Adventures in Student-Generated Learning

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On your own, read the passage.

Tear it apart, write all over it, dig into it.

What do you find most interesting?

What questions emerge?

What does it make you think of?
With a partner, take turns asking each other these questions.

What stood out to you? What questions emerged for you from the passage? Why do you think these are important questions? What are the larger stakes/implications of these questions?

Do you see connections between this passage and everyday life?

How would you envision packaging this? What kind of project could you imagine creating for a general audience that brings out these questions? What kind of form could it take?
In your group, start to identify intersections among the independent projects.

What themes keep emerging?

What questions/ confusions/ frustrations/ personal connections are people raising through their projects?

Do you see patterns in the way people approach their projects and the kinds of questions/ confusions/ frustrations/ personal connections they’re raising? In other words, do you see links between form and content, method and message?

Where you can draw intersections among these projects?
Group Brainstorm

How can you use the intersections between these projects as a jumping-off point to invite an outside audience into the ideas we’ve been exploring?

What kind of event can you envision?
Group Brainstorm

How can you use the intersections between these projects as a jumping-off point to invite an outside audience into the ideas we've been exploring?

What kind of event can you envision?

Notes:

- Project ideas
  - Oral history recording
  - Adult student paired with younger students in the classroom
  - The eternal return video game - nihilistic
  - Performance art from younger children - what gods, demons, specks of dust mean to different people
  - Groundhog day - in a play or a TV episode

- Connect to:
  - Community members
The breakdown:

- Class constitution
- One-on-one conversations
- Independent work
- Collaborative work
- Guided self-assessment

elements of the student-generated classroom
Guided self-assessment

As we agreed in our learning contract, your grades will be determined through a guided self-assessment approach. Remember that our basic mode in this class is to make the material come alive, and the attendant act of close reading...

3) Independent Portfolio (suggested percentage of final grade: 40%...20% each)
--did you wrestle closely with your chosen text(s), reading attentively with an eye towards the details? Did you bring the text(s) explicitly into your piece?
--did you find ways to make the text(s) relevant and compelling to a general audience?
--are there high stakes and implications for your piece?
--did you effectively show ways in which Nietzsche and Kafka are visible in the world?
--did you choose a medium that matches the story you’re trying to tell through these pieces?
--did these pieces stretch your thinking in new ways?
--did you take risks?
--did you take feedback into account in your final product?
--if you weren’t the creator of these pieces, would you be drawn into them?

Criteria for each of the self-awarded letter grades

An “A” should be awarded for consistently thoughtful, introspective, rigorous, engaged work. If you give yourself an A, it means that you’ve completed all assignments in a timely and thorough manner, come to class regularly, participated heavily and meaningfully in class discussion, and challenged yourself to take on difficult questions and make the material your own. Your work is consistently well executed and demonstrates creativity, high expectations and an element of risk-taking. You are leaving this class feeling that you have gained a rich understanding of the material, and that you have maximized every opportunity available to you. Note: this is NOT the default grade: an A should be reserved for truly excellent work.
How do you define student-generated learning?

- Studying
- Researching
- Students say what they want to learn, teach the class - a lot more cultural background from the students came into class - a way to work on equity
- Independent, unstructured research and 10-min presentation - students put in way more effort than expected - way more learning happened than if I had asked them to do more
- Students demonstrating that they can apply what they know - Bloom’s taxonomy
What barriers or challenges do you see to implementation?

- Creating the guides, upfront thought in order to relinquish control
- Student barriers - depends what the student body is like. Is it the type that feels it has a lot of agency and creativity or does it need more help connecting the dots of college?
Thank you.

Please provide some feedback on the handout.

If you’re interested in learning more, check out TransformEdu: https://www.transform-edu.net/

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