

Teaching at Hampshire College – August 2017

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Overview

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- A bit about Hampshire pedagogy
- Activity – Leading with skills; framing with questions
- What does this tell us about course/unit planning?
- What changes/tweaks can you make in your courses?
- Discussion/Your questions – about your courses

Hampshire pedagogy

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- Tradition of inquiry
- Student active instruction
- Early and continual feedback and reflection
- Include context of knowledge creation (social, political, economic, etc.)

Why inquiry?

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- Inquiry instruction involves
 - ▣ Use of methods, tools and thinking of your field
 - ▣ products that rival work in your field (authentic)
- 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

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- Shy away from traditional tests or quizzes (consider other ways to check learning)
- Select products that are natural outcome of inquiry (what would one produce to show they could answer an essential question?)
- 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

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- Students are involved in sharing their thinking and in explicitly making meaning
- Frequent small group activities
- Activities give students practice in important skills and habits of mind
- 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

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- Start early in the semester with assignments that ask students to use specific skills (perhaps low-stakes versions of what they will produce by the end)
 - ▣ Give feedback for improvement
- Ask students to reflect on how they are doing (at least):
 - ▣ Mid-semester
 - ▣ End of semester

Integrate content and context

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For example:

- 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

Question

Inquiry skills and thinking skills

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- Be explicit about what students will learn to do
- Give practice with feedback
- Help them see how they are doing/what they need to improve

ACTIVITY

Skills, Questions, Products

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Topic

Washing the Dishes

Questions

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- 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 a few that you really like
 - ▣ Share with whole group

Questions

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- Where are we washing the dishes?
- Who is washing the dishes (who isn't)?
- Why are they?
- What does washing the dishes mean in different cultures?
- What is a dish?
- How has dishwashing changed over time?
- How much water is used?
- What counts as a well-washed dish? Who decides?

Questions, cont...

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- What position/posture during doing?
- What is needed?
- What technology will help us?
- Who gets to decide whose responsibility?
- How do these things effect relationships?
- Who ignores/how does it connect to privilege?
- Why so many dishes?
- Who cooked?
- What are the consequences?

Questions cont.

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- What are dishes made of?
- Should you buy paper?
- What are the alternatives?
- Who is old enough?
- Are there classes of people forbidden to touch dishes?
- What are the things associated with dish washing?
- Does this question start or end an argument?

Products/evidence of learning

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- Performance
- Docu-film
- Short story
- Chore chart
- Interview
- Ethnography
- Experiment
- Score (event)

Products, cont.

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- Rubric for evaluation
- Bibliography
- Journal/blog entry/personal story
- Reproducing the dishes
- Mapping the dishes
- Consumer report of efficiency
- Receipt for paying for dishwashing
- Critical analysis of race/gender/class
- Photographic essay
- Exhibit or analysis of historical change/no washing

Skills and abilities

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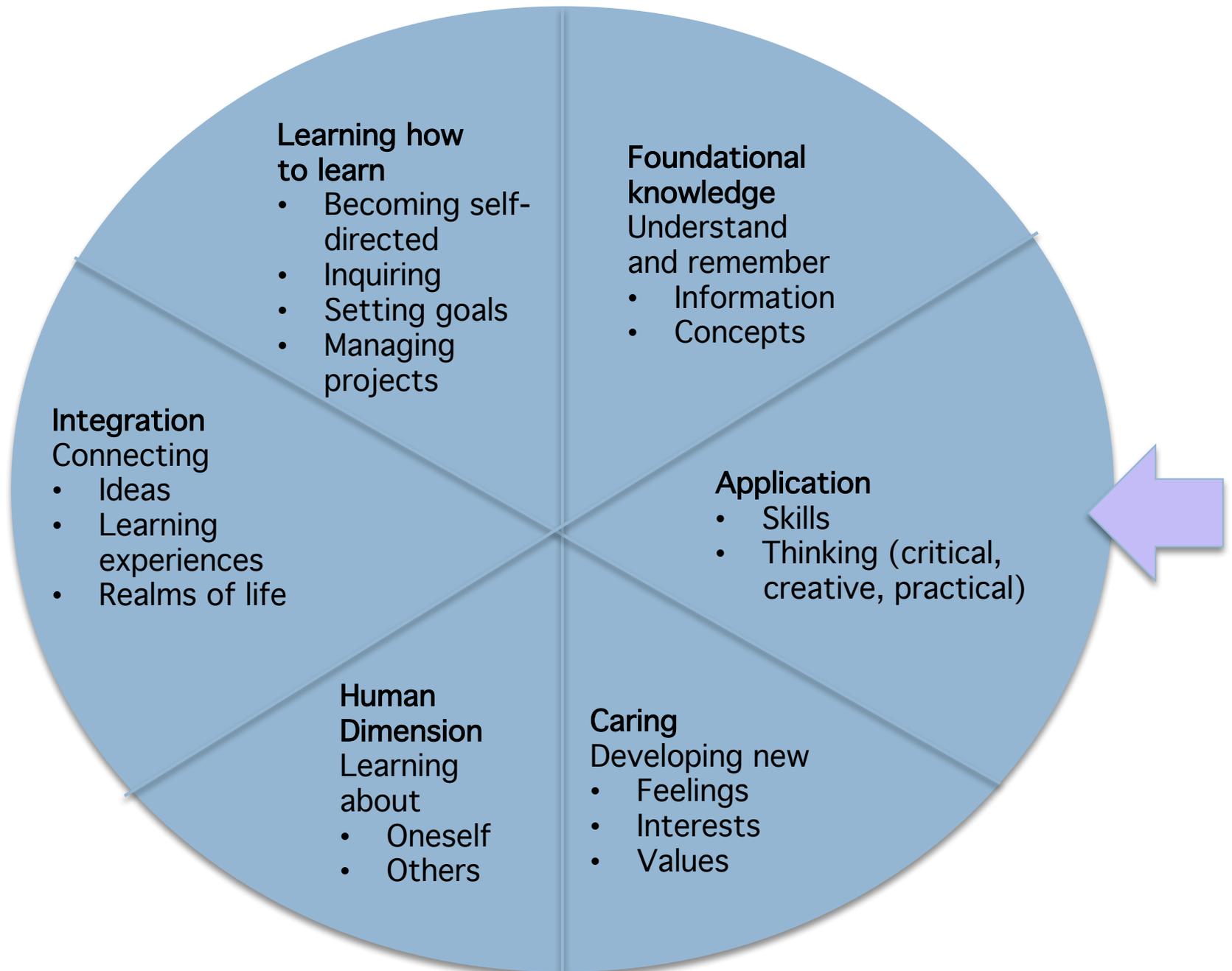
- Experimental design
- Data analysis
- Covert research
- Environmental research
- Prototyping
- Play testing
- Visual languages
- Intersectional analysis
- Reading primary sources
- Goal setting

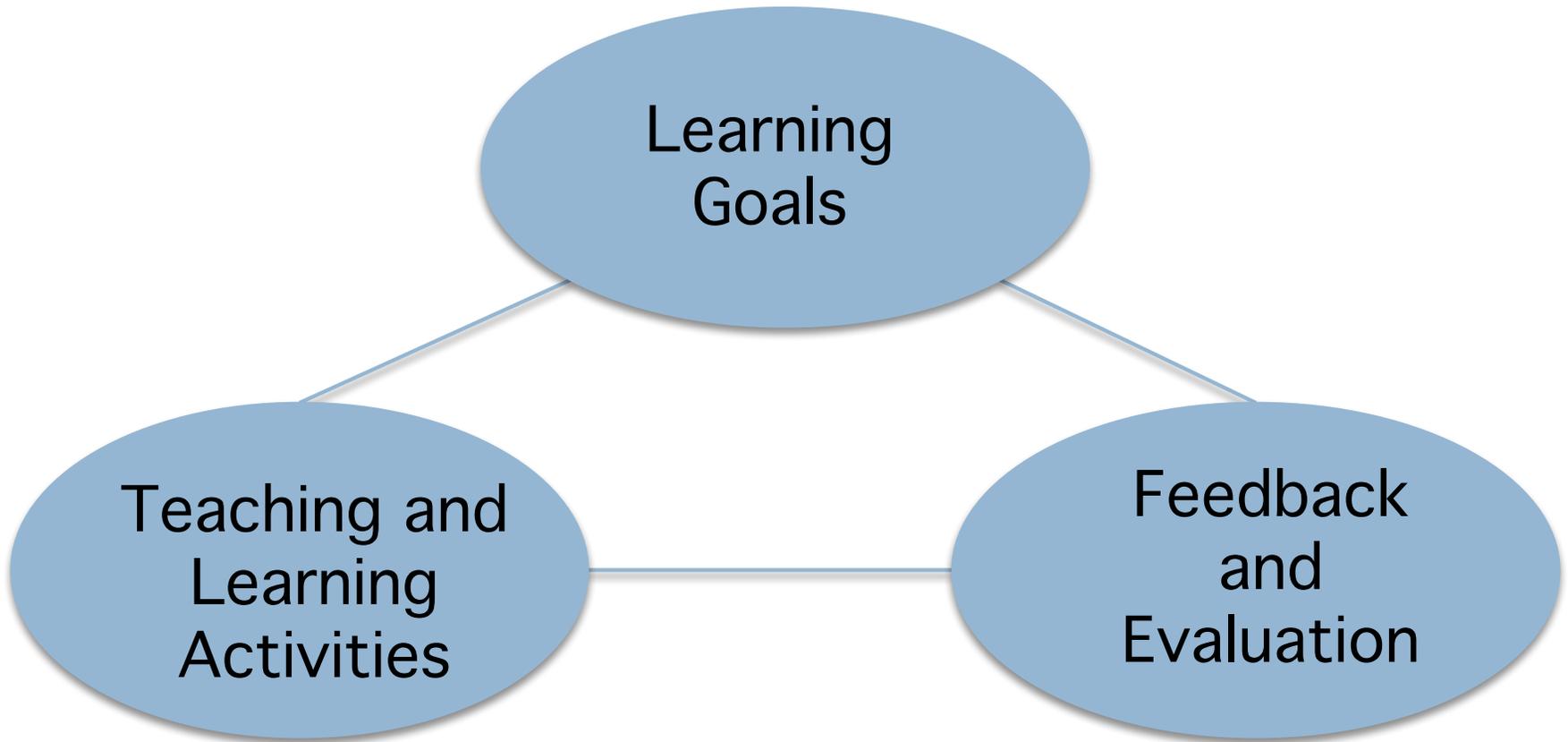
Skills and abilities, cont.

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- Database search strategies
- Differentiating myth from reality
- Participant observation
- Critical thinking
- Creative thinking
- Relational negotiation/listening and questioning/empathy

Taxonomy of Significant Learning – L. Dee Fink





Backwards design

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In course or unit planning, it helps to plan 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
- ▣ Consider the frame or organizing **question** that will give students a purpose
- ▣ Plan **student-active assignments and classes** to build to the final product.

Making use of these ideas

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- Whole course level
- Section/unit
- Individual class
- One activity

Activity structures

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- How can you get students active in the process?
 - We gave you the “Discussion Book”
 - There are many other ways – keep talking to one another and to us to share new ideas

Discussion

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Questions?