

## Engaging students and faculty in joint learning experiences

Student-faculty partnership is an innovation that gains traction on campuses across the world. It fosters common thinking and problem solving and raises awareness for the challenges in the teaching and learning process amongst the involved parties – teachers and students alike (Cook-Sather, Bovill & Felten, 2014). Additionally, student-faculty engagement helps to redefine the role of students and teachers in a more learner-centred teaching approach (Bryson, 2014a/b; Jenert & Fust, 2012; Nagel 2008).

To better understand issues around the concept of co-learning and the resulting consequences on engaging students and teachers in partnerships, the Center for Teaching and Learning in Higher Education at the Zurich University of Teacher Education Zürich, has developed two different settings to facilitate joint learning experiences - a workshop on design thinking and another one on didactical reduction. The workshop on design thinking focused on the idea of learning together a new creativity method and solving a given problem in a joint effort. The workshop on didactical reduction emphasized a change of perspective.

A sample of students and teachers participating in the design thinking workshop has been interviewed about the joint learning experience. The presentation will give an insight with short video-clips containing statements of the involved parties to indicate the level of engagement and learning achieved after the common training.

On another occasion teachers and students attended a workshop on didactical reduction in the run-up of a curriculum revision process. The joint activities during the day helped students and teachers to change perspective and to develop a better understanding of the different challenges for the involved stakeholders.

The design and lessons learned of these two pilot projects will be presented and time will be reserved for discussion.

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- Nagel D. (2008). "The Future of Instruction: Teacher as 'Co-Learner'", *THE Journal*. Retrieved from: <https://thejournal.com/articles/2008/06/30/the-future-of-instruction-teacher-as-colearner.aspx>.
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