Your Event Hosts and Director

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Tips for Participating in Adobe Connect

Technical tips

Audio:

- Your computer speakers (or headphones) provide the audio. | Closing other programs can improve your audio. | We recommend using an updated version of Flash.

Full Screen Option:

- During the presentation, the "Full Screen" button at the upper right will allow you to switch back and forth between full screen and normal view.

Troubleshooting:

- Closing browser and rejoining event often corrects technical issues.

Participation tips
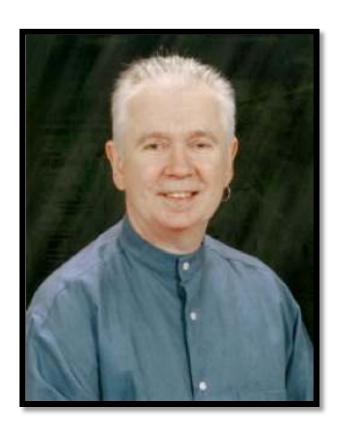
Use the Chat window to:

- Introduce yourself;
- Share questions or comments; or
- Communicate a technical issue.

Activities:

- We will use polls and additional chats throughout the event for interaction.
- Participation is required when Continuing Education credits are available.

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Welcome

Stephen Brookfield
 University of St. Thomas,
Minneapolis-St. Paul

Outcomes

At the end of this session you will be able to:

- Describe how to implement the four lenses of critically reflective teaching

- Explain the three categories of assumptions to a colleague

- Use the CIQ to gain feedback from students

- Design and implement critically reflective protocols: one-minute paper, learning audit, muddiest point, critical conversation, team teaching

- Describe some common risks entailed in critically reflective practice

Poll Question

Which of the following most closely matches how you think of critically reflective teaching?

- Teaching that seeks to clarify the assumptions we hold about how best to foster student learning
- Teaching designed to uncover submerged power dynamics and hegemonic assumptions
- Teaching that constantly changes in response to emerging classroom situations
- Teaching in which the teacher is critiqued as a form of performance appraisal and evaluation
- Teaching in which multiple perspectives are brought to bear on the instructional process

Chat Pod

- What is it that students do or say that tells you that they are learning?

Critically Reflective Teaching: Process

- The clarification and checking of assumptions we make about how our teaching supports student learning
- Four lenses available to us …

Students' Eyes

Colleagues' Perceptions

Theory

Autobiography

Critically Reflective Teaching: Purpose

- To illuminate assumptions we have about power dynamics in the classroom—power dynamics between students and how our own exercise of power is responsible or abusive

- To illuminate hegemonic assumptions we hold—ones we embrace as being in our best interest that actually work against us and in the interests of others (Antonio Gramsci's concept of hegemony)

Categories of Assumptions

- CAUSAL—Purport to explain a sequence of events: if I do A then B will follow. These are both predictive and retroactive. They are also the most frequent kinds of assumptions uncovered in courses that emphasize critical thinking.

- Example: Beginning this presentation with a poll question and chat pod will pique your interest and engage you in the teleconference

Categories of Assumptions

- PRESCRIPTIVE—These are assumptions we hold, or a group enforces, about how things should happen. We see them in mission statements and professional codes of practice, but they are even more influential as the informal norms of a group that guide our practice

- Example: A good teacher treats students respectfully

Categories of Assumptions

- PARADIGMATIC—These are the framing, structuring assumptions that are viewed as being so obvious and common sense that they don't need stating. They are the taken-for-granted assumptions that are so close to us we don't even recognize them as assumptions—they're reality

- Example: Adults differ from children in being self-directed learners

The Level of Threat

- As we move through uncovering causal to prescriptive to paradigmatic assumptions, the level of threat people experience increases. The hardest assumptions to recognize and challenge are paradigmatic assumptions— questioning these brings our worldviews, our identities, and our decisions into question. As a result, students often strenuously resist this.

The Intended Outcome: Taking Informed Actions

- Action-based on evidence that can be cited and considered by others
- Action that can be explained and justified
- Action that has its assumptions known and checked
- Action that stands a chance of achieving its intended consequence
- Action that's in our best interest

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Students' Eyes

- Critical Incident Questionnaire (CIQ)
- One-Minute Paper
- Muddiest Point
- After Hours Group
- Clickers
- Learning Audit

Critical Incident Questionnaire

- Most Engaged Moment
- Most Distanced Moment
- Most Helpful Action
- Most Puzzling Action
- What Surprised You Most

How It's Administered

- Final five minutes of last class of week
- Summary provided at start of the first class the following week
- Demonstrates student diversity
- Early warning device
- Models critical thinking
- Negotiation not capitulation

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My Experiences

- Early "testing"—most engaged moment was when it was over, most helpful action was calling a break

- Over time responses become more constructive (though criticisms don't disappear) as students know you're reading

- Builds a rationale for using multiple methods and modalities in the classroom

- A good staff meeting evaluation tool

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One-Minute Paper

- You give students one minute in class to write a response to a question or topic you assign. At the next class, or on blackboard in between classes, you provide an overview of the responses.

- E.g. (for this workshop) "What problems arise when we try to implement critical reflection?"

Muddiest Point

- You ask students at the end of a class session to write down the idea, concept, example, or piece of the material that they found the hardest to understand, the least well explained, the most confusing.

- E.g. (for this workshop) "What idea or practice that we examined today is the hardest to understand or apply?"

After Hours Group (Ira Shor)

- A group of volunteers willing to stay after class and be a conduit for concerns and problems that are expressed by members of the class.

- E.g. (for this workshop) three or four of you would collect questions and concerns from attendees and e-mail them to me.

Learning Audit

A three-item response sheet administered after a class asking students :

- What do you know that you didn't know this time last week?

- What can you do that you couldn't do this time last week?

- What could you teach someone else to know or do that you couldn't have taught them this time last week?

Chat Pod

- When has student feedback challenged an assumption you held about how best to support learning?

Colleagues' Perceptions

- Team teaching
- Talking teaching/critical reflection groups
- Critical conversation protocol
- Reciprocal peer review
- Clearness committee

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Team Teaching

- Teaching when all members plan, conduct, and evaluate teaching together
- Students see a model of respectful critique—how we disagree, ask questions of each other, point out errors in each other's ideas, express differences
- Broadens range of learning modalities likely to be addressed
- Provides broader experiential base to respond to questions

Talking Teaching Groups—Survival Advice Memo

- You have won the lottery and leave your job forever today. You have five minutes to jot down the key advice on how to survive your job that you wish you had known when you came into the position. What do you write?

Talking Teaching Groups—Heroes and Villains

- Choose someone you admire and pick an example of something he or she did that encapsulates everything you admire about that person.

- Repeat with someone you despise.

- Colleagues ask you clarifying and open-ended questions about your choices and then tell you what they think your assumptions are.

Critical Conversation Protocol

- Storyteller lays out situation—no interruptions allowed
- Detectives (colleagues) ask questions only for more information
- Detectives (colleagues) report assumptions they hear the storyteller holds
- Detectives (colleagues) provide alternative perspectives on the situation
- Group compiles an audit of suggestions and advice

Reciprocal Peer Review

- Teacher informs the reviewer what she wants to reviewer to provide her information about—for example….
  - Ratio of teacher talk to student talk
  - Eye contact
  - Frequency and clarity of examples
  - How students' questions were encouraged and answered

Clearness Committee

- A Quaker tradition—you only ask questions of peers when you genuinely don't know and can't anticipate what their answer will be. The intent is that in answering them, peers will be helped to become aware of their own assumptions and bounded perspectives. They will teach themselves these insights.

- (Parker Palmer: www couragerenewal.org)

Chat Pod

- When, and how, has a colleague helped you to think about your practice differently?

Theory and Research

- Resistance—culturally and cognitively sculpted

- Diverse learning styles—visual, kinetic

- Racial formation/identity—Africentric, Confucian, Tribal

- Cognitive development—moving from dualism to multiplistic relativity to informed commitment

- Discussion participation—participation patterns

Chat Pod

- What is an insight or idea from research and theory that has helped you see your teaching activities in a different light? Or maybe something that has clarified something that always puzzled you?

Autobiography

- Professional development

- Conference attendance

- Graduate study

- Recreational learning

- Need-to-know learning

An Example: The Circle

- An example of democratic, respectful, student-centered teaching that invited students into conversation and showed their experiences were valued

- An intimidating exercise in teacher surveillance where participation was coerced without the leader having built the necessary trust with learners

Chat Pod

- When has a personal experience of learning challenged what you thought was good teaching practice?

Risks of Critical Reflection

- Cultural suicide—admitting wrong assumptions is taken as a sign of your incompetence; your attempt to introduce a new perspective to your colleagues is received with suspicion and resentment

- Impostorship—your feelings of being an incompetent fraud, who's trying to fool your colleagues and students into believing you know what you're doing, become unbearable

Combatting Risk of Cultural Suicide

When bringing new assumptions or perspectives to colleagues after attending a conference…

- Ask what happened to them while you were away at the conference

- Reward and acknowledge any sacrifice they made for you to attend the conference

- Don't talk about what you learned until asked

- When disclosing, begin with a moment of uncertainty or anxiety

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Resources

- *Becoming a Critically Reflective Teacher* (Jossey-Bass/Wiley)

- www.stephenbrookfield.com

Questions and Discussion

We're flipping faculty development!

www.WileyLearningInstitute.com

Final Thoughts

- Evaluations

- Certificates of Participation

Thank you!

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