Overview

- Hampshire pedagogy
- Activity – a joint look at planning
  - Topic
  - Questions
  - Skills
  - Products
  - Activity structures
- Discussion/Your questions – about your courses
Hampshire pedagogy

- Tradition of inquiry
- Authentic products/authentic assessment
- Student active instruction
- Early and continual feedback and reflection
- Include context of knowledge creation (social, political, economic, etc.)
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Why inquiry?

- Inquiry instruction leads to
  - Use of methods, tools and thinking of your field
  - Products that rival work in your field

- Learning how to think in a field allows students to follow their own questions

- Inquiry-oriented instruction increases interest and participation

- Inquiry leads to integration of ideas
Authentic products and assessment

- Natural outcome of inquiry (tools and products of the field)
- Shy away from traditional tests or quizzes (consider other ways to check learning)
- Expectations for assessment are clear and specific (not a grade)
  - Include goals on your syllabus
  - Include requirements for evaluation on your syllabus
Student active pedagogy

- Students are involved in sharing their thinking and in explicitly making meaning
- Activities tend to involve some portion of an inquiry cycle
- Frequent small group activities
- Short “lectures” include discussion
- Collaborative work (with check-ins to make sure all are participating)
- Student choice in topic or product where appropriate
- Etc.
Continual feedback and reflection

- Start early in the semester with assignments that ask students to use specific skills
  - Give feedback for improvement
- Ask students to reflect on how they are doing (at least):
  - Mid-semester
  - End of semester
Many integrate content and context

- Consider multiple perspectives (individual and cultural)
- Consider power (who creates knowledge, who has access, etc.)
- Consider one’s own role in making meaning and applying knowledge to the real world
- Critical approach
Planning a class or course together
Backwards design*

- In course planning, consider planning backwards
  - Consider the **skills/abilities/understandings** you want students to gain
  - Consider the **evidence** or **product** that would demonstrate their mastery of the skills and content
  - Plan **student-active assignments and classes** to build to the final product.

- Also, consider framing the course, unit, class around an organizing **question**

*we will have to modify
Washing the Dishes
Questions

- What questions might we ask about dish washing? (think about your field, your experiences, your lives)
  - Think/write a list by yourself
  - Compare your list with one other person – come up with 1 or 2 that you really like
  - Share with whole group
Questions

- What is a standard of cleanliness and how to measure?
- What is the ideology behind cleanliness?
- How do different cultures eat? (dishes or not, etc.)
- What is the relative necessary resources for washing dishes – in diff. methods? What is available?
- How is dishwashing connected to capitalism, consumer culture, gender, race, class?
- How is it connected to architecture and lived spaces?
Questions, cont...

- How much water is used in different methods?
- What are the dominant narratives of dishwashing?
- What happens to relationships/families/mods when you try to share dishwashing or not?
- Professional versus personal and diff. situations?
- Etiquette and shame around clean/dirty dishes
- How often do you wash dishes?
Products/evidence of learning

- Look at an add for dishwasher – who is featured, etc. ad as text OR produce an ad
- Run an analysis of water use in diff methods
- Look at recipes books from diff countries – is there a meal that doesn’t require a dish and cook it
- Devise a standard of cleanliness for dishes in general – figure out efficient/envir. Friendly way to get to standard
- Asses and challenge perceived wisdom
- Interview people about dishwashing in relationship
Products, cont.

- Oral history – recent immigrants and their work in restaurants in context of dishwashing
- Journal in their mod of who is doing dishes
- Recreate movements in animation or in performance
Skills and abilities

- Understanding of the intersectional issues of domestic labor
- Identifying the socio-economic impact of everyday practices
- Hypothesis testing
- Experimental design/data analysis/modeling
- Devising methods of quantitative measurement
- Argumentation skills
- Interviewing skills
- Qualitative data analysis skills
Skills and abilities, cont.

- Evidence-based decision-making
- Oral history methods and practices
- Animation
How can you get students active in the process?

- Talk at your table about ideas
  - Consider what they could do in class (individually or in groups)
  - Consider how to keep them engaged outside of class via technology or face-to-face meetings
- Generate your ideas on post-its
- Send folks in your groups up to place their post-its on the appropriate pages
  - Individualistic
  - Group/collaborative
  - Using technology
Discussion

- What questions do you have about the content?
- What questions do you have about your specific classes?
- What assistance, if any, do you need?
- Other?