

Teaching at Hampshire College – August 2018

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Overview

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- A bit about students, motivation, and learning
- 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

Students, motivation and learning

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- Thinking is effortful and our brains are wired to avoid it
- Humans are curious and we take pleasure in problem-solving
 - ▣ If the problems are not too difficult or too easy
 - ▣ If we see clear gains and improvement
- Even when we enjoy a problem, we need content to operate upon

Hampshire pedagogy

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- Tradition of inquiry
- Authentic products and assessment
- Student active instruction
- Early and continual feedback and self-reflection/self-evaluation
- 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 engages what students already know
- Inquiry leads to integration of ideas and weigh evidence

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.

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

Continual feedback and reflection

- 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

Question

Inquiry skills and thinking skills

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- Be explicit about what students will learn to do
- Make sure they have the content they need
- 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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- When is the dishwashing complete – when washed or put away?
- How do you know if they are clean?
- Are you passionate? Can you get to that place?
- Distribution of labor – who does the dishes?
- What are the power structures? How is it valued?
- Do you use a dishwasher, hand wash, rinse wash rinse?
- Doing them as a job versus at home – industrial dishwashing – does it affect your desire?

Questions

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- Family culture and memory – who taught us? How does it influence how we feel now?
- Sponge versus cloth – what is more efficient?
- Water efficiency versus cleanliness
- What are you washing? Valuable china, everyday thing?
- What about paper versus dishes?
- Effects on the environment

Products/evidence of learning

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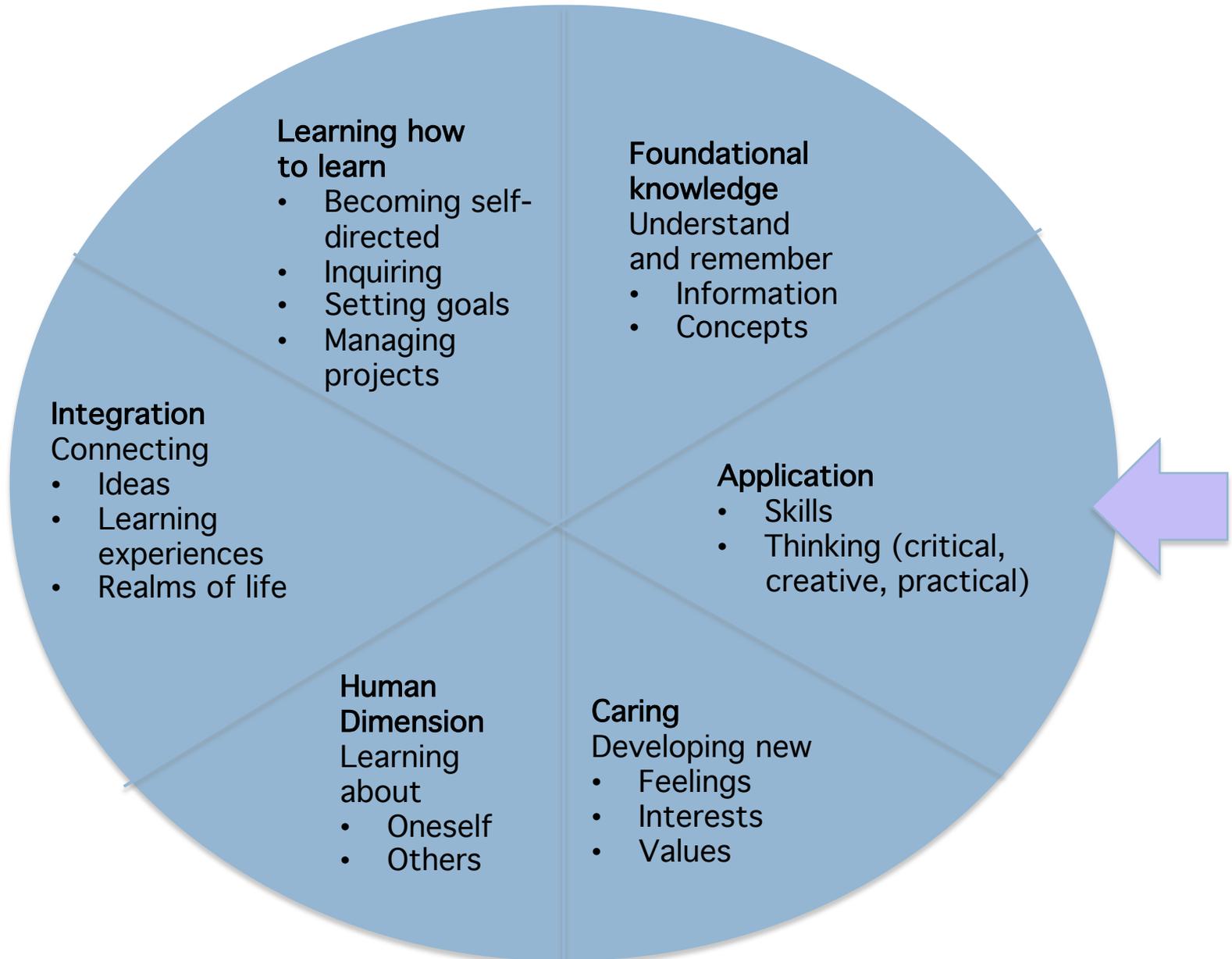
- Experiments with eating, washing, not washing – to see what affects our passion
- Turn attention inward, diary, discussion etc.
- Survey friends and classmates – ID folks who are passionate, generate list of qualities that lead to passion
- Invite them to express passion for not dishwashing
- Documentary
- Qualitative interviews
- Poster session

Skills and abilities

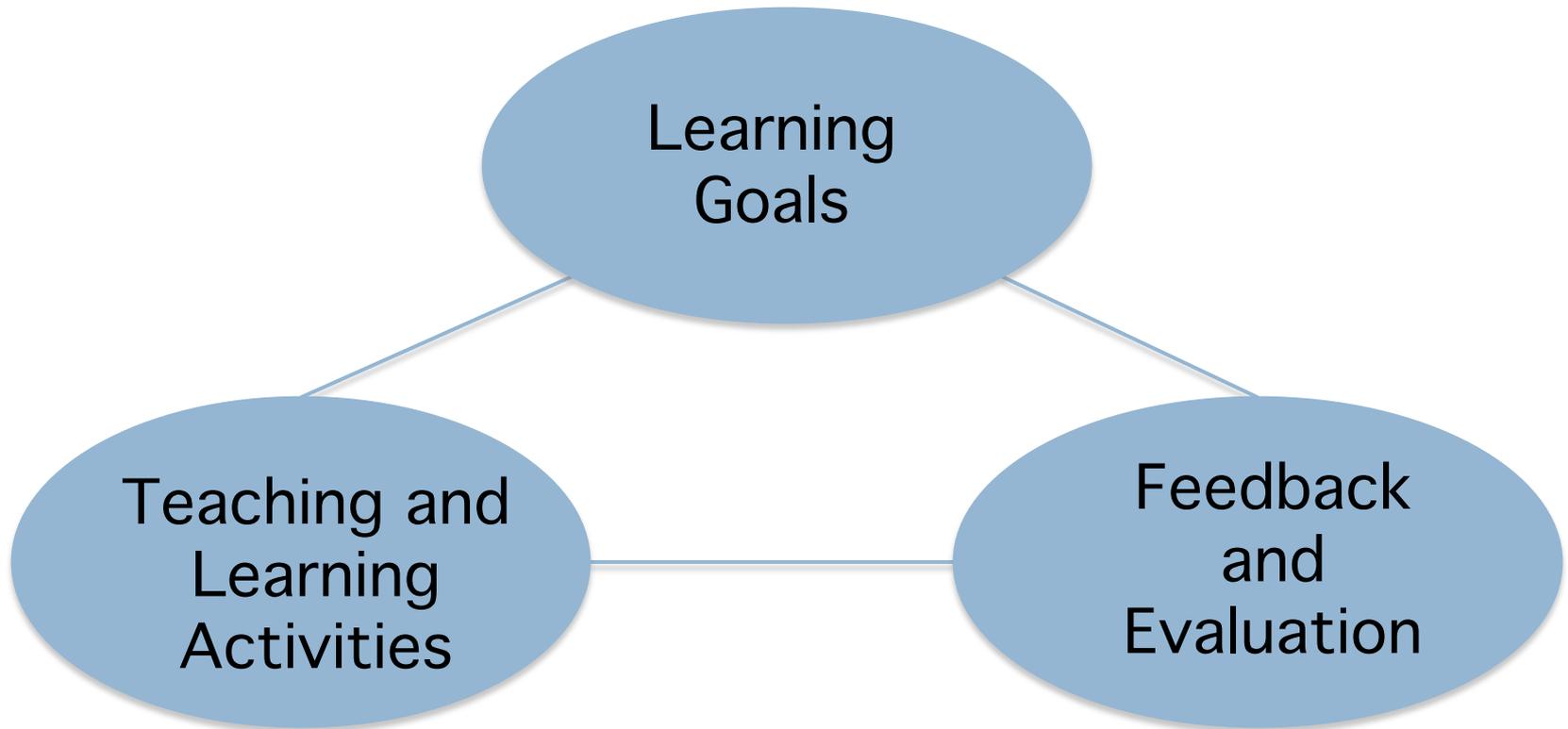
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- Interviewing and analysis of qualitative data
- Hypothesis testing
- Instructional design – lessons about dishwashing for different ages
- Poetry and song – what you do as you wash
- Comparative studies – how is dishwashing done around the world?

Taxonomy of Significant Learning – L. Dee Fink



Align your goals, instruction, and assessment



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?

Comments?

Last thoughts: Experiment, keep notes about what works, be kind to yourself