

## Definition of successful learner/writer

Stefanie Tcharos (music)

- A successful learning in my “Exploring Voices” course was incredibly open (more than I expected) to the unusual and unconventional subject and approach we took in this course. They seemed eager and willing to be out of their comfort zone.
- This learner also seemed very willing to regularly participate and be engaged. They were mature, invested, and attentive in both lecture and section. They responded to the very open and conversant atmosphere we set as instructors, and willingly added comments or questions when we made space for this.
- The same students also seemed very good at adapting the concepts and ideas to their *own* worlds – examples they felt invested in, ideas or experiences they knew well, or even disciplinary ways of thinking and knowing they brought to this course.
- This learner also seemed to be very organized, and was good about keeping up with their work, and communicating with instructors when asked. I will say, however, that a few students who did fall a bit behind here and there, took action to catch up and seem to have been successful as well.
- These learners produced very high-level work, that was inventive, sophisticated, critical produced, and creative.

Rachael King (English)

a successful learner is one who is demonstrating the kinds of disciplinary thinking we have discussed in the seminar. In particular, students who show growth in understanding how to make an argument based on literary evidence demonstrate success. This means making an argument that is about literature (rather than about the world, society, psychology) and that grounds that argument in specific textual analysis. Students can show these abilities in term papers but it is perhaps more rewarding to see them in everyday classroom interactions, like Gauchospace posts or class discussion. This skill is connected to my teaching presentation and I'm thinking about ways to make it more apparent!

Kate McDonald (History)

I know this learner was successful because... They leave the class with more questions than answers. More specifically, they leave the class with the knowledge that the much of the work of history is formulating good historical questions. More specifically! They will know that history is

narrative, and for that reason it is always told from a particular perspective. They will know to ask whose voice is not included here? How would including that voice change the story, interpretation, or argument? They will know \*not\* to ask "is this source biased?" and instead to ask, "how would or have historians approach(ed) the subjective nature of this primary or secondary source?" They will not be able to answer these questions perfectly, but they will at least know that they are the place to start.

The attributes of this learner are... 1) Curiosity – wonder, articulating questions and then exploring for answers; 2) Humility – they have or develop the general sense that learning is a process of finding out how much you don't know...and then still getting up again the next day to try to find out more; 3) Eagerness - a willingness to take at least one extra step to articulate a question and then begin to answer it (beyond what I provide in the course); 4) Listeners – they listen to and value others' interpretations of events or sources because they know that considering other interpretations is essential to strengthening their own; 5) Synthesizers – rather than right/wrong, they will try to make sense of sources, interpretations, or arguments that at first don't seem to go together at all or maybe contradict one another.

The assignments that this learner would undertake are... 1) short writing prompts on data interpretation and analysis; 2) collaborate research and reading with a group; 3) journal entry-type low stakes writing assignments on how their group activities/discussions changed their initial interpretation of a document/event/etc; 4) timeline assignment that asks the learner to synthesize multiple primary and secondary sources into a single timeline, and adapt this timeline as new info is added; 5) some kind of assignment that asks the learner to demonstrate familiarity with multiple interpretative frameworks (which I would of course introduce to them in advance).