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**Co-Creation of Teaching, Learning and Assessment**

**at Greenwich Business School**

**Template for formatting submissions** [sample essay excerpts with explanation of components]

[Word docs with single spacing, left-aligned, no indentations (except for quotes longer than 40 words), Times New Roman, 12-point font throughout]

**A STEPP into Uncertainty: Pursuing Passions To Embrace Pedagogical Risks**

[Title is in **bold** and Small Caps (not ALL CAPS), with first letter of major words capitalized]

[One hard return between title and author]

*Nandeeta Bala, Cognitive Science and Education major, Chemistry minor, Vassar College, Class of 2022*

[One hard return between multiple authors]

*Lorna Hayward, Associate Professor, Physical Therapy, Bouvé College of Health Sciences, Northeastern University*

*[Author, department and role (if faculty)/major affiliation (if student), college (and year of graduation, if a student] all in italics, not bolded]*

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[STEPP (Student Teacher Engaged Pedagogical Partnership)](https://pages.vassar.edu/stepp/) stemmed from Vassar College’s [Engaged Pluralism Initiative (EPI)](https://engagedpluralism.vassar.edu/) Inclusive Pedagogies Working Group and was piloted during the Spring-2020 semester. Although it was initially unclear how I would participate in STEPP due to scheduling complexities, I was able to join the pilot as a student coordinator. This unexpected option empowered me to integrate interdisciplinary interests, forge valuable relationships, and engage in personal growth. Guided by enthusiasm and inspired by serendipitous opportunities, I was encouraged to choose “the road less travelled,” leading to this possibility of reflection on pedagogical partnerships in light of responsibility and risk (Arshad & Cook-Sather, 2018).

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**Exploring Educational Interests**

[Headings **bold** and aligned left with main words capitalized]

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To make the most of a liberal arts education, I was keen on exploring my interests in cognitive science, chemistry, and psychology while trying classes in new subject areas. To these ends, I enrolled in my first education class during my freshman year. I was stunned by the inclusive format of discussions, the creative assignments, and the emphasis on the student voice. Excited to pursue my newfound interest outside of my classes, I joined the EPI Inclusive Pedagogies Working Group during the Fall-2020 semester. I learned that, among its initiatives, the Working Group planned to pilot a version of Bryn Mawr and Haverford Colleges’ SaLT program at Vassar during the upcoming semester. From the little I knew of SaLT, I was eager to participate as a student partner in Vassar’s pilot. However, fate begged to differ: the chosen working group meeting time on Fridays was devoured by my four-hour Cognitive Science lab. It was difficult to believe that scheduling of all things would impede my exploration of interests. Before my journey into a pedagogical partnership program could even begin, the discipline of a major had demarcated my involvement.

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For the Spring-2020 semester, I ensured that I had Fridays free (a rare feat for STEM majors!) and was delighted to join the Inclusive Pedagogies Working Group. While it offered a chance to participate in many exciting projects, the pilot team was already established with four student partners, four faculty partners, and a facilitator of the student partner meetings. My participation as a student partner would have necessitated additional work from working group members. Though vexed that a choice of a STEM class months ago affected my involvement, I did not want my passion to burden the pilot. Yet, a door opened: when I heard that an introduction of SaLT, conducted by Alison Cook-Sather, Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, was open to the Vassar community and that an orientation specifically for the participants would follow soon after, I immediately asked Jonathon Kahn, Faculty Coordinator of STEPP, for a chance to attend the orientation with all participants. My enthusiasm, which disregarded my inability to participate, insisted on channeling my curiosity about the program and consoled my disheartened thoughts, edging them to engage with an intentional choice that prioritized intellectual curiosity over emotional vulnerability — with the idea that a lost opportunity to contribute could and would be replaced by an exciting opportunity to learn………

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**References**

[Basic APA style]

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Ahmad, A., & Cook-Sather, A. (2018). Taking roads less traveled: Embracing risks and responsibilities along the way to leadership. *Teaching and Learning Together in Higher Education*, 24.<https://repository.brynmawr.edu/tlthe/vol1/iss24/7>

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Cook-Sather, A., Bahti, M., & Ntem, A. (2019). *Pedagogical partnerships: A how-to guide for faculty, students, and academic developers in higher education*. Elon University Center for Engaged Learning Open Access Series.<https://www.centerforengagedlearning.org/books/pedagogical-partnerships/>

Cook-Sather, A., & Bala, N. (2020). Naming and Navigating Troubling Transitions: Pedagogical Partnership during the Pandemic. *Teaching and Learning Together in Higher Education*, *30*. <https://repository.brynmawr.edu/tlthe/vol1/iss30/1/>