

"Weeping trees grow flexible branches that flow with the wind, create openings and change with the seasons. Pedagogical partnerships require flow, flexibility and movement to inspire transformation in teaching and learning. The image of the weeping tree is meant to capture this and encourage us to look towards the wisdom of natural beings as we seek change in our approach to building more joyful and meaningful connections in educational spaces.

*quote and artwork by  
Lauren Lattimore, Bryn Mawr College '21*

# Midsemester Feedback through Student-Faculty Partnership: Formative Assessment of Pedagogical Practice and Student Engagement

Workshop  
Student Partnership and  
Engagement in Assessment Track

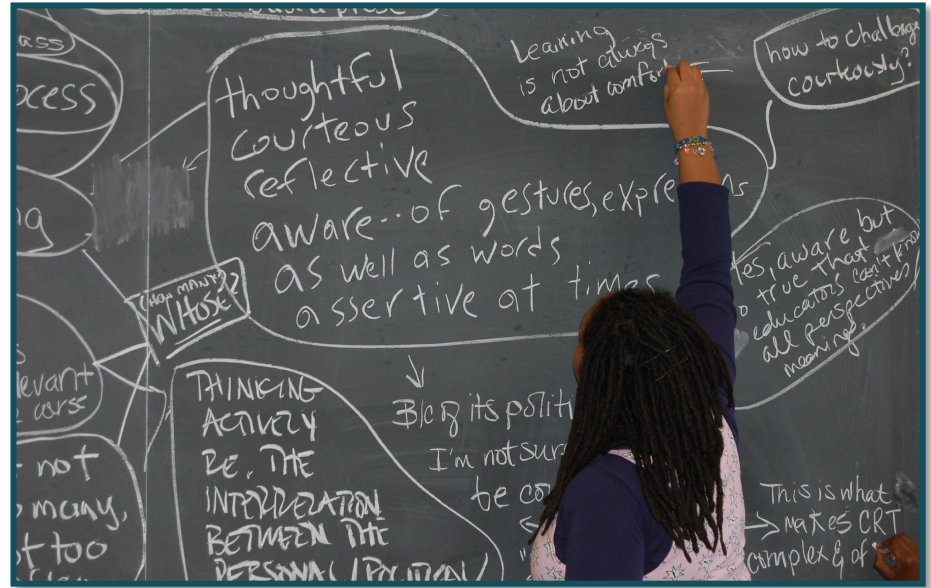
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IUPUI Assessment Institute  
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# Overview

- Introductions and preparation (10 minutes)
- Brief explanation of the approach to gathering midsemester feedback developed through the SaLT program (10 mins)
- Small-group discussion of outcomes of SaLT approach to gathering midsemester feedback (10 mins)
- Individual time to apply the guidelines for SaLT approach to gathering feedback to your own contexts (15 minutes)
- Whole-group discussion of what you have generated, final questions, and takeaways (15 mins)



# Introductions and preparation

- Write silently to yourself for 2 minutes about the potential you anticipate of a student-faculty partnership approach to gathering midsemester feedback as a form of (1) formative assessment of pedagogical practice and (2) formative assessment of student engagement in learning
- Share your name, institution, role, and a few words (either as a whole group or in pairs, depending on size of group) from what you wrote
- Write silently again to yourself for 2 minutes about what you heard and what you hope to get out of this workshop



# Explanation of midsemester feedback approach through the SaLT program

- With funding from The Andrew W. Mellon Foundation, the Students as Learners and Teachers (SaLT) program was piloted in 2007 at Bryn Mawr and Haverford Colleges with five faculty members from across the disciplines partnered with five students of color working in the paid position of pedagogical consultant
- These were semester-long, one-on-one, pedagogical partnerships focused on developing more culturally responsive practices, and this has remained the model for pedagogical partnership at Bryn Mawr and Haverford
- One of the strategies student and faculty partners developed was an approach to gathering midsemester feedback, which we still use in the SaLT program:
  - faculty-student pairs co-create feedback questions
  - student partners conduct the feedback sessions and organize the feedback
  - student-faculty pairs process the feedback and prepare the faculty member to share it with enrolled students
  - faculty share feedback with enrolled students and discuss what can and cannot change and why

# Outcomes

Go to this Google Doc:

<https://docs.google.com/document/d/1HI6tjRejTf9Bp9z00MPMW1xJqn8EVuvh1cCaaeXew98/edit?usp=sharing>

- Go to the Google Doc linked above
- Read over the outcomes of formative assessment of
  - faculty members' pedagogical practice
  - students' engagement in learning



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### **From traditional accountability to shared responsibility: the benefits and challenges of student consultants gathering midcourse feedback in college classrooms**

Alison Cook-Sather

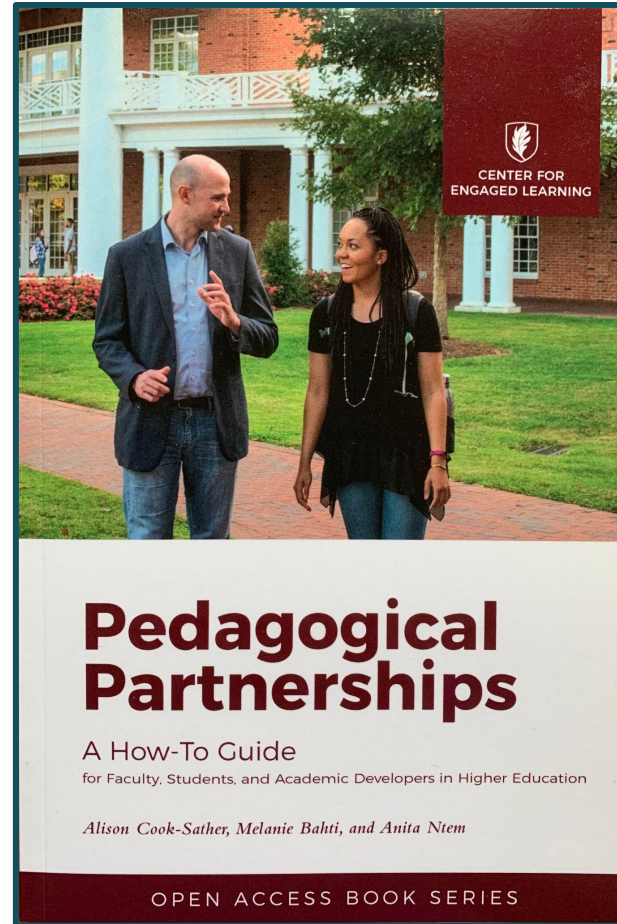
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To link to this article: <https://doi.org/10.1080/02602930801956042>



# Application

- Go to this Google Doc:  
[https://docs.google.com/document/d/1SEuxu4h8dxT HHTjn-f\\_p8t786wFtSiSmqzb-9rrxiNA/edit?usp=sharing](https://docs.google.com/document/d/1SEuxu4h8dxT HHTjn-f_p8t786wFtSiSmqzb-9rrxiNA/edit?usp=sharing)
- Which aspects of this approach do you anticipate being generative, which challenging, and why?
- What are some first/next steps you might take to integrate into your practice this—or a variation on this—approach to gathering midsemester feedback?



# Whole-group discussion, final questions, and takeaways

- Discussion
- Final questions
- Takeaways

