

Faculty Academy—Sept 20, 2016

Teaching with Your Mouth Shut

I mentioned the idea of reading something together as a way to focus us on some key teaching approaches. We talked a bit about which book to read and decided to all look around and bring this up again next week. In the meantime, I volunteered to Xerox the first chapter of *Teaching with Your Mouth Shut* and email a pdf file so we can read that for next week.

Alfie Kohn

We discussed and watched a video of Alfie Kohn, who wrote *Punished by Rewards*, about the problem of using praise with students. We talked about how praise decreases the interest in an activity. Relate this to the idea of winners and losers (WW—failure). How can students give themselves the credit they need.

At one point Sumita mentioned that students often have a fear of success, which reminded me of the following poem:

Our Deepest Fear By Marianne Williamson

Our deepest fear is not that we are inadequate.
Our deepest fear is that we are powerful beyond measure.
It is our light, not our darkness
That most frightens us.

We ask ourselves
Who am I to be brilliant, gorgeous, talented, fabulous?
Actually, who are you *not* to be?
You are a child of God.

Your playing small
Does not serve the world.
There's nothing enlightened about shrinking
So that other people won't feel insecure around you.

We are all meant to shine,
As children do.
We were born to make manifest
The glory of God that is within us.

It's not just in some of us;
It's in everyone.

And as we let our own light shine,
We unconsciously give other people permission to do the same.

As we're liberated from our own fear,
Our presence automatically liberates others.

Memorable Moment

Cynthia reminded us the dog/cat analogy and how cats don't really care about rewards. She mentioned that a good exercise in this regard is to ask students to recall an experience from school that they really liked. (And that this would not be a "behavioral" moment, like getting a good grade on a test.)

Glasser's Needs

We went over Glasser's basic psychological needs: to be loved, to belong, power, fun, freedom. And also mentioned physical needs (survival). If this is what students "need" why not have this in the back of my mind when creating lesson plans. I could ask myself, how does this activity fulfill one of these needs?

We also talked about reality therapy questions: What do you want? What are you doing to get what you want?

A discussed how competition can kill creativity and the need to talk about education explicitly in class. Lauri mentioned the idea of a "hidden curriculum."

Jane Addams

Cynthia talked a bit about the history of alternative education and where John Dewey got some of his ideas. She mentioned Hull House in Chicago and the role of Jane Addams. Interesting here was the notion that the expertise is already in the room and that our role as educators is less about filling students heads with information and more about pulling the expertise out of the room. Robert mentioned that the Latin root of education means to draw out and is related to midwifery (I learned this from a Derek Jensen book on education.)

Quality

We talked a bit about W. Edwards Deming and the quality concept. "Competence" is the feeling like you've done quality work. Cynthia mentioned that Glasser often had students put a "Q" on their papers if they felt like it was quality work.

Adaptation

We also talked, again, about the issue of students coming into our classes with different levels of skill sets. Cynthia brought in the idea of "adaption" and growth over time. How do we evaluate students from this angle and less as if they are all starting from the same place. This reminded us of the elephant drawing from last semester. One theme that came up was somehow identifying where the students are at early on so we at least have this info. Steve thought of a way to do this in his classes and Kammy also had a good idea with this for biology. I mentioned how I might do this with students having to write a research paper. Sumita brought up the idea of having students rank themselves on how competent they thought they were or

how they thought they would do in a class. Once we have these evaluations, we could then break them into groups and have students with lots of confidence (or skills) work with students with low confidence or skill sets.