

EDU 210: Student Thinking Project

CJ Montgomery

Professor Coia

12/5/17



August 24, 2017

Dear Professor:

As part of the course EDU 210 Understanding Learners, students are undertaking a study of student learning at Agnes Scott College. In part this involves observing students learning in a class and then interviewing one of the students about their learning. I am writing to ask if you will agree to allow a student from EDU 210 to observe your class. The student will offer to meet with you to discuss the project and explain what they will be doing. They will also offer to share the data they collect and their analysis of it with you.

I hope you are able to agree with the request. It will involve a student from EDU 210 observing your class twice. The first time she will take notes and then confer with you after the class to decide which student she should interview. She will obtain the consent of the student interviewee (the consent form is available for you to consult) and then return to observe a second time. During the second observation, the student researcher will focus on the student to be interviewed. After the class the student will be interviewed on her learning. The student from EDU 210 will share her interview questions with you upon request. The interview will be audio taped. The EDU 210 student will transcribe the interview and analyze it in light of the learning theories we have discussed in class. The resulting paper will be available should you wish to read it.

This study does not require IRB approval as the research is for a classroom assignment; the data will not be presented outside the classroom; the data will not be published; the participants are at least 18 years of age; and the research does not involve anything that constitutes more than "minimal risk to the subjects". The anonymity of participants, including the professor and all members of the class will be protected and the original data destroyed at the end of the semester.

This is a very important experience for the members of EDU 210. Through this study they have the opportunity to develop important skills of data collection and analysis as they further their understanding of what it means to learn in a college classroom.

I hope you feel able to allow your classroom to be part of this study. I would be happy to answer any questions you might have. I can be contacted at lcoia@agnesscott.edu. The student will also be able to provide more details about the study. If you agree to allow a student to observe your class, please provide your consent by signing the form below.

Yours truly,

Lesley Coia
Professor, Education Department

I have read and understand the procedures involved in the study and hereby consent to allow a student from EDU 210 Understanding Learners to observe my classroom during the fall semester, 2017.


Instructor's Signature

10/10/17
Date


Researcher Signature

Informed Consent Form

This research is intended to investigate student thinking. The researcher, CJ Montgomery, a student at Agnes Scott College, is attempting to learn more about how students learn.

This study will take place between August 24 and December 5, 2017. The researcher requests your consent to be one of approximately 20 individuals interviewed regarding how you learn. If you agree, the researcher will interview you, take notes during the discussion, and make an audio recording of your conversation. Interviews will last approximately 30 minutes.

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

Your participation in this study is voluntary. You may refuse to take part in the research. You are free to decline to answer any particular question you do not wish to answer for any reason. If you become uncomfortable with discussing any issues raised during the interview, you may end the interview at any time.

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about how students make sense of what they are learning in their classes.

The participants' identities will remain confidential, known only to the researcher. All research notes and audio recordings will remain in the possession of the researcher and will only be shared with the instructor of the course for monitoring purposes. Audio Recordings will be destroyed at the completion of this project in December 2017. No names or identifying information will be included in any presentations based on your response unless you give specific permission to do so.

If you feel you have not been treated according to the descriptions in this form, or that your rights as a participant in research have not been honored during the course of this project, or you have any questions, concerns, or complaints that you wish to address to someone other than the investigator, you may contact the Agnes Scott College Institutional Review Board at 141 E. College Avenue, Decatur, GA, or email irb@agnesscott.edu.

By signing this consent form you agree that:

I understand the information provided to me above. I also understand this study involves research and I may make inquiries concerning this procedure by contacting my research supervisor, Professor Coia, Department of Education, Agnes Scott College, Atlanta, GA 30030 via phone at 404 471 6225 or by email at lcoia@agnesscott.edu.

I understand that neither Agnes Scott College nor the investigator have made provisions for payments of costs associated with any injury resulting from participation in this study, and that reports of injury should be made to the person above.

I understand that my participation in this study is completely voluntary and that I am free to withdraw my consent and to discontinue participation in this project at any time without penalty or loss of benefits to which I would otherwise be entitled.

I am 18 years of age or older.

I have read and understand the procedures involved in the research and hereby consent to participate in this study.


Participant Signature

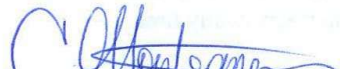
~~10/30/17~~ ~~KMW~~
~~07/30/17~~
Date


Researcher Signature

I also consent to have my voice recorded for the purposes of this study, and I understand that my identity and all recordings will remain confidential.


Participant Signature

~~10/30/17~~ ~~KMW~~
~~07/30/17~~
Date


Researcher Signature

Observer: CJ Montgomery

EDU 210: Student Thinking Project Class Observation

Date: Tuesday, October 24, 2017

Class: LDR 101: “Calling Bullshit”: Evaluating the validity and plausibility of what is happening in everyday life and media

Description of the Setting: The classroom is located on the second floor of Bullock in the West wing of the building. The room is a beige color with a divider separating it from an adjacent classroom. There are 10 rectangular tables in a U-shape with a walkway in the middle, 2 tables in the center, and 3 tables against the wall facing 3 windows. All the tables have chairs except for the window facing tables. The 3 windows allow for natural lighting, as there is only one row of lights on in the room. There is a desk holding a computer in the front left of the room, and a projector in the middle back of the ceiling. There is a chalkboard that covers almost the entire front wall of the room, but the projector screen covers the middle section. One of the students informed me that there are normally around 19 first year students in the class, but on the day of my observation about 16 were present at the start. The professor arrives a few minutes before the class and pulls up multiple pages on the computer, many of them from the class Moodle page, which are projected on the screen. She remains in the front of the room for the duration of the class.

TIME	NOTE TAKING	NOTE MAKING
11:30	*Students are still arriving; few side conversations around the room; a sign in sheet is being passed around* Prof: How was your weekend...more weekend days... Class: Good (Some students give a thumbs up/ thumbs down response)	

	<p>Prof: ...before we get started we have a visitor in class, so I'm going to give her a second introduce herself to everyone and if there is anything they should keep in mind during today's class that will aid you in your project.</p> <p>*I introduce myself and ask them to speak clearly*</p> <p>Prof: And um will it impact your process if you say a little bit about what your class content is and what you're learning</p> <p>*I give a very brief overview of EDU 210 and encourage others to take the course*</p> <p>Prof: And um...great...for today we left off...um we're moving away from our discussion on Bullshit as it manifests in science and in...and now we're moving from there into fake news...and thinking about how BS manifests in these settings, but before we... What are some of the major takeaways that you guys got from that section.</p> <p>*There is a slide on the screen that outlines the day's schedule; students are looking around at each other*</p> <p>Student: From which section?</p> <p>Prof: From Scientific BS...</p> <p>Student: Things can easily be skewed or like shown a certain way; whatever info you want to pull from something you can as long as you manipulate the data</p> <p>Prof: Mhm, so thinking about the different ways that intentionally and unintentionally manipulate the data...we talked about graphs...*student signal professor*</p> <p>Student: It's made me a lot more skeptical of all the graphs that I see...making sure that I'm not just glancing...</p> <p>Prof: So, thinking about the attention to detail and looking to see what is the scale...what are they trying to represent and they are doing so effectively...any other sort of takeaways that people have from this</p> <p>*Another student arrives*</p>	<p>Many students have been staring at me as if they are questioning why I am there.</p> <p>Some of the students appear to have learned something new and possibly surprised by the mentioning of the Education Dept.</p> <p>The professor informed me that they might be a little off due to having a few sessions in the library away from the content of the class.</p>
<p>11:33</p>	<p>Student: I guess for like some experiences...some people may not think it is BS but that might just be...her sample wasn't big enough, so it might not be not true, but it just doesn't apply for the whole population</p> <p>Prof: So, thinking about...and the context in which one needs to interpret findings...taking a chance to see...so um being the context and lens...other sort of takeaways from those classes</p> <p>*silence*</p> <p>Prof: I really enjoyed our discussion about...and kind of thinking about the implications as you are starting to design research that is less vulnerable to some of these biases...where you thought about how...then how you would try to design a valid study to discuss that question...</p> <p>*5 laptops open while the professor is speaking*</p>	

	<p>Prof: I think Bullshit exists in science because...and other times it's because good science is just extraordinarily hard and expensive ...So we are going to be moving on to BS in the news media...thinking about what this particularly looks like...their current implications and how to make sense of and detect if you....</p> <p>*Professor changes the slide and students begin to write/type what is showing on the screen)</p> <p>Prof: So, building on some of our library sessions about what makes people trust sources and distrust sources and...so the goal for the day is to define and to start off with a shared understanding of what we mean by fake news and alternative facts and also place it in a historical context...</p>	<p>The students appear to rely heavily on what appears on the screen due to the conciseness of what appears compared to what is being spoken. However, it also seems to be a distraction for some students because they appear to be too busy writing what's on the screen instead of noticing what is being said.</p>
<p>11:35</p>	<p>Prof: We're also going to.... do some discussion and we have a couple of activities that we're going to work on together today...also doing some research skills....and the relevance is that it has some...right now...the use of alternative facts and fake news has increased substantially throughout the election cycle and now in the current context...and more broadly speaking... the interpretation of the news media...has significant implication for...policy and how the government functions more broadly...can you trust the news or can you not...alright, so we will do a quick round up of BS that we have spotted as we continue to build on database of....</p> <p>*Professor opens a google excel spreadsheet that is divided into 4 columns*</p> <p>Professor: alright so what have you guys encountered this week?</p> <p>*Short pause; students are looking around*</p> <p>Student: Ummm...like two nights ago I was tired, and I said I was going to go to sleep at 9 and like....and I was not able to fall asleep...I got really frustrated because I could have been doing homework...</p> <p>Professor: Alright 3-hour inability to fall asleep...how would you categorize that...</p> <p>Student: Umm like ridiculous</p> <p>Prof: Ridiculous unfair or ridiculous silly</p> <p>*Professor is typing into the document as the student speaks*</p> <p>Student: Umm kinda both I mean it wasn't like...it felt unfair to me, but it was also kinda like silly looking back on it</p> <p>Prof: Kind of like silly bizarre</p>	<p>The spreadsheet appears to be updated each class period which is noted by the date column. I think this allows for the students to have a personal connection to the class because their contributions are included.</p>

	<p>Student: Yea Prof: *while finishing typing* umm ok...what would you say the severity of it is on a scale of one to ten Student: 3</p>	
<p>11:38</p>	<p>Prof: Alright.... Other examples of Bullshit and it might not have been something you perceived as bullshit but...or having a discussion about it Student: While I was sleeping, me and my roommate had our window open...I don't know what happened but there were car alarms going off and people screaming...it freaked us out so we both...then I heard a knock on the door...I was scared for like... I don't know...it freaked me out Prof: Did you close the window...I'm glad to hear that... Student: Yes Prof: So how would you categorize that? Student: Ridiculous...unfair...I don't know freaky *Professors struggles to type the word ridiculous* Prof: What would you rate that? Student: A 3...It really wasn't that bad Professor: Was it bullshit because you were trying to sleep... Student: A few friends and myself were having a conversation about tipping...two friends that don't tip...I think it was just BS for some of the reasons they gave...I've never missed like 4 or 5 dollars that I've given to someone for a tip...they didn't have like jobs...I've worked with people before that if their tips didn't come through they didn't know how they were going to feed their children whereas...so that was kind of interesting and I thought it was BS because of the fact that...it wasn't like an intervention it just came up in conversation</p>	
<p>11:40</p>	<p>Prof: It sounds like that you didn't necessarily...the arguments that they gave were weak, so they didn't give arguments that you felt like were substantial...so what would you give the severity of that Student: Like a 4 or 5 Prof: So, like a 4.5...categorization Student: Umm...unbelievability... Prof: Mhm... and it's interesting too that this...Bullshit because of the reasons... Student: I guess but that's just like American culture... so I don't know Prof: So, I try not to share my perspectives a lot, but I believe that tipping culture...people who have a lot of money refuse to pay the people that work for them a living wage which then makes them indebted...I think it creates unfair culture...definitely 4 or 5 dollars over the course of your</p>	<p>The professor's passion about the topic seems to give acceptable reason for a brief tangent.</p>

	<p>lifetime...just pay these people a living wage...but they don't want to... What about broader instances of bullshit that you've encountered...maybe there's a debate or different perspectives on it</p> <p>Student: So, I went to the open forum with Dean Paul last night</p> <p>*students begin to snicker and groan*</p> <p>Student:...there was this girl who began to yell at her...so she had to like walk out eventually...</p> <p>Prof: Oh yea, so what made you classify that experience as Bullshit</p> <p>Student: I think it was like unfair on both sides also like Dean Paul seemed to ignore the issues...</p> <p>*Professor types information into the spreadsheet*</p> <p>Prof: And what would you categorize that as?</p> <p>Student: Umm just like ridiculous....</p> <p>Prof: So, I kind of want to push you guys a little bit further because it seems like ridiculousness becomes like a "catchall?" for...what particular category of bullshit</p> <p>Student: Uncivil</p> <p>Prof: ...I hate this word...anything else</p> <p>Student: Yea out of control</p> <p>Prof: So, what would you give the rating on that</p>	<p>Given that I was present at this event, I found it difficult not to engage with the students. The students also seemed really engaged due to the reputation this event had gained through word of mouth.</p>
<p>11:43</p>	<p>Student: Yea I would give it a 6</p> <p>Prof: So, what informs that rating</p> <p>Student...the impact</p> <p>Prof:...so like the student environment and the relationship between student affairs...so instead of having like a really productive conversation where both people could have walked away...you think it's less like to be successful</p> <p>*A phone goes off while the professor is talking*</p> <p>Student: So, I just have a question, did you just say like the girl what she was saying was bullshit or what Dean Paul was saying was bullshit?</p> <p>Student: I think there was some on both sides</p> <p>Prof: Alright, so umm thinking about...things that stand out as bizarre or unfair in some type of way....so if you were doing an argument analysis for instance... and then there is this....so it's not just benign but there is potentially negative impact...ok so back to it</p> <p>*Professor switches back over to the PowerPoint; two students near the front appear to be sleeping*</p> <p>Prof: Um so administrative questions does anyone have any administrative sort of related questions for me</p> <p>Student: You didn't remove the umm write up, but you said that we no longer have to do it</p>	<p>The professors tone seems to hint at the fact that she has also heard a few things about the event being referenced.</p> <p>These students have not really given much eye contact to the professor throughout the entire class. They may not be interested in the course.</p>

	<p>Prof: Yes, so just to confirm I haven't taken it off Moodle yet but I will so you do not need to complete the findings write up so originally...umm but then I decided to remove it when thinking about the feasibility of doing the data collection...I will remove that you are not expected to do it</p> <p>Student: So, I have another question the refuting BS Formal Exercise...</p> <p>Prof Yep, so I was going to talk about that today during class...cool so let me just make a note</p> <p>*Professor grabs a sticky note and writes on it *</p> <p>Prof: Alright...so there were two readings that you had for last night...</p> <p>*Professor opens two links from the Moodle site*</p>	<p>They appear to be talking about a previous assignment.</p>
<p>11:46</p>	<p>Prof:...so before we umm before we go into our activities let's....so to guide the discussion today what I want you to do is take a moment to write down a discussion question for the class...so write one discussion question it can either be an observation that you've made...or something that you didn't understand or that you disagreed with so thinking of a question that will...I'm going to give you guys 5 minutes...</p> <p>*Students begin to take out notebooks; student to my right is using sticky notes; another student opens the article on her computer; not all students are writing; professor uses a countdown on google and opens music on Pandora (a split screen is showing of the two sites); two students near the back are having a side conversation; professor is typing on her phone while students are working; student sneezes but no one says anything*</p>	<p>This appears to be a tactic to get more students engaged with the discussion and the class in general.</p> <p>I'm curious as to why the professor uses current music. Wouldn't this be a distraction to students?</p>
<p>11:51</p>	<p>Prof: About 50 more seconds...about 15 more sec</p> <p>Student: Um I just wanted to let you know that I tried to open the....2016 thing you know the google doc and it like wouldn't let me open it with either of my Gmail accounts</p> <p>*While the student is talking the timer goes off; after finishing her statement other students agree*</p> <p>Student: Yea I had to look it up separately</p> <p>Prof: which one I'm sorry</p> <p>Student: it's the one from Thursday...I just like clicked on the link and it wouldn't let me open it...</p> <p>Prof: Let me check on that real quick</p> <p>*Professor goes back to the Moodle page and clicks on the link and the document opens without any problems*</p> <p>Prof: Hmm I don't know what's going on with that but you're able to find it if you search for it</p> <p>Student: Yea</p> <p>Prof: Ok so if you all can just use that citation to search for it...thank you for letting me know I will update that</p>	<p>I believe this student may have been zoned out during the administrative question portion a couple of minutes earlier.</p> <p>The professor appears to value her students concerns.</p>

<p>11:53</p>	<p>*Professor is writing down something and then clicks on one of the open tabs of the article*</p> <p>Prof: Cool so I'll update that...let's start off with the reading...um so who has a discussion question that they would like to share</p> <p>Student:...I was just going to say that I don't think that political figures should be allowed to use social media apps like twitter... he put some more fuel to the fire by tweeting about it, so should they be allowed to...</p> <p>Prof: What are you all's thoughts should public leaders be able to use social media?</p> <p>Student: Yes...well I think that they should be able to use it but how they use it is where we need to start regulating things because obviously it's becoming dangerous...you're representing not only you but your country</p> <p>Prof: You mentioned regulations what do you think are reasonable regulations...</p> <p>Student: I don't think we can really regulate it...something they should be self-aware about...so we can't like say you can't do this and you can't do that...</p> <p>Student: At least use proper grammar to express your thoughts...</p> <p>*Students begin to talk over each other*</p> <p>Student: The problem is if it is on them and they don't do it what do you do...there will be a fine if you misspell something on your twitter account that doesn't seem like something that will become a viable...</p> <p>*Course tutor has hand raised; other students begin talking at the same time*</p> <p>Prof: Do you guys still want to move away from raising hands*</p> <p>Students: Yes (some nod their heads)</p> <p>Prof: Okay</p> <p>Course tutor: Sorry so um...not only what are our expectations for public leaders but how do we hold them accountable...</p> <p>Prof: So, what do you think are accountability methods...how do we have accountability</p> <p>Student: We can take that into consideration when we have the elections...let the know people don't agree with what they are doing...</p> <p>Student: So, if it could be regulated like if it were really possible they could possibly have someone read over it</p> <p>Student: I mean how is that even possible it's their account it's not like they are going to have someone read over every tweet</p> <p>Student: Yea but if it could that... they don't have a bias...</p>	<p>They appear to be referencing a prior decision, but I find it strange that the professor still allows this considering how much the students talk over each other.</p>

<p>11:57</p>	<p>Prof: So, you mean like a checker...and so thinking about one form of... you could use reelection...what are other restrictions that public leaders have...so there are checks and balances...</p> <p>*Students answer questions and professor elaborates*</p> <p>Student: ...we're supposedly at war because of tweeting...I think because there is no regulation it appears to be up in the air right now...</p> <p>Student: So, you know how the president has a person that looks over their speeches maybe they could check the social media before they send it out...</p> <p>*Students talk over each other again someone mentions Obamas social media*</p> <p>Student: ...they were so nice...</p> <p>Student: Why is no one like give me your phone you can't...</p> <p>Student: I feel like Obama and Michelle...everything they tweeted was so well spoken...that's just how it should be...the standard...</p> <p>Prof: So, what's the flip side of that...what might someone on the other side of this say</p> <p>Student: ...their opinion and their account like no one can tell me what I can tweet</p> <p>Student: Yea but you're not the president</p> <p>*Students talk over each other*</p> <p>Student: ...Obama and Michelle were so proper but is it really them speaking</p>	<p>Most of the class appears to have fairly liberal views, which is validated by the uproar that occurs each time Obama or Hillary is mentioned or when Trump bashing begins.</p> <p>The professor's usage of devil's advocate techniques seems to be well respected by the students.</p>
<p>12:00</p>	<p>Prof: So, people who were looking at the authenticity and saying like...somebody who's speaking really what's on their mind...</p> <p>Student: ...that's not what the standard of the president is supposed to be...the elite</p> <p>Prof: so, what's this idea of...how do you construct an idea of what the president...</p> <p>Student: ...yea, so what we have now is not conventional at all... it's like alright ima do this while I'm in office because that's how I got here...celebrity before...</p> <p>Prof: Well in thinking about this in electing someone who was formerly a celebrity...are there different standards...</p> <p>Students: Yes</p> <p>Professor: How so?</p> <p>Student: I think part of the reason he was elected was because...so I mean there are obviously different standards...</p> <p>Student: Isn't it kind of on us too because I mean we saw his tweets before...just saying like...as voters it's our</p>	

	<p>responsibility to...I mean we can't regulate it because we I mean not we, but we voted for it Prof: So, like we as a people...basically endorsed that this is how a president could or should be... *Most students are now engaged*</p>	
<p>12:02</p>	<p>Student:...his voters were surprised he didn't change...they expected him to act more presidential in office...I was like why are you guys shocked Course Tutor: I just think it's hard when you have half of the electorate...that was an attractor...they thought it connected to them...so how do we reconcile *Brief discussion about age for congress and president* Prof: Yea so when you guys are elected into congress in about 3 or 4 years... *Students seem shocked by the congress statement; brief pause after a question is asked* Student: I think we just need to come to a point...we're at the beginning stage of it because this has never happened before... Student:...we'll have a secretary of social media *Class giggles* Prof:... this is evolving in a rapid...wasn't President Obama the first...people didn't even think he was going to tweet at all...hasn't caught up to it...how do you think it will look in the next 10 to 20 years...</p>	<p>The professor's usage of occasional jokes seems to keep the class moving and engaged despite being so close to lunch time.</p>
<p>12:05</p>	<p>Student:...I think there will definitely be some regulations... Prof: What about the people who might go in the other direction...depends wholly on the discernment... Student:...they saw that he was outspoken, and they liked that, and they didn't look...maybe like being outspoken isn't bad but the way that he's doing it... Prof: So, what about other discussion questions... Student:... what is the balance of fact checking and timely response...then you have the time to go and fact check...the death of the... that was a breach of policy...it's something we currently view as positive but... Prof:...depends on the person in that position...policy breach was positive because their judgement was correct in this case...if they had made the wrong one...other thoughts about...if there isn't then that's where it becomes an issue...type one error in science is if you incorrectly...whereas type two error is if you incorrectly... what is the worst case then to be overly responsive or underly responsive *Brief moment of silence* Student: It just depends on the situation... Prof: So, it just depends on the scale... *2 students put their heads down*</p>	<p>This appears to be unfamiliar territory for most students.</p>

	<p>Student: This kind of makes me think of a situation from another day with Trump and the widow...basically it was worse...you shouldn't have said anything...</p> <p>Prof:...they got bullshit information that with some very basic fact checking...what would you recommend...based on this mistake</p>	
<p>12:10</p>	<p>*brief moment of silence*</p> <p>Student:...look into the story...just reacted before he found out what actually happened</p> <p>Prof: So, like use your resources...</p> <p>Student: Even the title had typos</p> <p>Student: So, the what the prime minister's name was wrong...</p> <p>Prof: So, it's like slow down and...luckily none of us have any nuclear codes...</p> <p>*Students laugh*</p> <p>Prof: This moves into our next section on how to spot fake news so in thinking about...being able to differentiate...check for typos...</p> <p>*Professor clicks back on the PowerPoint*</p> <p>Prof: Ok so before we go back into this...take a moment to find fake news and develop a list and determine...expanding it to things y'all think are helpful as well...Do you want to work with the same people you always work with or switch it up</p> <p>Student: Either one</p> <p>Student: Same people</p> <p>Prof: So, in groups of about 3 or 4 with the people around you take a moment to find fake news... develop a check list that you think...</p> <p>*Students break up into small groups and the room gets noisy*</p> <p>Prof: What do y'all want to listen to</p> <p>Student Frank Ocean</p> <p>*Professor starts a 7-minute timer on google and proceeds over to the Pandora tab to search for Frank Ocean Radio; student leaves; some students begin to sing along to the song that is playing; Professor opens Facebook; another student leaves; the teacher's computer freezes; over time the noise dies down*</p>	<p>The PowerPoint appears to constantly redirect the class discussion because students often stop talking to write down what is being shown.</p>
<p>12:16</p>	<p>Prof: About 3 more minutes...Did everybody already get a chance to sign in</p> <p>*A student raises their hand to receive the sign-in sheet*</p> <p>Prof: About 2 more minutes</p> <p>*Students are mostly quiet and on their phones/computers; others are still singing along to the music*</p>	<p>Everyone seems to enjoy the small groups better and are actually listening to their peers better than before.</p>
<p>12:19</p>	<p>Prof: About 10 more sec...</p> <p>*Professor cuts off the music and stops the timer*</p> <p>Prof: Alright y'all so bringing it back together let's define fake news...</p>	

	<p>*Professor writes on board fake news in pink chalk*</p> <p>Student: Something that may be happening or not...to increase ratings or makes money</p> <p>Prof: Any additions to this definition</p> <p>Student: Misinformed news stories that are perceived as true</p> <p>Prof: Cool what else</p> <p>Student: We just said that it's false info dressed up</p> <p>Prof: Anyone else</p> <p>Course Tutor:...appeals to biases...I guess they know the audience they are aiming for and...</p> <p>Prof:...this seems to be true especially for President Trump...to reduce the credibility of or success of...any other additions to this definition...so what is real news in contrast</p>	<p>Professor short hands student responses on the board in a diagram like format each time they talk often adding a little to what they said to possibly make it more valid. Her assumptions/ elaborations also seem to prompt the next student to speak.</p>
<p>12:22</p>	<p>*Professor writes real news on the other side of the board*</p> <p>Student:...something that actually informs us...</p> <p>Prof: Oh, my could you guys not see that...sorry...what else does real news do</p> <p>Student: They properly source</p> <p>Prof: Sourced properly and fact checked</p> <p>Student: Unbiased</p> <p>Prof: Anything else</p> <p>Student: Usually from a credible source</p> <p>Prof: And what makes up credibility</p> <p>Student: ... A history of those other elements...provides information gives you the authors and the sources</p> <p>*Inaudible conversation occurs*</p> <p>Prof: So, what's an example of fake news..</p> <p>Student:...the guy was talking about crisis actors...would that be bullshit...</p> <p>Prof: I would have to fact check the utilization of...has anyone heard of them before...but what you classify as fake...</p> <p>Student:...people will spread <i>The Onion</i> as fake news</p> <p>Prof: ...I think there is something unique about satire...what do you guys think</p> <p>*Many students respond at the same time*</p> <p>Student: I think it falls under our definition that we gave...</p> <p>*Professor writes on the board*</p> <p>Prof:...like how satire...is this supposed to be funny...</p>	<p>The professor notices the projector screen serves as a barrier from seeing the other side of the board for some students.</p>
<p>12:26</p>	<p>Prof: Things that are fake news</p> <p>Student: I think there are various social media accounts...on Instagram...it appeals to a certain audience and confirms your bias..</p> <p>Prof:...to what every other...</p> <p>Student: So, like the shade room</p>	<p>Since the information being discussed is so current many students appear to want to contribute, but a select few students dominate the conversation.</p>

	<p>Student: The example given in the article...Trump in 1998...run for office as a republican because...I thought it was true...</p> <p>Prof:...it reinforced it...I think it is hard...</p> <p>Student:...I guess it happened like a few days ago...he wasn't a navy seal...they took the story away...</p> <p>Prof: There can be sources that are reporting fake news...organizations publication</p> <p>Student:...some of them will have me question it</p> <p>Prof: Like what</p> <p>Student: Fox news... they appeal to a certain audience</p> <p>Prof: So is there anything you would call categorically BS...</p> <p>*Students talk over each other and professor writes down as many responses as possible*</p> <p>Prof:... so thinking about tabloids...</p>	
<p>12:29</p>	<p>Prof:...what was on your checklist...what are some of the considerations</p> <p>Student: The source that published it is important...the author as well...</p> <p>Prof: ...and so every time that you are reading an article do you do those checks</p> <p>Student: No</p> <p>Prof: How do you determine when you do?</p> <p>Student: Um well...</p> <p>*I leave the room for about 5 min*</p>	
<p>12: 34</p>	<p>*Facebook is on the screen showing a tweet from Trump; some students are texting others have various screens open on their computers*</p> <p>Prof: So, what are some of your major thoughts?</p> <p>Student: My immediate thoughts...some people fake his tweets...</p> <p>Prof: So, you wonder if this is even his tweet?</p> <p>Student: Yea...if I could find it...</p> <p>Prof: Yes, so this is from his official page...other questions</p> <p>Student: Where are those numbers coming from...</p> <p>Prof: So, questions about the survey...</p> <p>*inaudible statement responded to by giggles on the other side of the room*</p> <p>Prof: ...people started calling bullshit on people's comments on this...can people even share their opinions and be perceived as real</p> <p>Student: Can trolls be fake news...</p> <p>Prof: a troll's purpose is to...but just to aggravate.... potentially they could be instigators...</p> <p>Student:... some parody satire is...some people think they are...there's an issue with motivation around satire...</p>	<p>I was a little unsure as to why this was happening because they all seemed super engaged prior to me leaving the room.</p> <p>Professor does not appear to acknowledge the minor distraction, but I think some students struggled to regroup after the statement was made.</p>

	<p>Prof:...I'm like pranking...but like when you think about the potential chaos...source of the data and how the polling was done...if this is true...what are some of the implications of that</p> <p>Student: First off...where is he...</p> <p>Prof: Probably some of the people who voted...confirmation bias...what are some of the implications of people not trusting the major news</p> <p>*Brief Silence*</p> <p>Student: ...we tend to get into more divisive...less common ground...tend to have a similar set of facts...</p> <p>Prof:... more likely to gravitate towards sources that appeals to their perspectives...</p> <p>Student:...in a strange conspiracy sense</p> <p>*Inaudible responses*</p> <p>Prof:...thinking about it in a more "sciency" sense...if your statement...how can you disprove that statement...is it possible...</p> <p>Student: They've been credible</p> <p>Prof: People could argue that they've changed...people might look and consider...are there other ways to disprove...is it the same level of checks and balances...where else has this happened historically</p> <p>Students:...possibly with Watergate...</p> <p>Prof: ...most presidents don't like how they are reported in the media...</p> <p>Student: Obama definitely didn't...he didn't go to the extreme</p> <p>*a student appears to be typing a paper; another student plays with her own hair; students are packing up their things to leave*</p>	<p>Students seem to be less confident when asked for support for their claims. This may be due to it being new content.</p>
<p>12:40</p>	<p>Prof:...I'm thinking historically about how...what are examples in history</p> <p>Student: Yellow Journalism</p> <p>Prof: Yep, so thinking about yellow journalism during the 20s...propaganda...right now media control...production of real news...this will be the last thing we do before we talk about...</p> <p>*Professor pulls up Trump Facebook page and opens a video; more students are packing up to leave*</p> <p>Prof:...which is a production from the Trump administration</p> <p>*Professor plays part of the video; students who have their items put away are looking at the video*</p>	<p>Students do not seem to be enthused about watching the video possibly due to the amount of time remaining.</p>
<p>12:44</p>	<p>Prof:...the administration has packaged something that they are calling real news...if they were reporting the truth this is what they would be reporting...similarly the <i>West Wing Reads</i>...</p>	

	<p>*Professor shows student <i>West Wing Reads</i> webpage before clicking back over to the PowerPoint and notifying students about location and assignment for the next class*</p> <p>Prof:...you'll be assigned a topic...you'll be given your topic and your stance...so it's like a mini debate...you will have about one to two minutes...I will post this to Moodle...</p> <p>*Some students leave while others stay behind to ask clarifying questions*</p>	
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My Role as an Observer:

I felt extremely comfortable observing the class for two main reasons. I loved my LDR 101 and I recognized a few familiar faces due to my roles as a Summit Peer Advisor, a Student Government Senator, and a Center for Writing and Speaking tutor. I enjoyed how all the information being referenced was current and allowed for students to offer their perspectives. However, this made it slightly difficult not to contribute to the conversation due to having a lot of knowledge about some of the things discussed. I have not had a class with the professor of this course, so this made it easier to focus on the teaching style without any explicit biases against her. Furthermore, my seating position in the classroom was not the ideal angle, but it could not be avoided due to student's having "unassigned, assigned seating." Also, due to leaving the room for 5 minutes, the remaining part of the class seemed like a blur and I struggled to refocus.

Analysis:

For my observation, I noticed that the majority of students were really engaged with what the professor and their peers were saying. This course relies a lot on the ideas and opinions of students, which can be seen in the professor's role with prompting and playing devil's advocate. The professor seemed enthusiastic about the content and often wanted students to use their words to express their passions as well. Despite the relatively high level of engagement in the large group, the class appeared even more engaged when they could work together in small groups.

The professor never really migrated around the room, so, in a way, this forced students to speak up and clearly express their thoughts. There were a few times where students appeared to be distracted by technology, but their liberal minds couldn't be held captive for too long because conversations about Trump's poor leadership would redirect them. Moreover, I noticed that many students would only write what was on the slides and on the board despite the valuable content being spoken. This could possibly be due to not knowing how to effectively note take yet given their first-year status or it could also be due to the conversation being so intriguing that they feel that they can't. I also noticed that when the students were asked to support their claims, they were often hesitant. This could be due to the newness of the act of critical thinking. The students, overall, seemed to be grasping the information and desired to be pushed harder.

CJ Montgomery Scoring Rubric

	Points
<p>Observation I:</p> <ul style="list-style-type: none"> ✓ Puts project in context by providing a rich description of the setting (classroom, students, content) (3) ✓ Detailed account of the lesson ✓ Full ethnographic notes (note making and note taking) (5) ✓ Reflection on your role as observer. (2) <p><i>Excellent work. Just a few minor changes and a good proof and you would raise the score to 10. Please see comments.</i></p>	9.5/10
<p>Observation II:</p> <ul style="list-style-type: none"> ✓ Map of the classroom (2) ✓ Full ethnographic notes (note making and note taking) providing a rich account of the lesson with the focus on one student (6) ✓ Reflection on your role as observer. (2) 	/10

<p>Interview:</p> <ul style="list-style-type: none"> ✓ Complete transcript with adequate notation ✓ Audio tape of the interview 	/5
<p>Analysis:</p> <ul style="list-style-type: none"> ✓ Makes sense of the data you collected ✓ Includes what you learned about how the student interviewed learned ✓ Connections you made (for example to course work on learning theories; other learning experiences) ✓ Reflection on what you learned about your own position as a student. 	/10
<p>Mechanics and presentation:</p> <ul style="list-style-type: none"> ✓ The project makes sense and flows well ✓ Use of standard American English ✓ Care with presentation (absences of typographical, grammatical and other technical errors) ✓ All paperwork is present and correct 	/5
Total Points	/40

Observer: CJ Montgomery

EDU 210: Student Thinking Project Class Observation

Date: Tuesday, October 24, 2017

Class: LDR 101: “Calling Bullshit”: Evaluating the validity and plausibility of what is happening in everyday life and media

Description of the Setting: The classroom is located on the second floor of Bullock in the West wing of the building. The room is a beige color with a divider separating it from an adjacent classroom. There are 10 rectangular tables in a U-shape with a walkway in the middle, 2 tables in the center, and 3 tables against the wall facing 3 windows. All the tables have chairs except for the window facing tables. The 3 windows allow for natural lighting, as there is only one row of lights on in the room. There is a desk holding a computer in the front left of the room, and a projector in the middle back of the ceiling. There is a chalkboard that covers almost the entire front wall of the room, but the projector screen covers the middle section. One of the students informed me that there are normally around 19 first year students in the class, but on the day of my observation about 16 were present at the start. The professor arrives a few minutes before the class and pulls up multiple pages on the computer, many of them from the class Moodle page, which are projected on the screen. She remains in the front of the room for the duration of the class.

TIME	NOTE TAKING	NOTE MAKING
11:30	*Students are still arriving; few side conversations around the room; a sign in sheet is being passed around* Prof: How was your weekend...more weekend days... Class: Good (Some students give a thumbs up/ thumbs down response)	

	<p>Prof: ...before we get started we have a visitor in class, so I'm going to give her a second introduce herself to everyone and if there is anything they should keep in mind during today's class that will aid you in your project.</p> <p>*I introduce myself and ask them to speak clearly*</p> <p>Prof: And um will it impact your process if you say a little bit about what your class content is and what you're learning</p> <p>*I give a very brief overview of EDU 210 and encourage others to take the course*</p> <p>Prof: And um...great...for today we left off...um we're moving away from our discussion on Bullshit as it manifests in science and in...and now we're moving from there into fake news...and thinking about how BS manifests in these settings, but before we... What are some of the major takeaways that you guys got from that section.</p> <p>*There is a slide on the screen that outlines the day's schedule; students are looking around at each other*</p> <p>Student A: From which section?</p> <p>Prof: From Scientific BS...</p> <p>Student A: Things can easily be skewed or like shown a certain way; whatever info you want to pull from something you can as long as you manipulate the data</p> <p>Prof: Mhm, so thinking about the different ways that intentionally and unintentionally manipulate the data...we talked about graphs...*student signal professor*</p> <p>Student B: It's made me a lot more skeptical of all the graphs that I see...making sure that I'm not just glancing...</p> <p>Prof: So, thinking about the attention to detail and looking to see what is the scale...what are they trying to represent and they are doing so effectively...any other sort of takeaways that people have from this</p> <p>*Another student arrives*</p>	<p>Many students have been staring at me as if they are questioning why I am there.</p> <p>Some of the students appear to have learned something new and possibly surprised by the mentioning of the Education Dept.</p> <p>The professor informed me that they might be a little off due to having a few sessions in the library away from the content of the class.</p>
<p>11:33</p>	<p>Student C: I guess for like some experiences...some people may not think it is BS but that might just be...her sample wasn't big enough, so it might not be not true, but it just doesn't apply for the whole population</p> <p>Prof: So, thinking about...and the context in which one needs to interpret findings...taking a chance to see...so um being the context and lens...other sort of takeaways from those classes</p> <p>*silence*</p> <p>Prof: I really enjoyed our discussion about...and kind of thinking about the implications as you are starting to design research that is less vulnerable to some of these biases...where you thought about how...then how you would try to design a valid study to discuss that question...</p> <p>*5 laptops open while the professor is speaking*</p>	

	<p>Prof: I think Bullshit exists in science because...and other times it's because good science is just extraordinarily hard and expensive ...So we are going to be moving on to BS in the news media...thinking about what this particularly looks like...their current implications and how to make sense of and detect if you....</p> <p>*Professor changes the slide and students begin to write/type what is showing on the screen)</p> <p>Prof: So, building on some of our library sessions about what makes people trust sources and distrust sources and...so the goal for the day is to define and to start off with a shared understanding of what we mean by fake news and alternative facts and also place it in a historical context...</p>	<p>The students appear to rely heavily on what appears on the screen due to the conciseness of what appears compared to what is being spoken. However, it also seems to be a distraction for some students because they appear to be too busy writing what's on the screen instead of noticing what is being said.</p>
<p>11:35</p>	<p>Prof: We're also going to.... do some discussion and we have a couple of activities that we're going to work on together today...also doing some research skills....and the relevance is that it has some...right now...the use of alternative facts and fake news has increased substantially throughout the election cycle and now in the current context...and more broadly speaking... the interpretation of the news media...has significant implication for...policy and how the government functions more broadly...can you trust the news or can you not...alright, so we will do a quick round up of BS that we have spotted as we continue to build on database of....</p> <p>*Professor opens a google excel spreadsheet that is divided into 4 columns*</p> <p>Professor: alright so what have you guys encountered this week?</p> <p>*Short pause; students are looking around*</p> <p>Student A: Ummm...like two nights ago I was tired, and I said I was going to go to sleep at 9 and like....and I was not able to fall asleep...I got really frustrated because I could have been doing homework...</p> <p>Professor: Alright 3-hour inability to fall asleep...how would you categorize that...</p> <p>Student A: Umm like ridiculous</p> <p>Prof: Ridiculous unfair or ridiculous silly</p> <p>*Professor is typing into the document as the student speaks*</p> <p>Student A: Umm kinda both I mean it wasn't like...it felt unfair to me, but it was also kinda like silly looking back on it</p> <p>Prof: Kind of like silly bizarre</p>	<p>The spreadsheet appears to be updated each class period which is noted by the date column. I think this allows for the students to have a personal connection to the class because their contributions are included.</p>

	<p>Student A: Yea Prof: *while finishing typing* umm ok...what would you say the severity of it is on a scale of one to ten Student: 3</p>	
<p>11:38</p>	<p>Prof: Alright.... Other examples of Bullshit and it might not have been something you perceived as bullshit but...or having a discussion about it Student D: While I was sleeping, me and my roommate had our window open...I don't know what happened but there were car alarms going off and people screaming...it freaked us out so we both...then I heard a knock on the door...I was scared for like... I don't know...it freaked me out Prof: Did you close the window...I'm glad to hear that... Student D: Yes Prof: So how would you categorize that? Student D: Ridiculous...unfair...I don't know freaky *Professors struggles to type the word ridiculous* Prof: What would you rate that? Student D: A 3...It really wasn't that bad Professor: Was it bullshit because you were trying to sleep... Student E: A few friends and myself were having a conversation about tipping...two friends that don't tip...I think it was just BS for some of the reasons they gave...I've never missed like 4 or 5 dollars that I've given to someone for a tip...they didn't have like jobs...I've worked with people before that if their tips didn't come through they didn't know how they were going to feed their children whereas...so that was kind of interesting and I thought it was BS because of the fact that...it wasn't like an intervention it just came up in conversation</p>	
<p>11:40</p>	<p>Prof: It sounds like that you didn't necessarily...the arguments that they gave were weak, so they didn't give arguments that you felt like were substantial...so what would you give the severity of that Student E: Like a 4 or 5 Prof: So, like a 4.5...categorization Student E: Umm...unbelievability... Prof: Mhm... and it's interesting too that this...Bullshit because of the reasons... Student E: I guess but that's just like American culture... so I don't know Prof: So, I try not to share my perspectives a lot, but I believe that tipping culture...people who have a lot of money refuse to pay the people that work for them a living wage which then makes them indebted...I think it creates unfair</p>	<p>The professor's passion about the topic seems to give acceptable reason for a brief tangent.</p>

	<p>culture...definitely 4 or 5 dollars over the course of your lifetime...just pay these people a living wage...but they don't want to... What about broader instances of bullshit that you've encountered...maybe there's a debate or different perspectives on it</p> <p>Student F: So, I went to the open forum with Dean Paul last night</p> <p>*students begin to snicker and groan*</p> <p>Student F:...there was this girl who began to yell at her...so she had to like walk out eventually...</p> <p>Prof: Oh yea, so what made you classify that experience as Bullshit</p> <p>Student F: I think it was like unfair on both sides also like Dean Paul seemed to ignore the issues...</p> <p>*Professor types information into the spreadsheet*</p> <p>Prof: And what would you categorize that as?</p> <p>Student F: Umm just like ridiculous....</p> <p>Prof: So, I kind of want to push you guys a little bit further because it seems like ridiculousness becomes like a "catchall?" for...what particular category of bullshit</p> <p>Student F: Uncivil</p> <p>Prof: ...I hate this word...anything else</p> <p>Student F: Yea out of control</p> <p>Prof: So, what would you give the rating on that</p>	<p>Given that I was present at this event, I found it difficult not to engage with the students. The students also seemed really engaged due to the reputation this event had gained through word of mouth.</p>
<p>11:43</p>	<p>Student F: Yea I would give it a 6</p> <p>Prof: So, what informs that rating</p> <p>Student F:...the impact</p> <p>Prof:...so like the student environment and the relationship between student affairs...so instead of having like a really productive conversation where both people could have walked away...you think it's less like to be successful</p> <p>*A phone goes off while the professor is talking*</p> <p>Student B: So, I just have a question, did you just say like the girl what she was saying was bullshit or what Dean Paul was saying was bullshit?</p> <p>Student F: I think there was some on both sides</p> <p>Prof: Alright, so umm thinking about...things that stand out as bizarre or unfair in some type of way....so if you were doing an argument analysis for instance... and then there is this....so it's not just benign but there is potentially negative impact...ok so back to it</p> <p>*Professor switches back over to the PowerPoint; two students near the front appear to be sleeping*</p> <p>Prof: Um so administrative questions does anyone have any administrative sort of related questions for me</p>	<p>The professors tone seems to hint at the fact that she has also heard a few things about the event being referenced.</p> <p>The sleeping students have not really given much eye contact to the professor throughout the entire class. They may not be interested in the course.</p>

	<p>Student A: You didn't remove the umm write up, but you said that we no longer have to do it Prof: Yes, so just to confirm I haven't taken it off Moodle yet but I will so you do not need to complete the findings write up so originally...umm but then I decided to remove it when thinking about the feasibility of doing the data collection...I will remove that you are not expected to do it Student C: So, I have another question the refuting BS Formal Exercise... Prof Yep, so I was going to talk about that today during class...cool so let me just make a note *Professor grabs a sticky note and writes on it * Prof: Alright...so there were two readings that you had for last night... *Professor opens two links from the Moodle site*</p>	<p>They appear to be talking about a previous assignment.</p>
<p>11:46</p>	<p>Prof:...so before we umm before we go into our activities let's...so to guide the discussion today what I want you to do is take a moment to write down a discussion question for the class...so write one discussion question it can either be an observation that you've made...or something that you didn't understand or that you disagreed with so thinking of a question that will...I'm going to give you guys 5 minutes... *Students begin to take out notebooks; student to my right is using sticky notes; another student opens the article on her computer; not all students are writing; professor uses a countdown on google and opens music on Pandora (a split screen is showing of the two sites); two students near the back are having a side conversation; professor is typing on her phone while students are working; student sneezes but no one says anything*</p>	<p>This appears to be a tactic to get more students engaged with the discussion and the class in general.</p> <p>I'm curious as to why the professor uses current music. Wouldn't this be a distraction to students?</p>
<p>11:51</p>	<p>Prof: About 50 more seconds...about 15 more sec Student: Um I just wanted to let you know that I tried to open the....2016 thing you know the google doc and it like wouldn't let me open it with either of my Gmail accounts *While the student is talking the timer goes off; after finishing her statement other students agree* Student D: Yea I had to look it up separately Prof: which one I'm sorry Student D: it's the one from Thursday...I just like clicked on the link and it wouldn't let me open it... Prof: Let me check on that real quick *Professor goes back to the Moodle page and clicks on the link and the document opens without any problems* Prof: Hmm I don't know what's going on with that but you're able to find it if you search for it Student D: Yea</p>	<p>I believe this student may have been zoned out during the administrative question portion a couple of minutes earlier.</p>

	<p>Prof: Ok so if you all can just use that citation to search for it...thank you for letting me know I will update that</p>	<p>The professor appears to value her students concerns.</p>
<p>11:53</p>	<p>*Professor is writing down something and then clicks on one of the open tabs of the article*</p> <p>Prof: Cool so I'll update that...let's start off with the reading...um so who has a discussion question that they would like to share</p> <p>Student G:...I was just going to say that I don't think that political figures should be allowed to use social media apps like twitter... he put some more fuel to the fire by tweeting about it, so should they be allowed to...</p> <p>Prof: What are you all's thoughts should public leaders be able to use social media?</p> <p>Student H: Yes...well I think that they should be able to use it but how they use it is where we need to start regulating things because obviously it's becoming dangerous...you're representing not only you but your country</p> <p>Prof: You mentioned regulations what do you think are reasonable regulations...</p> <p>Student H: I don't think we can really regulate it...something they should be self-aware about...so we can't like say you can't do this and you can't do that...</p> <p>Student I: At least use proper grammar to express your thoughts...</p> <p>*Students begin to talk over each other*</p> <p>Student C: The problem is if it is on them and they don't do it what do you do...there will be a fine if you misspell something on your twitter account that doesn't seem like something that will become a viable...</p> <p>*Course tutor has hand raised; other students begin talking at the same time*</p> <p>Prof: Do you guys still want to move away from raising hands*</p> <p>Students: Yes (some nod their heads)</p> <p>Prof: Okay</p> <p>Course tutor: Sorry so um...not only what are our expectations for public leaders but how do we hold them accountable...</p> <p>Prof: So, what do you think are accountability methods...how do we have accountability</p> <p>Student H: We can take that into consideration when we have the elections...let the know people don't agree with what they are doing...</p> <p>Student G: So, if it could be regulated like if it were really possible they could possibly have someone read over it</p>	<p>They appear to be referencing a prior decision, but I find it strange that the professor still allows this considering how much the students talk over each other.</p>

	<p>Student I: I mean how is that even possible it's their account it's not like they are going to have someone read over every tweet Student D: Yea but if it could that... they don't have a bias...</p>	
<p>11:57</p>	<p>Prof: So, you mean like a checker...and so thinking about one form of... you could use reelection...what are other restrictions that public leaders have...so there are checks and balances... *Students answer questions and professor elaborates* Student H: ...we're supposedly at war because of tweeting...I think because there is no regulation it appears to be up in the air right now... Student C: So, you know how the president has a person that looks over their speeches maybe they could check the social media before they send it out... *Students talk over each other again someone mentions Obamas social media* Student J: ...they were so nice... Student A: Why is no one like give me your phone you can't... Student J: I feel like Obama and Michelle...everything they tweeted was so well spoken...that's just how it should be...the standard... Prof: So, what's the flip side of that...what might someone on the other side of this say Student H: ...their opinion and their account like no one can tell me what I can tweet Student D: Yea but you're not the president *Students talk over each other* Student J: ...Obama and Michelle were so proper but is it really them speaking</p>	<p>Most of the class appears to have fairly liberal views, which is validated by the uproar that occurs each time Obama or Hillary is mentioned or when Trump bashing begins.</p> <p>The professor's usage of devil's advocate techniques seems to be well respected by the students.</p>
<p>12:00</p>	<p>Prof: So, people who were looking at the authenticity and saying like...somebody who's speaking really what's on their mind... Student D: ...that's not what the standard of the president is supposed to be...the elite Prof: so, what's this idea of...how do you construct an idea of what the president... Student J: ...yea, so what we have now is not conventional at all... it's like alright ima do this while I'm in office because that's how I got here...celebrity before... Prof: Well in thinking about this in electing someone who was formerly a celebrity...are there different standards... Students: Yes Professor: How so?</p>	

	<p>Student A: I think part of the reason he was elected was because...so I mean there are obviously different standards... Student D: Isn't it kind of on us too because I mean we saw his tweets before...just saying like...as voters it's our responsibility to...I mean we can't regulate it because we I mean not we, but we voted for it Prof: So, like we as a people...basically endorsed that this is how a president could or should be... *Most students are now engaged*</p>	
<p>12:02</p>	<p>Student A:...his voters were surprised he didn't change...they expected him to act more presidential in office...I was like why are you guys shocked Course Tutor: I just think it's hard when you have half of the electorate...that was an attractor...they thought it connected to them...so how do we reconcile *Brief discussion about age for congress and president* Prof: Yea so when you guys are elected into congress in about 3 or 4 years... *Students seem shocked by the congress statement; brief pause after a question is asked* Student I: I think we just need to come to a point...we're at the beginning stage of it because this has never happened before... Student K:...we'll have a secretary of social media *Class giggles* Prof:... this is evolving in a rapid...wasn't President Obama the first...people didn't even think he was going to tweet at all...hasn't caught up to it...how do you think it will look in the next 10 to 20 years...</p>	<p>The professor's usage of occasional jokes seems to keep the class moving and engaged despite being so close to lunch time.</p>
<p>12:05</p>	<p>Student J:...I think there will definitely be some regulations... Prof: What about the people who might go in the other direction...depends wholly on the discernment... Student I:...they saw that he was outspoken, and they liked that, and they didn't look...maybe like being outspoken isn't bad but the way that he's doing it... Prof: So, what about other discussion questions... Student B:... what is the balance of fact checking and timely response...then you have the time to go and fact check...the death of the... that was a breach of policy...it's something we currently view as positive but... Prof:...depends on the person in that position...policy breach was positive because their judgement was correct in this case...if they had made the wrong one...other thoughts about...if there isn't then that's where it becomes an issue...type one error in science is if you incorrectly...whereas type two error is if you incorrectly... what is the worst case then to be overly responsive or underly responsive</p>	

	<p>*Brief moment of silence*</p> <p>Student A: It just depends on the situation...</p> <p>Prof: So, it just depends on the scale...</p> <p>*2 students put their heads down*</p> <p>Student K: This kind of makes me think of a situation from another day with Trump and the widow...basically it was worse...you shouldn't have said anything...</p> <p>Prof:...they got bullshit information that with some very basic fact checking...what would you recommend...based on this mistake</p>	<p>This appears to be unfamiliar territory for most students.</p>
<p>12:10</p>	<p>*brief moment of silence*</p> <p>Student F:...look into the story...just reacted before he found out what actually happened</p> <p>Prof: So, like use your resources...</p> <p>Student G: Even the title had typos</p> <p>Student A: So, the what the prime minister's name was wrong...</p> <p>Prof: So, it's like slow down and...luckily none of us have any nuclear codes...</p> <p>*Students laugh*</p> <p>Prof: This moves into our next section on how to spot fake news so in thinking about...being able to differentiate...check for typos...</p> <p>*Professor clicks back on the PowerPoint*</p> <p>Prof: Ok so before we go back into this...take a moment to find fake news and develop a list and determine...expanding it to things y'all think are helpful as well...Do you want to work with the same people you always work with or switch it up</p> <p>Student D: Either one</p> <p>Student K: Same people</p> <p>Prof: So, in groups of about 3 or 4 with the people around you take a moment to find fake news... develop a check list that you think...</p> <p>*Students break up into small groups and the room gets noisy*</p> <p>Prof: What do y'all want to listen to</p> <p>Student E: Frank Ocean</p> <p>*Professor starts a 7-minute timer on google and proceeds over to the Pandora tab to search for Frank Ocean Radio; student leaves; some students begin to sing along to the song that is playing; Professor opens Facebook; another student leaves; the teacher's computer freezes; over time the noise dies down*</p>	<p>The PowerPoint appears to constantly redirect the class discussion because students often stop talking to write down what is being shown.</p>
<p>12:16</p>	<p>Prof: About 3 more minutes...Did everybody already get a chance to sign in</p> <p>*A student raises their hand to receive the sign-in sheet*</p> <p>Prof: About 2 more minutes</p>	<p>Everyone seems to enjoy the small groups better and are actually listening to their peers better than before.</p>

	<p>*Students are mostly quiet and on their phones/computers; others are still singing along to the music*</p>	
<p>12:19</p>	<p>Prof: About 10 more sec... *Professor cuts off the music and stops the timer* Prof: Alright yall so bringing it back together let's define fake news... *Professor writes on board fake news in pink chalk* Student A: Something that may be happening or not...to increase ratings or makes money Prof: Any additions to this definition Student G: Misinformed news stories that are perceived as true Prof: Cool what else Student D: We just said that it's false info dressed up Prof: Anyone else Course Tutor:...appeals to biases...I guess they know the audience they are aiming for and... Prof:...this seems to be true especially for President Trump...to reduce the credibility of or success of...any other additions to this definition...so what is real news in contrast</p>	<p>Professor summarizes student responses on the board in a diagram like format each time they talk often adding a little to what they said to possibly make it more valid. Her assumptions/ elaborations also seem to prompt the next student to speak.</p>
<p>12:22</p>	<p>*Professor writes real news on the other side of the board* Student E:...something that actually informs us... Prof: Oh, my could you guys not see that...sorry...what else does real news do Student K: They properly source Prof: Sourced properly and fact checked Student I: Unbiased Prof: Anything else Student I: Usually from a credible source Prof: And what makes up credibility Student B: ... A history of those other elements...provides information gives you the authors and the sources *Inaudible conversation occurs* Prof: So, what's an example of fake news.. Student F:...the guy was talking about crisis actors...would that be bullshit... Prof: I would have to fact check the utilization of...has anyone heard of them before...but what you classify as fake... Student D:...people will spread <i>The Onion</i> as fake news Prof: ...I think there is something unique about satire...what do you guys think *Many students respond at the same time* Student L: I think it falls under our definition that we gave... *Professor writes on the board* Prof:...like how satire...is this supposed to be funny...</p>	<p>The professor notices the projector screen serves as a barrier from seeing the other side of the board for some students.</p>

<p>12:26</p>	<p>Prof: Things that are fake news Student A: I think there are various social media accounts...on Instagram...it appeals to a certain audience and confirms your bias.. Prof:...to what every other... Student D: So, like the shade room Student E: The example given in the article...Trump in 1998...run for office as a republican because...I thought it was true... Prof:...it reinforced it...I think it is hard... Student H:...I guess it happened like a few days ago...he wasn't a navy seal...they took the story away... Prof: There can be sources that are reporting fake news...organizations publication Student H:...some of them will have me question it Prof: Like what Student I: Fox news... they appeal to a certain audience Prof: So is there anything you would call categorically BS... *Students talk over each other and professor writes down as many responses as possible* Prof:... so thinking about tabloids...</p>	<p>Since the information being discussed is so current many students appear to want to contribute, but a select few students dominate the conversation.</p>
<p>12:29</p>	<p>Prof:...what was on your checklist...what are some of the considerations Student K: The source that published it is important...the author as well... Prof: ...and so every time that you are reading an article do you do those checks Student K: No Prof: How do you determine when you do? Student L: Um well... *I leave the room for about 5 min*</p>	
<p>12: 34</p>	<p>*Facebook is on the screen showing a tweet from Trump; some students are texting others have various screens open on their computers* Prof: So, what are some of your major thoughts? Student B: My immediate thoughts...some people fake his tweets... Prof: So, you wonder if this is even his tweet? Student B: Yea...if I could find it... Prof: Yes, so this is from his official page...other questions Student J: Where are those numbers coming from... Prof: So, questions about the survey... *inaudible statement responded to by giggles on the other side of the room*</p>	<p>I was a little unsure as to why this was happening because they all seemed super engaged prior to me leaving the room.</p> <p>Professor does not appear to acknowledge the minor distraction, but I think some</p>

	<p>*Professor pulls up Trump Facebook page and opens a video; more students are packing up to leave*</p> <p>Prof:...which is a production from the Trump administration</p> <p>*Professor plays part of the video; students who have their items put away are looking at the video*</p>	Students do not seem to be enthused about watching the video possibly due to the amount of time remaining.
12:44	<p>Prof:...the administration has packaged something that they are calling real news...if they were reporting the truth this is what they would be reporting...similarly the <i>West Wing Reads</i>...</p> <p>*Professor shows student <i>West Wing Reads</i> webpage before clicking back over to the PowerPoint and notifying students about location and assignment for the next class*</p> <p>Prof:...you'll be assigned a topic...you'll be given your topic and your stance...so it's like a mini debate...you will have about one to two minutes...I will post this to Moodle...</p> <p>*Some students leave while others stay behind to ask clarifying questions*</p>	

My Role as an Observer:

I felt extremely comfortable observing the class for two main reasons. I loved my LDR 101 and I recognized a few familiar faces due to my roles as a Summit Peer Advisor, a Student Government Senator, and a Center for Writing and Speaking tutor. I enjoyed how all the information being referenced was current and allowed for students to offer their perspectives. However, this made it slightly difficult not to contribute to the conversation due to having a lot of knowledge about some of the things discussed. I have not had a class with the professor of this course, so this made it easier to focus on the teaching style without any explicit biases against her. Furthermore, my seating position in the classroom was not the ideal angle, but it could not be avoided due to student's having "unassigned, assigned seating." Also, due to leaving the room for 5 minutes, the remaining part of the class seemed like a blur and I struggled to refocus.

Analysis:

For my observation, I noticed that the majority of students were really engaged with what the professor and their peers were saying. This course relies a lot on the ideas and opinions of

students, which can be seen in the professor's role with prompting and playing devil's advocate. The professor seemed enthusiastic about the content and often wanted students to use their words to express their passions as well. Despite the relatively high level of engagement in the large group, the class appeared even more engaged when they could work together in small groups. The professor never really migrated around the room, so, in a way, this forced students to speak up and clearly express their thoughts. There were a few times where students appeared to be distracted by technology, but their liberal minds couldn't be held captive for too long because conversations about Trump's poor leadership would redirect them. Moreover, I noticed that many students would only write what was on the slides and on the board despite the valuable content being spoken. This could possibly be due to not knowing how to effectively note take yet given their first-year status or it could also be due to the conversation being so intriguing that they feel that they can't. I also noticed that when the students were asked to support their claims, they were often hesitant. This could be due to the newness of the act of critical thinking. The students, overall, seemed to be grasping the information and desired to be pushed harder.

Observer: CJ Montgomery

EDU 210: Student Thinking Project Second Observation

Pseudonym for Observed Student: Amy

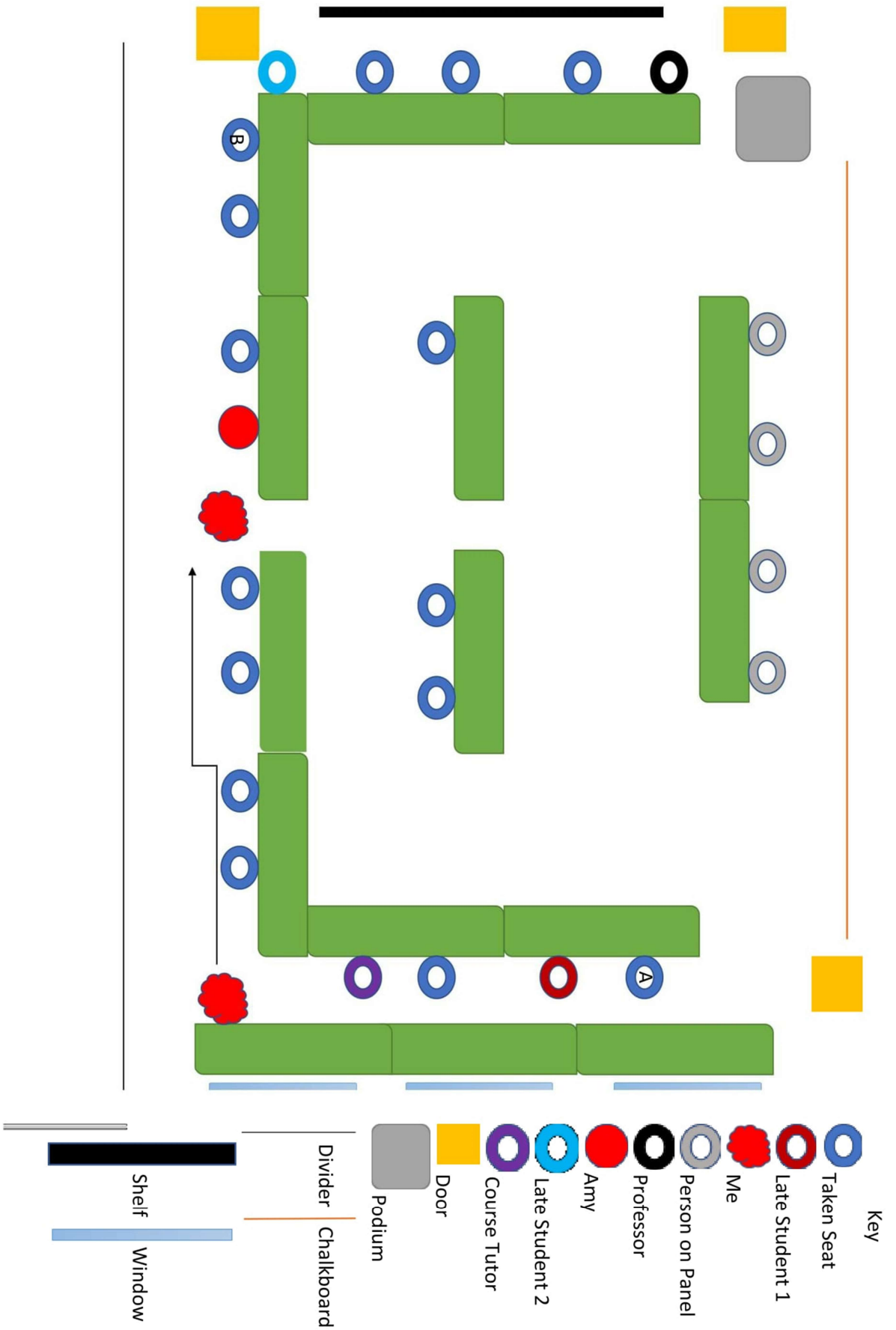
Pseudonyms for Panelists: Dean P, Professor B, Charity, and Lola

Subject: LDR 101: “Calling Bullshit”: Evaluating the validity and plausibility of what is happening in everyday life and media

Date: Tuesday, October 31, 2017

Time: 11:30-12:45

Description of the Setting: The setting is almost the same as last time, but all the lights are on and the projector screen is raised. There are also 4 panelists in addition to the class, so the space is a lot more cramped.



Time	Note-Taking	Note-Making
11:30	<p>Professor walks to the center of the room and reminds everyone that the panelists are coming.</p> <p>Prof: ...Firstly did everyone read the description to what's expected...um so basically it will be similar to your mini argument analysis except you will be doing it verbally...</p> <p>*One panelist arrives. Professor directs them to the front of the room to the two tables in front of the chalkboard. Amy watches them get settled while sipping her drink and then quickly redirects her focus onto her professor. *</p> <p>Prof: ...but I will let you know beforehand what your topic is going to be...good preparation for...</p> <p>*2 panelists arrive*</p> <p>Dean P: We went next door...sorry about that...</p> <p>*There is a quick side conversation between Dean P and the Professor that is inaudible, but Charity continues on to a seat.</p> <p>Prof: I think one of our panelists is not going to be able to make it, so we should have just enough chairs for everyone...you'll be assigned a claim...to familiarize yourself...</p> <p>*Amy pulls out her laptop from her bag and places it on the desk next to her drink. *</p>	<p>Professor always appears upbeat and excited about the class. She appears to be referring to an upcoming assignment.</p> <p>The room is split by a divider, so it may have been confusing which side the class was on.</p> <p>The class is fairly crowded at this point.</p>
11:32	<p>Prof: ... what I want you to do before today's class ends and turn in to me...for a topic you care deeply about...you unpack whether that claim is bullshit or not and you argue both perspectives...questions about...</p> <p>*Amy pulls out a notebook and pencil from her bag and opens her laptop, writes down something with a lime green lead pencil, pauses to talk to the person on her left</p> <p>Prof: ... write it as an argument or a claim...</p> <p>*Amy scratches her face then moves her hair and begins writing again*</p>	<p>Amy seems to prefer pencil and paper to complete assignments so I'm curious about why she has her laptop out.</p> <p>Amy seems focused on the assignment.</p>
11:34	<p>*Another panelist arrives and Amy glances up at them and goes back to writing; Professor reiterates the assignment again; Amy talks to the student on her left; rips out the page from her notebook and laughs at a comment made by the student to her left*</p>	<p>Some students don't appear to be as focused as Amy, so the professor probably assumes her instructions were not clear.</p>

	<p>(Student 1 arrives late, so I move to the floor behind Amy due to the class needing chairs. Amy quickly glances at me, then continues writing.) Prof: ...alright I'm going to give you a second to write that claim then I'm going to transition to our wonderful panel and I'm going to ask that each of you introduces yourself briefly...a quick definition of what bullshit is...have you guys already written yours Amy: yea Prof: Anyone still working? Prof: ...end of class...we're going to shift gears to the panel...four wonderful people from a variety of places around campus...we're so happy that you guys have come to our class...how to be able to interact with it...we've been focusing on BS in the media...how individual characteristics can increase the likelihood of...</p>	<p>The class is full at this point, and Amy appears sad that I have to sit on the floor.</p> <p>The professor is referring to Amy's table since they are talking.</p>
<p>11:36</p>	<p>*Amy signs in then looks intently at the professor while she is giving an overview of the class to the panelists; Dean P introduces herself to the class* Dean P: ...which basically means I get to roll with Charity and fight oppression in the streets of Agnes...I don't describe it that way in other places... *Amy looks at her neighbor to her right and laughs at Dean P's statement; picks up her phone from the edge of the table and places it gently behind her protein drink* (Since I'm now closer to Amy I see that she is wearing a sweater and fluffy scarf with legging and tennis shoes) Dean P: ...I won't go into all of it because some it sounds like well Bullshit...I love that you all can say bullshit...I thought I was going to have to say BS the whole time which would have been BS *Amy laughs at Dean P's fascination with the word BS, Dean P continues to introduce herself and Amy looks intently at her*</p>	<p>Amy's focus seems to imply how much she enjoys the class.</p> <p>I'm curious as to why Amy picks up her phone without checking it.</p> <p>I think Amy may relate to this irregularity of having an open space to use profanity.</p>
<p>11:38</p>	<p>*Professor B introduces himself to the class, Amy's eyes begin to wander around the room at her classmates, then she refocuses her attention on Professor B; Amy's computer is in sleep mode* Professor B: ...I went UNC for grad school...I'm coming at this from the perspective of a scientist in particular in astronomy there are a couple of main topics...flat earth thing...we never went to the</p>	<p>Some of her classmates are sleeping, which might be shocking for Amy given her engagement.</p>

	<p>moon...there's even a website called bad astronomy...anything that can't be tested by observation rings as BS...I think theoretical work is more prone to BS...you know physicist tend to be kind of jerks sometimes...</p> <p>*Amy laughs and keeps a smile for a moment while Professor B continues to talk*</p> <p>Professor B: ...and so in response...it was also complete BS... a good way to kind of challenge BS in the sciences is through observation</p> <p>*Amy nods her head*</p> <p>Charity: Hi everyone (with energy)</p> <p>*Amy and classmates mumble hi back; Amy smiles at Charity, Charity is wearing a Starbucks themed costume*</p> <p>Charity: It' ok I know it's kind of early in the morning...but what we do is...everyone from students all the way up to our alumnae... there are a couple of ways we can talk about it like how do you BS a paper which I'm sure none of you have ever done...</p> <p>*Amy giggles softly to herself*</p> <p>Charity: ...well Bullshit ooh...</p> <p>*Amy laughs at Charity's excitement about the word Bullshit and makes direct eye contact with her*</p> <p>Charity: ...being lazy with some claims...continuum or spectrum...super nonsensical information...</p>	<p>She seems to appreciate Professor B's attempt to liven up his rambling.</p> <p>Amy seems to enjoy Charity's liveliness and her unique costume.</p> <p>Amy seems to relate to Charity's comment.</p>
<p>11:43</p>	<p>*Lola introduces herself, Amy crosses her legs at the ankles and has a slight smile on her face*</p> <p>Lola: ...so I do a lot of writing and speaking...for me bullshit is anything that doesn't feel right...I refer to my body...</p> <p>*Amy's smile begins to fade as Lola continues talking*</p> <p>Lola: ...so to me bullshit is anything that doesn't sit right in here (makes a gesture towards her heart) ...learning how to get the courage to speak out and speak to...</p> <p>*Amy nods her head and corrects her posture in her seat*</p> <p>Lola: ...feels like Bullshit to me...in my work professionally and my work outside of Agnes Scott...</p> <p>Prof: Wonderful...I'm trying to move away from guy language thank you all for...some is this is opening up...so to get started off I think some of you referred to this...</p>	<p>I don't believe Amy is losing interest in what Lola is saying in the moment, but I think she is becoming more focused.</p> <p>The professor referred to the panel as "you guys" even though there is one male on</p>

	<p>*Amy gives her professor eye contact*</p> <p>Prof: ...there are certain things in my field that are popularly distributed that I think are bullshit...what is something in your field or in your life that you wish you could just call out as bullshit...</p>	<p>the panel, but I don't think anyone noticed.</p>
<p>11:46</p>	<p>*Student 2 arrives late and sits on the floor near the door*</p> <p>Prof: ...anybody can start...</p> <p>*Amy looks at neighbor to her right and mimics her professor, the panelists exchange looks and laugh*</p> <p>Dean P: ...so I might have to scoot out for like 30 sec so I'm just going to jump in...she's doing a talk on...I think that one if I could pick one right now there's a lot of them that are hard...what is "wokeness" I'm older than almost everyone in the room I was looking at my colleagues...</p> <p>*Amy laughs; The professor steps out of the room and returns quickly with a chair for late student 2*</p> <p>Dean P: ...and at the end of the film they say, 'please wake up' or 'wake up' kind of loudly...woke meaning that you have a certain level of consciousness or awareness of certain things around...things that you can be really awake on and things you can be really asleep on...</p> <p>*Amy nods her head*</p> <p>Dean P: ...if I'm wrong educate me don't belittle me I feel like that happens...drag you on twitter and now you're woke or still not woke...</p> <p>*She slouches in her seat, sips drink, and places it in front of her*</p> <p>Dean P: ...we make mistakes all the time in fact you can't do inclusion work and not make mistakes and ...that's bullshit to me...</p> <p>*Amy adjusts her body sideways re-crosses her legs at the ankles and nods her head</p> <p>Dean P: ...I just think some of this woke elitism is bullshit I like that I can keep saying bullshit...</p> <p>*Amy laughs*</p> <p>Professor B: ... you've probably seen stuff about flat earth there actually is a flat earth society um...</p>	<p>Amy does not appear distracted by this interaction.</p> <p>Amy occasionally nods her head as a simple gesture to show her attentiveness to the content.</p>
<p>11:49</p>	<p>*Amy laughs, and her professor asks for clarification about flat earth theory*</p> <p>Professor B: ...that the earth is a disk that is surrounded by ice has ice in its center and the sun sort of orbits...in fact for a little while my own son who is 23 was trying to get me to talk about this...I</p>	

	<p>think it was that to me when I would say there's satellite imaging...the response is that all those images are hoaxes *Amy snickers* Professor B: ...another big one in astronomy is we never went to the moon... *A computer near Amy makes a sound; Amy's eyes dart towards it and then refocuses on Professor B* Professor B: ...her dad to this day thinks we didn't go to the moon and his daughter is an astrophysicist... *Amy laughs* Professor B: ...I think the internet in astronomy has elevated conversations...there's lots of information...all of these things are responded to...</p>	<p>Amy seems amused by the fact that people believe something that has so much evidence against it. Amy seems to be easily distracted by her peers' lack of engagement.</p>
<p>11:52</p>	<p>*Amy scratches her head then places her hands in her pockets* Professor B: ...I'm using astronomy examples because that's sort of my disciplinary perspective...where if someone believes something then no amount of discussion will change that...next week Mars will be bigger in the sky than the moon...cause Mars is about to hit us... *Amy laughs then looks down and stretches her legs out in front of her then leans forward in her seat* Professor B: ...I have an obligation to respond to that so those are a couple of examples *Dean P steps out of the room and Amy removes her hands from her pockets* Charity: ...I think so many things are bullshit in the sphere of social justice...I just have to pick out my eyelashes one by one that's why I wear one-dollar strips... *Amy laughs* Charity: ...I think what I find the most irritating and just grinds my gears...diversity and inclusion work is just difficult and that its nonsensical...you know I wonder are you one thing at one time *Amy nods her head* Charity:you're never one thing at one time you're all things all the time...we are trying to get some robust chefs up in here to give you a freedom buffet...when we take care of our black students...we actually make space for more minorities...why would you memorize a name change policy if it doesn't apply to you...because of xenophobia have had to</p>	<p>Amy appears to show a soft admiration for Charity in the way that she looks at her.</p>

	<p>change their names to become more Americanized...we found that when we began to add ramps and follow ADA more strictly ADA is the um...that thought just went bloop...</p> <p>* Amy giggles*</p> <p>Charity: ...it's not just here at Agnes...it's all the people I really should defriend, but I need the likes so...</p> <p>*Amy giggles again*</p> <p>Charity: ...if you uplift one community then somehow...my rights are minimized...when you are thinking about the way we show up...</p> <p>*Amy nods her head*</p> <p>Charity: ...so bullshit to me is almost everything in diversity and inclusion work...to me that encompasses...I felt passionate I felt hot (Charity is making wild gestures which causes the straw part of her costume to wiggle)</p> <p>*Amy laughs*</p>	
<p>11:58</p>	<p>Lola: ...my identity...it's a challenge for some people to say fat...but I think so much is bullshit in that world...</p> <p>*Dean P enters the room*</p> <p>Lola: ...bullshit especially as women that if you are a certain size then you are not active, and you are probably lazy...</p> <p>*Amy nods her head as the list of stereotypes continue*</p> <p>Lola: ...if I'm a bigger and curvier girl maybe I shouldn't be wearing a bodycon dress or...well fuck it I'm wearing it</p> <p>*Amy quickly gasps and laughs then smiles*</p> <p>Lola: ...as I started getting into fat studies research I just realized everything was bullshit...and I just was like...literally I became a ranging feminist...I've since calmed down I'm not as radical</p> <p>*Amy laughs and places notebook and pencil on top of her laptop*</p> <p>Lola: ...everything else that I had heard about myself and about my body...you need to lose weight but I'm doing all the stuff...I'm fat but I'm still cute and I'm fit...</p> <p>*Amy snickers and repositions her body to an upright position with her hands folded in her lap*</p> <p>Lola: ...obesity and BMI...affects me as a black woman who's not really standing for another black</p>	<p>Amy appears to have some sort of connection with the words being stated because her nod seems stronger.</p> <p>Amy seems to be really particular in her placement of items in her area on the table.</p>

	<p>woman who is fat...it's all bullshit...what actually feels right for you and let's start there... who approved that study...what were there biases...so why is that...more valuable than my own experiences...</p>	
<p>12:01</p>	<p>*Amy rests her head on her fist and leans to the right, she uncrosses her legs and stretches them out*</p> <p>Lola: ...who are telling me all these great things about...I don't even remember what the question was oh yea what's bullshit and how...taking everything with a grain of salt...</p> <p>Prof: I'm going to have one more question before I open it up to the students...what makes that effective or ineffective and if you can give an example of a time that someone changed your mind effectively...</p> <p>*Amy looks intently at her professor, there is a brief moment of silence and Amy giggles, professor clarifies the question for the panelists*</p> <p>Dean P: ...everyone here is a sophomore or first year...so everyone's a first year...</p> <p>Course Tutor: *interjects*I'm not a first year. I'm a course tutor</p> <p>*Dean P and the class laugh about the mistake*</p> <p>Dean P: ...we always try to encourage you to do it...we had a group called make America great again before the election...meant to put a human face on things you may read on Facebook or Twitter because you know people get brave behind a keyboard would you agree...</p> <p>*Student leaves the room; Amy snaps her fingers*</p> <p>Dean P: ...that has happened for me in situations where I was sitting with someone else...in social media I've been able to myself explore ideas...have people engage with me in ways and I very intentionally don't unfriend people but it's hard... (Dean P's voice is slightly dramatic)</p> <p>*Amy laughs*</p> <p>Dean P: ...I know that sounds really weird...in particularly with working with college students...the Colin Kaepernick issue...for me I immediately understood...I was really proud of him...</p>	<p>Amy seems to note that Lola is sort of rambling, but still values the information she is sharing.</p> <p>This question seems a little intense and Amy recognizes the hesitation among the panelists to answer.</p> <p>This seems to be a common mistake or not a big deal because it is brushed off very quickly.</p> <p>This is the first time Amy signal agreement with something more intense than ahead nod. I wonder why this is.</p>
<p>12:06</p>	<p>Dean P: ...I was calling him Katniss Everdeen because I love the Hunger games...</p> <p>*Amy nods head and laughs*</p>	<p>Amy appears to be familiar with the series.</p>

	<p>Dean P: ...I think what's interesting is that it's really controversial...and what I didn't want was all of them who were among me that I loved...I have a lot of alumnae on my Facebook who were at Agnes when there were no people of color so class of...I didn't want them if they didn't understand to feel like they could not...it was hard t engage in that but I felt so passionately...I know you all are going to disagree with me so feel free...</p> <p>*Amy giggles*</p> <p>Dean P: ...I don't feel like the rights of some people are being respected and I want to call attention to that...I thought it was just really profound... (Dean P's hand gestures knock a cup of the table)</p> <p>*Amy laughs*</p> <p>Dean P: ...the way that my mind has changed...I'm bringing up some tough topics right but hey this is what we do...she was Chinese and she was very prochoice she was proabortion we had a student who was from Florida white and identified as queer and trans who was very prolife...how would you address the issue of population control if we didn't have abortion as a legal policy...I was like wow I had never thought about it...I definitely was like ok I get both perspectives...</p> <p>*Amy nods her head*</p> <p>Dean P: ...I don't think they necessarily changed me, but they changed how I was responding to people in my own family, so they changed my behavior in that I wasn't...</p> <p>*Amy nods her head, student returns and Amy glances at her then places her hand in her pocket*</p>	<p>Amy seems to enjoy Dean P's boldness.</p>
<p>12:10</p>	<p>Professor B: ...so I guess I'll address this in two ways...I think physics...things that might have sounded like bullshit 200 years ago...keeping an open mind and staying humble are really important things...</p> <p>*Amy nods her head*</p> <p>Professor B: ...our current physics is...before all that people thought ok we're done...</p> <p>*Amy giggles*</p> <p>Professor B: ...being willing and open even as a scientist...all of that needs to be observationally based...and then um...realizing a way in which I could see things differently is that you know I'm very supportive of using whatever pronouns...I have to</p>	

	<p>admit I'm 51 years old I'm a white guy I didn't really get it right away... I supported it without getting it... what helped me get it was humor John Oliver had a piece... He said we've been calling this guy the Edge for the last 30 years call people whatever they want to be called it's not like we don't do it already...</p> <p>*Amy nods and snickers*</p> <p>Professor B: ...for me humor helped me to see well we're already sort of doing that this white guy in U2 why don't we... humor oddly can be a way to help...</p> <p>*Amy nods her head, wiggles her legs then crosses them at the ankle*</p> <p>Charity: ...Van Jones... I don't have cable so...</p> <p>*Amy laughs*</p> <p>Charity: ...people feel like when you say hey you're racist or that's racist... it feels as though you've been internally condemned... at the time I was like ahhh this really clicks for me... I was like I'm ready to tell people about how oppressive they are (Charity makes stereotypical superhero gestures)... I was operating from a place of hurt so my partner for example is a white, CIS gendered, heterosexual, able bodied man and I would just wake up and be like hey babe you're racist and be like hmpf I feel good...</p> <p>*Amy laughs, places hands in her pocket and sits upright*</p> <p>Charity: ...in diversity education you are far more effective when you are intentional and kind and human... how can I build a relationship... because all I do when I correct you is to belittle you and... I've just marked you off my list...</p>	<p>This concept seems relatable for Amy.</p>
<p>12:15</p>	<p>Charity: ...but to truly get me to change my perspective has always been intentional... I credit learning to love him despite all the ways that he represents my oppression... and I be like your bout to catch these hands (Charity makes a fighting motion)</p> <p>...</p> <p>*Amy snickers*</p> <p>Charity: ...I'm a human being... I'm talking in the mall, Kroger, Publix, your house or my house...</p> <p>*Amy snickers*</p> <p>Charity: ...he had to pull me aside and be like [Charity] you're really hurtful... you know nothing about oppression... if you called him right now he would be like for sure...</p>	<p>Amy recognizes Charity's passion but also finds it amusing.</p>

	<p>*Amy snickers and smiles*</p> <p>Charity: ...he was super kind with me...it was over time that he was intentional and investing that effort into me...I would notice...I found myself being the diversity police when in reality...what does it mean to earn citizenship...</p>	
<p>12:17</p>	<p>Charity: ...to be intentional and to be kind...</p> <p>*Amy leans back in chair and nods head*</p> <p>Charity: ...the hunger games to continue this line of analogies...</p> <p>*Amy laughs*</p> <p>Charity: ...cinematic greatness...the way that people have changed me...not to belittle people but to invest...it's sustained investment...big ups I love him...I can feel this like wiggling as I talk to you all...</p> <p>*Amy laughs, leans to the right, rests her head on her fist, and uncrosses her legs*</p> <p>Lola: ...I was teaching a class called...it was centered around Beyoncé and the whole point of the class was to answer is Beyoncé a feminist...every kind of diversity you could think of was in this classroom...</p> <p>*Amy cracks her knuckles then reforms fist this time resting her lips upon it at a side angle*</p> <p>Lola: ...we talked about whether Lemonade was just this big feminist work...and be all these things...look at how the role of women just at looking at this one woman has expanded so vastly from even her mother's generation...it's understandable what's going on with men we're losing...it was like this big aha epiphany moment...</p> <p>*Amy makes eye contact with neighbor on her right*</p> <p>Lola: ...and that is why men some men not all men won't get on board...and I told you I was a raging crazy feminist...</p> <p>*Amy giggles*</p> <p>Lola: ...that is a really, really good point...how have I even been modeling compassion to men or not prior to this epiphany moment that men even needed compassion...but when he said the thing about loss...</p>	<p>Amy appears to disagree with the statement, but tries to listen for clarity.</p>
<p>12:22</p>	<p>Lola: ...that white student is left feeling guilty...</p> <p>*Amy nods her head*</p> <p>Lola: ...hearing my students speak to...I sort of think of this as... if I as a man have told myself...how do I understand myself as a man...</p>	<p>Amy appears to begin understanding Lola's epiphany.</p>

	<p>*Amy looks sort of puzzled*</p> <p>Lola: ...never would have happened if my student didn't have that sort of intervention with me...what about Jay Z and I was thinking who cares...</p> <p>*Amy giggles*</p> <p>Lola: ...and made me think about how I went through the rest of that course and how...when I talk about feminist issues...you have objectified me...not holding one person responsible...in the same way it takes me time...teaching and hearing students...</p> <p>*Amy looks down and stretches her legs then rests her hands in her lap*</p>	<p>Amy seems to recall Lola's raging feminist ways.</p>
<p>12:25</p>	<p>Prof: So, questions that y'all have for the panelists...</p> <p>*Student A asks a question to Professor B about flat earth, Amy blinks quickly a few times*</p> <p>Professor B: ...we respond to everything that is said...in the past I would have said...it seems that some belief patterns can receive agency...I guess I would lean towards responding to BS in my field...</p> <p>*Amy leans back and places hands in her pocket*</p> <p>Professor B: ...we sort of had a back and forth me sending video imagery...when none of that was effective...I can't discuss this anymore...really no objective information is going to change that belief pattern...</p> <p>*Amy angles her head towards professor B and crosses at the ankle she is looking back and forth between Professor B and Student A*</p> <p>Professor B: ...because I would hate for...</p> <p>Lola: ...I think this last election really taught me that...</p> <p>*Amy is giving Lola direct eye contact*</p> <p>Lola: ...ummm and some people being really upset...someone like him who they felt like embodied the...Donald Trump got elected...it tells me that there's a large population that we have not been acknowledging in a real way...we have not been communicating across the aisles...I am one of those people who has 400 Facebook friends because I just can't...</p> <p>*Amy snickers and nods her head*</p> <p>Lola: ...by me eliminating...and why they might think that Donald Trump was a good representation of America...</p>	<p>Amy appears to be thinking of a question and waiting for a time to bring it up.</p> <p>Unlike before Amy appears to be indecisive about who to give her attention to.</p> <p>Amy must have refocused her attention.</p>

<p>12:29</p>	<p>Lola: ...like if you're willing...if you can engage then engage...to challenge yourself to even understand why you might be triggered *Amy nods her head and crosses legs at the ankles* Lola: ...the rage and kind of animosity...that tells me that they're hooked...as a human I want to know what that is even if I don't ideologically agree with it... Dean P: ...you all are so brilliant... *Amy giggles* Dean P: ...you do have to know your own emotional barometer or bank account...his mom came to speak at Agnes Scott many years ago...you kind of have to know who those people are...you have to know what those issues are that are trigger to you... *Amy leans forward with left elbow on the desk and rests her head on her fist, her right hand remains in her pocket* Dean P: ...I'm going to give a brief trigger warning for those...but for me when I first came out as a rape survivor at Agnes Scott... I didn't know very many people who were out as male sexual assault survivors... *Amy nods her head* Dean P: ...but I have chosen to be out...the me-too hashtag...so then if you are a survivor do you now have to...I think that as you're thinking about...keep paying attention to that because I do think that the truth is in the trigger... *Amy nods her head and wiggles in her seat* Dean P: ...that compassion for that young man...I've never thought about them grieving...and it's take me a while (Dean P almost knocks the cup and her papers off the table again) ... *Amy laughs with the rest of her class* Dean P: ...so I struggle with...they're only going to see the white in that and not the white supremacy part...</p>	<p>Dean P's easy amusement seems to entertain Amy.</p> <p>Amy seems reflective in her nodding.</p>
<p>12:34</p>	<p>Dean P: ...no human being should...I need to interrupt that ... *Amy nods head* Dean P: ...if I'm in a situation where I need to call out white supremacy...so I think that I connected with a lot of what you said...and I don't want to give away the hunger games but spoiler alert... *Amy laughs and leans back in her chair*</p>	<p>Amy looks empowered by that statement.</p>

	<p>Dean P: ...the people who had been oppressed... one person said we need to do to them what they did to us...who are you making sure is sitting at the table...</p>	
<p>12: 36</p>	<p>Dean P: ...I've had to call BS against some of my own friends who are my closest co-liberators... Student B: ...do you guys live your lives actively going out...when do you know what fight to fight and what fight to like... *Amy giggles at the question* Dean P: Oh my gosh don't talk to anyone in my family... Lola: ...I'm very open on social media...I'm not here for your commentary with it...I'm very specific and intentional... *Amy leans to the left and folds her hands in her lap* Lola: ...I literally cannot be all over the place...I can't be the fat woman fighting the fat woman journey... *Amy giggles* Lola: ...I can't do all of that...even then it's a process of how do I want to do this and even then, I'm really internal with my process... *Amy nods her head* Lola: ...but I definitely do not I sit quietly a lot of the time and observe...but that doesn't mean that I am a bystander... *Amy darts her eyes around the room* Lola: ...even the way that I might call out...just because I can't go into the big emotion I'm a very sensitive soul...I don't know if any of you have seen Avatar the Last Air Bender I'm like an air nomad... but that doesn't mean that you can't catch these hands... *Amy laughs at "sensitive soul" and "air nomad" and "catch these hands" *</p>	<p>Amy seems to be amused by her peer's struggle with wording, but she seems to understand what Student B was trying to say.</p> <p>Amy seems fascinated by Lola's many intersections.</p> <p>I wonder if there has been an instance that someone was a bystander that provoked Amy's darting eyes.</p> <p>Lola's dramatic nature seems keep Amy's attention.</p>
<p>12: 39</p>	<p>Charity: I identify with a lot of what you shared...3 years ago I would've been like yes everyday (Charity makes fighting gesture) ... *Amy sips drink, laughs at Charity, then sips some more of her drink* Charity: ...at the time I felt this...on paper I am very successful...I'm everything that my family is not...then I need to do it all the time...everybody get your wellness...what is the end result...do I intentionally try to...because my mother does not</p>	<p>Amy seems caught off guard by Charity's gestures, but that doesn't stop her from quenching her thirst.</p>

	<p>know the words...we talk about the same exact things with different vernacular...</p> <p>*Amy nods her head*</p> <p>Charity: ...but now it's a now it's a definite no...it's all very intentional very individual...</p> <p>*Amy nods her head*</p> <p>Charity: ...you can't be a light for anyone when you're burnt out...I think that's something that I have to balance as well...</p>	
12: 41	<p>*Professor B begins to speak Amy makes eye contact with her neighbor to the right*</p> <p>Professor B: ...one of the things that I like about...when everyone was looking at the eclipse they weren't really thinking about [differences]...it's sort of unifying...I say this as someone who goes to Decatur Presbyterian Church...we don't want you to talk about the big bang...we're not really a good match</p> <p>*Amy grabs the front of her armrests and nods her head*</p> <p>Professor B: ...I didn't want to shape...I chose not to engage that because it would require me to I guess not be authentic in some ways...</p> <p>Dean P: ...I think I've done horribly at this in some years and I've done better at this in other years...you have to know your limits...that was something I never really expected</p> <p>*Amy scratches her face*</p> <p>Dean P: ...I just came from a very different background...I had this idea that I had to fight for everything and everybody...now I'm much more...now I do have checks and balances...how would you do that in a way that wouldn't be harmful to other people...</p>	<p>Amy seems to be more intrigued by the women present than Professor B, but still appreciates what he has to say.</p> <p>This appears to be a touchy subject for Amy.</p>
12:44	<p>*Amy puts her lid on her drink while nodding her head then places her hands in her pocket*</p> <p>Dean P: ...but yea I think I've had to take care of myself through therapy and lots of other things...</p> <p>*Amy places papers inside of her notebook and closes it and places it inside of bag. She proceeds to close her laptop and place it in its case and place it inside her bag.*</p>	<p>Amy recognizes it's almost time to leave but seems hesitant to fully begin packing up her things like the rest of her peers.</p>
12: 46	<p>*Professor does a shameless plug for each department represented and asks class to thank the panelists. She then asks for the assignment. Amy retrieves a sheet of paper from her bag and hands it to</p>	<p>I'm assuming that is the assignment from the beginning of class.</p>

	the professor. She makes small talk in line while she waits to pick up a packet off the table. After retrieving the packet, she leaves. *	All the packets have various writing on it, so it may be to the professor's way of returning papers, which means students can see each other's comments on their first page. I wonder why the professor does this.
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My Role as an Observer:

The second observation was much easier than the first because I had a better idea of what to expect, and I knew the content would be interesting. The professor told me prior about the panel happening, but I didn't know that I would know two of the panelists. I felt as though I paid more attention to them, while they were speaking, than to Amy which may have impacted my observation a little. I began the class at a very awkward angle from Amy due to the class being more crowded than usual, so moving to the floor behind her gave me a better view of her actions. However, my movement took a while, since I have a lot of stuff and move slow due to my condition, so this may have also impacted my early observations. It surprised me that the class was not asking all the questions to the panel and that the professor guided the discussion given the interactive nature of the class during my previous observation. Before observing the class, on this occasion, all I knew about Ana was that she is a first-year student who really enjoys the course. So, I tried to be intentional in watching how she demonstrated her enjoyment and engagement.

Analysis:

During this observation, I learned that one can be engaged without writing things down. Although I wasn't close enough to Amy in the beginning to look at how she wrote down the

professor's opening notes, her pencil movements seemed really short. Amy seemed to listen carefully to things and didn't really write once the panel discussion began. She seemed to always note her agreement with what was being stated by making eye contact with the person and nodding her head in agreement. Amy seemed to connect better when the person speaking had more enthusiasm in their voice and would indicate so with a smile. She seemed to change her posture a lot as if she could not get comfortable, which is to be expected given that the chairs in the room are very hard. Furthermore, Amy seemed really distracted and possibly disgusted by the fact that her classmates were not as engaged with the material as her. Every time a student seemed to have a side conversation, have a sound from a device go off, or even leave the room, her attention shifted to them for a brief moment. Lastly, Amy's hesitancy to pack up when class was ending seems to reiterate her passion for the course. The room began to be loud with people zipping their bags as time wound down, but Amy seemed to try to tune all of that noise out and focus on the words of the panelists and professors.

Interview Transcript

Interview Date: November 2, 2017

Pseudonym for Interviewee: Amy Waters

Me (C): Okay so, for the purposes of this interview will you tell me a little bit about yourself?

Amy (A): Ok, well my name is [Amy Waters]. (Amy used her real name instead of her pseudonym.) I am the oldest of 3. I have a younger brother that is 13 and a sister that is 2 going on 20. Um, I'm originally from Atlanta, Kirkwood, which is like about 5 minutes from here. Umm, let's see about me, I love food. I love to try new foods. I love to shop, and I love to have fun with my friends and family. Umm I guess you could say I'm very family oriented. (Amy did a little hand gesture.) Dang! (Interviewee mumbles to herself.) Umm I have very close relationships with my family members. I love them dearly. I'm a nursing major. Uh, yea I want to work with kids, so primary care pediatrics essentially is what I want to do, and yea my favorite color is purple and tiffany blue. Let's think, yea, and that's about it. (Amy's arms were folded on the table while she was speaking. She would rub her chin occasionally, and she did not give much eye contact. When she finished speaking, she kind of snickered.)

C: Cool, thanks, so um, so given that there are so many sections of LDR (Amy says yea while I am speaking), what made you choose like this specific course.

A: Well, one like I like to call it how it is and when I saw the headline calling out BS I was like okay this sounds like me (I snicker in the background.) I like to call out people when they're BSing and I don't like to be BSed, (Amy rolls her neck while speaking) so I would wanna know like what's going on, so I mean that's what really like sparked my interest to choose that class versus other LDR classes because like I just really like, and I actually really love the class it fits

the title calling out BS and I think we do that pretty well so yea. (Amy leaned back and gasped before answering the question)

C: That's great. Umm so yea you said you really like the class, so now that you've been in it for a while (Amy says yea while I am speaking) do you feel like there was like do you feel like you had enough prior knowledge coming in or has all of this been new?

A: Umm, I do think I had enough prior knowledge. I think anybody coming into the course would be okay because like the class is basically bam. I mean mostly based on your morals and values (Amy uses hand gestures for "morals and values".) like your bringing yourself basically you be yourself in the course and um I don't think you really, I really needed to know anything particularly was because a lot of the stuff that we focus on in that cl..course is relevant, so I would've never known. Like nobody knew Trump was gonna do the crazy things he does or you know this was gonna happen or that was gonna happen then we were gonna talk about it. So, I think that I mean the most thing that you come in with is an open mind I think to learning something new, and I think that if you just have that open mind and you pay attention and participate you will be fine really. (When she finished speaking, she kind of snickered.)

C: Cool, um, so like I noticed that during both of my observations, and I thought this was really cool, that like you had both laptop and pencil and paper out (Amy snickers and says oh.) and um so do these materials um serve any particular purpose like is there a reason that you use both or do you like have a preference of one over the other?

A: Mokay, so that's a good question. (We both laugh.) That's kind of interesting cause depending on which day you catch me I might have a pencil and paper, or I might just have a computer.

Um, I usually use one or the other (I mumble "alright".) Um, sometimes in that particular class I

have a laptop out because I like to pull up the readings from um the night before and stuff because we go over the readings, and I like to have it up just to you know in my face while I'm writing notes if I have to. Um, but I would really like to write things down. Writing down things like helps me. I'm like a visual learner. So, if I can write it down and see it on a sheet of paper, it's easier for me to understand it I guess. So, um that's probably why I have pen and paper cause any time I hear something like ok I need to write that cause I don't that's something I need to remember or something, and I like the computer just for visual purposes really like if my teacher like the PowerPoint is up I can see it closer if it's like right here in my face yea. (I occasionally said mhm or yea while she was speaking. She used hand gestures quite often especially to indicate "writing", "up" and "in my face".)

C: Cool. That's like similar to something I do like I'm always like have the readings on my like my iPad or my computer (Amy says yea while I am speaking) and then I'm like writing things down (Amy and I say writing things down almost simultaneously, and we laugh and agree with each other.) Um, so what do you do like when you don't know something, or you don't perform well on an assignment given that like that it's kind of like a common-sense class (Amy says right while I am speaking) where you just kind of have to catch it as you go, so what do you do?

A: Okay well that's a good question because we have like mini arguments in the course and those are basically like you know you write an essay based on anything you've seen you know any BS you've found in the wild essentially. So those and those are like hard those are hard assignments to me because when you first hear it you're like oh okay this is easy I can write an essay about whatever I want and I can just say it's bullshit, but it's like you like after doing 5 of them I think I learned so much about not only writing but um how to like effectively call out BS is what um I think I've learned the most and like what the first the second one I did I got an 80

and I was just like oh my gosh never again will I get that like I was so upset like ever since then I got a 100 and the first one I got a hundred too, but I was just like that 80 just like oh my goodness how could this be BS this is BS that she gave me an 80 and like after that I actually like went through and read her comments and realized like you know you actually have to have a persuasive argument you know you need to be able to persuade me that this is really bullshit and like you actually have to include evidence from the article. So, I think that was the biggest thing that I learned like you have to actually support when your calling someone out on BS like you actually have to source it from somewhere or you know just like in any paper or anything I think that was like the big thing that I learned cause like in high school they don't really tell you like they tell you but they're just like you know that's an F cause you cheated and you didn't plagiarize but they never really tell you how to you know not plagiarize just besides not copying and pasting like paraphrase you know do this do that you know blah this blah that. So, I think that kind of re-reinforced that and kind of made my calling out BS stronger you know my argument stronger, so yea. (While Amy is talking, she almost knocks over her water bottle, but that does not seem to distract her train of thought. I show my engagement by occasionally say yea or mhm.)

C: That's so cool. I think though I have really liked this class cause I'm like oh my gosh you guys get to say bullshit like freely (Amy laughs and says exactly.) And, I'm like WHAT like just to say it like just to say it oh this is bullshit so do you, so you mentioned like you just looked through the comments, but do you normally feel like, so in general like even outside of this class do you normally feel like you can recover from like not performing well and if so why?

A: Umm, yes, I do think so because like um in another course say I didn't do so well on like the first test and I like literally cried like that was just my moment like I guess you could say

transition moment from high school to college. I think that was my moment right there because it taught me like even though when I was in twelfth grade I took dual enrollment at Georgia State and those were you know courses, but those courses didn't really challenge me per say. Like they were English courses and umm what are the ones that like health and wellness or something and I was that was prepared me for Agnes I believe, but I think like that like I cried about and I talked to my mom about it and she was just like you know be glad it happened now. You know like be glad that you got it out the way now and I'm the type of person like once it's done it's done you can't cry over spilled milk. So, like my only thing is like okay let me calculate how I can bring my grade up to what I want it to be after, after this. So, what should I do with my next test from here? Like every time I do something wrong I always say that will never happen to me again like when I got the 80 I was like I never will get that again like whatever I have to do if I have to go to the CWS you know whatever it is to make sure I get what I want because I didn't like my I didn't like the way I felt at that moment when I got the bad grade. So, it's like if I don't, I don't feel well within with the grade that I got then I just have to go back in and change something you know to get a better result. SO, I think that grade kind of really changed, molded me, changed me into you know understanding like college is not a game 1, and like you have to change your habits you can't bring the same habits you brought from high school to college you know. I mean you can if they're good habits, but you should always be building to be a better person, so I think that (When Amy answers this question, she gives a little more eye contact than before. Her hand gestures calm down, but she still uses them to emphasize the words "transition" and "back in". I am still saying mhm and yea occasionally to signify my engagement.)

C: That is so cool. That was real deep. (Amy apologizes.) I feel inspired. No like no (I continue to say no) This is great. Umm so, how do you, so you said that you, you know you brought these

new habits in and like you feel like you can recover, but how do you personally besides like the fact that because in college you know we don't get grades like all the time (Amy says you're right, exactly.) so how are you personally measuring your success or lack thereof like how do you know like how are you?

A: Right, one person I mean one thing I say like I'm very organized, so I like to be aware of my grades, of my progress like so I know before I can kind of you know cut it in the bud before it actually happens you know. So, like if I know okay I read the instructions to this assignment and I don't necessarily know how to do it by myself I can go and ask somebody for help before the deadline or get help or you know, and I think that was the big thing when I want to when I first transferred schools in elementary school I transferred schools a lot, but I remember going to fourth grade and this was a new school. I went to Drew, which is where I graduated from high school, so from the 4th grade to the 12th grade, so when I first went there like my teachers was like [Amy] (Amy used her real name instead of her pseudonym.) is very smart but she doesn't like they put me in accelerated class, but she doesn't ask any questions like she won't talk like basically. And I just wouldn't ask any questions. I wouldn't talk, and I would have questions in my head because I talk a lot obviously, but it's like I wouldn't say anything because I was in a new environment. I didn't know like would my question be dumb like you know, and I think after that you could never get to stop asking questions. Like I kept asking questions, and I think like when you're curious ask because that's the only way that will help you, you know to learn better because you may not next person next to you might get everything, but you may only get half of it or you may get everything and next person next to you needs help so it's like you have to you know. Just like you want the teacher to meet you half way I think you have to meet the teacher half way as well. So like, I can't even just sit here and say I don't get the assignment, I

don't get the assignment, but when she asks me have you come to my office hours and I'm like oh no. (We both laugh.) Like you know she would just look at me like okay what do you want me to come to your dorm and knock on your door and be like [Amy] (Amy used her real name instead of her pseudonym.) do you need help like what no you can't do that. So, I just think like taking advantage of your resources is something that really what it all falls down to. I think you know even if it's your mom, your cousin, you know your sister somebody or even the CWS if you're there every week and like hey I need help with this eventually you will learn you know to do it on your own and you will get better at it, so I think you know. (Amy seems really invested in this question because she acts out the teachers in her examples.)

C: So, going off of that, I noticed that after class you apologized for me to me (Amy says oh yes) for not speaking during the session that I observed you and I found that so interesting cause like the first class I was like I'm gonna be honest with you I was like oh she's just on her computer (Amy says yea) she is not paying attention. I was like oh my God, and then you spoke, and I was like she has great questions, (Amy laughs and says yea) and so is there like what exactly are you looking for on your computer when you formulate questions what's sort of the process that you go through?

A: Um, I would say, like in that class particularly like that class really, I really love that class so it kinda gets me like gets my little things inside like turning like ok. (I laugh.) Ok it's like the conversation most of it I'm really passionate about. So, it's like the conversation will just come, and I'll be like ok anything that like arouses me like I need to ask a question like I will just a question, and in that class, she doesn't really do hands, so I like even prefer that more, so you can just not blurt out, but you know when you can just speak when you want to. So, I feel like in that class last class I really loved that class with that panel it was great. All those people up there

were great, and I was just like so upset cause I couldn't ask a question like I wanted to talk to them more, (I laugh) and it's like usually like when I am in class I feel like it's just a discussion between me and her. Like literally, I just zone everybody out (Amy uses hand gestures.) and I'm thinking like we're just talking for an hour like let me just talk to her. So, I think one like a lot of people like and I feel like a lot of people are often intimidated to you know speak out. I talk to a lot of people like in my groups and stuff and outside of class. And this one girl like she is so brilliant like she does not talk one bit in class, and I'm just like why don't you open your mouth like you have all the answers what are you doing? (I laugh) And she's just like she's like I go to her office hours, but I'll just get in class and just freeze up. (Amy does a stiff gesture.) Like and she just takes notes and doesn't say anything and I'm just like I feel like I feel like me already having an outgoing personality already helps that and I feel like sometimes I'm the voice for the people who don't you know the people who are scared to or don't want to say anything. So, it's like I don't mind being that like if they have to lean on me and I'll be the talkative one you know or something like that you so yea.

C: Yea, I also noticed like in class there's like, so you have the two people on the side of you and you guys have like this weird unassigned assigned seating going on, (Amy says yes and laughs.) so, I was like whoa what is this. But um, you look you like every so often you kind of look at the people on the side of you like as and it seems like sort of an affirmation in of like what you're saying (Amy says yes while I'm still speaking.) or what's being said is that true for you?

A: Yes, I, I like to like cause when other people are speaking I like to like nod I don't know if you see I nod my head a lot but like I like to show people that I'm engaged with what they're saying just as in just as I want other people to be engaged when I'm speaking. So, sometimes and a lot of times if they say stuff I agree like yes like yes say that (Amy claps her hands with

excitement and exaggerates her head nod.) Like that's really what I'm doing and they do the same thing for me, so sometimes the people next to me are always like the people that you know you chat with or whatever and I'll be like yes that was a good yes thank you for saying that or stuff like that so that's probably why and um we work in groups so like we have to work with the people next to us obviously and sometimes for like one project I work with one and group and for the other project I work with the people to the left of me, and it's like you get two different perspectives kind of but like they're both great groups and stuff, so I think you know just making yourself making the people around you feel comfortable just to know like I accept them and they accept me is kind of like the vibe I get I guess you can say. (I say mhm and yea to signify my engagement.)

C: That's cool so um as a final like wrap up question I guess do you have any questions for me about anything?

A: Umm, uh ok, what is like the exact purpose of the project like besides I know learning and you're observing how I learn, but like what are you what is your take away from it I would say?

C: So, so far, I think my takeaway my biggest take away is that um everybody has different ways that they learn you know um so a lot of people I assumed, since I'm always in the front I don't always look at people around me so like I've always assumed everybody takes notes and that like coming and watching a class made me realize that no like some people like are very engaged and are not writing a single thing down. (Amy says yea and nods her head occasionally while I am speaking.)

A: Yea and that happens to be me a lot in Leadership like I don't like I have to write anything down because I'm so engaged with the topic like it's like if I'm writing it's going to take away

from me engaging. So, I feel like in that course most of that stuff sticks with me cause I'm so passionate about it so it's like I don't necessarily have to write down every single last thing. Whereas you know you're going to a chemistry course and ok you might need to know these formulas (I laugh.) cause you're not going to remember that, so stuff like that yea I see what you're saying.

C: Yea and I also think like another thing, so I want to teach elementary school education someday (Amy says awe) so I really like kids umm similar to you but like I think learning and watching so a lot of what I've been doing lately even in my classes is ever since starting this class is like watching my professors like what are they doing, even though we're older, that's not working you know and what are they doing that is working and um like how do certain students respond to certain things like how can you phrase things to get more engagement um and so like it's started to become like second nature almost which is great um so like now I feel like my first observation observing your class like I didn't know what to pay attention to because it was still pretty early for me but now I'm like oh yea that person just did that I can like use my peripheral and catch stuff and (Amy says that's good in a higher excited voice.) it's so great so um. (Amy says yea and that's right occasionally.)

A: That's how I feel about this class like now like my BS radar is like (Amy makes a beeping detector like sound, and I laugh.) Like I already know like your lying like I took speech and forensics in 9th grade and after that I was like nope you're nope you're not a good public speaker, you're nervous, and you're this you're that like I knew exactly, and I was like this is amazing like I need to know this um I like learning and like knowing then you're like going into life and you're like oh I learned that and that's crazy. (I laugh occasionally and say mhm to signify my engagement.)

C: So yea that's like pretty much all that we I mean it's not all that we do you know we actually incorporate readings and the stuff that we have from the readings are actually embedded into some of my questions and some of the stuff that we read is like you know we're supposed to like embed into our daily lives so I think that's yea that's pretty much and it's a great class I think everybody should take this class cause it's like really great but that's like a whole nother issue but yea so

A: Well, thank you for choosing me that's good.

C: No thank you.

A: You're welcome.

Audio was emailed on November 9, 2017

Student Thinking Project Analysis

The “Student Thinking Project” is the product of two observations and an interview that is aimed at trying to understand how students learn. In the first observation, I observed an entire class. In the second observation, I returned to the same class and focused my attention on a particular student. Then, I interviewed the student that I observed during the second observation to make sense of what I noticed and to gain more insight on how she views her learning. After that was complete, I was given the task of taking numerous theories and trying to see what role they may play in a particular student’s learning experiences that came up during the interview. On November 2, 2017, I met up with my interviewee Amy, a female, first year, dual-degree nursing major at Agnes Scott, near the first-floor entrance of Buttrick Hall. We took the elevator together to the second floor of the building in search of an empty room. During our search, I reminded Amy of the purpose of the interview and that there were no right or wrong answers to the questions I was going to ask. She expressed to me her excitement and gratefulness for being chosen as my “subject of interest”. Once we arrived at a quiet space and got settled, I asked Amy questions specifically about the class, some of her actions during my second observation, her personal views about her academic performance, and how she determines her own success. The interview lasted for a little over fifteen minutes. During that time, I asked Amy 10 questions about her learning without giving her much room to deviate from the question or in most cases expand to get the answers I needed for analysis. Yet, I was still able to extract some major findings, such as grit, growth mindset, learner-centered environment, and knowledge-centered environment, from the interview and the observations.

One of the first things I noticed about Amy was that she had a gritty personality. Deborah Perkins-Gough says in “The Significance of Grit: A Conversation with Angela Lee Duckworth”

that “part of what it means to be gritty is to be resilient in the face of failure or adversity” (Perkins-Gough, 14). Near the middle of the interview, I asked Amy “what do you do like when you don’t know something, or you don’t perform well on an assignment given that like that it’s kind of like a common-sense class.” I asked this question to figure out where Amy stood on the spectrum for grit. However, I was also curious because she had mentioned in response to another question that “[she didn’t] think you really, [she] really needed to know anything particularly was because a lot of the stuff that [they focused] on in that cl..course [was] relevant,” which I analyzed as her feeling that prior knowledge wasn’t necessary for one’s success in the course. After giving me some background about a class assignment Amy stated, “the second one I did I got an 80 and I was just like oh my gosh never again will I get that like I was so upset.” Her motivation to do better was a signal for me to notice her gritty nature. She talked about how she “went through and read [the] comments” from her professor about the assignment, which allowed Amy to reflect on the assignment and not simply move on from it, but figure out how to do better if the assignment were to come around again. While Duckworth may say that this was not grit because it was motivated by the grade that Amy received given that another component of grit is that “you are not just trying to reach a certain cut point but are trying to maximize your outcome” (Perkins-Gough, 16), I would have to disagree because Amy talked about how she “thinks like when you’re curious ask because that’s the only way that will help you.” This showed that her curiosity about the topic outweighed her grade on the assignment. Also, since she is passionate about the subject, she puts a lot of effort into the topics being discussed and devotes her time trying to produce valid arguments to prove her points.

Amy also showed strong signs of a growth-mindset during the interview. Amy spoke of a time during another class where she didn’t do so well on a test and she cried to her mom about it.

She told me that she took time to “calculate how [she could] bring [her] grade up to what [she wanted] it to be after, after [that event]” and she thought about “what [she should] do with [her] next test from [there]”. Carol Dweck says that “...students’ mindsets—how they perceive their abilities—[plays] a key role in their motivation and achievement...” (Dweck, 2015). This is evident for Amy because she really pushed herself to do better even in the incident where she received the 80, she told herself it wouldn’t happen again, and pushed herself to do better. Amy also talked about how she was willing to do “whatever [she has] to do if [she has] to go to the CWS you know whatever it is to make sure [she gets] what [she wants] because ...[she] didn’t like the way [she] felt at that moment when [she] got the bad grade.” Dweck talks about the importance of “...[trying] new strategies and [seeking] input from others...” and “[accepting] those thoughts and feelings and [working] with and through them” (Dweck, 2015). Amy recognized the discomfort that came along with failure and thought about how to improve her overall skills that were relevant to her overarching goal of success at Agnes Scott. She also sought help from an outside source, which has the potential to give her new strategies and another set of eyes on the issue she faced. Amy’s behaviors are strong evidence that she believes that her “intelligence [can] be developed” (Dweck, 2015).

Amy also talked briefly at moments about the overall feel of the class. Near the beginning of our interview she mentioned how the class is “mostly based on your morals and values like your bringing yourself basically you be yourself in the course”. This statement showcases how the environment of the observed course is learner-centered because the professor “[recognizes] the importance of building on the conceptual and cultural knowledge that students bring with them to the classroom” (Bransford, Brown, & Cocking, 134). During my first observation, the professor left room for the students to determine what they saw as bullshit, but they also had to

cultivate a definition based off their own experiences. In addition, the topics that were discussed by the panel during my second observation were all current and personal, which meant that the students were exposed to other ways of making sense of such a broad concept.

I also noticed during my first observation that the environment was knowledge-centered because it “[included] an emphasis on sense-making—on helping students become metacognitive by expecting new information to make sense and asking for clarification when it doesn’t” (Bransford, Brown, & Cocking, 137). The professor asked multiple times throughout the class if people had any questions and she put the students in small groups to help them formulate their own understanding of what was talked about in the readings and in classes prior. By placing the students in the groups, the students could evaluate what they did and did not know about the given topic, which was a simple promotion of metacognitive thought. Amy mentioned that “[she felt] like a lot of people [were] often intimidated to you know speak out,” but she didn’t mind being “the talkative one” for them. Amy seems to take advantage of the knowledge-centered environment by synthesizing the information being told to her in the small group and saying it aloud, so that the professor can offer clarification. I do not believe that the fact that many students are afraid to speak out changes this aspect of the class because the professor seems to be making an effort to ensure that this aspect is included.

Overall, I believe that I was successful in communicating to with Amy about her thinking because as the time progressed, she appeared more comfortable and detailed with her answers. I tried to refrain from writing a lot about things that couldn’t be caught by the audio recording to show Amy that she had my full attention, and I ensured to maintain control over my emotions as she spoke so that her answers wouldn’t waiver. I do, however, believe that I should have followed Amy’s lead instead of trying to answer as many of the questions I had written down

because I realize now that some points that she made could have been more useful with a little elaboration. For example, I asked Amy "...how [is she] personally measuring [her] success or lack thereof...?" Amy began by talking about her organization skills, but then she switched to talking about her experiences at her old schools, which is where she learned the importance of asking questions and getting assistance early on. The conversation seemed to be heading in the direction of her talking about her motivation for being so attentive within her classes, but unfortunately, I do not have enough data to make that conclusion. If I were given a chance to conduct another interview with Amy, I would follow up on how the experience of moving around a lot motivates her beyond asking questions and explicitly plays out within the classroom. I would also ask Amy more questions to solidify my analyses of her grittiness and growth mindset and about features of the classroom to determine if it truly was learner and knowledge-centered.

Nonetheless, I gained a lot of knowledge from this course and this assignment about the way that people learn. I now find myself paying careful attention to not only my professors in the way that they lead the course, but to my peers in the way that they respond to the course. One theory that I will hold on to the most after the interview is the power of a growth mindset. While it has its flaws, such as ignoring outside forces and the content being taught, when used correctly it can be helpful in motivating a student. Dweck states that "the growth-mindset approach helps children feel good in the short *and* long terms, by helping them thrive on challenges and setbacks on their way to learning." Amy mentioned during the interview that she had to complete several mini-arguments in the course and during the first observation the professor mentioned how one of their final projects would be an overall debate similar to the mini-arguments. These assignments help promote a growth mindset because there was always

room for improvement in short and long terms, since the components of the assignments repeat themselves while adding more content. If assignments that promote growth mindset are built into the curriculum, there seems to be more motivation for learners to do better, and as someone who aspires to be an educator I want my students to be motivated and succeed.

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