



Alison Cook-Sather, Ph.D.

Alison Cook-Sather is Professor of Education and Coordinator of The Andrew W. Mellon Teaching and Learning Institute at [Bryn Mawr College](#).

Between 1994 and 2006, she served as Director of the [Bryn Mawr/Haverford Education Program](#), focusing on preparing undergraduate students to become teachers in secondary schools. Since 2006, she has focused her work on developing and facilitating seminars and workshops for faculty, graduate students, and undergraduates through the Teaching and Learning Institute.

Drawing on these efforts, Dr. Cook-Sather has written extensively about how differently positioned participants in education can work together toward deeper learning.

Much of Dr. Cook-Sather's scholarship explores how various metaphors and the classical anthropological concept of liminality can be used to analyze how education is and might be conceptualized and practiced. A leading scholar in the field of student voice, Dr. Cook-Sather has published widely on the premise that students have crucial perspectives and an important role to play in conceptualizing and analyzing educational opportunities. "Voice" is a metaphor for active student participation in the development and the study of approaches to teaching, learning, and education more generally. Through this area of research and practice, students become consultants and partners, working together with teachers and scholars to make education a mutually engaging process.

Supported by grants from the Ford Foundation, The Arthur Vining Davis Foundations, and The Andrew W. Mellon Foundation, Dr. Cook-Sather has developed internationally recognized programs through which students are positioned as pedagogical consultants to prospective secondary teachers and to practicing college faculty members. She has given more than 30 keynote addresses and other invited presentations in Brazil, Canada, Spain, the United Kingdom, and throughout the United States, and she has presented 35 papers at refereed conferences. Recently, she was named the Jean Rudduck Visiting Scholar at the University of Cambridge in England.

Dr. Cook-Sather has published over 40 articles, 10 book chapters, and four books, including *Learning from the Student's Perspective: A Sourcebook for Effective Teaching* (Paradigm Publishers, 2009), *International Handbook of Student Experience in Elementary and Secondary School* (co-edited with Dennis Thiessen, Springer Publishers, 2007), *Education Is Translation: A Metaphor for Change in Learning and Teaching* (University of Pennsylvania Press, 2006). Her latest book, *Engaging Students as Partners in Teaching & Learning: A Guide for Faculty*, co-authored with Catherine Bovill & Peter Felten, is forthcoming from Jossey-Bass.

Recent publications focused on Students as Learners and Teachers (SaLT), the professional development model she has designed through which undergraduate students serve as pedagogical consultants to college faculty, appear in *To Improve the Academy*, *Curriculum Inquiry*, *Anthropology & Education Quarterly*, *Journal of Faculty Development*, *International Journal for Academic Development*, *Educational Action Research*, *Innovative Higher Education*, *Assessment & Evaluation in Higher Education*, and *Reflective Practice*.

For more information, visit <http://www.brynmawr.edu/education/people/alison.html> and <http://www.brynmawr.edu/tli/> or contact Alison at acooksat@brynmawr.edu