Teaching at Hampshire College – August 2018

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Overview

- 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
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

- 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?

- 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

- 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

- 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

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
What are some inquiry skills in your discipline?
Inquiry skills and thinking skills

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

- 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

- 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

- 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

- 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

Learning how to learn
- Becoming self-directed
- Inquiring
- Setting goals
- Managing projects

Foundational knowledge
Understand and remember
- Information
- Concepts

Integration
Connecting
- Ideas
- Learning experiences
- Realms of life

Application
- Skills
- Thinking (critical, creative, practical)

Human Dimension
Learning about
- Oneself
- Others

Caring
Developing new
- Feelings
- Interests
- Values
Align your goals, instruction, and assessment

Learning Goals

Teaching and Learning Activities

Feedback and Evaluation
Backwards design

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

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

- 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

Questions?

Comments?

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