

SUMMARY OF PARTNERSHIP
Student-Faculty Partnership Program
Spring Quarter 2019
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At the beginning of our partnership, we focused our efforts on the central idea of “ENGAGEMENT” – this drove the majority of my observations, our discussions, and reflections. Then, we sought out to identify and answer: “what is student engagement?” and “what does it look like?”

As a result, we identified three categories of engagement:

- Participatory – asking questions, eye contact, answering Nearpod questions, working on in-class assignments (this was the category we discussed most, and naturally focused on the most)
- Cognitive – understanding the material, correctly identifying key concepts, thinking about questions posed to the class
- Emotional – having some type of emotional response to the material that we learned

In the first few weeks of the partnership, we identified some themes in the observations and for areas of improvement:

- Time management – starting and ending class on time, allocating enough time for lectures and activities, taking a break at the midway point during class
- Asking questions – encouraging more participation from students, breaking up the flow of the lecture, creating an environment in which students felt comfortable speaking and connecting concepts to real-life examples
- Prioritizing content – balancing the amount of time spent explaining concepts, providing a variety of real-life examples for discussion, leaving out concepts that are less relevant or unnecessary

By the end of the quarter, we noticed the following areas of improvement:

- Dramatically increased student participation – our issue became one of managing discussion time, rather than encouraging more discussion! Listening to the students connect to key ideas was powerful and so fun to see.
- Improved time management – simulations and activities were allocated enough time for discussion, breaks were given consistently, and class ended on time.
- Prioritization – key ideas and concepts were chosen, and the lecture time was greatly reduced. This helped students receive a fair amount of information so that they weren’t overwhelmed with too many new ideas.

Things to continue working on:

- Prioritization – organizing lecture slides before classes allows for clear intention and to build in a break. If you know what you want to teach ahead of time, you’ll know what to include in the final!
- Discussion – asking engaging questions throughout the lecture (whether the questions are posed to the class as a whole, in small groups, or on Nearpod) allows for students to take time to process the material

- Time management – continue giving students breaks, break up moments of heavy lecturing, make time for activities, case studies, and simulations.
- Trust Students! – students will take ownership for their learning if you give them the opportunity to. Learning is a collaborative process between educators and students, and you can do a lot to place that learning in their hands.
- Trust Yourself – you are human and will make mistakes – that doesn't mean that you should stop trying new methods and techniques for teaching! You're an expert in your subject and students know that. Be kind to yourself!

Thank you for a fantastic quarter – I learned so much about teaching, learning, and collaboration. You are a fantastic person, professor, and friend. Best wishes for your summer and future journey in educating!