

Equity-Minded High-Impact Learning: A Short-Term Approach to Student-Faculty Collaborative Research

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This article explores the potential for high-impact learning practices—and specifically student-faculty collaborative research—to address inequality in U.S. institutions of higher education. In theory, student-faculty research holds much promise for promoting diversity and social justice in higher education. This high-impact practice reflects ideals around collaboration and mentoring, and offers a more egalitarian approach to the traditional student-faculty power relationship. In practice, however, collaborative research runs the risk of reproducing inequality, thereby undermining its transformative potential. Drawing upon bell hooks' (1994) notion of radical pedagogy, and in the spirit of being equity-minded, I propose a short-term version of student-faculty collaborative research. This truncated approach is an effort to ameliorate some of the barriers associated with traditional collaborative research, and provides a model for critically assessing how educational “best practices” can reproduce, as well as disrupt, inequality in higher education.

Keywords: student-faculty collaborative research, high-impact learning, radical pedagogy

This article explores the potential for high-impact learning practices—and specifically student-faculty collaborative research—to address inequality in U.S. institutions of higher education. Today, colleges and universities are often sites where structural inequality is reproduced rather than ameliorated (Armstrong and Hamilton 2013; Mettler 2014; Mintz 2015). Especially at risk are students from historically marginalized or underserved groups, including underrepresented minority, first-generation, transfer, and/or low-income students. As tuition costs rise, for-profit colleges and universities proliferate, and income inequality grows, students face new challenges in pursuit of post-secondary degrees, not the least of which includes paying for college. These economic challenges, which uniquely intersect with gender, race/ethnicity, and other systems of power, were poignantly underscored in 2010

with the announcement that outstanding national student loan debt surpassed national credit card debt; by 2013 student loan debt had reached one trillion dollars (Barshay 2014). Over the last several decades, various federal higher education policies have exacerbated socioeconomic inequality, leaving students even more unequal when they leave college than when they first entered (Mettler 2014).

“High-impact” pedagogical practices may help to combat these rising tides of inequality in undergraduate education. High-impact practices are techniques and designs for teaching and learning that have been widely tested and proven to be beneficial for successful learning among college students from many backgrounds. These practices take different forms, and studies consistently demonstrate the substantial educational benefits high-impact practices such as first year seminars, study abroad experiences, service learning, internships, collaborative research, and capstone courses provided to all

students, and especially underserved students (Finley and McNair 2013; Kuh 2008; Nagda et al. 1998; Swaner and Brownell 2009). For example, Kuh (2008) identified a “compensatory effect,” whereby high-impact practices helped raise all students’ first-year grades and second-year retention rates, but had an especially positive effect on African American and Hispanic students and those who enter college with lower test scores. Similarly, a study conducted at California State University-Northridge found that high-impact participation enhanced student success and persistence, particularly among Latinx students and Pell grant recipients (Huber 2010).

In this paper, I focus on one high-impact learning practice and its potential for addressing education inequality: student-faculty collaborative research. Collaborative research involves undergraduate students and faculty significantly and mutually engaging in all phases of a research endeavor. Effective collaborations require that faculty provide structure and feedback throughout the research process, and that students participate throughout the entire inquiry cycle, which means students help to: (1) identify the problem to be investigated, (2) flesh out research questions, (3) review related literature, (4) design and assist with data collection, (5) design and conduct data analysis, (6) write up findings and implications, (7) present study/project to others, and (8) co-author papers (Kuh 2014).

Often extensive and intensive in nature, these research collaborations can take different forms. One model is the National Science Foundation’s Research Experiences for Undergraduates (REU), in which undergraduates from around the country competitively apply to join a faculty member or research team to work on a project that is part of a larger research agenda. Other models involve research conducted within (rather than across) institutions, whereby a student and faculty member at the same institution embark on a collaborative project. Collaborations may start

as summer projects, but can extend into the academic year.

Like other high-impact experiences, collaborative research is deemed good pedagogical practice. The Association of American Colleges and Universities spotlights the value of student-faculty research on its list of High-Impact Educational Practices (Kuh 2008). The National Survey of Student Engagement (2000) lists “active and collaborative learning” and “student-faculty interaction” as two of the five national benchmarks of effective educational practices. Collaborative research has been shown to increase students’ learning and understanding of the research process (Bauer and Bennett 2003; Burke and Cummins 2002; Gafney 2005; Hunter, Laursen, and Seymour 2007; Kardash 2000), satisfaction with their undergraduate education (Bauer and Bennett 2003), retention rates (Nagda et al. 1998), and acceptance into advanced graduate or professional programs (Bauer and Bennett 2003; Chandra, Stoecklin, and Harmon 1998; Foertsch, Alexander, and Penberthy 2000). These research collaborations provide students with an in-depth exposure to a scholarly topic, a “product” for scholarly dissemination, and authentic student-teacher interactions (Burke and Cummins 2002). Moreover, the association between enhanced student learning and formal and informal student-faculty contact (Endo and Harpel 1982; Kuh 1995; Kuh and Hu 2001; Lampert 1993; Pascarella and Terenzini 2005; Thompson 2001), as well as in- and out-of-class course-related student-faculty interactions (Kim and Sax 2009; Umbach and Wawrzynski 2005), has been well documented. Colleges and universities around the country now routinely tout their commitment to providing students with these collaborative research opportunities.

Challenges of Collaborative Research

Despite their high-impact learning potential for all students, and especially underserved students, opportunities for participating in these educational practices are not accessed in

equitable ways. Students from historically underrepresented communities in higher education are less likely to participate (Kuh 2008).

Unequal participation patterns result, in part, from various barriers facing students and faculty. Finley and McNair's (2013) research on educational experiences of underserved students in higher education reveals numerous obstacles that deter students from pursuing high-impact practices, which include time and money constraints, competing priorities, and a lack of guidance and advising on the existence and importance of these practices. While many students are likely to be confronted by one or more of these barriers in their college career, these obstacles are especially obstructive for underserved and less privileged students.

Faculty also face participation obstacles, especially in the case of collaborative research. For students and faculty alike, collaborative research is time-consuming. From project inception to finished product (e.g., scholarly publication), these projects can span multiple semesters or even years. Instructors may be reluctant to take on the "extra work" of this intense collaboration, despite the pay-off it can provide (Lang 2011). Pre-tenured faculty might be especially hesitant to collaborate, particularly with students deemed "risky"—i.e., those who need extensive guidance or who might drop out before project completion—since tenure decisions are shaped by finished and published projects.

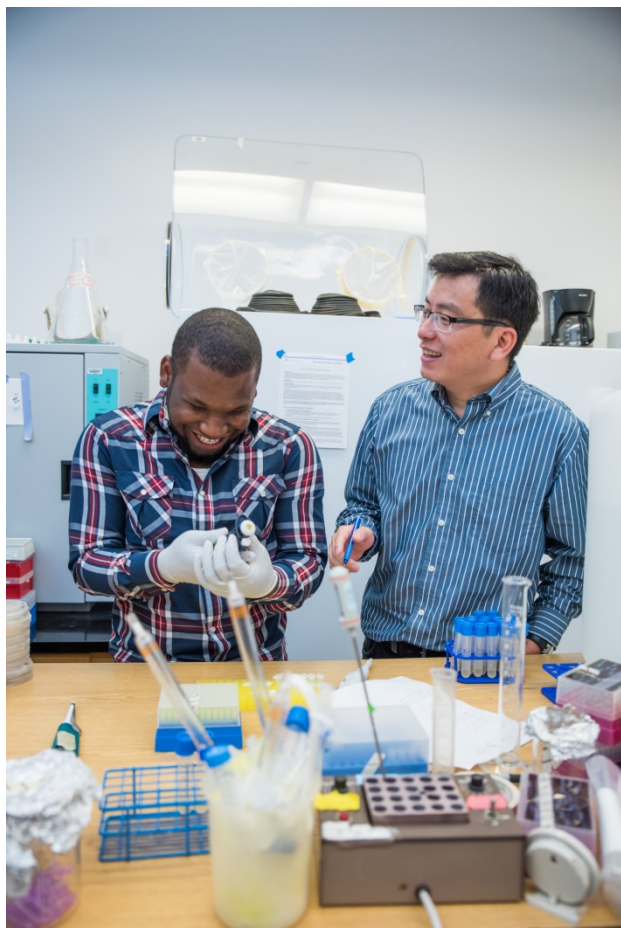
Thus, due to the perceived and real risks for faculty (e.g., time, tenure, emotional investment), instructors are often advised to be selective when entering collaborative partnerships and intensive mentoring with undergraduates. For example, Burke and Cummins (2002) argue:

Research suggests that successful mentoring is more likely to occur when students possess characteristics indicating that they can commit to the endeavor; have positive attitudes toward the instructor; and have the

necessary maturity, skills, and talent to be successful (Green and Bauer 1995; Kram 1983). Such characteristics need to be apparent during the initiation stage of a research project if a productive mentoring relationship is to form. Once a project is underway, those characteristics also help to sustain the relationship (Noe 1988). Because of the importance of compatibility, instructors should be selective with whom they choose to work. Similarly, students should be honest about whether they possess such characteristics or are willing to learn what is needed to complete a project. (P. 130)

In other words, faculty are encouraged to embark upon projects with talented and highly motivated students with whom they will see a return on their investments.

In this way, collaborative research practices harbor the potential to replicate structural inequality, in which more "exceptional" students receive the most benefits of these highly coveted mentoring experiences. Some students—more often those from already advantaged backgrounds—are better positioned to wield their academic, social, and/or cultural capital in order to enter into these competitive partnerships. This privileged access provides the opportunity for these students to further build upon their capital. This sets the stage for reproducing inequality, whereby these other forms of capital are eventually converted into economic capital, and the already privileged are further privileged (Bourdieu 1984). Thus, despite good intentions of offering students valuable high-impact learning opportunities, inequality can get built into the structure of this "best practice" in higher education. Indeed, Kuh (2008) argues that "more information is needed about [high-impact activities'] structural features, and whether certain types of students are more likely to take advantage of them and how they benefit from the experience" (p. 20).



Some high-impact practices are more structurally inclusive than others. Learning activities that are built into the required curriculum, like first year seminars, writing intensive courses, or senior capstones are experienced by all students. Other high-impact practices, however, are susceptible to uneven participation, in that they are difficult to require of all students or they entail additional time and money. Study abroad and student-faculty research collaborations fall into this category. Yet, research shows that the benefits of high-impact learning practices are especially pronounced when they are cumulatively and pervasively experienced across the years (that is, the more participation over time, the greater the benefits) (Finley and McNair 2013). For this reason, it is especially important that students have access to as many of these practices as possible throughout their college careers.

In the remainder of this paper, I build upon literature centered on student-faculty research and its high-impact learning potential for underserved students. In an effort to extend some of the benefits of this educational practice to a wider spectrum of students, I propose a modified version of student-faculty research. Drawing upon bell hooks' (1994) notion of radical pedagogy, this alternative collaboration model can help to promote diversity and social justice in higher education.

Addressing Challenges with Radical Pedagogy

Informed by anti-colonial, critical, and feminist pedagogies, radical pedagogy is grounded in an educational approach that views learning as a liberatory practice. Borrowing from, reflecting upon, and critiquing these various pedagogical traditions along with her own educational experiences, hooks (1994) develops teaching practices that “engage directly both the concern for interrogating biases in the curricula that reinscribe systems of domination (such as racism and sexism) while simultaneously providing new ways to teach diverse groups of students” (p. 10). Recognizing that too often education can (and does) reinforce domination, hooks' pedagogical model views education as the practice of freedom (not domination). Like other critical pedagogies, radical pedagogy is centrally concerned with shifting power relations, disrupting patterns of inequality, and promoting social justice through education (Freire 1970). Like other feminist pedagogies, this educational approach advocates for classrooms that are participatory, cooperative, and democratic. Power is shared among members of the learning community, and students and teachers are collaborators in the knowledge production process (Shrewsbury 1993). Hooks cultivates this approach to teaching specifically in the context of higher education, and she underscores the importance of *excitement* for liberatory learning, which, she

argues, is too often missing in college learning environments.

In theory, student-faculty research holds much radical pedagogical promise for promoting diversity and social justice in higher education. For example, this high-impact practice reflects feminist and critical ideals around collaboration and mentoring, and offers a more egalitarian approach to the traditional student-faculty power relationship. In practice, however, collaborative research runs the risk of reproducing inequality, thereby undermining its radical pedagogical potential. This is not to say that traditional collaborations should be eliminated for high performing and highly motivated students. On the contrary, these traditional projects should continue to be structurally supported and rewarded, and especially made available to talented underserved students.

In addition to the traditional model, however, alternative approaches to collaborative research should be considered to ensure the practice is accessible to a wider breadth of students and faculty. Educators who ascribe to radical pedagogical practices, and who care about diversity and social justice in higher education, must be “equity-minded” when thinking about the implementation and execution of high-impact learning (Bensimon 2007; Finley and McNair 2013). For these reasons, I propose a “short-term” version of student-faculty collaborative research. Similar to how short-term study abroad made high-impact travel learning accessible to a greater number of students (Lewis and Niesenbaum 2005), this truncated approach to collaborative research is an effort to ameliorate some of the barriers associated with traditional collaborative research. Educators have recognized the importance and value of amending other high-impact learning practices, such as study abroad, in order to make them more inclusive. Colleges and universities now routinely offer short- and long-term study abroad opportunities. In a similar vein, I re-conceptualize collaborative research, scaling down its traditional scope and timeframe.

Short-Term Collaborative Research

The following scenario is undoubtedly familiar to many college instructors. You receive an upbeat email from a student that sounds something like this: “Hi Professor! I think you would really enjoy this video! Also, it pertains a lot to what we’re covering in class. I didn’t know of this issue until this class! Let me know what you think!” (*Sentences taken from actual student emails; exclamation points in the original*). Included in the email is a link to a video clip about a topic we learned in class.

Three weeks into the semester at my new institution, I had already received three emails like this. Despite the new institutional setting and unique student population, the emails were very familiar. I had received countless such emails in the past from excited students who discovered a connection between class content and their everyday engagement with media. I imagine most disciplines have their own equivalents of this casual yet enthusiastic out-of-class student-faculty interaction.

Irrespective of disciplinary equivalents, these email exchanges—and the more sustained interactions they can initiate—are potentially powerful teaching and learning opportunities. In these exchanges, students demonstrate enthusiasm by self-defining an issue, piece of media, or body of knowledge as relevant and interesting. They show a level of disciplinary competency in that students have reflected more deeply on an issue and have connected it to course material. Students also exhibit motivation and engagement in these exchanges, going out of their way to share their thoughts with their professor. Sending an email to a professor may not seem like much, but given how over-scheduled and over-committed today’s students are, these “extra” efforts outside of formal assessment structures are meaningful. Students are looking for an outlet to share their discovery and application of new knowledge. This engagement with a professor via a quick informal

exchange is often a first place where students turn.

I believe these informal exchanges also signal an opportunity for short-term research collaborations. Like its long-term counterpart, short-term collaborative research requires students and faculty to meaningfully engage in every stage of the research process, thereby reflecting radical pedagogical principles around shared decision-making, equalized power dynamics, and opportunities for mentoring. The short-term project, however, departs from long-term collaborations in important ways. Criteria for student-faculty compatibility can take on less significance, since short-term projects offer a “lower stakes” environment. In this context, faculty can more easily “take a risk” and engage in collaborative research with students whose skills may be less developed. If the project does not come to fruition, each party has less to lose, as neither invested too much time and effort upfront. Moreover, the smaller scope means a shorter time commitment. This is important for faculty and students, both of whom may not be able to devote an entire semester, summer, or academic year(s) to an intensive (and often unpaid or underpaid) collaborative project. Unlike traditional collaborative research, short-term projects do not typically require a research budget or upfront planning (long-term projects are usually developed the semester or summer prior to project implementation). As such, short-term projects demand less preparation on the part of faculty, and can accommodate for and capitalize upon students’ on-the-spot budding interests that emerge over the course of a semester.

Given the smaller scope and duration of these projects, students and faculty may not experience the extent or depth of benefits associated with longer-term projects. These potential benefits include enhanced student learning and personal growth, improved problem-solving skills, opportunity for students to expand professional networks, a selling point for students in job interviews, and the intrinsic reward experienced

by faculty who can watch a student grow and develop into a trusted and respected colleague (Burke and Cummins 2002). While participants invest fewer resources in short-term collaborations, the payoffs or rewards may also operate on a smaller scale.

Despite the possibility of being a “less” high-impact learning practice, short-term projects still offer students valuable mentoring opportunities and access to one-on-one student-faculty interaction. Notably, the student participants in Finley and McNair’s (2013) focus groups expressed that “[t]hey do not require elaborate or expensive high-impact practices, and instead highlight the relatively low-cost dimensions of high-impact practices as significant means of promoting student engagement” (p. 31).

Below, I offer an example of a short-term collaborative research project. While each discipline will have its own versions, I have developed a Video Analysis Project that can foster many of the learning goals deemed important to sociology (Andrist et al. 2014). Like long-term collaborations, the Video Analysis Project offers students an opportunity to delve more in-depth into a research topic, and be exposed to scholarly knowledge and resources beyond those covered in class. The Video Analysis Project provides students with additional opportunities to cultivate their writing, analytic, and media literacy skills. This short-term collaboration also gives students an opportunity to present their work in a public forum. Increasingly, it is common for today’s faculty to have their own professional blogs or disciplinary websites. In addition to serving as sites for faculty to engage in their own musings or research explorations, these professional websites can also function as spaces to publish collaborative work with students. In the case of the Video Analysis Project, I publish collaborations with students on my own professional website, *The Sociological Cinema* (www.thesociologicalcinema.com), an open educational resource that I created and edit with two colleagues.

Below, I share a short anecdotal story of a research collaboration I pursued with a student from my Introduction to Sociology class (see Table 1). This anecdote illustrates the potential for short-term projects to benefit a broader and often underserved group of students.

Video Analysis Project: Action Plan and Timeline

A plan of action is important to the success of collaborative research. To ensure the achievement of desired outcomes, Burke and Cummins (2002) argue that, “a clear plan needs to be developed before the project begins so that execution is orderly and logical. Otherwise, the project has an ad hoc quality to it and important parts of it are not completed on time” (p. 130). I have developed templates for an Action Plan (Table 2) and Timeline (Table 3) to help guide instructors through the short-term collaborative process. The Action Plan is modified from the

Conclusions

The Education has been cited as “the great social equalizer” (Grove and Montgomery 2003). Kuh (2008) points to the role of high-impact practices in this equalizing pursuit, arguing that “engaging in educationally purposeful activities helps level the playing field, especially for students from low-income family backgrounds and others who have been historically underserved” (p. 22). There is now ample evidence showing the benefits of high-impact learning practices. “Now it is up to the higher education community to make use of this emerging evidence” (Schneider 2008:2).

In this article, I have introduced the concept of short-term collaborative research. Reflecting radical pedagogical practices, this approach to student-faculty research seeks to be equity-minded, disrupting structures of inequality and extending the benefits of collaborative research to a broader and more diverse spectrum of students. While there are various ways faculty

semester-long plan proposed by Burke and Cummins (2002); both templates are designed for my short-term Video Analysis Project but can easily be adapted to fit other disciplinary-specific short-term projects.

In addition to helping research partners meet their desired outcomes, these resources are beneficial to faculty and students in that they save time and formalize the collaborative process. This makes it easier for instructors to replicate the process with other students, and provides context and guidance for students who very well may be collaborating with faculty for the first time. These resources are also beneficial in that they provide a means for ongoing communication and feedback, an essential feature of successful research collaborations (Burke and Cummins 2002). The fact that no grade is given at the end of the project might help to keep the lines of communication open (Burke and Cummins 2002) and the power dynamics between student and faculty more equitable.

and students can collaborate, as Bauer and Bennett (2003) argue, additional studies are needed in order to document and assess the range of successful approaches. The short-term research collaboration proposed in this paper is one such approach. An important next step is to assess the effectiveness of short-term collaborations. Assessment studies should include both survey and qualitative methods, and should move beyond self-reported data to include measurements of longitudinal gains (Bauer and Bennett 2003). Harsh, Maltese, and Tai’s (2011) study on the long-term effects of undergraduate research participation is an important step in this direction.

In addition to stimulating additional avenues of research, I invite readers to use the ideas offered in this paper for further reflection and pedagogical experimentation. For example, I encourage faculty to hypothesize other short-term collaborative projects for their respective disciplines and courses. What might a short-term collaborative project look like in your field of study, and what types of publication outlets are

available for these types of projects? If you have a personal or professional blog or other online presence, can you imagine how you might incorporate student work on the site? I also encourage instructors to consider how students and faculty might build upon these projects, making the transition from a short-term to a long-term research collaboration. Finally, how might radical pedagogies further contribute to collaborative research practices? What other high-impact learning practices might benefit from radical intervention, thus making these learning opportunities more accessible to more students? I hope the ideas put forth in this paper help to incite imaginative answers and equity-minded principles to these and other teaching-related questions.

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Table 1. Video Analysis Project: An Anecdote

Three weeks into the semester, a student emailed me a link to a video of Emma Watson's gender-equality speech during the launch of the "HeForShe" campaign at the U.N. headquarters in New York. In the speech, Watson encouraged both men and women to claim the label of "feminist." The video went viral.

I responded via email, thanking my student for sharing the video and offering a few comments. The next day in class, I thanked her again and she expressed her interest in the idea of reclaiming the feminist name. She revealed that this idea was something she was not previously exposed to until our class. Three days later, the same student sent me another enthusiastic email with a link to a different video on the same topic. Having edited *The Sociological Cinema* for over four years, I knew this video would be a good fit for my website.

Although still early in the semester, this student had not stood out in any particular way. She had never spoken during large group class discussions, but her attendance and engagement was consistent. This student was from various underserved student communities: she was a first generation college student, a racial minority, and from an immigrant family; English was her second language. In addition to struggling with some grammatical errors, her writing syntax and analytic skills had room to grow. It was clear, however, that she was very interested in the subject matter. Although I could independently write an analytic post on the video for my website quite quickly, I felt that this student would benefit from a short-term collaborative opportunity, in which we worked together on writing and publishing the post. In my response to her second email, I asked if she had time to meet briefly after our next class. I proposed the idea of collaborating, and she enthusiastically signed on to the project.

Over the next two and a half months, we embarked upon a short-term collaborative project (see Table 2). Upon completing and publishing our work on *The Sociological Cinema*, I asked the student to write a paper describing her experience and reflecting upon what she learned. Below is an excerpt of her reflection:

I consider myself to be a very reserved person and on top of that professors seem to intimidate me a lot. Being able to collaborate with Professor Chepp on a one-to-one basis helped me ease out of that perspective. The class Introduction to Sociology that Professor Chepp teaches requires a lot of discussion. And though I am hesitant to voice my opinion I still am very attentive for it is an absolutely intriguing class. As the class progressed with many controversial ideals, the topic of feminism seemed to spark an interest in me because it is the first time I've heard of this topic, well all the topics were all very new to me...With the thought that this piece won't be graded engrained in my mind, I felt like I worked more free heartedly, passionately and openly on this project...I like to consider English as one of my not so strong topics, so bearing that in mind I was hesitant to work on this video analysis project with Professor Chepp. Since Professor Chepp informed me that there would be a lot of drafts, I wanted to give it a try and work with her on this. It was something I wouldn't consider doing out of my comfort zone...

First when I read the end result I was content, I didn't think much of it really. Then I shared it with my friends and family and their reaction was something I didn't expect. I kept saying that it was no big deal but my close friends and family including cousins showed a lot of ecstatic appreciation. It's something that I was very proud of and put forth a lot effort. My siblings were really proud too while my white friends see this all the time so they didn't really congratulate me. But like my sister said, "Omg this is BIG!! I am so proud of you! This is sooo freaken awesome!!! There are not a lot of Hmong/Lao women writers out there and now I personally know one! Everything you do takes you to where you need to be!" I chuckled when reading her comment. Then she and my brother shared it on their social network accounts. After much revision and feedback from Professor Chepp, and though it is just a summary of a video, the end result of the project is something I feel like we've greatly accomplished. Professor Chepp gave me a great opportunity and to work with her was a pleasure.

Table 2. Action Plan for Video Analysis Project**Topic of Study:****Project Objectives:****Required Reading:****Actions:**

1. The short-term collaboration begins by having a student identify a video of interest that they have connected to class content. The fact that this collaborative project originates from the student's initiative is important, as it demonstrates enthusiasm, self-defined interest, and motivation.
2. The instructor assesses the collaborative fit with the student and the video's pedagogical potential. When assessing fit, faculty should consider the student's analytic and writing abilities, as this will shape the instructor's—and student's—collaboration experience. This does not mean instructors should only seek out high performing, exceptionally capable students. In fact, faculty may intentionally seek out lower-performing students and view the collaboration as an opportunity to work one-on-one with a student in a short-term, targeted capacity. Either way, instructors should be aware that different student-faculty collaborations will entail different levels of involvement and guidance, and instructors should be cognizant of these before entering into the collaboration.
3. If the instructor has deemed a good collaborative fit, the instructor should reach out to the student to determine the student's interest in collaborating on a short-term Video Analysis Project. Instructors can reach out via online or face-to-face communication. What's important is that instructors let students know the analytic potential of the video that the student has identified, and provide an example of what a short video analysis looks like. Here, faculty can refer students to *The Sociological Cinema*. If, at this point, students express interest in collaborating, instructors should lay out a clear step-by-step Action Plan and Timeline detailing what the collaborative process will look like. Here, instructors can design their own Action Plan and Timeline, to varying degrees of student input, or they can use the template provided below (see Table 3). Once the instructor and student review the plan in detail, instructors should, once again, assess the student's interest. It's important that students don't feel pressured to embark upon a short-term collaboration and, if enrolled in the professor's class, they understand that declining the invitation to collaborate will in no way impact their grade.
4. Once both collaborative partners decide to move ahead and agree to the terms of the partnership, faculty and students can decide whether or not to set deadlines for each action item. In the proposed template below, I suggest that the collaboration begin with students summarizing the video and tying the video to course content, whether that be a disciplinary theory, perspective, concept, etc. The write-up should be concise, about 250-500 words, and well written. This work should match the caliber of work the student would submit for a grade. At this point, the student sends the first draft to the instructor for feedback.
5. Next, the instructor reviews the student's write-up and provides comments; instructor feedback should focus on content, analysis, and readability. Instructors should resist line edits, and instead provide substantive comments centered on analytic development. The instructor should also identify 1-2 articles the student should read and incorporate into the next draft. An alternative approach would be for the instructor to identify an issue area for the student to research, and have the student (rather than the instructor) identify 1-2 articles to read and incorporate into the next set of revisions. Irrespective of approach, the instructor returns these comments to the student, who will revise and incorporate feedback and additional research. At this point, I like to return the draft with a potential title and our names listed as co-authors. This is a subtle way to reinforce the collaboration, provide motivation, and offer a visual

reminder that this will be published online. Authorship credit and order should be determined early in the collaborative process, and based on collaborators' relative abilities and contributions (Fine and Kurdek 1993). I suggest that students and instructors set up a meeting to discuss the comments and talk about next steps in person. If need be, this meeting should include a quick tutorial on Microsoft Word's "track changes" feature or another collaboration tool (e.g., Google Docs).

6. The student revises and incorporates instructor feedback and additional research and/or scholarly literature; sends second draft to the instructor for comments.
7. Instructor determines whether another set of student revisions is needed. If so, instructor comments on the second draft and returns it to the student to revise for a third time. If not, it's now the instructor's turn to revise the draft, and to send the draft to the student for feedback.
8. Once both collaborative partners are content with the work, they can hyperlink to any additional scholarly articles, online posts, or teaching resources, and select an image to accompany the post.
9. The authors submit the video analysis to a publication outlet, such as *The Sociological Cinema*. Co-authorship is denoted on the final submission.
10. The student writes a short reflection paper on what they learned and how they felt about the collaborative experience. Student and faculty have a final debriefing session on the overall experience.

Table 3. Timeline: Video Analysis Project (Template)

Action	Collaborative Partner Primarily Responsible for the Action	Target Deadline
Student identifies and shares video with instructor	Student	
Instructor assess collaborative fit with student	Instructor	
Instructor invites student to collaborate on Video Analysis Project	Instructor	
Both partners agree on collaboration and plan of action	Student and Instructor	
Student writes 1 st draft of analysis	Student	
Instructor provides feedback; either instructor or student identifies 1-2 relevant scholarly articles or areas for the student to research further	Instructor	
Student writes 2 nd draft, revising language and incorporating additional research/scholarly literature	Student	
Instructor comments on 2 nd draft; goes through a 3 rd or 4 th drafting process as needed	Instructor	
Instructor has an opportunity to revise the draft; sends to student for feedback	Instructor	
Student comments on draft; instructor incorporates student feedback	Student and Instructor	
Once both partners agree on final draft, add hyperlinks, links to additional scholarly and/or teaching resources, and an image to accompany the post	Student and Instructor	
Submit as a co-authored publication	Student and Instructor	
Student writes reflection paper on the experience and what they learned	Student	