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## STUDENT CONSULTANTS TO 360° COURSE CLUSTERS

*“Working with the student consultant has helped to generate/deepen conversation among the faculty members of the 360 about our teaching. It's wonderful to have an opportunity to share this immersive experience with someone so thoughtful and insightful, someone who's both in it and not fully in it.”*

*“Having someone from the outside, who is a student, will save you a tremendous amount of time. This is someone who can spot problems long before the individual teachers will...and who can offer solutions. The complexity of the 360, and the tremendous amount of work it demands, means that having this kind of an early heads up and someone else helping with problems of various sorts is a real benefit.”*

*“I think that having a TLI consultant for the 360s should almost be a requirement. Inasmuch as the whole structure is about coordinating between courses/faculty with disparate disciplines, having someone who can, from the student perspective, point to how, where, why, such conjunctions might occur is absolutely invaluable.”*

### PLANNING 360s

*“Our student consultant has been invaluable to us as a student voice in planning. At every meeting we say, “What do you think, from a student's point of view...?” Her answers have helped us with everything from logistical details (like where to advertise, and when to offer, the courses), to thinking with us about both the philosophy we are enacting and the language we are using to represent it.”*

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*“Our student consultant has offered us a fresh perspective on a great range of questions and issues, often substantive ones. For example, after listening to the professors talk back and forth about ways that our courses might overlap and also be distinct, our SC offered valuable insight into how we might reposition each course in order to generate a more productive tension between them. Also, our SC has offered helpful insights on the praxis dimension of the course, from logistical points such as how much is too much to ask of students in terms of scheduling times outside the course to more substantive points such as ways to think about framing the praxis aspect for students coming from various kinds of experiences.”*

*“Since by definition 360s take students and faculty beyond the familiar, the observer/listening role of the SC can be even more valuable going forward; flagging, for example, students anxieties/confusions that might not come up face-to-face with faculty.”*

### **TEACHING 360s**

*“Our student consultant has really been the glue that has held the three courses together. While we have attended each other’s classes, she has done so in a way that has really provided continuity between the courses. In addition, she has been able to access the mood of the students with regard to individual courses and to the ways in which they do or don’t work together. I can honestly say that to extent that our 360 is successful, she will have been absolutely key in making it happen. I can’t imagine having done this without her and I think that what she brought to the table would be essential to any 360.”*

*“The three of us teaching in the 360 meet once a week for lunch to touch base, compare notes, plan future convergences, etc.; and [our student consultant] is always part of that meeting (“the gang of four”). I would strongly encourage those doing 360s to do as we have done, i.e., meet weekly for lunch and include the student consultant.”*

*“The student consultant is useful in simply giving the temperature of the course as it goes own, making suggestions about how the class is run, its structure, assignments, etc. I have really appreciated her feedback and have learned much from her. In some cases, I haven’t entirely agreed with what she has said, but it has been incredibly useful to have a student who is at the same time a peer. I am extremely grateful to her for everything she has brought and I think my classroom approach has benefited greatly.”*

### **ASSESSING 360s**

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