

Faculty Learning Community

Christine Monikowski, Ph.D.
Associate Professor
NTID/ASLIE
FLC AY 2003-03

Philosophy of teaching/metaphor

Over the years, my philosophy of teaching has changed and I think that's good! My work in recent years with online learning has also changed my thinking. Students learn; I'm not so sure that I teach...although I used to think so. I want to help students see what they need to learn and then support them. Active participation (in and out of class) in learning is how they succeed. My role is to clarify that active participation, to help them see what kinds of activities are worthwhile, how to practice "better", how to build upon what they already know

I've spent some time reading what other teachers say about their "metaphor" for teaching and I've wrestled with some of them: gardener, coach, air traffic controller (!). I think I'm most comfortable with this one: one book in a very large library. I have a lot of information for students, but they have to *want* to read me. I can open up a wonderful world for them, but they have to make the effort to open the book. I can have the most fascinating information, much more so than some other books...but the student has to be attracted to me (my discipline). So this metaphor works for me, but it is still limited. I like to think that I can help that student see why my book is the best one for him/her at a given point in time. Maybe a book two rows over is more appropriate at a different point in time. To me, that's also important for the student to know. So, perhaps a "librarian" is the better metaphor. I can guide students to the appropriate books, to the challenging books, to the books that can help fill some gaps in their learning.

I'm a librarian; I have all the resources in the library at my fingertips and I can share all kinds of interesting information with the student. I can recommend videos, web resources, books, whatever. But, if I'm really a good librarian, I can help students realize what they need to know now, and how to build on that knowledge. If I give them too many resources, they will be overwhelmed and will probably not do anything. If I don't select resources that are challenging enough, they will probably get bored and decide that topic wasn't very interesting. But, if I can help the students find enough to keep it interesting, chances are they will come back for more because the topic is fascinating and appropriately challenging and the students have begun to understand what learning is all about.

Actually, one of the things I've realized in the past year or so is that I should have been either a kindergarten or a pre-school teacher because then I would have had the opportunity to foster that child's curiosity and his/her ability to read. I'm always saddened by students who do not like to read!

Course syllabus

(see attachments)

Explanation of the problem

Originally, I began this project by trying to decide how much work (readings, assignments, etc.) is appropriate for a four-credit course. However, as our FLC meetings unfolded and after the Lilly conference, I changed that to include incorporating more cooperative learning activities into the course. I realized it was not simply “time” that was the issue but, more important, what students did with that time (in class and outside of class).

After teaching this course for several years, I believed that students weren’t as “interested” as I thought they should be! The information in the course is essential if they are to become successful interpreters but their motivation was not at the level I expected. After thinking about cooperative learning activities (especially after attending the pre-convention workshop at the Lilly), I realized that MY interest was high and the problem was NOT their lack of interest but rather, my lack of “including” them in the work. That realization was a turning point for me. In fact, I remember sitting in the workshop and the presenter talking about students’ seeming lack of motivation...and then she explained that, as an English Lit professor, her love of literature sometimes caused her to overlook the students’ perspectives, their reasons for taking the course, their level of interest and WOW, I certainly identified with that. Over the years I think I had become a bit “distant” from the students in that the more I learned about the topic, the less I remembered that THEY did not read what I read, did not write what I wrote, etc. So I decided to make a real effort to reduce the number of lectures and to increase active participation in the classroom.

Plan for assessing effectiveness

Cooperative learning: I incorporated several new activities into the course that support cooperative learning.

Metacognition: I incorporated several “meta” activities into the course to help students think about learning.

- One-minute papers
- Reflective activities
- Time sheets
- End of quarter evaluation from students

Timeline

Fall quarter

- Attend Lilly Conference
- Clarify goals for project
- Read Millis’ and Angelo’s books

Winter quarter

- “tweak” different parts of the course: adjust homework activities, develop guidelines for assigned readings, develop “one-minute papers”,
- make notes for next year, winter quarter, when I will teach the course again

Spring quarter

- reflect on the changes I made in the course
- present national workshop for peers
- organize portfolio and prepare
- present on panel with other members of FLC

Reflections

As I began my participation in the FLC, I completed a “Teaching Goals Inventory” for Discourse Analysis. It was an interesting activity because at first, as I read through the goals, I thought I wanted to include ALL of them! So I set the inventory aside for awhile, to reflect on what I really wanted to do in the course. I did not complete the inventory until I returned from the Lilly Conference, which was just before the winter quarter. As I worked through the goals, I realized that I wanted to include all of them, because they were all so important, but in reality...ah, that’s the hard part: what are my goals for the course? Yes, the content goals are relatively simple but the goals in the inventory were much deeper, much more at the heart of teaching. I plan to complete an inventory again next year, sometime during the winter quarter so I can compare with this first one. All in all, this activity was extremely helpful because it forced me to think about what I do, to become more aware of what I want to accomplish, to become more aware of who I am as a teacher.

I’ve been keeping a journal since the fall quarter, when the FLC meetings began. In the beginning, I was a bit uncomfortable with the composition of my group. Our discussions seemed quite superficial and some faculty sounded entrenched in their way of thinking. I had been hoping for more...but then again, I’m not very patient. The Lilly Conference really changed all of us, for the better! We became a cohesive group and we each had the opportunity to grow. Somehow, we became less defensive and more open. My experiences with my groups during the next two quarters were very positive.

As for my journal, I’m still keeping it. This entire year was a time for reflection for me and this carried over to what I wanted to do with my students. The journal had two themes, really: 1) my general reflections about teaching and 2) specific activities or strategies that I should consider using in my class. The first theme helped me re-assess my career and the 17 years I’ve been involved in higher education. In recent years, I have wondered if perhaps I haven’t been looking for something that’s not there! But my bi-weekly discussions with my peers made me realize that I am on the right track and that, although it’s sometimes difficult for me to find the “right” colleague with whom to discuss pedagogical issues, I am not alone. I’m hoping that I will continue some of the relationships I’ve made this year in the FLC. As for activities...as I incorporated new and

different activities, I constantly asked myself questions about those activities: why am I using this? What do I expect the students to learn from this? And although I like to think I addressed these kinds of issues before, I know that my participation in the FLC brought my awareness to the fore.

Overall, keeping a journal was a very productive and helpful activity for me. I kept a journal when I was in my doctoral program: ideas, random thoughts, references, whatever I thought might prove helpful. Keeping a journal this year has been a different experience but the benefit has been tremendous.

I also must mention that I had the opportunity to present a pre-convention workshop on “Cooperative Learning for ASL and Interpreting” at the American Sign Language Teachers Association national convention in Indianapolis on April 10. I was invited to present this by the director of Project TIEM Online, a grant from the Department of Education that focuses on “teacher training” for those who teach American Sign Language and interpreting. It was an opportunity for me to take what I’ve been learning about cooperative learning and apply it specifically to my discipline. The workshop was well-attended and the response was very positive. (To help prepare for this, I had been in contact with Barbara Millis, who was the presenter for the pre-convention workshop at the Lilly Conference. She was extremely supportive and generous with her work). I’ve included a copy of the handouts in this portfolio.

All in all, participation in the FLC has been the highpoint of my academic career! First of all, it came at a time when I really needed “something”. I’ve been in higher education for 17 years, and for the past few years, I’ve found myself looking for some kind of support, or interaction from peers. It was difficult for me to sit at meetings and discuss only superficial issues (important, but superficial...schedules, student problems, etc.). I wanted to talk about pedagogy but there was never any time. Participation in the FLC gave me the time and also gave me like-minded colleagues, the key to any growth I have experienced this year. We were all committed to looking at ourselves, to find a way to be more successful because that would help our students to be more successful. I complete this year feeling rejuvenated and inspired and, the best part, I’ve made some fast friends on the other side of campus. I look forward to continued coffee and reflections!!

0875-310 DISCOURSE ANALYSIS FOR INTERPRETERS

Christine Monikowski, Ph.D.

LBJ-3746, (585) 475-6539

Email: cemnss@rit.edu

4 credits

COURSE DESCRIPTION:

This course presents an in-depth look at the interpreter as bicultural/bilingual mediator, at the center of communicative activity. The interpreter's communicative competence requires knowledge of what is communicatively appropriate in both the source-language and target-language communities. This course includes a study of conversational exchanges in English and ASL including open and close signals, backchannel signals, turnover signals, acoustically adequate and interpretable messages, bracket signals, nonparticipant constraints, preempt signals, and Grice's maxims.

COURSE GOALS:

- gain a basic knowledge of discourse analysis;
- understand how this knowledge of discourse analysis can lead to effective interpretation;
- apply this knowledge of discourse analysis to both English and ASL texts, either controlled (i.e. videotapes) or naturally-occurring.

STUDENT OBJECTIVES:

After successful completion of this course, students will be able to:

- Support the concept of discourse as dynamic interaction with emergent meaning.
- Distinguish in writing the sociolinguistic aspects of communication (social settings and functions, register, variation, etc.).
- Analyze in writing the structure of communicative exchanges in discourse, including system constraints: open and close signals, backchannel signals, turnover signals, acoustically adequate and interpretable messages, bracket signals, non-participant constraints, preempt signals, Grice's maxims.
- Show and discuss these system constraints in English discourse.
- Show and discuss these system constraints in ASL discourse.
- Given an English text, analyze in writing the discourse and the interaction among the speakers.
- Given an ASL text, analyze in writing the discourse and the interaction among the signers
- Comment in writing on the implications of the above analyses for interpreting interaction in discourse.
- Define in writing and use technical vocabulary related to discourse analysis.

PRE-REQUISITES:

ASL V (0875-302) *

Processing Skills Development (0875-311) *

*courses may be taken as a pre-requisite or a co-requisite

TEXT:

Tannen, Deborah. 1986. *That's not what I meant*. New York, NY: Ballantine Books.

Winston, Elizabeth A. 1994. An interpreted education. In Johnson, R.C. and Cohen, O. P. (eds). Implications and complications for deaf students of the full inclusion movement. *Gallaudet Research Institute Occasional Paper 94-2*. Washington, DC: Gallaudet University.

Hatch, Evelyn. 1992. *Discourse and language education*. Cambridge, England: Cambridge University Press. p. 1-46.

Hatch, Evelyn. 1992. *Discourse and language education*. Cambridge, England: Cambridge University Press. p. 47-64.

Cazden, Courtney B. 1988. *Classroom discourse: the language of teaching and learning*. Portsmouth, NH: Heineman. chapter 4, p. 53-69.

Siple, Linda A. 1993. *Working with the sign language interpreter in your classroom*. College Teaching. Vol 41, no. 4, p. 139-142.

Extended Responsibilities:

At least 8 hours per week of time (depending on the week) should be allotted for one or a combination of the following:

- readings
- assignment preparation
- group discussions

Class Management

- Class begins on time; you are expected to attend every class session.
- Students are responsible for any information they miss. A “buddy system” often works effectively.
- You will periodically be assigned to a group for an assignment/homework activity. It is your responsibility to be in contact with the other members of your group. Others depend on your work (timeliness, availability, etc.).
- LATE homework will NOT be accepted.
- There are no make-ups for ANY assignments, quizzes, or evaluations unless prior arrangements have been made with the instructor. (see grades below)

Grading System

Every written assignment will be graded according to the following:

A = Excellent; work is complete and content shows analysis; clearly exceeds minimum requirements; spelling and grammar are accurate.

B = Good; work is complete and content shows analysis; minor deficiencies in quality (spelling, grammar, organization of writing)

C = Satisfactory; work is completed to minimum requirements; content shows some analysis; minor deficiencies in quality (spelling, grammar, organization of writing) or major deficiency in one area.

D = Unsatisfactory; work is complete but shows little analysis; deficiencies in quality.

F = Unacceptable; work not turned in on time

Course work:

| | |
|---------------------|-----|
| HW | 50% |
| Tannen's paper | 5% |
| Mid-term exam | 20% |
| Project/paper | 20% |
| Class participation | 5% |

For this course grades will be assigned as follows:

| | |
|----------|---|
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 59-below | F |

DISCOURSE ANALYSIS FOR INTERPRETERS

Monikowski

#1

Introduction

HW

READ - Tannen: paper due class #6 (see attached)

HW #1 Language VT – paper due class #3 (see attached)

HW #2 – cognitive processing A, DUE class #3

#2

Begin discussion of Tannen

Tannen, continued

Cognitive processing

HW

HW #3 and 4: postings re Tannen: one = your comments and two = your comments re someone else's first posting , DUE class #4

#3

Language VT

Tannen

HW

READ - Discourse and Language Ed (Hatch): Intro p. 1-46

READ - Winston article

HW #5 – cognitive processing B, due class #5

#4

Introduction to Discourse Analysis

HW

READ - Discourse and Language Ed (Hatch): p. 47-64

HW #6 and 7: postings re Tannen: one = one paragraph summary of your paper, DUE class #5 and two = your comment re someone else's summary (different from HW #4), DUE class #6

#5

Constraints

Activity – begin worksheet #1 in class (constraints and scenarios)

HW

HW #8 – DUE class #7: complete activity with partner, be prepared to discuss; this means come with NOTES!!

#6

Constraints, continued

Tannen paper due

HW

HOLIDAY BREAK.....enjoy, be safe, relax!!!

#7

Catch-up, review

Complete "scenarios"

HW

READ Hatch, pp. 35-36

HW #9 Practice 1.9, questions #1 and 4 DUE class #8

HW #10: cognitive processing C DUE class #8

#8

Coherence/cohesion

HW

HW #11 – cohesion “jumble”; be prepared to discuss class #9

#9

Review constraints, cohesion, etc.

ANYTHING for review???

HW

STUDY for mid-term

#10

MID-TERM

Discuss projects!!

#11

Begin English charts

HW

READ Cazden

HW # 12 - cognitive processing D, DUE class #12

#12

Cazden – Language in the classroom

#13

Cazden, continued

HW

HW #13 Watch VT again for next class, English classroom

#14

Discuss VT and English "charts":

HW

HW #14 first draft of chart, DUE class #15

HW #15 outline of project due class #16

#15

continue discussion

HW

READ Siple

#16
Implications for interpreters

#17
Implications, continued

#18
Projects

#19
Projects

#20
Projects

FINAL EXAM

Individual meetings will be scheduled during final exam week. This is NOT optional. Times/dates will be discussed in class, as time approaches.

What's the most important thing you learned today?

What questions remain uppermost in your mind as we conclude this class today?

Discourse Analysis for Interpreters
Monikowski
Winter 022

Tannen's book

Some of the important points I want you to notice and think about when reading Tannen:

1. Effective communication requires more than understanding the words or signs: we must understand the metamessage.
2. Miscommunication occurs all the time, even when we think we are being clear, direct, and honest.
3. Conversational styles can influence our opinion of another person's sincerity, honesty, politeness, willingness, and other personality traits (even though they are not necessarily connected.)
4. Culture, background, family, race, religion, and ethnicity can all influence which conversational styles we each use in every interaction.
5. Many miscommunications occur between people who know each other well, and ASSUME that they know what the other person means.

Discourse Analysis

Monikowski

Winter 022

Winston/summary:

This article introduces a perspective on interpreted educations. It analyzes the overall mainstream placement, but focuses on the overall impact of interpreting classroom discourse.

At the beginning of the article, the myth that interpreting makes the classroom accessible is discussed. Although interpreting provides a source of information (usually a signed version of what someone says) it raises barriers to other activities in the classroom.

The nature of interpreting is discussed, and the fact that interpreting ALWAYS impacts the communication is stressed. Three constraints to an effective interpreted setting addressed in the article are:

1. linguistic competence MUST precede interpreting. This has two implications. First, a deaf student cannot benefit from interpreting UNLESS they already have a language. They do not learn a language through an interpreter. We will discuss this in more depth later in this course. Second, an interpreter cannot provide an effective interpretation UNLESS they understand the source language and can produce the target language. Without these two criteria, interpreting is useless as a means for educating deaf students.
2. an interpreted interaction is an interaction among THREE people. It is not an interaction between two people with a “magically invisible” language conduit. Every utterance that is interpreted goes through this third person, and every interpreted utterance is a reflection of the interpreter’s language choices (we hear based on the other two, but still, bottom line, it is the interpreter’s language that is seen and heard.)
3. an interpreted education places a greater visual and cognitive load on the deaf student. This makes an interpreted education more difficult for deaf students, not equal to the education of hearing students.

It is essential that everyone involved with mainstreaming understand these constraints. When they do, they can work together to help make access for the deaf student easier (it will never be equal in a mainstream setting!). If people (teachers, parents, administrator’s, students, and interpreters) do NOT understand these constraints, we often find what is called the warm body syndrome. A deaf student in a classroom without the support needed to make mainstreaming effective – it is mainstreaming because the warm body is in the room, not because learning is happening. And when this happens, we often find that the “interpreter” becomes the baby sitter, and the deaf student becomes the scapegoat.

The second point the article makes is that the hearing classroom is designed for hearing students! Teachers lecture and write on the board at the same time. They demonstrate experiments and talk at the same time. They teach content and language at the same time. And this violates the basic needs of deaf students as visual learners.

You all know the situation: a teacher demonstrates a chemistry experiment, talking about it while they demonstrate. The hearing students watch and listen at the same time.

What about the deaf student with an interpreter? That student must make a choice-watch the interpreter OR watch the demonstration. They can't do both. Why? Because while the hearing students use their eyes for watching the demonstration and their ears for listening to the teacher, the deaf student must use her eyes for both, and she can't use them for both at the same time.

The nature of many activities in the hearing classroom is simultaneous presentation to both the eyes and ears. The nature of visual learning is that it has to happen sequentially. Students have to first look at the lecture, then look at the demonstration (or vice versa). The point is- the eyes cannot do both at the same time!

So, the idea that interpreting makes education equally accessible is a myth! By providing a visual representation of the talk, it raises a barrier to watching the other activities.

And the interpreters dilemma? To make sure that everyone UNDERSTANDS the paradox. To make sure that, as often as possible, the simultaneous nature of the hearing classroom is turned into a sequential presentation (by working WITH THE TEACHER), and when sequentiality is not achieved, making sure everyone understands that the deaf student is NOT getting equal access to the education. And of course, to provide suggestions for how to make the education more accessible whenever possible.

Not everything discussed in this article is directly related to discourse, but everything in it is accomplished By discourse. From here, we continue into a couple of chapters from a book that is aimed at teachers rather than interpreters. We will have to work a bit harder to make some of the connections to interpreting, but they are there. Anything that is said by teachers and students in the classroom has relevance for us!

DISCOURSE ANALYSIS FOR INTERPRETERS

Monikowski/Homework

#1 – 10 pts

Language VT - DUE class #3

#2 – 2 pts

Cognitive processing A - DUE class #3

#3 – 3 pts

your posting re Tannen - DUE class #4

#4 – 3 pts

your posting re someone else's previous posting on Tannen - DUE class #4

#5 – 2 pts

cognitive processing B - DUE class #5

#6 – 10 pts

summary of your paper - DUE class #6

#7 – 10 pts

your comments re someone else's summary (different person) - DUE class #6

#8 – 5 pts

"scenarios" activity sheet, with partner - DUE class #7

#9 – 5 pts

Hatch, pp. 35-36, Practice 1.9, questions #1 and 4 - DUE class #8

#10 – 2 pts

cognitive processing C - DUE class #8

#11 – 5 pts

cohesion "jumble" - DUE class #9

#12 – 2 pts

cognitive processing D - DUE class #12

#13 – 1 pt

Watch VT again, English classroom - DUE class #14

#14 – 5 pts

first draft of chart, DUE class #15

#15 – 10 pts

outline of project due class #16

Exhibit 2.1. Teaching Goals Inventory, Self-Scorable Version.

Discourse Analysis

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold: (1) to help college teachers become more aware of what they want to accomplish in individual courses; (2) to help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; and (3) to provide a starting point for discussions of teaching and learning goals among colleagues.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline.)

Please print the title of the specific course you are focusing on:

Please rate the importance of each of the fifty-two goals listed below to the specific course you have selected. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to your institution's mission. There are no "right" or "wrong" answers; only personally more or less accurate ones.

For each goal, circle only one response on the 1-to-5 rating scale. You may want to read quickly through all fifty-two goals before rating their relative importance.

In relation to the course you are focusing on, indicate whether each goal you rate is:

- (5) Essential a goal you always/nearly always try to achieve
- (4) Very important a goal you often try to achieve
- (3) Important a goal you sometimes try to achieve
- (2) Unimportant a goal you rarely try to achieve
- (1) Not applicable a goal you never try to achieve

Rate the importance of each goal to what you aim to have students accomplish in your course.

| | Essential | Very Important | Important | Unimportant | Not Applicable |
|---|-----------|----------------|-----------|-------------|----------------|
| 1. Develop ability to apply principles and generalizations already learned to new problems and situations | 5 | 4 | 3 | 2 | 1 |
| 2. Develop analytic skills | 5 | 4 | 3 | 2 | 1 |
| 3. Develop problem-solving skills | 5 | 4 | 3 | 2 | 1 |
| 4. Develop ability to draw reasonable inferences from observations | 5 | 4 | 3 | 2 | 1 |
| 5. Develop ability to synthesize and integrate information and ideas | 5 | 4 | 3 | 2 | 1 |
| 6. Develop ability to think holistically: to see the whole as well as the parts | 5 | 4 | 3 | 2 | 1 |
| 7. Develop ability to think creatively | 5 | 4 | 3 | 2 | 1 |
| 8. Develop ability to distinguish between fact and opinion | 5 | 4 | 3 | 2 | 1 |
| 9. Improve skill at paying attention | 5 | 4 | 3 | 2 | 1 |
| 10. Develop ability to concentrate | 5 | 4 | 3 | 2 | 1 |
| 11. Improve memory skills | 5 | 4 | 3 | 2 | 1 |
| 12. Improve listening skills | 5 | 4 | 3 | 2 | 1 |
| 13. Improve speaking skills | 5 | 4 | 3 | 2 | 1 |
| 14. Improve reading skills | 5 | 4 | 3 | 2 | 1 |
| 15. Improve writing skills | 5 | 4 | 3 | 2 | 1 |
| 16. Develop appropriate study skills, strategies, and habits | 5 | 4 | 3 | 2 | 1 |
| 17. Improve mathematical skills | 5 | 4 | 3 | 2 | 1 |
| 18. Learn terms and facts of this subject | 5 | 4 | 3 | 2 | 1 |
| 19. Learn concepts and theories in this subject | 5 | 4 | 3 | 2 | 1 |
| 20. Develop skill in using materials, tools, and/or technology central to this subject | 5 | 4 | 3 | 2 | 1 |
| 21. Learn to understand perspectives and values of this subject | 5 | 4 | 3 | 2 | 1 |

Exhibit 2.1. Teaching Goals Inventory, Self-Scorable Version, Cont'd.

Rate the importance of each goal to what you aim to have students accomplish in your course.

| | Essential | Very Important | Important | Unimportant | Not Applicable |
|---|-----------|----------------|-----------|-------------|----------------|
| 22. Prepare for transfer or graduate study | 5 | 4 | 3 | 2 | 1 |
| 23. Learn techniques and methods used to gain new knowledge in this subject | 5 | 4 | 3 | 2 | 1 |
| 24. Learn to evaluate methods and materials in this subject | 5 | 4 | 3 | 2 | 1 |
| 25. Learn to appreciate important contributions to this subject | 5 | 4 | 3 | 2 | 1 |
| 26. Develop an appreciation of the liberal arts and sciences | 5 | 4 | 3 | 2 | 1 |
| 27. Develop an openness to new ideas | 5 | 4 | 3 | 2 | 1 |
| 28. Develop an informed concern about contemporary social issues | 5 | 4 | 3 | 2 | 1 |
| 29. Develop a commitment to exercise the rights and responsibilities of citizenship | 5 | 4 | 3 | 2 | 1 |
| 30. Develop a lifelong love of learning | 5 | 4 | 3 | 2 | 1 |
| 31. Develop aesthetic appreciations | 5 | 4 | 3 | 2 | 1 |
| 32. Develop an informed historical perspective | 5 | 4 | 3 | 2 | 1 |
| 33. Develop an informed understanding of the role of science and technology | 5 | 4 | 3 | 2 | 1 |
| 34. Develop an informed appreciation of other cultures | 5 | 4 | 3 | 2 | 1 |
| 35. Develop capacity to make informed ethical choices | 5 | 4 | 3 | 2 | 1 |
| 36. Develop ability to work productively with others | 5 | 4 | 3 | 2 | 1 |
| 37. Develop management skills | 5 | 4 | 3 | 2 | 1 |
| 38. Develop leadership skills | 5 | 4 | 3 | 2 | 1 |
| 39. Develop a commitment to accurate work | 5 | 4 | 3 | 2 | 1 |
| 40. Improve ability to follow directions, instructions, and plans | 5 | 4 | 3 | 2 | 1 |
| 41. Improve ability to organize and use time effectively | 5 | 4 | 3 | 2 | 1 |
| 42. Develop a commitment to personal achievement | 5 | 4 | 3 | 2 | 1 |
| 43. Develop ability to perform skillfully | 5 | 4 | 3 | 2 | 1 |
| 44. Cultivate a sense of responsibility for one's own behavior | 5 | 4 | 3 | 2 | 1 |
| 45. Improve self-esteem/self-confidence | 5 | 4 | 3 | 2 | 1 |
| 46. Develop a commitment to one's own values | 5 | 4 | 3 | 2 | 1 |
| 47. Develop respect for others | 5 | 4 | 3 | 2 | 1 |
| 48. Cultivate emotional health and well-being | 5 | 4 | 3 | 2 | 1 |
| 49. Cultivate an active commitment to honesty | 5 | 4 | 3 | 2 | 1 |
| 50. Develop capacity to think for one's self | 5 | 4 | 3 | 2 | 1 |
| 51. Develop capacity to make wise decisions | 5 | 4 | 3 | 2 | 1 |
| 52. In general, how do you see your primary role as a teacher? (Although more than one statement may apply, please circle only one.) | | | | | |
| 1 Teaching students facts and principles of the subject matter | | | | | |
| 2 Providing a role model for students | | | | | |
| 3 Helping students develop higher-order thinking skills | | | | | |
| 4 Preparing students for jobs/careers | | | | | |
| 5 Fostering student development and personal growth | | | | | |
| 6 Helping students develop basic learning skills | | | | | |

Source: *Classroom Assessment Techniques*, by Thomas A. Angelo and K. Patricia Cross. Copyright © 1993. Permission to reproduce is hereby granted.

Exhibit 2.2. Teaching Goals Inventory, Self-Scoring Worksheet.

1. In all, how many of the fifty-two goals did you rate as "essential"? 15
2. How many "essential" goals did you have in each of the six clusters listed below?

| <i>Cluster Number and Name</i> | <i>Goals Included in Cluster</i> | <i>Total Number of "Essential" Goals in Each Cluster</i> | <i>Clusters Ranked— from 1st to 6th— by Number of "Essential" Goals</i> |
|--|----------------------------------|--|---|
| I Higher-Order Thinking Skills | 1-8 | <u>3</u> | <u>3</u> |
| II Basic Academic Success Skills | 9-17 | <u>0</u> | <u> </u> |
| III Discipline-Specific Knowledge and Skills | 18-25 | <u>0</u> | <u> </u> |
| IV Liberal Arts and Academic Values | 26-35 | <u>2</u> | <u>4</u> |
| V Work and Career Preparation | 36-43 | <u>6</u> | <u>1</u> |
| VI Personal Development | 44-52 | <u>4</u> | <u>2</u> |

3. Compute your cluster scores (average item ratings by cluster) using the following worksheet.

| <i>Cluster Number and Name</i> | <i>Goals Included</i> | <i>Sum of Ratings Given to Goals in That Cluster</i> | <i>Divide C by This Number</i> | <i>Your Cluster Scores</i> |
|--|-----------------------|--|--------------------------------|----------------------------|
| I Higher-Order Thinking Skills | 1-8 | <u>33</u> | 8 | <u>4.1</u> |
| II Basic Academic Success Skills | 9-17 | <u>28</u> | 9 | <u>3.1</u> |
| III Discipline-Specific Knowledge and Skills | 18-25 | <u>23</u> | 8 | <u>2.9</u> |
| IV Liberal Arts and Academic Values | 26-35 | <u>26</u> | 10 | <u>2.6</u> |
| V Work and Career Preparation | 36-43 | <u>35</u> | 8 | <u>4.4</u> |
| VI Personal Development | 44-52 | <u>35</u> | 9 | <u>3.9</u> |

Source: Classroom Assessment Techniques, by Thomas A. Angelo and K. Patricia Cross. Copyright © 1993. Permission to reproduce is hereby granted.

**Subject: Read This! Log-in Info For Summer Read This!**[Previous Thread](#) [Next Thread](#) [Close](#)[Reply](#)[Reply
Privately](#)[Quote](#)[Download](#)

Message no. 2124:
posted by Sarah Snow (snows)
Tue May 06, 2003 09:31

The URL for the summer course is new - you will login at: <https://webctce.colorado.edu>

I suggest that you click on the link above NOW, and save it as a favorite in your browser. That way, when you are ready to access the summer course on June 1st, you'll be all set.

The place you login for this course (Mentorship II) will not change.

To access the new course you will use your Identikey. If you do not remember your Identikey, you can call 303-735-HELP to have them reset it to something you know.

You may want to print this message to keep for your records. Please contact me if you have any questions or concerns about this:

sarah.snow@colorado.edu

See you in the new course on June 1st!

Thanks,

Sarah

[Previous Message](#) [Next Message](#)

[Previous Thread](#) [Next Thread](#) [Close](#)

https://webct.colorado.edu

PROJECT TIEM.ONLINE
TEACHING INTERPRETING EDUCATORS & MENTORS


Cooperative Learning for ASL
and Interpreting

ASLTA Convention
Indianapolis, Indiana
April 10, 2003

1

Cooperative Learning for ASL
and Interpreting

Christine Monikowski, Ph.D.
Associate Professor
Dept. of ASL and
Interpreting Education
NTID/RIT



2

OUTLINE for today

- I - Intro
 - Hello to each other
 - How I became interested
 - Goals for today
 - Schedule
 - Explain packet of “stuff”

3

Outline...more

- II - Teaching/learning
- III - Your favorite activity
- IV - Cooperative learning
- V - Activities
- VI - CATs
- VII - the Course
- VIII - Successful teaching/learning

4


How I became interested...

- RIT Faculty Learning Community
- Lilly Conference/Miami U. of Ohio
 - Barbara Millis USAFA
- Cooperative Learning workshop
- Develop a project and “report” this spring
- Review the “Discourse Analysis” course offered in our IEP
 - A few things that “worked” for me...

5

Major goals for today:

- Reflect on “teaching” and “learning”
- Interact with “like-minded” colleagues
- Experience some “learning-centered” techniques that you can immediately apply in your own classes
- f2f and online



6

Schedule - approximately...

- 9AM - 10:30
- 10:30 - 10:45 "break"
- 10:45 - Noon
- Noon to 1PM = lunch
- 1 - 2:45
- 2:45 - 3PM "break"
- 3PM - 4:30PM
 - Your Packet of info...

7

One word of caution...

- Start *small*, with *one* idea and *one* activity in *one* course
- Don't *overwhelm* yourself and/or confuse the students
- Know *WHY* you're doing a specific activity
- Be able to *explain* it to the students!!
 - If we want them to act like adults, we must treat them like adults!
 - Previous educational experiences may be different

8

Application page (your packet)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Specific activity | <ul style="list-style-type: none"> • How I can use it! |
|---|---|

9

What is TEACHING?

- One minute to write "words"
- Groups of three...compare
- Larger group

10

What is LEARNING?

- One minute to write "words"
- Groups of three...compare
- Larger group

11

What is Cooperative Learning?

- On index cards
- List as many phrases as you can that explain this term
- You have one minute
- GO!
- Share with a partner
- Synthesize and combine



12

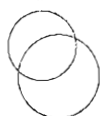
Cooperative Learning

- The instructional use of small groups so that students work together to maximize their own and each other's learning
- Seems to be *PERFECT* for language learning and interpreting
 - Language learning is "social", not isolated
 - Interpreting is "social", not isolated
- Seems to be *PERFECT* for online courses

15

- The best answer to the question, "What is the most effective method of teaching?" is
- "It depends on the goal, the student, the content, and the teacher."
- But, the next best answer is...
- "Students teaching other students."

14



Cooperative Learning

- 1 - a structured form of
- 2 - small group problem solving that
- 3 - incorporates the use of heterogeneous teams,
- 4 - maintains individual accountability,
- 5 - promotes positive interdependence,
- 6 - instills group processing, and
- 7 - sharpens social skills.

15

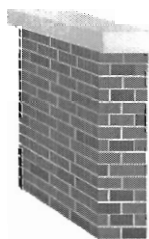
Cooperative Learning is not...

- Students working in small groups!
* * * * *
- This is *more* than simply putting students together in groups
- Organization and connection to course objectives
- There are required "essential elements" to consider

16

1 - Structure

- The instructor *guides* the learning activities
- Activities are *well-planned* and *well-executed*
- Occurs *in class* or in *instructor-guided* activities outside of class
 - Students collaborate more than we know
 - Explain the approach to the students



17

2 - Small Groups

- Theory = students teaching students
- "*single* most powerful source of influence on undergraduate's academic development is the *peer group*" (Astin 1993)

18

3 - Heterogeneity

- We learn best from people who are *not* like us
- *Stronger* students benefit and *weaker* students get excellent tutor
- Done *discretely*
- Will build on each student's varied strengths

19

4 - Individual Accountability

- Keep the traditional evaluations
 - quizzes, tests, etc.
- Either a very small part or NO part of grade is based on the work in groups
- Each student earns his/her own grade individually



20

5 - Positive Interdependence

- *Empowers* students who might “get lost” in traditional learning situations (online?)
- Everyone in a well-conducted cooperative learning class has the opportunity for “*equal participation*” and “*equal validation*”
- BUT... not dependent upon each other for grades!



21

6 - Group Processing

- Involves leadership, decision-making, communication, and conflict resolution
- Power shifts from authority figure/instructor to students and they become *actively involved* in their own learning
 - Especially important for online learning but ALSO with our f2f classes!

22

7 - Social Skills

- Students must *recognize* the importance of cooperative interaction and mutual respect
 - Instructor needs to be explicit
- Instructors should *model* appropriate social skills
 - Feedback is important
- Important for their future in both Deaf and hearing world!

23

What do we know from *research*?

- Most of this is from Bransford

24

1. Higher education is changing

- We need to change with the times!



25

2. Student-centered should really be “learning-centered”

- We must focus on learning!
- “None of us is as smart as all of us.”

26

3. Students come to the classroom with preconceived ideas about how the world works

- We must work with the pre-existing understanding the students bring with them

27

4. Students relate to things that have meaning for them

- We must work with the pre-existing understanding the students bring with them
– Language learning!

28

5. Students are motivated when they experience success

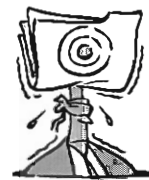
- We must lead them to success!
- Service learning
- Mentoring



29

6. “New” learners need to practice complex procedures in low-risk conditions

- We must help them feel comfortable and safe
- Supervised interpreting



30

7. Everyone is capable of high levels of achievement if we teach well

- We need to teach well!

31

“Pass a problem”

- Each group identifies a problem/issue to solve or discuss; this is on the *front* of the folder
- Time limit - each group prepares responses, writing them on a single sheet of paper
- At my signal, the sheet goes *into the folder* and is passed to the second group

32

“Pass a problem”...continued

- Second group (*no* looking inside) prepares responses to the same problem/issue
- At my signal, the second sheet is added, inside the folder, and is passed to next group

33

“Pass a problem”...more

- Third group - *opens* folder, reads papers from other groups, *identifies* the two “best” responses
- Can consolidate, synthesis, add their own original idea(s)
- *Reports* occur as time permits

34

“Pass a problem” - thoughts

- Students bring their issues/problems to class (can be homework assignment)
- instructor can develop issues/problems from his/her observations of the students, from previous class material, to practice for tests
 - After class, each group must “post” to the class and/or email to instructor
- Online possibilities?
- Your “application” page

35

“Tickets”

- Great activity to encourage participation from ALL students
 - Equal participation, especially for “hot” topics
 - Everyone gets a “ticket”
 - Cannot “repeat” til everyone uses his/her “ticket”
 - Beginning = artificial, but then more comfort

36

“Application Cards”

- Students give one or more “real world” applications for an important principle, theory, procedure, etc.
- Responses can be sorted:
 - Unacceptable
 - Adequate
 - Excellent
 - Or whatever “fits” your class

37

“Application cards”...more

- Any time you can make info relevant to students and their world, the more likely they are to retain that info
- Code of Ethics
- Empowering Deaf people
- Introducing yourself
- Text analysis
- What else??

38

Classroom Assessment Techniques CATs

- These are great!
 - Content specific
 - Flexible
 - Likely to make a difference
 - Mutually beneficial
 - Easy to administer
 - Easy to respond to
 - Educationally valid

» (Angelo and Cross)

39

CATs

- Students need to be actively involved in their own learning!
- Knowledge acquisition - students make knowledge their own, rather than passively absorbing info

40

“Background Knowledge Probe” CAT

- Students: BKPs highlight key info to be studied, offering both a review of material to come and a review of prior material
- Instructors: BKPs help determine the best starting point and the most appropriate level for a lesson
- Both: BKPs can be used for pre- and post-lesson feedback of learning

41

“BKPs”

- Should include 4 kinds of questions:
 - *Personalized warm-up*: describe the characteristics of an interpreter (no previous knowledge)
 - *Preconceptions and misconceptions*: interpreters help Deaf people communicate
 - *Subject-related knowledge*: what kind of language background does an interpreter need
 - *Info*: what do you hope to learn from this course?

42

“BKPs”...more

- Can be a pre-test for a *lesson!*
 - Helps review from last session
 - Students now know what is important
 - Can be short and related to one concept
 - Can be a “mini” review for a test
 - Can be as complicated or as simple as you need it to be!

43

“BKPs”...more

- Prepare 2 or 3 open-ended questions
 - Answers = 2 or 3 sentences!
- Handful of short-answer questions
- Multiple choice questions
- Announce - this is NOT a quiz and will not be graded!
- ASAP = results...which will effect your teaching and their learning!

44

“BKPs”...feedback

- Be CAREFUL...you may find your syllabus needs *revisions* (Maybe more review? Maybe skip some info?)
- Do *not* use this if you're not willing to take the time to *respond* to students and their differences

45

“Focused Listing” CAT

- Focuses student attention on a *single* important term, name, or concept...and directs them to list several ideas that are closely related to that “focus point”
- Can be used *frequently*...easy and short
- Limited - requires only “recall” so does not address higher level cognitive skills...but still has value!

46

“Focused listing”...continued

- Instructor must create “master focus list” first (remember...structure)
- Focus on the really important concept
- Keep it focused...neither too broad (lists will be endless) nor too narrow (limited and trivial lists)...hence, your “master list”

47

“Visible Quiz” - CAT

- Great review for tests
- Good feedback for students AND instructor
- Small groups...less of a “threat”
- Helps foster discussion about why answer was chose
- Need preparation...structure and planning

48

“Visible Quiz”...more

- Create “quiz” ahead of time
- Keep it moving...time limit
- Small groups
- Variety of ways:
 - Students support their answers
 - Respond to others
 - Etc.

49

“Visible Quiz”...ASL

- Great for receptive practice
- Can be simple or complicated - a variety of courses

50

“Muddiest Point” CAT

- The simplest CAT!!
- provides info on what students find least clear/most confusing about a particular less or topic
- Instructor *uses* that simple feedback
- Makes adjustments: repeats info, clarifies, directs students to other resources, etc.

51

“Muddiest Point”...important

- End of specific section or end of class
- Reserve *time* for you to ask question, for them to answer, for you to give feedback
- Index cards - no names!
- Limit response time
- Collect as they leave
- Categories: ok, so-so, way off
- Give feedback next class

52

“Muddiest Point”...caution!!

- Don't get angry or disappointed when students identify a “muddy point” and you KNOW you presented it clearly!
 - My favorite info
 - My readings
 - Their backgrounds
- Don't give students the impression that all “muddy points” can be clarified in a few minutes...some are muddier than others!

53

“Homework”...a new approach?

- Numerous HW assignments
- What do you do when you collect their HW?
 - Collect it, grade it, return it?
 - What do students learn from this?
 - How can it be *more* relevant?
 - How can you give them “*instant feedback*”?
 - How can you save yourself “*busy work*”?

54

“Homework”...earning points

- My Discourse Analysis class
 - 12 HW assignments during ten weeks
 - Each HW has different points
 - Explained pass/fail to students
 - Give LOTS of feedback on first 3 HWs
 - Need more explanation
 - English needs to be correct
 - Samples...

55

“Homework”...cooperative

- Must bring TYPED paper to class
- Share with one peer
- Can add/clarify info
- Depending on HW, two share with two more and, maybe, “report” to class
- They actually *learn* from their HW rather than simply completing an assignment

56

Course syllabus

- Structure!
- Syllabus must :
 - Define cooperative learning
 - Clearly explains rationale for use of activities
 - Classroom management techniques
 - Cannot be “sketchy”

57

Syllabus...continued

- Conveys:
 - Enthusiasm for the subject
 - Intellectual challenge of the course
 - Respect for students’ abilities
 - Teacher’s desire to help students individually
- Clearly states:
 - Positive course goals
 - Details re grades
 - Variety of assignments

58

Course Objectives/Outcomes

- “The key issue is to assess students so that they learn what we want them to learn...so that they acquire the behaviors we desire as outcomes of the program.”
 - Woods 1960

59

Performance Outcomes (Objectives)

- The student will be able to...
- From the syllabus!!
- Ties in to daily activities
- Ties in to assessment
 - Throughout the course
 - Final exams

60

Performance Outcomes (Objectives)...more

- For the Program!!
 - For each course
 - Daily
- WHY am I doing this?
 - Does it support the Outcomes?
 - Is this clear to the students?
 - Can I make some changes to what I already do?

61

Successful learning...

- Depends on successful teaching!
 - Instructor's skills re clarity in presentations
 - Course organization and planning
 - Student-instructor interactions

» (Cyrus 1994)

62

What makes a "good teacher"?

- Convey a sense of excitement about learning
- Proud to teach
- Driven by a desire to witness learning in others

(Roush, in Cyrus 1994)

63

- Qui docet discet.
- He who teaches, learns.

- Seneca

64

- It's been great fun!!

65

“Books constitute capital.”

Thomas Jefferson

References with a "note" are things that I have read; others are resources I've discovered along this road of cooperative learning.

ASSESSMENT

Angelo, Thomas A. and Cross, K. Patricia. 1993. *Classroom assessment techniques: a handbook for college teachers, 2nd edition*. San Francisco: Jossey-Bass.

- This is a wonderful book that is filled with many do-able CATS. They are clearly explained: description of the activity, purpose, step-by-step procedures, pros and cons for each activity, etc. You can pick up the book today and try a CAT in tomorrow morning's class.

Chase, Clinton I. 1999. *Contemporary assessment for educators*. New York: Addison Wesley, Longman Inc.

- This book is used in teacher education programs and is not written for college instructors HOWEVER, there is a wealth of info about course objectives, assessment, accountability, etc. that is very helpful.

TEACHING

Donovan, Susan; Bransford, John D. and Pellegrino, James (Eds.). 1999. *How people learn: bridging research and practice*. Washington, DC: National Academy Press.

- This is the report from the two committees and is much more succinct. Definitely start with this book.

Bransford, John D.; Brown, Ann L. and Cocking, Rodney R. (Eds.). 2000. *How people learn: brain, mind, experience, and school*. Washington, DC: National Academy Press.

- This is the "expanded edition" of the work of two committees of the Commission on Behavioral and Social Sciences and Education of the National Research Council

Cyrs, Thomas E. 1994. *Essential skills for college teaching: an instructional systems approach, 3rd edition*. Las Cruces, NM: New Mexico State University.

- This is a great step-by-step book and offers clear info on creating a course.

McKeachie, Wilbert J. 2002. *McKeachie's teaching tips: strategies, research, and theory for college and university teachers, 11th edition*. New York: Houghton Mifflin

- This book is a great tool for college instructors. The new faculty member can get some specific, helpful info on how to organize him/herself. The experienced faculty member can learn how to organize better, streamline activities, etc.

Millis, Barbara J. and Cottell, Philip G.Jr. 1998. *Cooperative learning for higher education faculty*. Phoenix: The Oryx Press.

- An excellent book! This book has great info on the theories behind cooperative learning and is also filled with many "tried and true" activities. I highly recommend it.

Woods, D.R. 1996. *Instructor's guide for problem-based learning: how to gain the most from PBL, 3rd edition*. Online at <http://chemeng.mcmaster.ca/pbl/pbl.htm> on April 7, 2003.

TEACHING LANGUAGE

Rubin, Joan and Thompson, Irene. 1994. *How to be a more successful language learner*. Boston: Heinle and Heinle Publishers.

- This book is great for teachers and for language learners. It examines important language questions such as: How does one define objectives for language study? How does one best manage the language learning process? What are your goals for learning this language?

Lighbown, Patsy M. and Spada, Nina. 1999. *How languages are learned (revised edition)*. Oxford, England: Oxford University Press.

- This is a great book for language teachers. It is "easy-to-read" and "free of [linguistic] jargon". It provides a "clear introduction to the main theories of first and second language acquisition". It has some nice activities and surveys.

TEACHING INTERPRETING

Roy, Cynthia (Ed.). 2002. *Innovative practices for teaching sign language interpreters*. Washington, DC: Gallaudet University Press.

- An excellent book, something our profession desperately needs!

REFERENCE

Marschark, Marc and Spencer, Patricia (Eds.). 2003. *Oxford handbook of deaf studies, language, and education*. New York: Oxford University Press.

- Brand new! (see flyer)

This workshop is based on ideas gleaned from a workshop presented by Barbara Millis,

"Cooperative Learning"
The Lilly Conference
<http://www.units.muohio.edu/lillycon/>
November 21 – 24, 2002
Miami University
Miami, Ohio