Purpose of session: faculty presented the various ways they helped students accomplish strong work in a course and do their best.

Annie Rogers spoke at some length about her course on Lacan:
- There are prerequisites; students must have foundation in the works of Freud or Lacan. Using early essays as her tool for sorting degrees of knowledge, she assigns four students to a "cartel." They begin to work on a script – each one assuming the role of a specific player. At the close of the course, each group performs, and finally each student writes a paper describing what has happened along the way through the experience of role-playing and understanding the role of the unconscious. The bonding among students in these cartels is what supports the work and allows the exploration.

- Overlapping with the play writing is the "lamb watch" which occurs in the spring. Pairs of students do a night watch for two hours observing a pregnant ewe about to give birth. They do this several times. During these episodes, they remain outside, with no electronic distractions, and no conversation. A.R. believes that this disrupts their sleep, they go to an internal place in their minds, and experience extensive dreaming. Their unconscious mind is stirred up, and yields new meanings which may be used in the play writing.

- Another aspect of the course comes through the reading of a book, and small groups of four students take over running the class discussion. At the close of this exercise, each group performs, writes a paper, and is questioned by a panel of experts in the field at a "Lacanference." Students have had to support one another along the way and tolerate serious questioning by seasoned professionals.

- Annie uses a Course Agreement contract presented at the beginning of class. In signing, students agree to attend every class, and arrive punctually. They understand that if they miss more than three classes, they will not receive an evaluation. If they miss a paper deadline and can provide a plausible explanation, they can then hand it in within 48 hours. Any paper turned in later than 48 hours after deadline will result in no commentary from the instructor. All work will be done within the one semester, and the lamb watch and conference day are mandatory. This provides a clear structure for expectations on the part of students and instructor. She also remarked that things happen in life – and if students need some sort of help along the way and so cannot produce work or be present in class, they need only present her with a note from a doctor or other professional to that effect, and that will be acceptable.

Lee Spector spoke about how different students have different goals. He feels it is important to allow for individual differences in learning. His approach is to tell students early in the course to come and speak to him about any modification they would prefer in terms of format for the course. That way, they do not feel forced into the same method of learning. They have an opportunity to speak up and ask for an individual alteration or substitution. Given this option, not many have come forward to discuss this, but the offer has been made to all. Students understand that if they do not do the work of the course, they will not receive an evaluation. The mid-term evaluation is critically important, as that is the time students should understand that they might be in serious jeopardy of not receiving a final eval – that things will have to change or they will not be successful in the course. Lee remarked also that when a student misses a paper or arrives late or misses a class, he tells them at that time that this information will be included in his evaluation. The reality of the situation will be clearly stated. This places the responsibility of performance squarely back onto the student. The goal in all of this is to get the best work out of each student.

The biggest challenge is how to motive students in a <u>positive</u> way. Lee believes that having students design a project is very useful. They need to choose it and then carry it out. While this is challenging at the beginning of the project, once the project is defined and begun, the student feels it is his own and will throw himself into carrying it to completion.

Alan Goodman spoke about the value of using older students in a 100 level class. He has had great success with returning students – who had been through his class before – returning to participate in the teaching of the same course to new students. It is as if advanced study comes to the 100 level. The younger students are involved in reading the literature and having the opportunity for creating a research project. Collaboration is very important. He has instituted a "journal club." This involves students writing in their journals for 30-40 mins. once a week, reviewing a primary science article. The club is lead by 2–3 students on a rotating basis. He has found that by doing a larger project which students can each do a piece of, there is a feeling of collaboration and contributing to the larger picture, and this is a good motivator. When they follow up with analysis, each can then switch to a different part of the project. Final remark is that TAs get a lot out of the experience of teaching, and students should be encouraged to consider being a TA in the following year if they feel connected to the material. The experience of students teaching and learning from one another is very strong.

Charlene D'Avanzo spoke about her use of a "jigsaw" which she employs in classes often. The jigsaw is a set-up for discussion. There are usually 4 groups of students – A,B,C, and D. Each group is assigned one paper, and each student becomes an "expert" on that paper. Students are given their assignments at the end of a class and read the paper before the next class. At the beginning of that class, the A, B, C and D groups meet for about 10 minutes to make sure each student understands the paper and that each will emphasize the same ideas and information. Then the groups are mixed up so that there is an A,B,C and D student in each group. The "experts" explain their paper to the other 3 students in this group. The 4 papers together form a whole (they can be contrasting ideas about a topic, for example), hence the name "jigsaw". This can be an effective way to prepare students for a discussion and make sure they do the reading.

Djola Branner spoke about accountability. He stressed the need to prepare students to be citizens of the world, the need to train students to pay attention to things such as punctuality and turning assignments in on time so that they will be prepared for the working world. He has approached a student who had missed several classes and asked what he intended to do about the situation, and the student suggested he would make up the work. Students need to understand that they cannot ignore their responsibilities. We should prepare them not only to be good students, but to be good citizens of the world. Collaboration among students is a very effective way of fostering accountability; students then become accountable to each other.

Dula Amarasiriwardena: "If we cultivate a culture of good work ethics and support structure in the class, students will respond well and in my experience, results are very good. For example, if the expectation is for papers to be turned in by 9AM on Friday morning class, and the TA holds office hours on Thursday evening at a given time, there is no excuse for papers not showing up on time. Likewise, the instructor will make a commitment to return papers on Monday, absolutely. There is a respectful response there. We require your paper to be done by a certain time and you can expect the paper with comments back at a certain time. The reciprocity builds respect and confidence."

Merle Bruno: Merle related a story about a student in a first year science class. "I noticed that a student who always was on time with homework and carried out his research team responsibilities as assigned (but rarely went beyond the minimum required), opened a poetry book and read while his teammates continued with their work. The first time this happened I assumed that he was rushing to complete an assignment for the next class and didn't say anything. When I saw that this had become a pattern, I asked at our next advising meeting if he realized that dropping out of the group's work during class was rude to them and to me. He was astonished and it had clearly never occurred to him that anyone would notice, much less be offended that he wasn't participating with the rest of the group. He never did that again, and he became more involved in the group's deliberations." The suggestion was made that some students feel they are "invisible" and believe it won't matter what they do.

Merle continued…This has been their experience in the past. It may be that they are scared that they do not really understand the material but are not able to say so, and often they think they are the only ones who are confused. So it is important for faculty to consider what factors might be limiting the participation of that student and address them in whatever ways seem appropriate.

Abe Ravett: Some students working in media/photography/film may want to be left alone to do their own work. They may not want to be pushed. Since most students are 18 or 19 years old, some are already motivated to be successful on their own, but many are not, and need more structure. There is always tension there between helping the student to stay on track, and allowing them the time and freedom to explore and create.

Issues and challenges (**Aaron Berman**)
- Hampshire's "founding fathers" assumed that students would be self-motivated, and the responsibility of faculty is to help empower them and help them be responsible citizens. This is the "grad school for undergrads" model.
- Students arrive with strong interests, but our evaluations show that their self-confidence regarding follow-through and completion is often at a low level. So the question becomes how to support students to be active participants and develop in them their own inner motivation to complete tasks and be successful.

Additional comments:
- Collaboration is very useful whenever you can make that work. Students really enjoy teaching and learning from one another.
- Some sort of contract or agreement at the beginning about expectations and requirements may help.
- Personal intervention (speaking to a student privately who does not seem to be on track) may work wonders.
- Providing a model of punctuality and responsiveness for students will help them learn that this is part of life. (returning papers at a specific time will reinforce students to turn them in on time).
- Students should have more time to work on big projects – perhaps in January or over the summer months.