How We Teach is What We Teach
Facilitator: David Osborn, May 2014 Brown Bag Session

This workshop will explore the relationship between process and content in our teaching. Often we are explicit about our learning outcomes related to content. However, rarely are we explicit or intentional about the learning outcomes that occur because of the processes by which we teach. This workshop will explore the processes or "how" of our teaching so that we can become more aware and intentional about what students are learning from the process present in our classrooms. We will explore examples of how we can elevate the "how" into a space in which it is intentionally engaged as the "what" in our classes.

Introductions
- Name
- What you are hoping to get out of this workshop

Introduction (me)
- Background
- Why I’m interested in this
- What I’ve done
- Agenda for the day

Content – “The What”
- What do you teach

Process – “The How”
- How do you teach?
- Do you speak to the how? Do you talk about it in class?
- Expertise, power, hierarchy
- Implicitly connected to politics, reproduces certain kinds of social relations

Elements of “The How”
- Space
- Set-up (ground rules, interaction agreements, etc.)
- Interaction Format (lecture, small group, etc.)
- Content selection (spectrum of all instructor to student chosen)
- Assessment and Grading
- What parts of our being are allowed in the classroom
- Labor conditions for academics

Discussion

Practices
- Space – circle, small groups
- Set-up – interaction agreements
- Interaction format – participatory
- Content selection (topic selection, Capstone groups, final presentations)
- Self Grading
- Parts of Being - Check-in
- Talk about labor conditions

Discussion
- Tensions in participatory formats in hierarchical institution
- Developing a participatory sharing of expertise