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# Using “Critical Friendship” and “Looking at Student Work” to Support SoTL Publications in a Group of High School Teachers and College Faculty

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**Innovations in SoTL at Liberal Arts Colleges  
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**CITL** Center for Intercultural  
Teaching and Learning



# Goshen College

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- 900 Students
- Owned by Mennonite Church (USA)
- Located in northeast IN



**CITL** Center for Intercultural  
Teaching and Learning



# Center for Intercultural Teaching and Learning

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- Local area surge in Latino/Hispanic pop (1990-2007, up about 700%)
- CITL Founded Fall 2006 by major grant from Lilly Endowment (fully staffed in 2008)
- 3 parts – Access, Curriculum and Faculty development “transformation”, Research





# Issues we face as a community

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- Educational needs and assets are understood in the context of reacting to shifting demographics.
- In the Goshen Community immigrant students are blamed for “lowering everyone’s scores” (letters to the editor, local election platforms)
- In response, schools expend resources combating this perception while trying to serve all students (double-bind).





# Collaborative Strategies and Responses

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- **Professional Development Activities**

- GC facilitator supported teacher conversations at the High School about school structure in anticipation of a federal grant proposal

- Professional Learning Community Seminar  
(10 GC faculty + 7 GCS personnel)

- Learning collaborative structured conversation activities
    - Building relationships across educational institutions
    - Observing each other in classes
    - Using student work as “data” for pedagogical revision





# Today: an activity we do in FLC

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- Profs write course portfolios (see [www.courseportfolio.org](http://www.courseportfolio.org))
- Reflective and critical examination of student work is fundamental
- We sometimes use “consultancy” protocol to examine the work if there is a “dilemma”





# Agreement Setting

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- Be Fully Present
- Support Each Other's Learning
- Take Responsibility for Your Own Learning
- Ask the Tough Questions
- Gentle Reminders





# Protocols (structured conversations)

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Protocols are designed to promote “active listening” and to accomplish 4 important aims:

- Ensure careful and deliberate conversation
- Ensure equity in the conversation
- Ensure that each person’s work gets equal time
- “Economize” the group’s time





# Consultancy

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1. Presenter presents your dilemma or sticking point while group listens (no interrupting)
2. Group examines student work
3. Group asks clarifying questions, then probing questions (substantive) of presenter
4. Group converses about what they have heard and what they would do
5. Presenter reflects out loud on group conversation as group listens
6. We debrief the process in a plenary session

