

TEACHING AT HAMPSHIRE COLLEGE – AUGUST 2016

Laura Wenk, Dean of Curriculum and Assessment/
Associate Professor of Cognition and Education

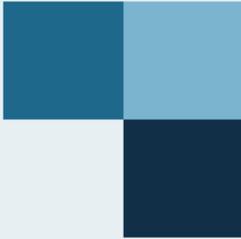
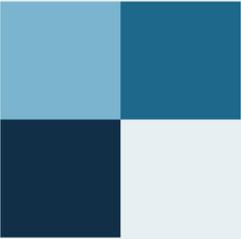
Overview

2

- 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.)



Your poll will show here

1

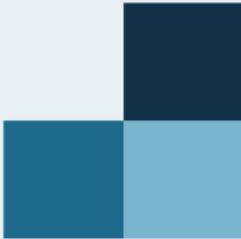
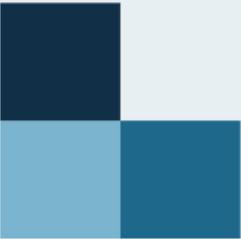
Install the app from
pollev.com/app

2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)



Why inquiry?

5

- 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

6

- 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

7

- 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

8

- 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

9

- 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

ACTIVITY

Planning a class or course together

Backwards design*

11

- 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**

12

Topic

Washing the Dishes

Questions

13

- 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

14

- 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...

15

- 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

16

- 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.

17

- 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

18

- 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.

19

- Evidence-based decision-making
- Oral history methods and practices
- Animation

Activity structures

20

- 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

21

- 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?