

***Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education* by Alison Cook-Sather, Melanie Bahti and Anita Ntem**

A Book Review by Kiu Sum (Solent University)

If we all engaged in partnerships through which we...discuss how teaching and learning experiences can include and value everyone, our campuses would become places of belonging. (Ana Colón García 2017, p 5).

Pedagogical partnerships in higher education can foster a sense of belonging, inclusivity and equitability by initiating informal learning and teaching conversations (Bovill et al. 2016). According to Felten et al. (2019), these partnerships can also shift to reimagined staff and student roles and responsibilities in academic development. Thus, there is great potential to help transform our educational experiences and enable learners and teachers to flourish through practical and effective pedagogical practices despite the challenges faced within the sector. *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education* by Alison Cook-Sather, Melanie Bahti and Anita Ntem provides practical steps for developing staff and student partnerships in higher education.

The pedagogical partnership is not relatively new terminology. Yet, any partnership's success is based on factors contributing to its impact. The authors thoroughly guide the reader through the partnership's journey with a clear and accessible writing style. Questions at the end of each chapter further extend our consideration when supporting partnerships or for classroom teaching and curriculum (re)designs. Responding to these questions is not arbitrary. Instead, it offers insights into the multi-dimensions we must consider for effective pedagogical practices.

Book review

Partnership is built on and through communications (Cook-Sather, Bovill, and Felten, 2014). Nevertheless, this book goes beyond the traditional parameters to acknowledge everyone's shared responsibilities in the space. The nine chapters dissect staff and student responsibilities that may overlap or become blurry. Thus, the authors encourage readers to aspire and realise the partnership benefits, nurturing our confidence and enhancing the community's capacity while challenging the equitable barriers of belonging.

This book provides a structured framework for all levels of experience. It offers insights into the creative spaces for developing partnerships, focusing on underrepresented and underserved groups. As such, the purpose of developing a partnership programme reminds us of the collaborative work within and beyond education (Chapter 1) and addresses the multifaceted layers within our responsibilities and institutions (Chapter 2). Furthermore, the authors emphasise building trust and respect within relationships. Despite the complexities and overlapping challenges of engaging in partnerships and surviving within the sector (Chapter 8), enabling dialogues to grow and reflect through trust (p 107) is foundational for successful long-term partnerships (Chapter 4). Of course, partnerships can fail (Chapter 8), yet the authors provide practical advice on addressing the challenges that arise in the process and untangling the rigid role boundaries and traditional hierarchies. Nevertheless, embracing partnerships and developing more "nuanced and complex conceptions of identity that go beyond the dichotomous 'student/staff' binary" (Mercer-Mapstone, Marquis, and McConnell 2018, p 12) underpins all.

This book offers guidance on "how to strike a balance between inclusion and selection" (Felten et al., 2013, p 219) within the partnership. Consequently, this is a fine line for which no one has yet provided the perfect model. Perhaps an area for improvement for this book is to critically analyse the challenges of implementing partnerships. Barriers are acknowledged, yet the book does not discuss in detail the systemic and structural barriers hindering partnership implementations, barriers which are influenced by the staff-student power dynamics or the institutional policies. Conversely, partnerships are unique in their contexts and goals. Though this book does not focus on the challenges, the process of creating, developing, and sustaining partnerships is nevertheless worthwhile. The authors remind us

Book review

of the intangibility that partnership requires. Yet partnerships bring a sense of belonging when embracing the process with goodwill, willingness to learn, adapt and change with positivity. Thus, as readers, we can learn to embrace the conversion of learning into opportunities with greater appreciation and resilience while navigating the ambiguity of institutional situations.

This book advocates pedagogical partnerships (Chapters 1 and 2) through regular recognition and affirmation activities (Chapters 4 and 5). Thus, it emphasises the importance of nurturing dialogues with a more profound understanding across differences of position, identity, and perspective for any successful and sustainable partnerships. Here, the authors provide practical tools and strategies for readers to employ. Though valuable, the book could benefit more from discussing its limitations in different institutional and disciplinary contexts. Overall, *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education* supports contextualising pedagogical partnerships locally and offers grounded strategies in research and experience. As a result, we as readers are able to absorb the diversity and inclusivity considerations experienced globally and transfer that knowledge into our attitudes and practices.

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Book review

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