

# "TO TEACH IS TO CREATE SPACE."

*Parker Palmer, quoted in  
O'Reilly, p. 1*

*REDEFINING  
EDUCATIONAL  
PRACTICE: MAKING  
SPACE FOR  
LEARNING*  
FALL 2022

**DR. KELLY GAVIN ZUCKERMAN**



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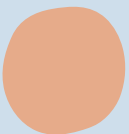
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# COURSE GOALS

This course has various, interrelated learning goals. It aims to support you in:

- Exploring and analyzing different theories and practices of pedagogical planning and facilitation
- Actively and constructively contributing to your own and others' learning through individual reflection and engaged dialogue
- Developing and refining your capacity to articulate and support your own pedagogical commitments and approaches
- Critically reflecting on your own trajectory through the course and (re)presenting your learning in a final portfolio

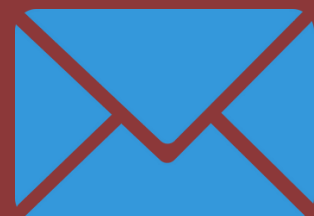
# INDIVIDUAL GOALS



Hi! I'm Kelly.



I have been teaching since 2006, first as a high school English teacher in the Bronx, NY and second as a professor of education (at Barnard College and here in the Bi-Co). In my teaching, I strive to co-create joyful, critical learning communities with my students-- spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.



[kzuckerman@brynmawr.edu](mailto:kzuckerman@brynmawr.edu)



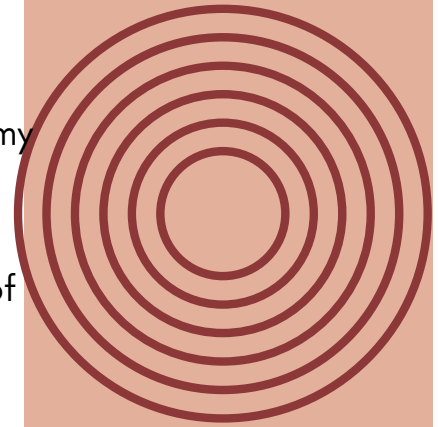
Office Hours Weekly By Appointment:

# WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

## **A note on masking in Bi-Co Education Courses for the Fall 2022 semester:**

The Bi-Co has adopted a “mask-friendly” policy in all campus indoor spaces. In their communication with faculty, the college leaders explain: “Part of being mask-friendly means that hosts of gatherings may set expectations for masking at events, inclusive of faculty in their classrooms and other learning spaces.” We have, as an Education Program, agreed to make masking the norm; masks must be worn in all classroom and associated (e.g., partnership/field placement) spaces. We have decided to lean toward safety for several reasons: to ensure that we ourselves and everyone in our classes feel safe, to protect those with whom we partner in educational settings beyond the Bi-Co, and in consideration of those who have their own health to consider and responsibility for the care of others. We welcome dialogue about this policy and expect that, as conditions and the covid virus continue to shift, we will revisit it.



## ***COURSE TEXTS***



**TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings**

We will draw upon a number of texts in this course, including those below. Mindful of the cost of course material and the barrier that presents for students' engagement, I have requested EBook copies of all texts through the libraries or (when not available) have made required excerpts available on Moodle. With that said, for those who are interested in adding to their pre-professional collection, I do believe that these texts are worthwhile.

Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

Bannon, K. (2020). *Radical hope: A teaching manifesto*. West Virginia University Press.

Chávez, A. F., & Longerbeam, S. D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and individuated cultural frameworks in college teaching*. Stylus Publishing, LLC.

Gooblar, D. (2019). *The missing course: Everything they never taught you about college teaching*. Harvard University Press.

Pallas, A. M., & Neumann, A. (2019). *Convergent teaching: Tools to spark deeper learning in college*. Johns Hopkins University Press.

# Course Attendance & Participation



In this course, I am committed **to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students.** Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other's learning in this course. **I believe that there is a certain, irreplaceable magic that happens when we are learning together in community.** With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals. As I believe that you can best assess your efforts, engagement in the course, both inside and outside of class, you will use a participation rubric to self-assess the quality of your contributions to class twice during the semester (**October 17th and December 5th**).

## Fieldwork Experience

In this course, your fieldwork sites are the other courses in which you are enrolled. Beginning the second week of classes, you will keep a set of notes analyzing the pedagogy you experience and observe related to each week's topic and will meet in the third hour of the course (from 3-4 pm) with other enrolled students to process your experiences and observations. For example, between August 29th (Session #1) and September 12th, (Session #2), you will observe and take notes on the ways in which conceptualizations of education, the topic of Session #1, are visible in your other courses. You will bring these observations to class on September 12th and in the last hour (from 3-4 pm), you will meet with a small group of other students to discuss examples, identify patterns and/or distinctions, and reflect upon what they reveal about teaching and learning in higher education. You will decide as a group how you want to document these weekly learnings and share them with me. Contributions from each student should be visible. You will self-assess your contributions to the group twice during the semester (**October 17th and December 5th**).

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## Weekly Reflections (Due Sundays by 11:59 pm)

For each week, you will be asked to complete a two-page reflection that includes:

- insights, questions, connections, and references to the texts assigned and the issues they raise
- attention to how discussion and activities during the week's session affirmed, complicated, and/or changed your thinking about the issues addressed
- implications for your own current and/or future pedagogical practice

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## Mini-Lesson Planning, Enactment, and Reflection

Sessions 9 (11/7), 10(11/14), and 11(11/21) of the course will feature mini lessons and learning activities planned and facilitated by small teams of students. In preparation for this mini-lesson, each team will draft a lesson plan and meet virtually with Kelly to discuss your plans. Post-lesson, you will prepare a short (two-page double-spaced), thoughtful reflection upon your experience and the questions that it raises for you. This will take the place of your Sunday reflection.

### All Written Work Should Feature:

- 12-point Times New Roman (or equivalent) font
- Double-spacing, with 1 inch margins (be sure to adjust the default page settings if using Microsoft Word)
- Complete citations of all sources using a known citation format (MLA, APA, Chicago)<https://guides.tricolib.brynmawr.edu/c.php?g=284950&p=1899017>
- Use of pseudonyms for any references to faculty and students from your fieldwork

# COURSE ASSIGNMENTS IN BRIEF

FULL DESCRIPTIONS WILL BE HANDED OUT AT LEAST TWO WEEKS IN ADVANCE

3

## Portfolio (Due 12/16/22 by 12:30 pm )

At the end of the course, students will prepare a portfolio of **five** artifact and reflection pairs (each 250-500 words) along with a 3-page introduction and 1-2 page conclusion that represents their learning and development through the course.

For those students who are using B310 as their capstone, this portfolio will be a bit more robust, serving as an ongoing and summative of what education students do and learn in preparation for their futures as educators.



If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

<https://www.brynmawr.edu/access-services>; <https://www.haverford.edu/access-and-disability-services>



## *RESOURCES and SUPPORTS*

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation and then must speak to me. Other class members need to be aware that this class may be recorded.

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and your educational career.

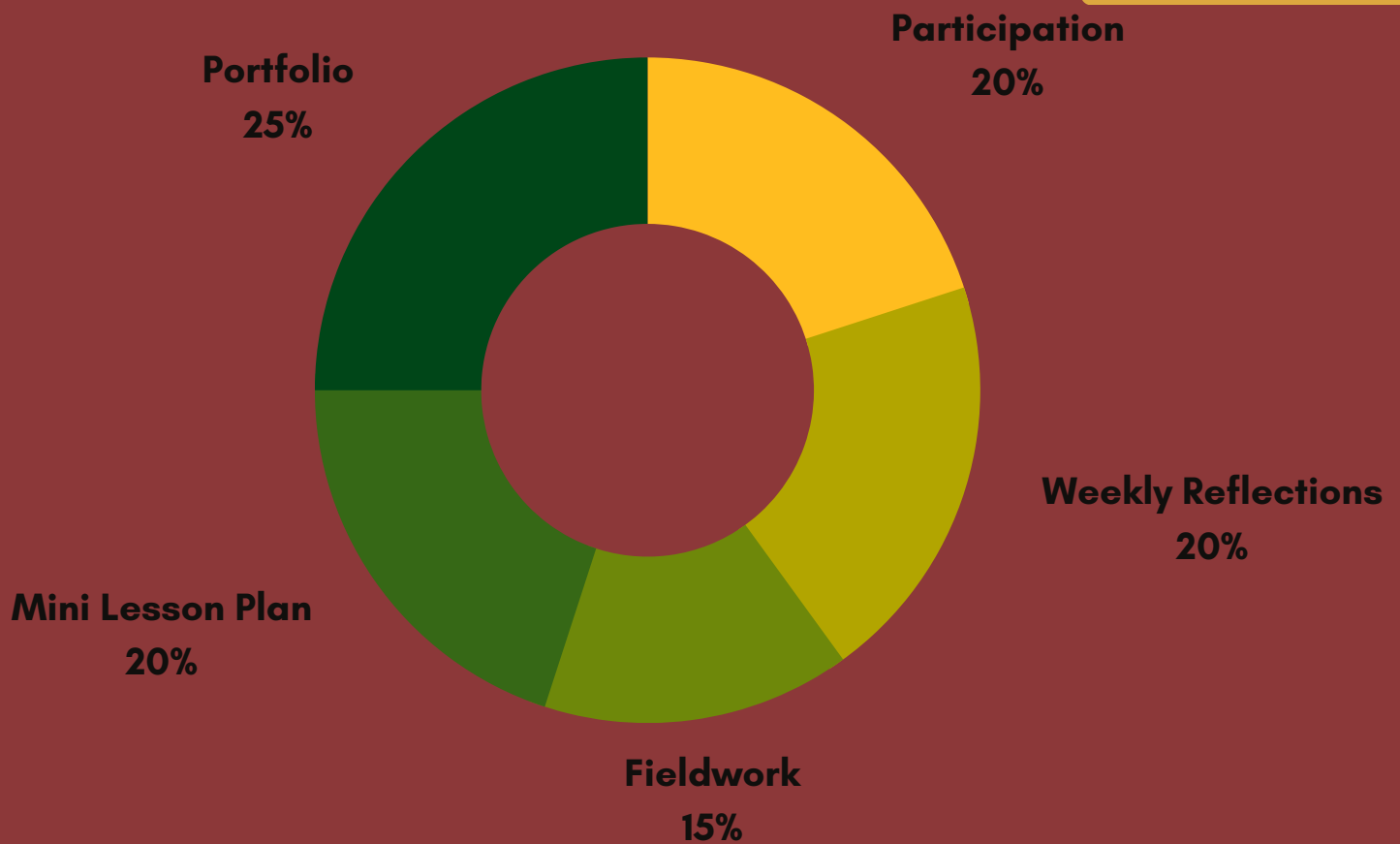
[http://www.brynmawr.edu/deans/acad\\_support/learning\\_resources.shtml](http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml)  
<https://www.haverford.edu/oar>

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

# ACCOUNTABILITY

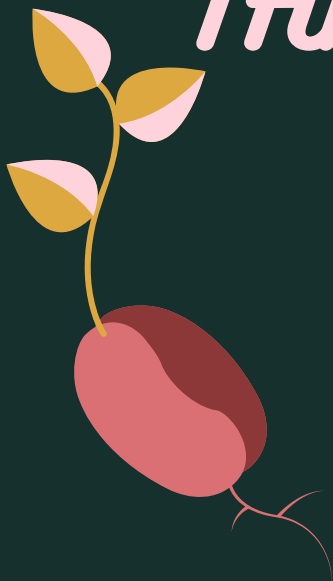


How we are taking "a count" of our learning individually and collectively over the course of the semester



As part of the accountability process, you will be asked to write a one page reflection (due 12/16) about your growth and learning towards the course and individual goals over the semester and assign yourself a grade. This self-reflection will be put in conversation with my own observations and engagements with you and your work in the process of issuing an official grade.

## THINGS TO REMEMBER:



1. I want you to do well.
2. I believe that you can succeed.
3. I see myself an active partner in your intellectual and personal growth and development.
4. I am here to support you.