Teachers have great power and great responsibility when it comes to influencing student's minds. I wanted to throw this idea out to the participants of the 2015 Part-Time Lecturer Professional Development Seminar and hear their thoughts about how they influence students. This seminar ran for 5 weeks with a 2-hr. meeting per week. In that time we explored the idea of influence through discussion and reflection exercises and a weekly "influence" activity. A key part of this seminar was turning control over to the participants and allowing them to be co-presenters and discussion leaders. Here are some of the influence activities that participants created and presented:

- How our True Color personality type influences our teaching,
- How culture and global perspectives influences problem solving – we experimented with a "what's my rule" number game.

This Zine is a collection of narratives written by the participants discussing their experience in the seminar. Here, authors present their ideas on teaching in higher education, what they are curious about in regard to student learning, and how they plan to improve upon and further influence the learning experiences of their students.

Enjoy! If you have any questions or ideas of influence that you'd like to share, please contact me at the Faculty Development Center – 109 Halle Library – 487-2530 – Peggy.Liggit@emich.edu.

~ Peggy

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"Our minds influence the key activity of the brain, which then influences everything: perception, cognition, thoughts and feelings, personal relationships; they're all a projection of you."

- Deepak Chopra
NAME: Terry Bond-Manville
DEPARTMENT: Social Work
TRUE COLOR: Orange
PHILOSOPHY: "I think everyone should go to college and get a degree and then spend six months as a bartender and six months as a cabdriver. Then they would be really educated." --Al McGuire

NAME: Jill Darling
DEPARTMENT: English Language & Literature
TRUE COLOR: Green, Blue
PHILOSOPHY: "Education is the most powerful weapon we can use to change the world." --Nelson Mandela

NAME: Renita A. Frazier
DEPARTMENT: Mathematics
TRUE COLOR: Gold
PHILOSOPHY: Diverse student communities require a dynamic learning environment. Educators are tasked with the responsibility of offering a rich academic experience that involves learning well beyond the classroom.

NAME: Kellie Green
DEPARTMENT: Health Administration
TRUE COLOR: Gold
PHILOSOPHY: I am the master of my fate and captain of my soul.

NAME: Jake Lande
DEPARTMENT: Physics and Astronomy
TRUE COLOR: Green, Gold
PHILOSOPHY: "I am addicted to the learning process. Those who wish to learn are at the center of that addiction. We must give them everything.

NAME: Peggy Liggit
DEPARTMENT: Director, Faculty Development Center
TRUE COLOR: Gold, Green
PHILOSOPHY: "A teacher affects eternity; he can never tell where his influence stops." --Henry Adams

NAME: Carrie Madison
DEPARTMENT: Communication, Media & Theatre Arts
TRUE COLOR: Orange, Blue
PHILOSOPHY: "My ideal classroom scenario is one where students are active learners forming their own conclusions. I try to get students engaged in debating material or puzzling through it themselves." --David Wagner

NAME: Pam McCombs
DEPARTMENT: Children's Literature and First-Year Writing
TRUE COLOR: Blue, Green
PHILOSOPHY: To create a classroom that instills confidence, engages all learning styles, and encourages self-reflection.
NAME: John Otiene Ouko
DEPARTMENT: History & Philosophy
TRUE COLOR: Green, Gold
PHILOSOPHY: Learning as is not just about presenting students with materials/ideas but the question is what they do with it. How is the material going to foster their critical thinking? How is it going to help students develop problem solving strategies?

NAME: Joseph B. Radding
DEPARTMENT: Marketing
TRUE COLOR: Green, Gold

NAME: Thomas William Wagner
DEPARTMENT: Geography/Geology
TRUE COLOR: Green
PHILOSOPHY: "Boot-strap your future with non zero-sum living"

NAME: Diane Weckerle
DEPARTMENT: Nursing
TRUE COLOR: Green, Blue
PHILOSOPHY: "Every field stays alive only to the extent that fresh questions are generated and taken seriously." —Linda Edler & Richard Paul

NAME: Sara Williams
DEPARTMENT: English Language & Literature
TRUE COLOR: Blue, Orange
PHILOSOPHY/GOAL: To reevaluate and poetically approach my teaching philosophy.
Goal Statement:

To build on what we accomplished in our Zine project last year, and expand on those findings when working with the 2015 Part-Time Lecturer Seminar cohort. One of the greatest lessons I’ve learned from last year is how powerful it is to give up control as a teacher/leader/facilitator and provide more opportunities to allow the voices of the participants to come through.

On the flipside, I’m also trying to influence participants to reflect on their practice and take action based on what the various reflective exercises bring to light.

What led me to create this goal?

“Here is a test to find whether your mission on Earth is finished: If you’re alive, it isn’t.”

-Richard Bach

As Director of the Faculty Development Center, I’ve had the opportunity to reflect on my philosophical approach to working with lots of different people across campus. The little diagram labeled “Your Potential” is how I see everyone, including myself.

We’ve all got something to accomplish and each person is trying to figure out what that is and how to do it. Depending on the context, our potential can be at different places. For example, several of our Part-Time Lecturers in this seminar have retired from a long and successful career. For them, teaching here at EMU is an exploration and they are challenging themselves by taking on a new experience. These folks are at the top of the chart in terms of reaching their potential in their previous occupation, but now at the bottom of the chart as they are starting off as a new hire here.

My role is to determine/assess where each person is on their quest to fulfill their mission and provide them support. Of course, let’s not forget our context - that our ultimate goal and shared mission is to improve the learning experience for students here at EMU.

What am I appreciating that I already do with participants?

I’ve been facilitating faculty/lecturers analyzing student work with the “The Poster” activity for about 5 years now. One of the strengths of the activity is the question: “What do you appreciate about the
student work as it relates to the discipline?" This is the introduction to appreciative inquiry – getting curious about what students do well, then asking “What should be” in terms of what is challenging about the student work, followed up by asking, “What might be?”, “What will be?” What can I do to influence the instructor to revise the assignment or change other aspects of the class to foster greater student success (like bringing in more active learning or turning over some of the control of the classroom to the students)?

What am I hoping to see happen in this seminar?

I'm trying really hard to get away from the outdated model above and create a more socially constructed structure where all of our voices can contribute.

What am I doing to help us get there?

For this seminar, I’m going with the idea that if I bring a toolkit, instructors will figure out what resources/tools they need to help them move their process forward. I’m hoping that we each influence the other in some way to help shape our individual “action” plan to moving forward. Here are some of the items in our toolkit:

- A Canvas course shell for our seminar with a few threaded discussions to foster reflection.
- Little Book of Critical Thinking,
- The Art of Asking Essential Questions book,
- True Colors Personality Inventory,
- Weekly “Influence” Activities – created by participants,
- Reflection articles and activities.
It takes

What “Might Be” as a result?

When you share control of the seminar so that participants help create materials and co-facilitate, you can never predict where discussions and questions are going to go or what people will create if you give them the tools, space, and time. It is really fun to watch this process unfold.

Not only is there pride in shared ownership of the seminar, it quickly becomes very obvious that our Part-Time Lecturers have incredible insights and skills. As you read each author’s contribution in this Zine, you’ll understand how well they know what students need and what action needs to happen next to take learning a step further. Each participant demonstrates this is a very unique and different way. I’m both impressed and inspired!

How have the workshop activities helped me think through this?

This is the fourth year I’ve taught the PTLPD seminar and the feedback I’m getting shows me these processes are creating an impact (Reflection Poster – analyzing student work, Group “Influence” Activities, the Zine project.) I’m also trying out different support functions – sometimes I’m wearing my coaching hat, sometimes I’m consulting, and other times I’m setting up collaborations.

<table>
<thead>
<tr>
<th>Support Function</th>
<th>Intention</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COACHING</strong></td>
<td>To transform the effectiveness of decision-making, self-observation, and insights using constant reflection.</td>
<td>To inspire growth mindset: self-directed learning; self-talk; self-reflection; self-motivation.</td>
</tr>
<tr>
<td><strong>CONSULTING</strong></td>
<td>To offer assistance on procedures and practices, student needs, curriculum, and instructional methods.</td>
<td>To increase content knowledge and skills; implement acceptable practices and procedures.</td>
</tr>
<tr>
<td><strong>COLLABORATING</strong></td>
<td>To form ideas and approaches for innovation and inquiry in possible solutions.</td>
<td>To solve problems, create, and innovate with practice; apply and work collectively on common ideas, learn together.</td>
</tr>
</tbody>
</table>

The “Influence” activities have been outstanding! I led the first exercise by showing Justin Ford’s TedXEMU talk on the Pedagogy of Privilege and asked the participants to write on a 3X5 card how they have influenced leveling the playing field of privilege in their classroom. I then asked volunteers to organize working groups to create the rest of the “Influence” prompts. Each week was amazing!

This zine project, to me, is another indicator that participants are professionally growing! Each author’s contribution here is their portfolio. The narratives and images they selected to share show deep reflection and thinking in regard to how each person has a different challenge and goal for moving his/her teaching forward. It was great to see how everyone rallied to get their part of the zine project finished and it is now complete. Our project is now self-published and in circulation for others to read!

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Influence: Who is influencing who in the classroom?

Name: Terry Bond-Manville
Department: Social Work
Teaching Since Fall, 2013
True Color: Seriously ORANGE

Goal Statement: To continue to develop good teaching strategy by:
- Listening to my students
- Allowing for "Silent Time" for both student and self
- Change my plan dependent upon student needs
- Consider the learning style and needs of students via "True Colors" and "Step out of my comfort zone (YIKES!!! Not Gold or Green!)

Listen up via verbal non-verbal (+80% of language) and through student writing of what is needed, required or desired. Students will appreciate this recognition.

"Push a boundary. Silence is golden!"
Why?

I really enjoyed the whole "Critical Thinking" approach of the exam.

I thought my presentation would be boring, but the class turned it into a great discussion.

In class, I am so glad that we got to express our opinions about the cases that our classmates introduced to us. Our definition of values can vary from

I want to become better at analyzing certain situations as many questions typically go into place.

I really enjoyed class today because

I love hearing your stories about being in the field, it just makes me that much more excited and driven to get out in the field. I am also very eager to start my case.

What I learned today was that you have to crawl before you walk.

I learned something that I will talk with me the rest of my life.
Writing samples that include:
- Biopsychosocial Assessment
- Email to Director

This course utilized one case "Maxine" as a means to understand how to write an "Intake, BPS Assessment, Case Notes, Referral/Decision, 100%" and an addendum letter. I am using the Biopsychosocial Assessment (BPS).

Opportunity Times: 1-3

Student & Parent Issues (Communication & Developmental)

I have some additional notes to class could be improved - i.e., your foot "expect"

You deserve the best kind of time. Index

and also over-achiever's "performs to gain my stamp of approval"

is "comes to class on time," "gets it," "can plant"

This is not my "world" that I think that being said, I do need to pay more

Institution:

Our schoolings in social work practice and classroom

acceptable in college setting. I share, and "down my smooth similarity with behavior that is not

to make a safe classroom environment. I understand with academic disabilities right. "Learning diversity" appreciate my ability to honor a student
Personality Types

how we interact, respond, react to and with each other

(learning more about ourselves helps us understand more about others too)

Some dogs eyes in the night give out a red ruby light and some dogs eyes at night are green - G. Stein

Personality Types

how we interact, respond, react to and with each other

(PCU/OffolityTyp.)

any dog can get excited he can know that he can get excited and he can know that he intends to get excited and he can gradually get forced to get excited although he does not care about it.

It was undoubtedly to do with politics and propaganda government and beliefs and there with society was it anything to do with unity. Has it been in my mind to do with the human mind? I must ask everyone of complete problems concerning the human mind. I must ask everyone with or without tears in my eyes has excitement anything to do with the human mind. - G.S.

Human nature is like that and the human mind. Here we come to one of the community social world justice

*quotes from Gertrude Steins Geographical History of America

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As a teacher of writing, I am interested in helping students to develop their processes of thinking and constructing, rather than simply focusing on the end products of their work. It is important, I believe, to emphasize the idea of context—just as in everyday life one moves between one situation and another—and that reading and writing can move from the classroom out and into the world. The classroom should be a safe place to make discoveries, listen, evaluate, synthesize, and analyze. It is a place for students to read new things and to think about how these apply to their own sense of the world and to those around them. My goals include giving each student a set of tools with which to craft her or his interest and practice, and to encourage all students to allow the reading, thinking, and writing skills acquired to extend through other parts of their lives.

Working with students from diverse cultural, ethnic, and religious backgrounds, and within a variety of department and course contexts, I have come to believe that students should be given the opportunity to improve their writing skills and learn to read and think deeply about the world around them. Literature, in a larger sense, is about human experience and looking into the ideas of others in order to form notions of ourselves and our world. Writing is about creative process, and the relation between the formal, structural, and constructive elements of texts and their cultural content. In order to read and write thoughtfully and creatively, I encourage students to engage in discussion at every level: from the meanings and messages of the text, to analyzing the rhetorical elements, to thinking about how all of these relate to history as well as our contemporary world. These strategies help me to teach students to both read from a writing perspective, and write with a greater awareness of language, constructive technique, and content.
Extraordinary ideas are just as
making connections between

Learning Styles
Modes of Presentation
Teaching Styles
Assignments

reading
writing
thinking
reflection

To know what ideas are you have to think of
geographical history and the role of the human mind
to human nature.

"WHY"?

What do they say:
action
community
self
other
world

With proposals and conversations and individuals and what
have had extra ordinary ideas.

Do extraordinary ideas interfere
if you please everybody has to have or
Goal Statement

My hope is to provide students with an academic environment that fosters a deeper learning experience. My aim is to dissolve didactical instruction practices to more student-engaged activities where students own their learning. My belief is that involvement promotes synthesis of mathematical concepts and techniques.

What led to this goal is my personal experience as an educator in the department. My classroom practices lack what I consider a preferred model as it relates to Emus' mission of creating a global expertise. I am unsure of how to structure a student-centered developmental math course. My doctoral work centers on education reform efforts in improving post-secondary literacy. I work with at-risk students, as a student...
champion my pedagogical philosophy does not manifest in practice. I want to know how to make that happen.

Story

My plan for achieving this goal of improved pedagogical practice to foster student-centered learning is conducting a research study within my department. As a current doctoral student, my focus is an action research project about classroom practices in hopes to provide evidence for a refined faculty professional development program for developmental math instructors.

My current practices involve my ability to learn my students quickly. I work with students from their perception and help them to unfold their capabilities.

I foresee facilitating a classroom of multiple opinions toward problem solving. The environment structures on activities that stimulate students’ willingness to learn and accept varied
means to solutions. What “might be” is the development of teamwork, active listening, and teaching where to teach is to learn.

My theory in terms of improving the scholarship of teaching and learning is carried out through my doctoral work and research. What I have learned as a student, I attempt to bring into current classroom practice. My involvement in seminars such as this help with continued improvement, as I can collaborate with educational practitioners in knowledge sharing.

Major challenges are time-bound and standardization of coursework.
Kellie Green
Health Administration Department
Started Teaching Winter 2015

Class Taught: HLAD 402 – Health Policy
Class Teaching in Fall 2015:
HLAD 401 - Legal Issues in Health Care

Primary True Color: Gold
Secondary True Color: Green

Goal Statement:
To get students more involved in the course material.
I would like for students to take the information that they learn in my class and use it in their future endeavors.

Leadership is not about a title or a designation.
It's about impact, influence and inspiration.

*Impact* involves getting results,

*Influence* is about spreading the passion you have for your work,
and you have to *inspire* teammates and customers.

- Robin S. Sharma
This past winter semester, I taught HLAD 402 – Health Policy. Health policy courses focus primarily on how public policy impacts the health care industry.

This was an online class. My teaching relied heavily on the following:

- Textbook
- Quizzes
- Threaded Discussions.

Because this was an online class, a lot of the students in the class thought this was going to be an easy class.

When I started grading the quizzes some of the students failed, this was a sign to me that they were not reading the textbook. All of the quiz questions were taken directly from the book, in a lot cases without any variation in the wording.

I alerted them to this and some of the students’ grades improved, while others did not.

My expectation of most of the students’ writing was not met, especially in the threaded discussions. I thought students in an upper level undergraduate course writing and analytical skills would be better.

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.
We all need to plant seeds in order to spring to life.

Similarly, you can't climb a mountain starting at the top.

It takes preparation, tools, skills and a set path to follow one step at a time.

- Catherine Pulsifer

I always thought teaching was universal and it really did not take into account the student’s personality.

I learned how my teaching style will interact with diverse students’ personalities.

I will be more cognizant of this and tailor my teaching style, in order to reach all of my students.

In my next class:

I will not offer as many quizzes because they do not get students as engaged in the material, as I would like for them to be.

I will have more writing assignments that will allow them to use their analytical skills.

I will have each student lead the discussion on a legal case and a group project on a subject area.

I will use more resources, such as guest speakers and journal and news articles to illustrate the theories presented in the textbook.
Because I envision literacies as an interlaced phenomenon, like an old-fashioned laced doily with threads of image, gaze, gesture, movement, speech, music, and sound-effects, woven in language, culture, time, and place, my teaching style is a reflection of my own doily. This literacy doily will be different for every one of my students and will reflect each of their learning styles—visual, aural, read/write, kinesthetic, or multimodal—and is still developing with every class they attend. My goal for this seminar is to further shape my teaching practice and curriculum to reach each and every student. As a multimodal learner myself who struggled all through school, I can relate to the needs of students discovering their own literacies and learning styles.

Photo Above: Some of my W15 121 Students, with their Ethnography Comic books. Covers were made of recycled materials for CSW theme “sustainability.”

My goal as a teacher of writing and children’s literature is to create a classroom community that instills confidence, engages all learning styles, and encourages self-reflection.

My true color BLUE reflects my compassion for my students’ different learning styles.

How does your true color influence your teaching style?
Journal activity: Listen to the inspirational soft piano music, look at the image, read the quote. Pick one or all to write about and write for seven minutes.

“The quieter you come, the more you can hear.” Ram Dass

From Sierra Club Daily Ray of Hope June 4, 2015

“Color is a power which directly influences the soul.” Wassily Kandinsky
I use Comics in my teaching. Comics are a Multimodal sequential art narrative: This comic illustrates seven modes of learning that go with reading & writing: image, gaze, gesture, movement, speech, music & sound effects (Jewitt & Kress).

Scott McCloud Transitions used: Action-to-Action and Moment-to-Moment, along with thought bubble, speech bubble and sound effects.

McCloud Word/Picture Combination used: Intersecting: words and pictures working together in some respects while also contributing information independently.

The Poster Activity helped me see a need for adding the "five senses" to an in-class journaling activity that would help "needs improvement" students. It would also be beneficial for all students responding to this prompt for project 2. The prompt is suppose illustrates the importance of noticing everything you hear, see, smell, taste, and touch.
Reflective Practice - I realize that my teaching style challenges my high achieving read/write students but they seem to always rise to the occasion because they want that "A."

When Sara and I explained our journaling activity there was a lot of questions and further explanations needed especially for the True Color "Gold" people. This reminded me of how much explanation I give at the beginning of the semester for this activity.

During the "What's my rule?" activity I listened to everyone and took notes of the numbers they were asking if they followed the rule. My visual notes helped me see the rule.

The numbers need to increase each time after the first number.

Action Plan

My action plan is to continue to create activities, exercises, and assignments that help all students reach their full potential keeping in mind all the different learning styles and personalities. What I need to work on is asking better questions. Using Elder and Paul's booklet *The Art of Asking Essential Questions* as a guide, I want to learn how to develop better questions. Questions that will stimulate my students thought process. I will use the Universal Structure of Thought pie chart with the eight types of questions as a model.
Goal Statement: I want to influence and challenge the conventional thinker to think differently, to poke and stretch average, everyday concepts, and develop new ones. Doing this will pave the way for new ideas to emerge in our classroom community and in their lives.

Why this goal? Students were playing it safe by sticking rigidly to concepts causing them to struggle when presented with real-time, real-life case studies. Without the ability to challenge conventional thinking, students will fail to recognize and exploit opportunities that contain risk and will be unable to adapt to relentless change.

Great things are not accomplished by those who yield to trends and fads and popular opinion.
~Bertrand Russell

In all affairs it's a healthy thing now and then to hang a question mark on the things you have long taken for granted.
~Bertrand Russell

Story:
I am joking of course. However, keeping my sense of humor as well as encouraging students to do the same will contribute to achieving this goal.

Current classroom culture:
- Energetic think tank
- Open communication encourages dialogue of different opinions
- Embrace change
Plan:
Challenge conventional wisdom

Ask:
- Why?
- Why not?
- Who is affected by the situation?
- Why do we not want to take conventional action in this situation?
- What are the consequences of doing nothing?
- What ideas are already out there? AKA what would Google do?
- How can it be done differently towards a better result?

Idea Journals and Logs:
- Positives: What is good about your idea? Why do you think it will succeed?
- Objections: What are this idea's flaws? Why might it fail?
- What else: What else is this idea saying to you that has not been articulated yet?
- Enhancements: How can the positive aspects be improved, made even stronger?
- Remedies: How can you overcome any objections?

Draw applications from material in everyday life.

Never underestimate the power of examples:

Creativity on its own is not enough to guarantee success. Offer the freedom of failure by creating a classroom culture of failure.

- Failure is a part of normal operations
- Celebrating failure encourages risk & innovation
- Gain strength from disappointment
- Helps with growth of character, independence and motivation to succeed
- Reflect on what went wrong and why
Possible Challenges:

Removing the focus off the grade and placing it on the outcome

What could be:
- Excitement about learning
- Ability to create and define competitive advantage
- Confidence in creativity
- Solid and strategic communication skills
- Embrace and learn from failure

Changing old habits on thinking/learning

Willingness to truly step outside of comfort zone

New culture:
- Create and destroy ideas
- Unconventional thinking = looking at the world through an inquisitive and investigative lens
- Leap out of your comfort zone
- Take risk and be ok with failure
- Understand that constructive conflict is good
- Re-evaluate everything
- Express what is on your mind

class
GIFT
leave your mark
Name: John Ouko

Department: History & Philosophy

Colors: Green closely followed by gold.

Goal: To enhance my students' analytical, reflective and creative power so that they are no longer docile listeners but critical co-investigators in dialogue with me. I want them to learn how to think more for themselves. In effect, I want them to learn how to philosophize.

My interest in philosophy started long before I joined college. There is this particular incident that occurred when I was in third grade. On this particular occasion our Christian Religion Education teacher was teaching us about creation. He told us that God created the world. I asked where God was before he created the world. He told me that before creating the world, God was a spirit hovering in water. And so I asked the teacher who had created that water. At this point the teacher threatened to cane me if I continued to ask such questions. So I stopped. I knew that traditionally, in my culture, children were discouraged from asking speculative questions after all.

When I joined college I was told that in the department of philosophy they were concerned with developing critical, reflective, and analytical minds. So during my first semester in college I took two philosophy courses: Introduction to Philosophy and Introduction to Ethics. I was particularly influenced by the professor who taught us Introductions to Philosophy. He told us during day one of class that one of the most important things in philosophy is the type of questions asked. And so we were free to ask questions but were encouraged to endeavor to ask intelligent questions. Pure detached unrestricted desire to know was given a free reign. At the end of the semester I had learnt that philosophy can help us
to question deep seated assumptions that we dearly hold, and that it can help us to reflect on our beliefs and examine biases that we have.

My Introduction to Philosophy professor was indeed a great professor. He was caring. Unlike most of the other teachers who tried to make us believe they knew everything and we, the students, knew nothing, this particular teacher gave us an environment where we could contribute and be involved in class discussions without fear. This particular teacher really enhanced our creative power and in his class we were no longer docile listeners but were critical co-investigators in dialogue with him. We learnt how to think more for ourselves. In effect we learned from him a great deal on how to philosophize.

As a part-time lecturer at Eastern Michigan University I have taught Introduction to Philosophy, Philosophy of Religion, Political Philosophy, and Global Ethics. I believe that a professor should be caring and I try to be. I have learnt that students like it if I don’t simply lecture but allow them to be engaged with the material, to relate it with their own situations and experiences, and to think for themselves. To a large extent I do apply what I learnt from the abovementioned Introduction to Philosophy professor.

Generally my role as a teacher is to facilitate leaning. And learning as I have come to learn is not just about presenting the students with materials/ideas but the question is what they do with it. How is the material going to foster their critical thinking? How is it going to help students develop problem solving strategies?

I endeavor to help students develop their philosophical skills through in-class group assignments and debates. Additionally, since I know
philosophy has a lot to do with the types of questions asked, I encourage students to prepare discussion questions before coming to class. In the course of the semester I require each student to prepare at least seven discussion questions, highlighting a specific passage of the text for discussion. The discussion question (which should be one paragraph) could be about a contradiction, an inconsistency, or vagueness in the author’s thinking. The question should be submitted at the beginning of a class session and should focus on that particular day’s readings.

One of the aims of these questions is to encourage the students to read the texts in preparation for class discussions since they can't reflect on the texts without understanding it. I grade these questions because I have learnt that students ultimately learn what we examine them for.

Some students contend that philosophy is too abstract and theoretical. This professional development seminar has brought to my attention the idea of the “True Colors”. This idea has enabled me to reflect on some of the tips that will enable me to make philosophy less abstract to my students. Myself being color green I enjoy abstract, theoretical, complex, and conceptual issues. But there are other colors that would love a less abstract approach. The notion of “True Colors” has enabled me to think about combining philosophy with humor as a bridge to non-philosophers. I am also thinking about telling the students more about the lives of the individual philosophers so that they can connect with these philosophers as humans hence connect better with their ideas.
T. Wagner’s – auld lang Zine

NAME: Thomas William Wagner
DEPT: Geography/Geology
COLOR: Green
PHILOSOPHY: Boot-strap your future. Play a non-zero sum game
MOTTO: Douglas Adams: “Don’t panic!”

T. Wagner (old guy)
Maverick science educator and researcher (of 40 years).
Degrees in natural resources (i.e. “sustainability”)
Travelled the world; worked in Western, East Indian, SE Asian cultures. I offer real world experience.

GOALS: Staying alive
Learn new true things (to change the World)
Provide key learning to the next generation
Hammer for “justice” (for part-timers)

Current mission: Put “Education First” by putting students first (with the best instructors in every classroom)!

Approach:
expect respect
teach well (prepare, prepare, prepare)
welcome “ivory tower” colleagues to the 21st Century
spotlight hypocrisy (carefully)

All students should:
○ Engage diverse elements
○ Think critically in systems
○ Value the future (delayed gratification)
○ Challenge convention (the world is changing)
Tobler’s 1st Law of Geography: We’re all connected but those who are closer (in space) are more connected.

The human brain is a pattern-seeking device (for an infinitely complex world). “HISTORY” organizes by time, “BIOLOGY” by inheritance, “SOCIOLOGY” by populations, “PSYCHOLOGY” by behavior (e.g. “gold”, “green”, “blue”).

GEOGRAPHY teaches us to see network patterns – each with different strengths and vulnerabilities – from the personal to the global. It’s about the links (PROCESSES), not the nodes (PLACES)!

[Diagrams of network patterns]

TEACHING EXPERIENCE
Halfway through my 1st semester at EMU, 12 years ago, I asked the senior professor who had taught this course before, “How’m I doing?” He responded: “Are the students rioting?” I said, “No”. He said: “Then, you’re doing fine.”

At that point I said to myself: “Okay Tom, you’re on your own”. Having not taught before, it was a trial by fire and I made many mistakes (for which I sincerely apologize to former students). But I’m still at it (still learning); and developing new skills along the way. Here’s several things I learned.

1. Be scrupulously fair and honest but flexible.

2. Grab student interest early; be provocative – see Geog 150 schedule below.

[Image showing a schedule for Geog 150 - Thinking Sustainably - Winter 2015 Schedule]

Jan 6th: Setting the Stage -

In 1989, British astrophysicist Fred Hoyle said “Once upon a time, in the distant past, as powerful as any a star, our Earth was the unique, the blue marble -.” It changed our world forever. As astronauts and cosmonauts at that time and since, have reported being overwhelmed by the beauty of our blue-white planet. (2) How are we fragile? It appears, and by three emotions with their view of the earth from space: (1) how beautiful is our blue-white planet, (2) how are we fragile, it appears, and (3) how utterly alone and lonely is the earth floating in the vast emptiness of space.

Issue to discuss: What’s life/humanity for?
(4) Be accessible and approachable but don’t “friend” students
Critical thinking (“slow thinking”) requires time and effort. Expect resistance and criticism. (An “easy A” or “fluff course” is a betrayal of trust.)

(5) Appreciate cultural differences
Different cultures create different challenges. For example, in a seminar half-full of foreign exchange Chinese students with different levels of English comprehension, the class was restructured to incorporate mixed American and Chinese small team projects -- worked well. (East Asians work well in teams.)

(6) Treat every class (group of students) as unique
Learn the character of each class and adjust early to its strengths and weakness. Identify students who may be supportive or disruptive. Testing changes students and signals what (in your mind) is important for them to know. Use exams to teach and always follow-up.

(7) Engage colleagues
Part-timers, full-timers, tenure-track, and tenured: we’re all equal in the classroom. We can share and learn from each other.

(8) Be visible
Attend departmental social and/or professional gatherings to understand your role. Don’t contribute to the myth of part-timers as disposable migrant workers.

(3) Use personal anecdotes and metaphors liberally, e.g. Tetlock’s “foxes and hedgehogs”. The fragment from the ancient Greek poet Archilochus: “The fox knows many things but the hedgehog knows one big thing” is a metaphor for the difference between flexible, open-minded people and dogmatic, close-minded people. Message: “be an fox if you want to succeed in the world today.”
We have begun preparing for the last class discussion on influence and chosen a quote from Archibald MacLeish:

Never in all their history have men been able truly to conceive of the world as one: a single sphere, a globe, having the qualities of a globe, a round earth in which all the directions eventually meet, in which there is no center, because every point, or none, is center - an equal earth which all men occupy as equals. The airmen's earth, if free men make it, will be truly round: a globe in practice, not in theory.

When we met as a group we began discussing:

How can we make the climate crisis relevant to our students?

Ideas that percolated: Philosophy - the ethics of joining together to solve the energy crisis or not, Science - sustainability, Math - population, Sociology - equality and center, Nursing - natural advocates for a healthy population....

Carl Sagan points out:

Anything else you're interested in doing is not going to happen, if you can't breathe the air and drink the water. Don't sit this one out.
Reflecting on these experiences, the importance of going out of your comfort zone to learn and becoming more conscious of why this worked will help me in developing this project in the future.

For the poster presentation I thought about two things I was learning in the training: active learning and stepping out of your comfort zone to learn. I applied this assessing what were the students strengths and limitations in working on the Windshield Survey, the first step students take in assessing a community. I became more conscious of how the more active students engage in the community, the more they learn. When they went into the meat market and observed strange cuts of meat like chorizo and plantains, when they walked down street and smelled Eva’s tamales or took time to talk to firemen about the community in which they work, they learned and shared with the other students.

One of my goals is for students to become culturally competent so they will be able to deliver optimal care to all residents of different ethnic and racial communities in Southeast Michigan.
I'm hoping that with our last session we can discuss essential questions about our world, the world that our students will be living in and working in -- the air they breathe, the water they drink and the land on which they live. I've learned from: *The Art of Asking Essential Questions* by Linda Elder and Richard Paul that:

"Every field stays alive only to the extent that fresh questions are generated and taken seriously...."

"Thinking within disciplines is driven, not by answers, but by essential questions...."

"Essential questions... are the keys to productive thinking, deep learning, and effective living."

"The quieter you become, the more you can hear."

This was the quote on the board we were to write about one session.

I just finished reading *Part Wolf Part Dog* by Kent Nerburn in which he wrote of how an older Native American, whose sight was growing dim, listened to the wind, observed its direction and intensity, listened to animals and birds and was able to "see" them at great distances to learn about the storm that was heading in.
Sara Williams
English Language and Literature Department, Creative Writing
Color: Blue and Orange
Goal: To reevaluate and poetically approach my teaching philosophy

Into Light: A Teaching Poesy

I've been breathing under dark water for 8 years now.
It's quite a feat, to breathe and breathe and breathe,
despite the lightning that burns my light,
despite the graves under my toes,
despite the eyes that fork my tongue,
I move forward like a good fish
with golden gills and fire for fins.

I've got my tongue wrapped around eyes
and it feels like the sun is gripping my throat
sometimes, but sometimes
I falter, I fly towards grace
and fail.

This is for the times I fail, despite
the graves and eyes and lightning.

I'm relearning how to teach, how to be curious about my
teaching
every day, to become more of the moon, to reflect
the sun's intellect, as well as its bruises. I'm asking myself why.

Why?

I teach so that I might wake the sun from beneath the soles of
my students' feet, to teach them that they've always had it
burning through them, even when it feels like they've been living
under water, in the dark. I teach because I remember when I had
the soles of my feet woken over and over and over again, the ebb
and flow of waves awakening. Every time I walked into a
classroom, I felt gold encasing my toes, and, rising up in my
chest, a phoenix, beating its wings against my ribcage, turning my
skin red. I let that bird out, let it talk to the world and that made a
woman on fire, a woman that burns for great literature, that
makes frogs into skeletons and birds into songs and rocks into
tales.
I'm fighting for my own life, to stand up and be courageous, to ask significant questions, to get curious about why my students look up to me and ask me significant questions and get curious about how I can give answers that keep the questions coming. I hinge on significance, on the learning experiences I’ve cherished, the passion I’ve witnessed and followed with my body until it gave up in flames and ashes, until I rose up again and found tongues wrapped around eyes at the edge of a boulder, sliding down, sliding in, and wrapping around dark fledglings and bringing me back home, lightning and enlightened. Now I teach with my insides out, teach until there’s nothing left but the crawl of silk. I teach them to twist the conversational floor into a living room and ask them to couch themselves in analysis and play. I teach them to crawl and fly at the same time; I have them invest and then play, play and then rework, rework and then critique, critique and then edit, and then and then and then again. I teach them to seize every opportunity to be themselves, to let them fully give themselves over to writing. I provide them with questions to spark their own answers, to turn over their stories and their essays and their poetry and mend them into a dance that won’t stop spinning.

Why?

Because they teach me, teach me to slow down and turn in, to recognize the waves from the wind, that we’re all underwater and sometimes we just need to give each other some light and keep learning how to swim.
Ever get a song stuck in your head?
Wouldn't it be nice if the material you needed to know for the test was the same way?

\[ T = 2\pi \sqrt{\frac{L}{g}} \]

pendulums

gravitation

PHY 221 – It's physics. I happen to love math and this type of course is where I really get to jump in to showing students how math is very useful.

PSCI 110 – It's not physics. But, it's physics. It's become a favorite for me to teach mostly because I get to let go of some of the more complicated stuff and spend more time relating physics to my students' everyday experiences.
Sometimes we make omlets. ;-)
What do Kanye and Kim have in common with vectors?

Ever want to watch things explode while listening to techno-music?

Like watching Russian car crash videos?

Does a rocket-riding cat sound inhumane?

Want to see people walk on thin ice? Literally? (yes, and fall through)

Lack the energy to discuss Bernoulli? Red Bull may have your answer.

Does electricity scare you? Don’t climb on service lines drunk. Or sober.

Capacitors can make watermelons explode. S’plosions!

Try using a motorcycle to spin a merry-go-round. Don’t fall off. I dare ya.

If a drug-dealer tosses his cargo and it sinks, what happens to the water level?

Ever think about the 7 dwarves jumping rope?

Creedence Clearwater Revival is like energy moving... or was it like a moon rising? I forget.

### Where I began:

Imagine an object in a dark room.

The teacher shines a light on it from one place, and the observer (student) can discern some information about the object.

Move to another spot, and direct the light at the object from there. More and different information can now be discerned.

Keep moving and lighting the object from many points of view, until its form and purpose are understood.

The observer can touch the object, pick it up and use it. Now more is understood.

The observer now can describe the object to another observer, and in this way, gain even greater understanding.

### What I have learned in this workshop:

Students have many ways of entering the dark room. We can influence which paths students choose. A greater understanding of where students start, their natural inclinations to proceed in certain ways, can help us to use our influence to empower students to make effective choices, and even to venture beyond the confines of this analogy.

---

Comparison of processes
Comparison of processes

Other ways of framing the process:

I am most familiar with the creative process as described below. In this workshop I also learned about appreciative inquiry, and a problem-solving method with which I was unfamiliar. This summary table compares these processes, and could prove useful as alternative frameworks for students.

Students frequently lock in, or “get stuck” on their first solution. This is often referred to as “falling in love with your own idea.” These tools, and new processes, may help me to help students overcome this obstacle.

<table>
<thead>
<tr>
<th>creative process</th>
<th>appreciative inquiry</th>
<th>problem-solving template</th>
</tr>
</thead>
<tbody>
<tr>
<td>define problem</td>
<td>definition</td>
<td>state goals state problem</td>
</tr>
<tr>
<td>research</td>
<td>discovery</td>
<td>study problem choose solvables seek info analyze</td>
</tr>
<tr>
<td>ideation</td>
<td>dream</td>
<td>determine options</td>
</tr>
<tr>
<td>design/write</td>
<td>design</td>
<td>evaluate options</td>
</tr>
<tr>
<td>refine</td>
<td></td>
<td>adopt strategy</td>
</tr>
<tr>
<td>produce/</td>
<td>destiny/delivery</td>
<td>monitor implications</td>
</tr>
<tr>
<td>implement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Creative Thinking Tools

These are additional tools for Creative Thinking that I have used, and want to share with the rest of the workshop participants. I will reconsider how to integrate these with the other frameworks for problem solving and inquiry.

Osborne’s checklist*

| Adapt         | - Is there anything else like this? What does this tell you? Is the past comparable? |
| Modify        | - Give it a new angle? Alter the color, sound, odor, meaning, motion, and shape? |
| Magnify       | - Can anything be added, time, frequency, height, length, strength? Can it be duplicated, multiplied or exaggerated? |
| Substitute     | - Different ingredients used? Other material? Other processes? Other place? Other approach? Other tone of voice? Someone else? |
| Rearrange     | - Swap components? Alter the pattern, sequence or layout? Change the pace or schedule? Transpose cause and effect? |
| Combine       | - Combine units, purposes, appeals or ideas? A blend, alloy, or an ensemble? |

Eberle’s SCAMPER version**

| S | Substitute |
|   | - components, materials, people |
| C | Combine |
|   | - mix, combine with other assemblies or services, integrate |
| A | Adopt |
|   | - alter, change function, use part of another element |
| M | Modify |
|   | - increase or reduce in scale, change shape, modify attributes |
| P | Put to another use |
|   | - use in an unexpected, unlikely, or impossible way, as is or modified |
| E | Eliminate |
|   | - remove elements, simplify, reduce to core functionality |
| R | Reverse |
|   | - turn inside out or upside down |

** Robert F. Eberle
The five essential characteristics of Mind Mapping:

1. The main idea, subject or focus is crystallized in a central image. The main themes radiate from the central image as 'branches'.
2. The branches comprise a key image or key word drawn or printed on its associated line.
3. Topics of lesser importance are represented as 'twigs' of the relevant branch.
4. The branches form a connected nodal structure.

* www.mindmapping.com
Understanding Generational Differences

This table summarizes some of the differences between generations that can inform the ways in which my own inclinations affect my influence on students and colleagues.

<table>
<thead>
<tr>
<th></th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Focus</td>
<td>Quality</td>
<td>Long Hours</td>
<td>Productivity</td>
<td>Contribution</td>
</tr>
<tr>
<td>Motivator</td>
<td>Security</td>
<td>Money</td>
<td>Time Off</td>
<td>Time Off</td>
</tr>
<tr>
<td>Company Loyalty</td>
<td>Highest</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Money is</td>
<td>Livelihood</td>
<td>Status Symbol</td>
<td>Means to an end</td>
<td>Today’s Payoff</td>
</tr>
<tr>
<td>Value</td>
<td>Family/Community</td>
<td>Success</td>
<td>Time</td>
<td>Individuality</td>
</tr>
</tbody>
</table>


Conclusion

Many paths to illuminate the dark room.
Many rooms.
Many ways to enlighten.
Light their way, until they can light the way for others.

\[ I \text{ still have many rooms to explore myself! } \]
AND IF YOU WANT TO MAKE YOUR OWN ZINE:

How to Make a Mini Zine:
- Take a sheet of 8½x11 paper.
- Fold in half along the length.
- Fold both edges in to the middle.
- Fold the paper length-wise, and press out the center cut so that it looks like a plus sign.
- Copy and distribute!

Wondering about your own True Colors personality type and how it may influence your teaching with students?

https://truecolorsintl.com/

and

to Colleen and Kaylee in the FDC for helping us put our Zine together!

THANK YOU
WHEN TEACHERS BECOME THE STUDENTS...

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