

SALT HSI

STUDENTS AS LEARNERS AND
TEACHERS AT A HISPANIC
SERVING INSTITUTION

Alyssa G. Cavazos, Associate Professor, Writing and Language Studies
Director, Center for Teaching Excellence

Lesley Chapa, B.S., UTRGV Class of 2020.
UTRGV School of Medicine, Class of 2025
Undergraduate Research Assistant, SaLT HSI



SALT HSI AIMS TO

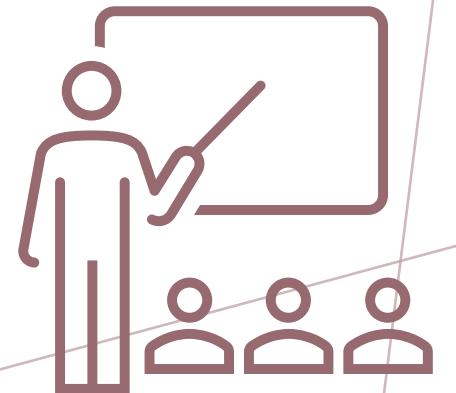
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Promote Hispanic students' academic success through authentic student-teacher partnerships focused on developing inclusive and equitable pedagogies and building students' ownership in learning.



PEDAGOGICAL PARTNERSHIPS

- Pedagogical partnerships are respectful collaborations between faculty and students, that promote the development of equitable educational spaces.



PHASE #1:

Reviewed and analyzed literature on Pedagogical Partnerships.



Conducted student (n=13) and faculty focus groups (n = 6).



A key finding: the majority of students hesitate to provide faculty with feedback and 50% of faculty stated there is no value to student commentary.



This and other data findings informed the development of the program.



Created the Chapa & Cavazos Dynamic Framework for Pedagogical Partnerships.

*COVID-19
ADJUSTMENTS*




- Interviews with faculty members were conducted electronically.
- Orientations for the partners were meant to be held at the Center for Teaching Excellence (CTE) with an anticipated guest speaker, Dr. Cook-Sather.
- In light to the health crisis, orientations were held via Zoom and our research had to be reimagined for a remote setting.

PHASE #2: SUMMMER ZOOM ORIENTATION

Created guiding documents for faculty and student partners (5 student partners and 5 faculty partners)



Guest speaker Dr. Cook-Sather, was invited to help elaborate on the SaLT program.



Partners were given the opportunity to collaborate and establish goals for the semester.



Presented on Chapa & Cavazos framework.

PHASE #3



Facilitating weekly and monthly meetings with student & faculty partners, respectively.



Both partners submit their post-meeting reflections via Microsoft Teams.



Students submit intermittent Self-Assessment Reflections (SARs).

DELIVERABLES



Collaborative document between partners on eliciting and receiving student feedback.



Collaborative document between student partners on best teaching practices for remote learning.



Partners will submit an end of program reflection.



Manuscripts on framework, interviews, and Phase 3.



Presentation at the CTE on eliciting student feedback.



Proposal for national conference presentation.