

# TO TEACH IS TO CREATE SPACE.

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

## *making SPACE FOR LEARNING*

FALL 2023

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# COURSE GOALS

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

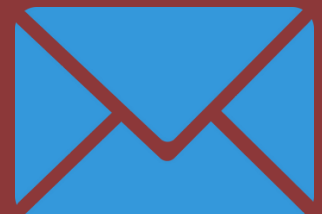
- Exploring and analyzing different theories and practices of pedagogical planning and facilitation
- Actively and constructively contributing to your own and others' learning through individual reflection and engaged dialogue
- Developing and refining your capacity to articulate and support your own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

\*\*\*We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.\*\*\*

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. 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.



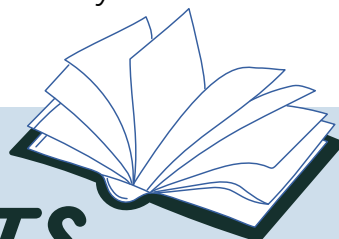
kzuckerman@brynmaur.edu



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



## *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.

Davidson, C. N., & Katopodis, C. (2022). *The new college classroom*. Harvard University Press.

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.

Sathy, V., & Hogan, K. A. (2022). *Inclusive teaching: Strategies for promoting equity in the college classroom*. West Virginia University Press.

# Course Attendance & Participation



In his 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 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.

## Praxis Discussions for Undergraduates

Beginning the second week of classes, undergraduate class members will keep a set of notes analyzing the pedagogy you experience and observe in your other enrolled classes that is related to each week's topic. During **weeks 2, 3, 4, 5, 9, 10, 11, and 12**, you will meet (either in person or virtually) with a small group of other undergraduates enrolled in the course for approximately **40 minutes per week** to process your experiences and observations. As a product of your discussion, your group will share a brief paragraph describing some of your emergent insights as well as at least one lingering question on our class Padlet. Your group will then begin the following session's discussion by reviewing the sharings from the prior session and commenting on at least one other group's post.

Pseudonyms must be used for any references to faculty, students, and courses in the Bi-Co.

1

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

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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.

2

## Lesson Planning, Enactment, and Reflection (11/8; 11/15; 11/29)

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Sessions 9 (11/8), 10 (11/15), and 11 (11/29) of the course will feature lessons and learning activities planned and facilitated by small teams of students. In preparation, each team will draft a 1-hour 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, students, and courses in the Bi-Co

# COURSE ASSIGNMENTS IN BRIEF



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

3

## Portfolio (Due 12/22/23 by 12:30 pm)

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At the end of the course, registered students will prepare a portfolio of artifacts and reflections that represents their learning and development through the course.

For those undergraduate students who are using Making Space 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.

The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>



# EVALUATION

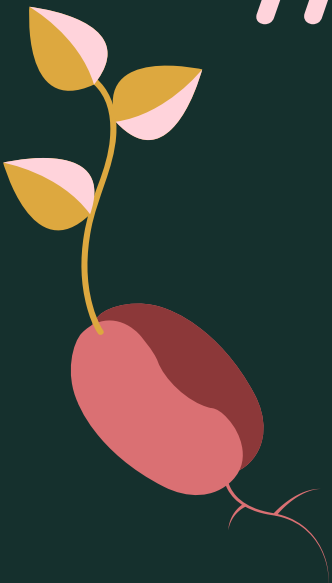
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I am practicing something called “ungrading” in this course. This means that I am not going to assign grades (letter or numerical) to your assignments, though I will (because of institutional requirements) need to assign your work (not you!) a grade at the end of the semester. I do this because after nine years teaching in higher education, I feel that grades are subjective assessments that are based on incomplete data (e.g., I do not know how much effort you put forth in a given assignment; how much growth as a writer and thinker a given assignment represents) rather than a rich and meaningful dialogue with you about your process and products. Engaging in ungrading, however, does not mean an absence of substantive feedback. I will provide evaluation criteria for each assignment and my commentary on your assignments will center around your progress towards these goals. At two points in the semester, on **October 13th**, and **December 22nd**, I will ask you to write a self-reflection (with the support of a thorough rubric) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. Your final grade will be the result of my own assessment as well as your own. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution.

I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which “grades” are edicts from above. I recognize that this may be new, even in the Bi-Co. I am here to support you in this journey as we work to embrace a more co-constructed idea of course evaluation.

## 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.







# WHAT'S DUE?

Due Date by 11:59 pm unless otherwise noted	Assignment
Sunday, September 10th	Session 1 Reflection
Sunday, September 17th	Session 2 Reflection
Tuesday, September 19th	Undergraduate Praxis Session 2 Padlet Post
Tuesday, September 26th	Session 3 Reflection; Undergraduate Praxis Session 2 Padlet Reply/Session 3 Padlet Post
Sunday, October 1st	Session 4 Reflection
Tuesday, October 3rd	Undergraduate Praxis Session 3 Padlet Reply/ Session 4 Padlet Post
Sunday, October 8th	Week 5 Reflection
Tuesday, October 10th	Undergraduate Praxis Session 4 Padlet Reply/Session 5 Padlet Post
\Friday, October 13th	Mid-Semester Self Evaluation
Tuesday, October 24th	Week 6 Reflection
Sunday, October 29th	Week 7 Reflection
Sunday, November 5th	Week 8 Reflection
Wednesday, November 8th	2 Groups Lesson Plans/Enactment
Sunday, November 12th	Week 9 Reflection
Tuesday, November 14th	Undergraduate Praxis Session 5 Padlet Reply/Session 9 Padlet Post
Wednesday, November 15th	2 Groups Lesson Plans/Enactment
Sunday, November 19th	Week 10 Reflection
Tuesday, November 28th	Undergraduate Praxis Session 9 Padlet Reply/Session 10 Padlet Post
Wednesday, November 29th	2 Groups Lesson Plans/Enactment
Sunday, December 3rd	Week 11 Reflection
Tuesday, December 5th	Undergraduate Praxis Session 10 Padlet Reply/Session 11 Padlet Post
Sunday, December 10th	Week 12 Reflection
Tuesday, December 12th	Undergraduate Praxis Session 11 Padlet Reply/Session 12 Padlet Post
Friday, December 22nd by 12:30 pm	Final Portfolio; Final Self-Evaluation