

POSITIVE RESTLESSNESS: RECLAIMING LEARNING FOR DEMOCRACY

Agenda Week 2: October 7, 2008

6:00 *Evening's agenda and check-in*

6:05 *Student self-theories, "intelligence praise," and students' approaches to learning*

- Review of Dweck's research findings
- Value of Reading Notes ("NOTES") and sample
- Implications of intelligence and effort praise

7:15 *Tearing Down the Gates: Confronting the Class Divide in American Education**

- Conversation circles (around 5 classmates)

Introduction

- round robin (one-by-one circle members read the text they selected for their Reading Response papers and briefly summarize "why" they made this selection)
- circle members agree on starting point for conversation
- conversation circle discussion
- self-reflective writing
- circle notes: identify emerging questions/puzzles before joining larger seminar group

- Seminar discussion (around 10 classmates)

Introduction

- share puzzles/questions briefly noting conversation context
- select question for initial seminar focus
- seminar discussion
- self-reflective writing
- prepare plenary reporting on substance of discussion/puzzles/questions

- Plenary

Introduction

- * BREAK (15 minutes sometime during this agenda point)

8:50 *Evergreen, collaborative learning, and the social construction of knowledge*

- What works/what needs work

9:00 *Class housekeeping*

- Hand in assignments; overview of assignments for week
- Appointment schedule and your preparation for meeting

9:15 *Introduction to a sociological perspective on "the social construction of difference"*

- Diversity Wheel exercise (Marilyn Loden and Judy Rosener)
- Differences, the social construction of reality, and systems of entitlement/privilege
- How to of tracking a theorist's argument

9:55 *Adjourn*

References:

Dweck, C. 2000. *Self Theories: Their Role in Motivation, Personality, and Development*. Philadelphia: Psychology Press.

Johnson, Allan G. 2006. *Privilege, Power, and Difference*, 2nd edition. New York: McGraw Hill.

Johnson, Allan G. (ed.). 2000. *The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language*, 2nd edition. Oxford: Blackwell Publishing.

⇒ over page for Journal Topics

JOURNAL TOPICS: for week of Oct 8-14 (due October 14--week #3)

Please remember that **no topic is required**. That is, we will make topic suggestions, but we urge you to choose only those that seem interesting and valuable to you. The journal assignment requires 60-90 minutes of writing each week, but we expect you to choose relevant topics yourself, including topics that you devise. Please note also that you are free to write a single entry (one topic) or multiple entries (several topics), guided only by the 60-90 minute framework.

In addition to the list of topics provided on the “Assignments” handout, here are some specific topics that you might consider along with this week’s work:

- How would you characterize the kinds of feedback you received in school from your teachers? What sorts of comments do you remember about your work (its quality or your supposed effort)? How do you think those comments shaped your sense of yourself as a learner and as a student?
- Has our work in class with Carol Dweck and Peter Sacks suggested any other ways of rethinking your own education? What new ideas or possibilities interest you? Why might it be important to investigate those ideas?
- Reading the Allan Johnson section on privilege and oppression often provokes in readers some strong emotional responses. What emotions did you notice in yourself as you read through that chapter? As you think about your own responses, consider the personal experiences that come to memory in connection with those responses.
- As you look ahead to the possibility of completing your undergraduate education at Evergreen, what are the one or two qualities that make you most anxious or concerned as to whether or not you will be able to find or sustain those qualities in your studies. (The qualities that you wrote on the giant post-its last week are strong examples of the qualities to consider here: for example, you might be concerned about whether or not your teachers will be consistently caring, or whether or not you might feel consistently passionate about your own work.)

For our ease of understanding, please remember to date and/or title each entry.