Teaching to Help Students Develop Academic Habits of Mind

Richard Bullock, Wright State University - Main Campus

1
00:00:00,900 --> 00:00:08,860
I can already tell I won't be sleeping tonight, because I'll be thinking about the implications of all of these talks.

2
00:00:08,860 --> 00:00:12,100
Our next speaker is Rich Bullock.

3
00:00:12,100 --> 00:00:17,280
Rich came to Wright State as an associate professor in 1987

4
00:00:17,280 --> 00:00:24,460
after receiving his PhD form the University of Virginia in Charlottesburg in 1981.

5
00:00:24,460 --> 00:00:34,820
He's been the director of writing programs since he arrived here, instrumental in developing and nurturing the Writing Across the Curriculum program

6
00:00:34,820 --> 00:00:41,840
and responsible for inventing and leading the Wright State Summer Institute on writing and teaching.

7
00:00:41,840 --> 00:00:48,540
He has written several books, including the widely adopted Norton Field Guide to Writing.

8
00:00:48,540 --> 00:00:58,180
His talk is titled: Teaching to Help Students Develop Academic Habits of Mind. Good academic habits of mind, I'm assuming. Rich.

9
00:00:58,180 --> 00:01:01,380

10
00:01:01,380 --> 00:01:12,400
Thank you, thanks to Dean Sobolik for doing this and for.. and to everyone really.

11
00:01:12,400 --> 00:01:24,980
Stephanie deserves a lot of credit just for organizing everything and putting me between a talk on prisoners and a talk on rape. [laughter]

12

00:01:24,980 --> 00:01:32,180
Although you know, I like the term prisoniziation. You know, I wan tot call my talk collegization.

13
00:01:32,180 --> 00:01:34,940
Just it's a good term.

14
00:01:34,940 --> 00:01:47,260
Anyway, we've all had students who didn't strike us the sharpest knives in the drawer, but who worked hard, came to every class, asked us questions and ended up doing very well.

15
00:01:47,260 --> 00:01:55,480
We've all also had students who were very talented and very bright, but who failed our courses or wondered off at some point never to return.

16
00:01:55,480 --> 00:02:05,600
Like the uncle who never reached his potential or the cousin in his 20's who lives in his parent's basement, there's often a disconnect between ability and performance.

17
00:02:05,600 --> 00:02:17,380
We that a lot with students who enter the university at risk, who place into developmental math and writing courses, who's ACT scores and high school grades strongly suggest that they're doomed from the start.

18
00:02:17,380 --> 00:02:26,400
We invite them in, offer them a seat at our table filled with bounty, and then when they choke on it we say they weren't college material.

19
00:02:26,400 --> 00:02:36,700
The sad fact is that many of them are college material. They have the intellectual ability to succeed, but they lack the tools they need in order to do the work and negotiate the culture of college.

20
00:02:36,700 --> 00:02:47,820
These tools consist of sets of skills and attitudes that characterize successful learners and they go by several names, including success skills, non-cognitive skills, grit, and character.

21
00:02:47,820 --> 00:02:56,040
However, I prefer the term habits of mind, a term used in an important document that I'll talk about later.

22
00:02:56,040 --> 00:03:00,560
Framework for success in post secondary writing.

23
00:03:00,560 --> 00:03:12,460
Why, you may be asking is a writing teacher paying so much attention to student attitudes and behaviors that drive student success in general to the point that I'm adding to my textbook, the Norton Field Guide to Writing,

24
00:03:12,460 --> 00:03:20,200
an entire section on academic success that includes for new chapters, including on titled: Habits of Mind. There's several reasons.

25
00:03:20,200 --> 00:03:30,480
First of all, English 1100 and other first year writing course have for a long time, served not only as introductions to college writing, but as introductions to college.

26
00:03:30,480 --> 00:03:38,440
First year courses are often the smallest courses students take, course in which they can interact in their writing, in their class discussion, and in conferences

27
00:03:38,440 --> 00:03:42,900
with faculty who are therefore in a position to notice if they are struggling.

28
00:03:42,900 --> 00:03:52,420
The course focuses on writing and reading, two activities crucial to success in college that depends on student's ability to think and act in appropriate and productive ways.

29
00:03:52,420 --> 00:04:00,120
And first year colleges are all about developing student's skills and abilities, giving us flexibility in the sort of content we include.

30
00:04:00,120 --> 00:04:07,380
So I focus my courses on helping students understand what they need to know and be able to do to succeed in college.

31
00:04:07,380 --> 00:04:17,180
It starts early. On the second day of class I ask them to bring in a calendar. Wall calendar, pocket calendar, assignment calendar, phone calendar, I don't care.

32
00:04:17,180 --> 00:04:25,080
I collect calendars and bring some in in case some students don't. I also ask them to have on hand the syllabuses for all their classes.

33
00:04:25,080 --> 00:04:33,260
We then spend about 20 minutes writing in the deadlines for each draft due in my course and each major assignment in their other courses.

34
00:04:33,260 --> 00:04:39,320
I ask them to make a note two weeks before each draft's due date to the effect that X is due in two weeks.

35

00:04:39,320 --> 00:04:48,820
When a course is based on drafting and revising over an extended period, but students often think they work best under pressure, in other words the night before it's due,

36
00:04:48,820 --> 00:04:57,420
I think it's useful to make the point early on that they're being asked to do a lot more work independently and work of a different order of difficulty than they had to do in high school.

37
00:04:57,420 --> 00:05:00,080
So they best plan their schedules.

38
00:05:00,080 --> 00:05:03,020
Next I ask them read the framework document.

39
00:05:03,020 --> 00:05:10,640
This introduces them to the sort of scholarly writing that they'll be reading for the next several years in course materials and as they do academic research.

40
00:05:10,640 --> 00:05:15,260
They are also introduced to the habits of mind, which we discuss in class.

41
00:05:15,260 --> 00:05:24,080
To many of our students, a good portion of whom are the first in their families to attend college, what we expect and how we operate is a mystery.

42
00:05:24,080 --> 00:05:32,180
Even if they were successful in high school, college presents a different set of rules, challenges, and expectations and most of them are unspoken.

43
00:05:32,180 --> 00:05:38,920
I believe it's a responsibility of faculty to let students know our expectations and help them understand the rules of the game,

44
00:05:38,920 --> 00:05:44,520
because we are not only scholars, we are teachers and good teachers help the students they have.

45
00:05:44,520 --> 00:05:53,760
As I said, we go over the framework focused on the habits of mind, which include the following: Openness.

46
00:05:53,760 --> 00:05:59,000
In my textbook chapter on habits of mind, I describe openness this way.

47

00:05:59,000 --> 00:06:07,520
College presents students with challenging concepts, ideas, and facts. Students must confront people and cultures different from their own, often for the first time.

48
00:06:07,520 --> 00:06:14,060
Students who are open to new ideas and willing to consider the perspectives and arguments of others fair better in school

49
00:06:14,060 --> 00:06:21,720
than those who maintain that theirs is the only appropriate of living or think, because learning involves changing our minds.

50
00:06:21,720 --> 00:06:28,100
Curiosity is another one. When we're little, we're curios about everything and we learn by exploring our surroundings.

51
00:06:28,100 --> 00:06:39,380
We dig holes, rip up magazines, explore attics and basements. As we get older though, we focus our interests and ignore aspects of the world and often forget how to explore.

52
00:06:39,380 --> 00:06:47,040
In college though, we're asked to explore and research many topics and we can do so better if we if cultivate curiosity about them.

53
00:06:47,040 --> 00:06:51,040
Related to openness and curiosity is flexibility.

54
00:06:51,040 --> 00:06:56,980
When we're flexible we're adaptable. We can use various methods to meet demands and face situations.

55
00:06:56,980 --> 00:07:04,900
In the humanities, finding the answer to a problem my require drive from many different sources and many different fields, using many different tools and means.

56
00:07:04,900 --> 00:07:11,740
To understand writing and how it is best taught for example, I've drawn on composition and rhetoric of course,

57
00:07:11,740 --> 00:07:18,460
but also linguistics, psychology, sociology, education, and even engineering, sports and architecture.

58
00:07:18,460 --> 00:07:23,420
And my study of literature attuned me to style and the rhythms and power of the English language.

59

00:07:23,420 --> 00:07:26,620
All of these habits of mind lead to creativity.

60
00:07:26,620 --> 00:07:33,380
Many of us see creativity as something artists have and are born with and the rest of us aren't. That's wrong.

61
00:07:33,380 --> 00:07:40,600
From the young man scanning groceries with his own special flare, to the woman sporting bright green eyeliner and nail
 polish,

62
00:07:40,600 --> 00:07:46,100
creativity defined as expressing your self and finding new ways of doing things is all around us.

63
00:07:46,100 --> 00:07:52,560
And psychologists tell us that acting creatively opens us up to being more creative.

64
00:07:52,560 --> 00:07:54,720
Persistence is crucial.

65
00:07:54,720 --> 00:08:01,200
Persistent students stay focused on long-term goals despite obstacles. Some scholars call this grit.

66
00:08:01,200 --> 00:08:07,760
And they show self control. They can forgo short-term temptations and deal with interruptions as they work toward their
 goals.

67
00:08:07,760 --> 00:08:11,440
Persistence is allied with a capacity to handle failure.

68
00:08:11,440 --> 00:08:23,060
Good readers, successful students, and anyone who plays video games understands that failure is part of a tasks
difficulty, not a personal failing.

69
00:08:23,060 --> 00:08:24,800
Excuse me.

70
00:08:24,800 --> 00:08:29,120
Engagement is a sense of investment and involvement in learning.

71
00:08:29,120 --> 00:08:33,560
In other words when students are engaged, they see their work as having value for them.

72
00:08:33,560 --> 00:08:38,880
Engagement encourages student openness and curiosity and makes being persistent easier.

73
00:08:38,880 --> 00:08:43,280
Responsibility means taking ownership of ones actions and their consequences.

74
00:08:43,280 --> 00:08:50,900
Students are responsible and they recognize their role in learning. It's up to me to learn, not the teachers to some how make me learn.

75
00:08:50,900 --> 00:08:55,200
If I feel responsible, I'm motivated to persists.

76
00:08:55,200 --> 00:09:01,620
Metacognition - there it is - is the ability to step back and reflect on ones thinking.

77
00:09:01,620 --> 00:09:09,540
If I'm working, creating, and engaged I'm likely to be in the moment, letting ideas and words flow. I'm in the zone.

78
00:09:09,540 --> 00:09:16,620
But I also need to step out of the zone to see what I'm doing and whether it's working or not. This is important in a lot of different ways.

79
00:09:16,620 --> 00:09:26,260
To be a fluent reader for example, you need to monitor your understanding and know when you've lost the thread, need to re-read, or need to re-focus your attention.

80
00:09:26,260 --> 00:09:33,200
One more habit that isn't in the framework, but that I believe is important for academic success is I'm calling agency;

81
00:09:33,200 --> 00:09:43,500
or taking responsibility for your own voice, to speak out, to say what needs to be said, to contribute in class, ask questions, to admit that you don't know something.

82
00:09:43,500 --> 00:10:00,180
Speaking in class is an act of courage for many students and those who muster that courage, engage in the on going academic conversations of their classes much more than those who remain silent.

83
00:10:00,180 --> 00:10:10,740
After reading the framework and discussing it with my students, I asked them to identify the one habit that they most need to work on and make them promise to do that during the semester.

84
00:10:10,740 --> 00:10:19,000
They declare publicly in class and in a discussion on pilot and at the end of the term I ask each of them for a progress report again to the class.

85
00:10:19,000 --> 00:10:22,980
Last term student's choices were interesting.

86
00:10:22,980 --> 00:10:27,700
Half chose persistence, but the habits that others chose were telling too.

87
00:10:27,700 --> 00:10:30,180
They described their struggles this way:

88
00:10:30,180 --> 00:10:35,560
"I have a hard time making myself start projects that I'm not particularly interested in."

89
00:10:35,560 --> 00:10:40,320
"I always get distracted and bored when writing about something that is uninteresting to me."

90
00:10:40,320 --> 00:10:44,320
"I struggle with being open to new ways of being and thinking.

91
00:10:44,320 --> 00:10:49,700
"I've gotten into a habit of not going out of my comfort zone

92
00:10:49,700 --> 00:10:55,040
when it comes to academics, because I'm often afraid of the outcome."

93
00:10:55,040 --> 00:11:03,280
"I tend to address only familiar ideas in my writing." "I never really try to think outside the box."

94
00:11:03,280 --> 00:11:08,660
"I do not involve myself with anything I'm not forced to."

95
00:11:08,660 --> 00:11:12,640
These student's clearly had some self knowledge and could articulate it clearly.

96
00:11:12,640 --> 00:11:16,260
Their reluctance to entertain new ideas or risk failure,

97

00:11:16,260 --> 00:11:21,900
their tendency to avoid commitment to ideas or activities was clearly something that bothered them.

98
00:11:21,900 --> 00:11:29,260
On some level they understood that they should be playing with ideas, taking chances, exploring new concepts, but for some reason

99
00:11:29,260 --> 00:11:37,980
- the k-12 testing mania, the way high schools are structured, the shaky economic times that they grew up in, something else -

100
00:11:37,980 --> 00:11:42,160
they were playing it safe and it didn't feel right to them.

101
00:11:42,200 --> 00:11:49,940
So in addition to working on their habits of mind, it seemed appropriate to offer them some opportunities to climb out of their ruts.

102
00:11:49,940 --> 00:11:58,080
Steven J. Tepper, who's a dean at Arizona State, wants students to have what he calls "bigger-than-me experiences."

103
00:11:58,080 --> 00:12:06,780
Bigger-than-me experiences are about insight, about making something happen in the world. We must anticipate problems, struggle with ideas, seek some resolution.

104
00:12:06,780 --> 00:12:15,880
They help solve a collective problem and engage the imagination as we adopt a different perspective and try to identify with a different place, time, or people.

105
00:12:15,880 --> 00:12:22,640
One of Tepper's recommendations is to have students explore an idea, object, or text in a completely different context or form.

106
00:12:22,640 --> 00:12:29,360
In other words, by having them deal with something in an unfamiliar context; mess with their minds.

107
00:12:29,360 --> 00:12:35,680
A major assignment in English 1100 is a text analysis. So I thought this was a perfect opportunity.

108
00:12:35,680 --> 00:12:41,960
The class was analyzing an essay written by Caroline Kennedy back in 2008, A President Like My Father,

109

00:12:41,960 --> 00:12:49,460
In which she compared then senator Barrack Obama to John F. Kennedy, as she endorsed him as candidate in the presidential primaries.

110
00:12:49,460 --> 00:12:58,580
Despite it's age, it's an excellent text to introduce text analysis with because of its clear structure, lyrical language, and logical argument.

111
00:12:58,580 --> 00:13:03,400
We've been working for a couple of days when I brought to class some stuff.

112
00:13:03,400 --> 00:13:14,020
I brought a bag of legos, several cans of play dough, some plastic blocks that can be snapped together to form a marble race, and a bag of old photos with scissors and tape.

113
00:13:14,020 --> 00:13:23,740
I divided the class into groups, gave each group a bag of stuff and said "create a representation of your analysis of this essay. Don't use words."

114
00:13:23,740 --> 00:13:29,800
They looked at me funny, then they went to work. Here's what some of them came up with.

115
00:13:29,800 --> 00:13:33,360
The group that worked with legos came up with this.

116
00:13:33,360 --> 00:13:40,100
Not that the figures in the tab below - the people, the trees - are all in the same places,

117
00:13:40,100 --> 00:13:46,200
but those on one side represent Kennedy and his supporters and those on the other side are Obama and his supporters.

118
00:13:46,200 --> 00:13:56,820
There was a piece of clear plastic cut from an overhead transparency sheet that stretches between those two towers and represents a mirror then and now.

119
00:13:56,820 --> 00:14:03,980
The marble race group probably had the biggest challenge. They created two patriotic towers.

120
00:14:03,980 --> 00:14:09,540
One representing Kennedy, the other Obama. The shorter one in the middle is Caroline Kennedy.

121
00:14:09,540 --> 00:14:20,260

Again, the idea is that the two candidates are very much alike, with Caroline Kennedy's essay as a sort of bridge between them and they also made it work as a marble race.

122
00:14:20,260 --> 00:14:22,940
This one's my favorite.

123
00:14:22,940 --> 00:14:29,820
The standing figure represents Obama who is looking into a blue mirror and seeing Kennedy's face.

124
00:14:29,820 --> 00:14:39,320
Play dough Obama had trouble standing up, so the tan and black thing is in the foreground is just a stand to hold him up. Looks like a joystick.

125
00:14:39,320 --> 00:14:50,440
What I found particularly interesting was how they worked together to find novel ways to represent the comparing and contrasting in the article and how terms that grew out of their play with the material, such a mirrored,

126
00:14:50,440 --> 00:14:53,440
got used subsequent conversations and writing.

127
00:14:53,440 --> 00:15:01,660
They clearly understood the essay differently and I think more deeply after exploring it together using different media and they had fun.

128
00:15:01,660 --> 00:15:09,000
In a few minutes at the end of a later class I tried a different exercise to force my students to dig deeper, to see their world in a new way.

129
00:15:09,000 --> 00:15:17,840
This time I said, you all have smart phones and they all have apps that do amazing things and new apps are being invented and marketed all the time.

130
00:15:17,840 --> 00:15:24,640
There must be a limit though. There are some apps we can think of that aren't likely to become a reality anytime soon.

131
00:15:24,640 --> 00:15:35,080
For instance, how about an app that turns your phone into an electric razor or how about a social network for communicating with the deceased?

132
00:15:35,080 --> 00:15:42,640
I said these apps don't exist, but what if they did? If these apps existed, how would they change reality?

133

00:15:42,640 --> 00:15:49,520
Don't use my apps, get into groups and come up with your own. And i five minutes, they did.

134
00:15:49,520 --> 00:15:59,480
They came up with The Butler which creates any food you want. Phone Phan turns your phone into a fan. Though Reader lets you control your phone by just thinking.

135
00:15:59,480 --> 00:16:08,900
Makeup Artist lets you create your look instantly and Telemaps lets you transport yourself anywhere, instantly.

136
00:16:08,900 --> 00:16:10,560
Pretty cool.

137
00:16:10,560 --> 00:16:18,500
I then had them write informally, exploring how reality would be different if one of these apps existed for both good and bad.

138
00:16:18,500 --> 00:16:21,660
They posted some interesting thoughts. Here are a few:

139
00:16:21,660 --> 00:16:30,200
For The Butler: "If The Butler was a real life thing poverty might be less, because we could just make our phones make food for people who don't have any,

140
00:16:30,200 --> 00:16:36,460
but I would probably weigh around 800 pounds and so would anyone with a phone and no self control.

141
00:16:36,460 --> 00:16:46,740
Any country with phones will have an increased obesity rate and if you butt dial mashed potatoes, you're going to have a very large problem." [laughing]

142
00:16:46,740 --> 00:16:54,020
Telemaps: "An app that teleports users anywhere could be interesting, but there could also be serious issues.

143
00:16:54,020 --> 00:16:59,620
Why was such an app be limited to the Earth? It would be difficult to prevent children form using the app.

144
00:16:59,620 --> 00:17:06,700
Also, how accurate would the app be? Even if it was off very slightly, there could be serious issues.

145
00:17:06,700 --> 00:17:12,920
What if the user did not know exactly where they wanted to go? They could end up on train tracks or in the middle of a

highway.

146
00:17:12,920 --> 00:17:20,140
Would this app be able to take altitude into account? If not, somebody could end up 30 feet in the air or 6 feet underground.

147
00:17:20,140 --> 00:17:23,460
This app would also raise serious philosophical questions.

148
00:17:23,460 --> 00:17:27,860
Would the person going in, be the same as the person coming out the other side?

149
00:17:27,860 --> 00:17:31,540
Is a person simply the sum of their parts or something more?

150
00:17:31,540 --> 00:17:36,640
Would this app be ethical to use or distribute if it couldn't actually preserve consciousness?

151
00:17:36,640 --> 00:17:41,280
Would scientists even understand consciousness before this app is made?

152
00:17:41,280 --> 00:17:47,460
Teleportation would be really cool, but there's a lot of ways it could kill you."

153
00:17:47,460 --> 00:17:54,620
I though this was great. Thoughtful extended responses, students who are engaged, open, and creative

154
00:17:54,620 --> 00:18:01,000
flexing their habits of mind in the service of exploring interesting questions and having fun doing it.

155
00:18:01,000 --> 00:18:08,480
Sill though, the question must be asked: Why should we as teachers of first year writing and other faculty,

156
00:18:08,480 --> 00:18:17,960
devote our scarce time and precious resources to activities designed not specifically to help students become better writers and readers of academic texts,

157
00:18:17,960 --> 00:18:21,600
but to serve a more general goal of helping them succeed in college.

158
00:18:21,600 --> 00:18:28,480

Won't learning to wright academic papers and read critically help them to succeed? That's our mission and our training, not this other stuff.

159
00:18:28,480 --> 00:18:33,120
Well as you probably suspect, I have some answers.

160
00:18:33,120 --> 00:18:40,620
One, the activities that foster student success are the activities basic to teaching writing and reading.

161
00:18:40,620 --> 00:18:47,960
Encouraging multiple drafts, reading and evaluation sources and reconciling and synthesizing their points of view.

162
00:18:47,960 --> 00:18:54,180
Teaching academic argument, including finding common ground and reaching out to multiple audiences,

163
00:18:54,180 --> 00:18:58,200
asking students to asses their own work.

164
00:18:58,200 --> 00:19:04,060
Secondly, more broadly, I believe that our primary job as faculty is to teach -

165
00:19:04,060 --> 00:19:14,100
not just those who are interested in our disciplines, not just those who are ready to learn, not just those who are primed for success, but all the students in our classes.

166
00:19:14,100 --> 00:19:22,420
Many students who do not succeed in college could if more faculty helped them understand what success in college involves.

167
00:19:22,420 --> 00:19:28,340
In other words, if we can help our students but we don't, we're complaisant in student's failure.

168
00:19:28,340 --> 00:19:37,220
If we can help, we should help. If more students succeed it's good for our students, it's good for the university, and it's good for society.

169
00:19:37,220 --> 00:19:39,220
Thank you.

170
00:19:39,220 --> 00:19:44,700
[Applause]

171
00:19:44,700 --> 00:19:48,960
Yes.

172
00:19:48,960 --> 00:19:57,880
On your course evaluations did any students mention any of these outlaw sessions in which you did and how did it effect their writing?

173
00:19:57,880 --> 00:20:11,580
No. [laughing] I think that, you know, that they liked the course. I got good evaluations.

174
00:20:11,580 --> 00:20:18,680
But I don't remember them specifically mentioning those activities.

175
00:20:18,680 --> 00:20:25,100
Do you suspect that...what kind of impact do you suspect it did have on their strategy?

176
00:20:25,100 --> 00:20:40,840
That's really to say. I'd like to think that doing these things loosened them up, made them more willing to take chances,

177
00:20:40,840 --> 00:20:52,440
which may have led them to write papers and explore topics that they might have been afraid to if they'd you know, otherwise.

178
00:20:52,440 --> 00:21:01,320
And some of them, I think probably topic choice is probably what made the biggest difference.

179
00:21:01,320 --> 00:21:12,380
Several of them did talk to me about how that they were taking chances with their writing that they hadn't previously.

180
00:21:12,380 --> 00:21:17,600
There's a lot of fear out there among freshmen as you may have noticed. [laughing] Kristen.

181
00:21:17,600 --> 00:21:24,560
I'm not sure when you kind of formulating this list or argument of ideas,

182
00:21:24,560 --> 00:21:36,040
but in your years of teaching have you seen a difference or changes in time in the habits of mind of our students who at first enter your classroom?

183
00:21:36,040 --> 00:21:55,980
I think it probably relates to ones they chose. I think students by and large and I'll extent to this graduate students, are

more cautious than they used to be.

184
00:21:55,980 --> 00:22:07,020
I don't think they write any better, they don't write any worse. I don't think students are going to hell and you know,

185
00:22:07,020 --> 00:22:11,200
back when I was young... I don't think that's true.

186
00:22:11,200 --> 00:22:20,260
But I think there's a difference in how willing they are to stretch themselves

187
00:22:20,260 --> 00:22:28,460
to get out of what they perceive as a comfort zone where they might not get the grade

188
00:22:28,460 --> 00:22:32,500
or where they feel threatened in some way or another.

189
00:22:32,500 --> 00:22:43,360
So you know, I think they need more prodding and more support to make those kinds of leaps that we hope for.

190
00:22:43,360 --> 00:22:48,700
Why do you think that is, is it [inaudible]?

191
00:22:48,700 --> 00:23:03,000
Well I'm perfectly willing to put some blame on the changes in the way high schools and middle schools and even elementary schools operated with you know, so much testing,

192
00:23:03,000 --> 00:23:20,220
so much emphasis on essentially.. you know, you live in a world where you're getting tested all the time. It's in your interest to play it safe. John.

193
00:23:20,220 --> 00:23:25,780
I think that why some faculty [inaudible] students

194
00:23:25,780 --> 00:23:38,560
and I say that as a retired faculty member who's just loving the freedom to write what I really want and not what I know a journal expects.

195
00:23:38,560 --> 00:23:47,400
I mean you have to, when you start out writing something because you want to be accepted someplace

196

00:23:47,400 --> 00:23:56,480
it's a very narrow use of language and being [inaudible].

197
00:23:56,480 --> 00:24:08,840
I think that's probably true. I know in my field, the field itself. it was a very young field when I got into it

198
00:24:08,840 --> 00:24:22,040
and the journals that existed welcomed a lot of personal responses and essays in a pure humanities sense

199
00:24:22,040 --> 00:24:33,220
where you could explore an idea. Now they're... as the profession has become professionalized

200
00:24:33,220 --> 00:24:38,240
the journals have tightened their screws as well

201
00:24:38,240 --> 00:24:47,700
and if you don't have a couple of pages of scholarly references and sources at the end of your manuscript, chances are it won't be accepted.

202
00:24:47,700 --> 00:24:57,360
I see that as an evolution which I thin has shut down a lot of talk and conversation about pedagogy,

203
00:24:57,360 --> 00:25:05,160
because people are doing more research and theoretical work and

204
00:25:05,160 --> 00:25:14,280
there's not much room to talk about "hey here's a good idea about teaching" or "here's an observation about my students".

205
00:25:14,280 --> 00:25:20,520
The more anecdotal pieces have gone by the wayside. So I think you're right.

206
00:25:20,520 --> 00:25:31,460
You know, 300 years ago when I did my dissertation, the whole idea was that it was a learning experience, it didn't...

207
00:25:31,460 --> 00:25:33,580
It wasn't your first book [laughing] yeah.

208
00:25:33,580 --> 00:25:34,840
No, exactly.

209

00:25:34,840 --> 00:25:35,340
Um hmm

210
00:25:35,340 --> 00:25:44,900
The expectation when you write it was you walk away from it, because what you did was to learn and now dissertations are [inaudible]

211
00:25:44,900 --> 00:25:46,900
Um hmm

212
00:25:46,900 --> 00:25:53,940
It's yeah... which is [inaudible]

213
00:25:53,940 --> 00:25:54,640
Yes.

214
00:25:54,640 --> 00:25:57,860
More wide than narrow.

215
00:25:57,860 --> 00:26:08,580
Well and having to have a couple of published articles and several conference presentations under your belt when you apply for your first job with your still wet PhD

216
00:26:08,580 --> 00:26:14,660
means that starts even earlier. So I think hiring committees contribute to that.

217
00:26:14,660 --> 00:26:21,580
[inaudible]

218
00:26:21,580 --> 00:26:30,840
[inaudible]

219
00:26:30,840 --> 00:26:33,280
Okay, thank you.

220
00:26:33,280 --> 00:26:34,960
[Applause]