

# TO TEACH IS TO CREATE SPACE.

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

## *making SPACE FOR LEARNING* FALL 2021

**DR. KELLY GAVIN ZUCKERMAN**



### **Table of Contents**

**Page 2:** Course Goals, Texts,  
and Professor Information

**Page 3:** What Can You  
Expect?

**Page 4:** Policies

**Page 5:** Assignments in Brief

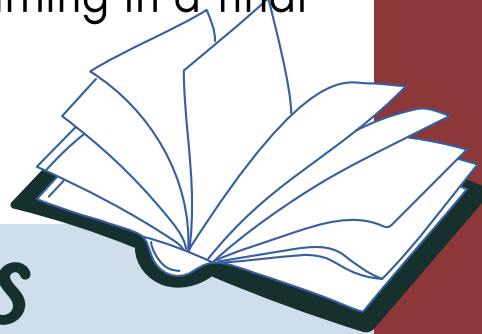
**Page 6:** Resources &  
Supports

**Page 7:** Evaluation

# 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



# COURSE TEXTS

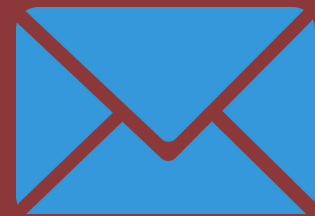
- Articles, chapters, and links posted under each session on Moodle.
- Bain, K. (2004). What The Best College Teachers Do.
- Gooblar, D. (2019). The Missing Course: Everything They Never Taught You About College Teaching.
- Pallas, A. & Neumann, A. (2019). Convergent Thinking.

\*\*\*All texts above are electronically available on Tripod\*\*\*

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.

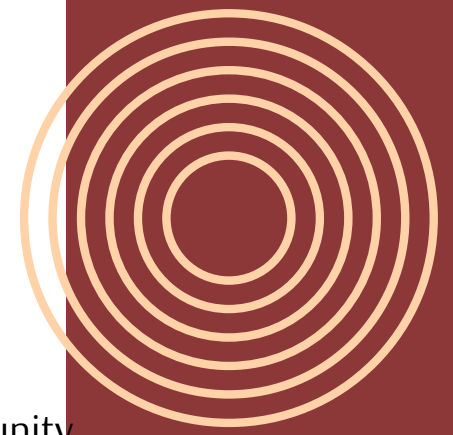


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Office Hours Weekly By Appointment:  
[calendly.com/kgz](https://calendly.com/kgz)  
Bettws-Y-Coed 305 and Via Zoom

# 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



**FOR PHD  
STUDENTS**



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



**FOR  
UNDERGRADUATES**



# 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**, as well as sensitive to the specific, unique, and unpredictable challenges we will each and all encounter this term. While your regular attendance and active, thoughtful engagement and constructive contributions are key to your own and other's learning in this course, I believe that we must also be realistic about the added pressures of the given moment. If you are unable to attend class or complete an assignment by the due date, I ask that whenever possible you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). In this situation there will be no grade penalty for late work. If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me as much as possible so that we can work together to determine a good course of action. I ask those of you who need more than a one-week extension to talk with both your Dean and me to arrive at a practical and workable plan for completing the work. You will use a participation rubric to self-assess the quality of your contributions to class twice during the semester (**October 20th and December 8th**).

## Fieldwork for Undergraduates



In this class, the 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 weekly virtually with the other undergraduates enrolled in the course to process your experiences and observations (e.g., 60 minutes per week). The work product of these meetings will be captured in reflections, questions, and comments to an online "Slack" channel to which I will also be joining and commenting. The final product of your individual and collective reflections **due December 8th** will be a series of strategy recommendations (1-2 page handouts) for Bi-Co faculty to be used in future semesters of Making Space For Learning, centered around focal topics of this course. **Each undergraduate will be the lead author on three recommendation sheets** that include:

1. Descriptions of a set of strategies/pedagogical moves related to the focal topic
2. Potential benefits of each strategy/pedagogical move
3. Potential drawbacks of each strategy/pedagogical move

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

## **Mini-Lesson Planning, Enactment, and Reflection**

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Sessions 10 (11/10), 11 (11/17), and 12(12/1) 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.



# **COURSE ASSIGNMENTS IN BRIEF**

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

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## **Portfolio (Due 12/17/21 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.

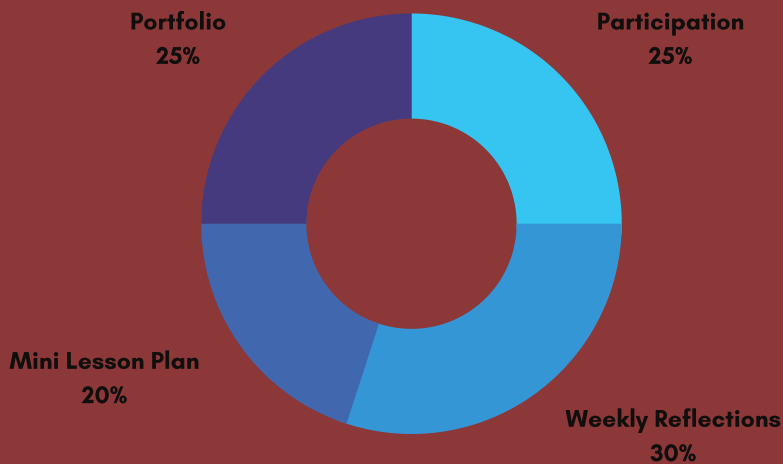
Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and your educational career.

[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>

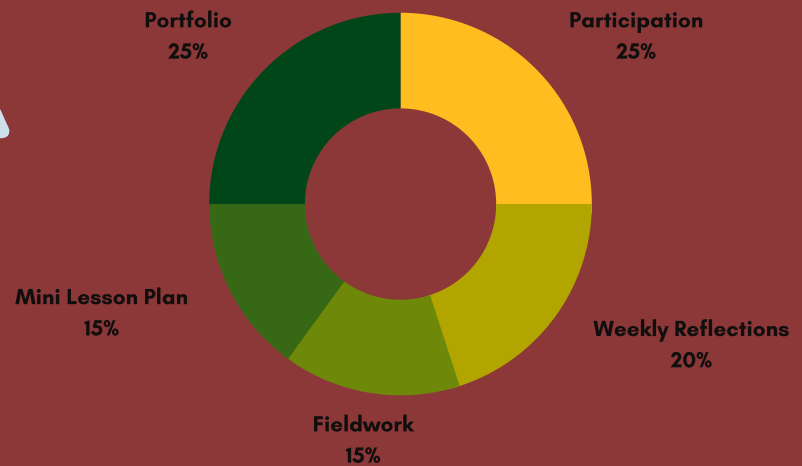
If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

# EVALUATION

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FOR PHD STUDENTS



## 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.

