how often they will meet; who will be responsible for what; and how they will move from identifying issues to enacting revision. We discuss each of these below.

Which and how many people should participate?

If student and faculty partners engage in the first or third form of co-creation—co-designing a course before it is taught or redesigning a course after it is taught—they will want to consider which faculty members and which students, as well as, perhaps, which staff members, might be involved. Will it be a single faculty member who plans to develop or revise a course? An entire department? A cross-disciplinary group? Will it be a group of students who have taken courses in the area of study? Students without knowledge of the subject matter? Students who have generally been successful? Students who have struggled? Students who are underrepresented at the college or university? Will it be members of the library, information services, a dean's office, a diversity officer, a member of access services, or another staff member? Student and faculty partners can ask themselves not only which and how many people should be involved but also why. What individual or institutional perspective might particularly enhance the process and outcomes and not have been included in previous conceptualizations and reconceptualizations of the course?

If student and faculty partners engage in the second form of co-creation—redesigning as the course unfolds—they will want to think carefully about whether all or just some students in the course will be involved. It

is important that no inequitable structures or opportunities are created around the course revision, so we recommend that, for this kind of partnership, all students have the option to be involved. Perhaps the students, faculty, and staff involved can think together about a range of options for involvement. To give all students the same opportunity for contribution, student and faculty partners can consider holding regular focus-group discussions within and outside of class, creating an anonymous suggestion box, and inviting informal and formal midterm feedback. Some institutions have created student ambassador positions: a role for students in the course that include checking in with other students enrolled to gather feedback to be shared with the instructor.

How much time should student and faculty partners spend on the curriculum development or revision process?

All four versions of curriculum development and revision we discuss here typically unfold within the span of a single term or over the summer. There are two main reasons to spread the work over a full term or to concentrate it when most classes are not in session. First, given the professional work everyone has—teaching and taking classes, undertaking research and holding jobs—few would have time to devote concentrated periods to the development or revision process during terms when classes are in full session, so it is important to think about how to spread the work out over the term or concentrate it in the summer months when there are, in many contexts, typically fewer classes. Second, it is helpful to create a structured, attenuated process so that thinking can proceed as well as circle back as each component of the course is considered and reconsidered.

What forums do you need to create for curricular development or revision?

The examples we describe above offer a range of forms that curriculum-focused pedagogical partnership can take, but regardless of the form, student and faculty partners will want to think about the face-to-face and virtual forums they create for engagement and collaboration, and they will want to consider the purpose of each forum they create. Alison,

Melanie, and their co-author Crystal Des-Ogugua state their purposes in co-creation:

> During both the co-planning and the classroom-based co-creation phases of Advocating Diversity in Higher Education, as we experienced and watched the toll that ongoing protest takes on students (Ruff 2016), we had as our priority to affirm a diversity of students in the Bryn Mawr and Haverford College communities and to inform all members of the course regarding those students' identities and experiences of belonging or alienation. This approach complements recent discussions of utilizing students' funds of knowledge as assets for disciplinary learning (Daddow 2016) by using those sources for co-creation and for education regarding identities as well. (Cook-Sather, Des-Ogugua, and Bahti 2018, 378)

How often should student and faculty partners meet?

If student and faculty partners engage in the first or third form of co-creation—co-designing a course before it is taught or redesigning a course after it is taught—they may want to follow the approach student-faculty teams in the SaLT program have typically used: meeting either once a week or once every two weeks during the term or once every few days, either in person or virtually, during the summer. Regularly planned meetings give all parties involved an opportunity both to analyze and to reflect as well as to confer with others involved to keep the focus clear, monitor progress, and make any changes to the approach that might be necessary. Richard Mihans, Deborah Long, and Peter Felten explain their approach:

> The Center for the Advancement of Teaching and Learning paid students $450 stipends and, since we met over the noon hour, box lunches were provided at each meeting. Our team was formed, [and] the meeting schedule

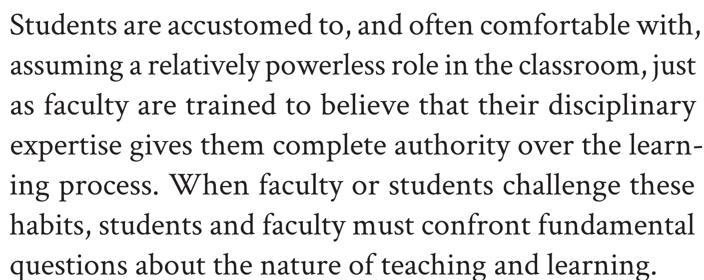
> was set (twelve meetings over three months). (Mihans, Long, and Felten 2008, 4)

If student and faculty partners engage in the second form of co-creation—redesigning as the course unfolds—they will be meeting regularly anyway for class sessions. The amount of in-class or outside-of-class time spent on revising the curriculum will depend on the kind and extent of revisions they want to make.

If they engage in the fourth kind of development and revision—making explicit and challenging the hidden curriculum of a course—the partnership work will depend on whether the revision is linked with any of the other three or independent. If the partnership is with students enrolled in a course, the project might become a curricular focus in and of itself. If the partnership is with a student not enrolled, then it might take the form of the weekly observations and meetings described in chapter 6.

Who should be responsible for what?

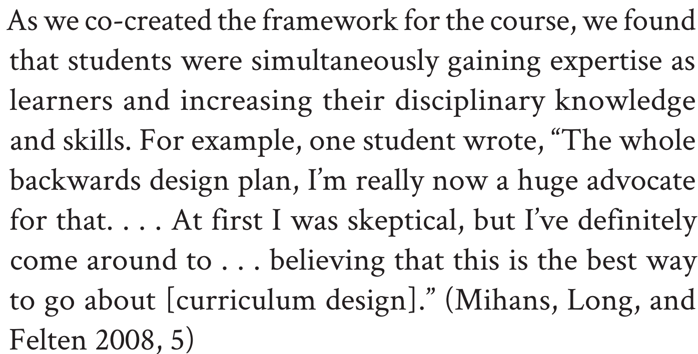
While the emphasis in this work is on collaboration, that can include dividing up components of the work and distributing tasks. Alternatively, it may be that everyone wants to engage with every aspect of the work, and then the collaborative time is spent comparing perspectives, negotiating decisions, and implementing. Who takes on what responsibility should be an ongoing conversation in co-creation because, as Delpish et al. (2010, 111) explain, taking on new roles challenges old habits:



> Students are accustomed to, and often comfortable with, assuming a relatively powerless role in the classroom, just as faculty are trained to believe that their disciplinary expertise gives them complete authority over the learning process. When faculty or students challenge these habits, students and faculty must confront fundamental questions about the nature of teaching and learning.

Confronting those fundamental questions can cause conflict but can also lead to new insights and approaches. In their discussion of the course redesign process in which they engaged, Mihans, Long, and Felten (2008)

describe how at first the student and faculty perspectives were in conflict, but then by using Wiggins and McTighe's backward design course development template, they came to a place of being able to respect and draw on both perspectives:



> As we co-created the framework for the course, we found that students were simultaneously gaining expertise as learners and increasing their disciplinary knowledge and skills. For example, one student wrote, "The whole backwards design plan, I'm really now a huge advocate for that. . . . At first I was skeptical, but I've definitely come around to . . . believing that this is the best way to go about [curriculum design]." (Mihans, Long, and Felten 2008, 5)

How will student and faculty partners move from identifying issues to enacting revision?

As part of a plan for curricular development or revision, student and faculty partners can include a schedule of steps, building on the structure they create and also identifying a set of outcomes, which might change as their work unfolds but that can serve as a set of loose goals to begin with. Charkoudian and her students provide one example of such a schedule in the box on pages 207-209.

If student and faculty partners are revising a course as it is unfolding, they will enact the changes in real time, but we recommend that faculty members, interested students, and any staff members involved keep notes as the course unfolds and confer once the course is over regarding what was revised and how those changes might be carried forward.

A list of readings about curriculum-focused partnerships can be found in the "Selected Reading Lists" resource.

YOUR TURN

What is your definition of curriculum?

Given your definition, which forms of curriculum-focused pedagogical partnership can you imagine pursuing in your context?

- Co-planning a course before it is taught?
- Co-creating or revising while a course is unfolding (either with students enrolled in the course or students not enrolled)?
- Redesigning after a course has been taught?
- Making explicit and challenging the hidden curriculum?
- Other forms?

Who might participate in curriculum-focused pedagogical partnerships on your campus—faculty, students, librarians, IT staff, others?

How will participants in your context decide on the focus of curricular co-creation?

- Responding to institution- or department-wide curricular revision mandates?
- Drawing on the lived experiences and identities of students and faculty to co-create from the ground up?
- Faculty inviting students to re-imagine how best to structure engagement with course content?
- Other drivers or inspirations?

What techniques from classroom-focused pedagogical partnerships might you use to inform curriculum redesign? Revisit:

- Chapter 6
- "Visiting Faculty Partners' Classrooms and Taking Observation Notes" resource
- "Mapping Classroom Interactions" resource
- "Gathering Feedback" resource, and
- "Representing What Student and Faculty Partners Have Explored" resource

What might the process of curricular co-creation look like?

- Which and how many people should participate?
- How much time should student and faculty partners spend on the curriculum development or revision process?
- What forums do you need to create for curricular development or revision?
- How often should student and faculty partners meet?
- Who should be responsible for what?
- How will student and faculty partners move from identifying issues to enacting revision?