

Active Learning to Empower Student Success and Creativity

ROUNDTABLE DISCUSSION WITH
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 & FLNG 381 STUDENTS:
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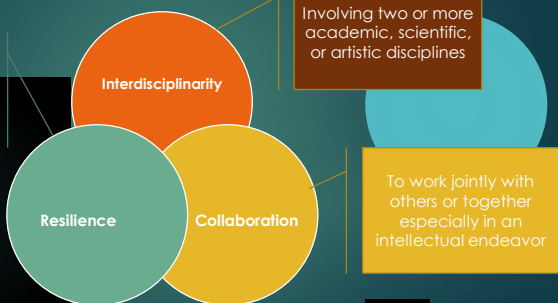
Active Learning

"The one who does the work, does the learning."

Terry Doyle, *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education*. Sterling, VA: Stylus, 2008, p. 25
 Cited in Bowen 2017, p. xvi

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Key Concepts

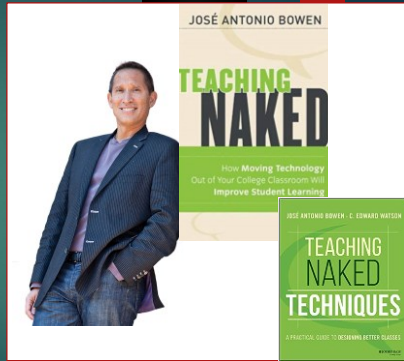


- Interdisciplinarity**: Involving two or more academic, scientific, or artistic disciplines
- Resilience**: An ability to recover from or adjust easily to misfortune or change
- Collaboration**: To work jointly with others or together especially in an intellectual endeavor

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Active Learning

Faculty as **cognitive coaches** in an information-rich environment




Teaching Naked: Dr. Jose Bowen at TEDxLSU

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"As faculty, if we are primarily concerned with transmitting content, our value will continue to decrease. The Internet contains a much broader selection of lectures, demonstrations, animations, and examples, on more subjects, in more languages, and with a greater variety of approaches, methods, and pedagogies, than any one department, or even entire university could offer. However, we are more concerned with **action**; the design and sequence of learning experiences; the application, analysis, and synthesis of information; the motivation of students; and especially the increasing complexity of student mental models. Then the value of what we do will increase."

Robert M. Bowen & C. Edward Watson, *Teaching Naked Techniques: A Practical Guide to Designing Better Classes*. Jossey-Bass, 2017



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People change, courses... too!



Image source

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Active learning classroom experiment



FLNG 381 - Bad Chicks in Foreign Flicks:
Women's Empowerment through Time and in Media (Fall 2018)

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Growth Mindset



▶ "The growth mindset can be taught to faculty, students and parents. Growth mindset is changing a student's thinking that intelligence level is not a fixed number and can change. Grit in education is how one can achieve long-term goals by overcoming obstacles and challenges. Duckworth and Dweck collaborated, conducting studies to determine how a fixed belief that failure is permanent could prevent students from academic success." (49)

Aaron Hochanadel and Dora Finamore, "Fixed And Growth Mindset In Education And How Grit Helps Students Persist In the Face of Adversity" *Journal of International Education Research*, vol. 11, no. 1, 2015, pp. 47-50, 10.19030/jier.v11i1.9099.

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Growth Mindset – Active Learning Exercise – Group Activity

- ▶ Activity Setup (2 min):
- Roles:
 - ▶ Time-keeper, Reporter, Recorder, Researchers
- Research questions:
 - ▶ Groups A & B: What is fixed mindset?
 - ▶ Group C & D: What is growth mindset?
- ▶ At home you read a short article on fixed and growth mindsets. Use the definitions of the key terms used in the article as well as some of the sources suggested in the article to guide your research. You can find other articles, useful websites, or videos.
- ▶ Research stage & poster notes (10 min)
- ▶ Class discussion (10+ min)

Definition(s)/ facts (w/ sources)

Examples (w/ sources)

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The Critical Function of Critical Thinking, Dona Warren, Philosophy

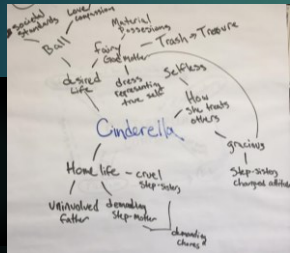
Date and Time
 Tuesday, April 9 2019 at 6:30 PM CDT to Tuesday, April 9 2019 at 7:30 PM CDT
[Add To Google Calendar](#) | [iCal/Outlook](#)

Location
 Portage County Public Library
 1001 Main Street, Stevens Point, Wisconsin
[View Map](#)

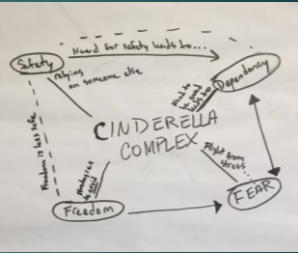
Critical Thinking Pilot at UWSP

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Critical Thinking as Visual Thinking



Mind Map on Charles Perrault; Cinderella



Concept Map on Colette Dowling's Cinderella's Complex: Women's Hidden Fear of Independence

Work produced by FLNG 381 Students, Fall 2018

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Resilience and Learning

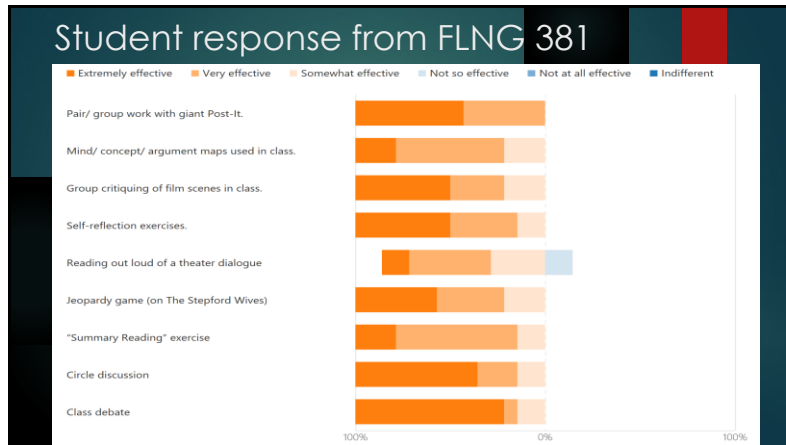
- ▶ Plethora of easily available information
- ▶ Question of motivation to learn
 - ▶ How to deal with lower dispositions/ motivations to learn?
- ▶ Question of barriers to learning
 - ▶ Physical & logistical
 - ▶ Mental barriers to learning
 - ▶ Ability and willingness to question one's own fundamental beliefs without compromising self-identity
 - ▶ CT Disposition – Open-mindedness to change one's beliefs based on the evidence

Keep it SWEET!

José Bowen

Sleep
Water
Exercise
Eating
Time

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WGS 105 - Introduction to Women's and Gender Studies (Fall 2018)

- ▶ This class is designed to
 - ▶ Introduce students to the academic field of women's and gender studies by exploring a wide range of issues that relate to gender in the contemporary world.
 - ▶ It is an interdisciplinary course that includes readings, media, and ideas from the social sciences, from history and literature, from politics and from the arts. In the class we look at these cultural elements and examining institutions and theoretical ideas in order to investigate the role of gender in the ways we define and express ourselves—in all our myriad gendered identities—as humans in our world.
 - ▶ Explore how institutional and social systems create inequities of power and privilege; we also study ways in which individuals and groups respond to and resist such oppression, as well as ways we, as individuals, can effect change for social justice.
- ▶ This course is organized around the threshold concepts that are essential to understanding women's and gender studies.
 - ▶ Threshold concepts can be envisioned as ideas that take you through a doorway into new learning and perception. Departing from old ways of knowing and moving toward new understanding is also sometimes called "troublesome knowledge" because such shifts in perception can be upsetting, but ultimately rewarding.
 - ▶ These concepts in women's and gender studies are the social construction of gender, privilege and oppression, intersectionality, and feminist praxis.

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Learning the Threshold Concepts

- ▶ Scaffolding the concept—Intersectionality example
 - ▶ Student facilitation groups—define, apply, and discuss
 - ▶ Application of concept
 1. Text example—anchoring
 2. Student facilitation example
 3. Active learning exercise—ADA Intersectional Identities Activity
- ▶ Interdisciplinary application—literature
- ▶ Interdisciplinary application—final poster session

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ADA Intersectional Identities Activity

- ▶ Students were broken into groups and each group was assigned a campus building, given a clipboard with a copy of the ADA Disability Checklist, and separate pages containing the step-by-step directions below.
- ▶ **Step 1:**
 - ▶ Walk to your building.
 - ▶ Using the ADA Disability Checklist, complete the Priority 1 sections marked with an asterisk.
 - ▶ Discuss the difficulties that you might encounter if you were coming to class in this building as a student in a wheelchair.
- ▶ **Step 2:**
 - ▶ Now assume that in addition to using a wheelchair, you are a student who identifies as non-binary and you are in need of a gender-neutral bathroom.
 - ▶ Find the nearest bathroom, completing the checklist steps for vertical circulation as you go.
 - ▶ Once you find the bathroom, complete the Priority 3 section regarding restrooms.
 - ▶ Return to CCC. On your way, discuss the challenges posed by being a person with these two intersectional identities.
- ▶ **Step 3:**
 - ▶ Once you have returned to CCC, assume that you have suddenly started your period and are in need of a pad or tampon.
 - ▶ Find the nearest source to meet your needs, identifying difficulties with accessibility related to both ability and gender as you go.
- ▶ **Step 4:**
 - ▶ Return to the classroom. Once there, summarize with your group what you experienced in this process and what it illustrated for you to add additional layers of identity. What are you taking away from this exercise?

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Student
contributions

WGS 105
FLNG 381

UWSP, FALL 2018