Seminar Agenda
5 minutes- background on Paulo Freire
15 minutes- 1st breakout room
5 minutes- Whole group sharing
20 minutes- 2nd breakout room
5 minutes- Whole group sharing

NoteCatchers

Group 1:

Discussion Question/Prompt and/or Group Task

1. Type Your Names
2. Choose someone to take notes and facilitate
3. Do a quick round circle introducing yourself and how you're doing today
4. Address the following questions for discussion

Breakout 1:
 a. *Think back to your most positive and negative learning experiences.*
  i. *Was the learning experience in a classroom, in a workplace, at an organization?*
  ii. *What impact did these experiences have on you?*
  iii. *What were the characteristics of the instructor's teaching style?*
 b. *If you have extra time, add any terms/definitions to our consolidated class [glossary](#):*

Breakout 2:
 a. *What roles do you fulfill on campus? Are you an instructor? A mentor? A researcher? A supervisor? Each of these roles comes with unique powers and responsibilities.*
 b. *How do you approach these roles philosophically? In practice?*
 c. *What change would you like to see in how these roles are typically fulfilled on campus? What changes might you like to make?*

Record your notes here

Good experience - working as a tutor, closer relationship with one on one learning, blurred line of learning from eachother
Learning through presentation, answering questions
Even if you don't know the answer, directing towards finding the tools to work out an answer/solution

Engagement, back and forth, how do you balance when there is a topic with direct and accurate answers? Give people the tools they need to practice creative thinking without oppressing them

Its fine to present content! Invite reflection and curiosity, and complication. E.g. "what is an application for this skill?" "how could you use this to solve a problem you care about?" "how might this be appropriated for nefarious purposes?"

Question 2
Balancing technical roles - researcher, instructor, isolation in certain research spaces
Searching for research collaboration
Ideas, who has them, how that gives people power, who has the money/grants employment?
Who has rights to the knowledge produced - "PI as the expert" even if not actually, potential for possessiveness as research products are so directly related to career success
Currency of publication - how do we share things more with the world? Echo chamber of academia
Interdisciplinary without lab space - professional degree is different from research based
Online education...
Cramming in so many credits

College is a business

Group 2:

Discussion Question/Prompt and/or Group Task

1. Type Your Names
2. Choose someone to take notes and facilitate
3. Do a quick round circle introducing yourself and how you're doing today
4. Address the following questions for discussion

Breakout 1:
   c. *Think back to your most positive and negative learning experiences.*
      i. *Was the learning experience in a classroom, in a workplace, at an organization?*
      ii. *What impact did these experiences have on you?*
      iii. *What were the characteristics of the instructor's teaching style?*
   d. *If you have extra time, add any terms/definitions to our consolidated class* [glossary](#)*:*

Breakout 2:
   d. *What roles do you fulfill on campus? Are you an instructor? A mentor? A researcher? A supervisor? Each of these roles comes with unique powers and responsibilities.*
   e. *How do you approach these roles philosophically? In practice?*
   f. *What change would you like to see in how these roles are typically fulfilled on campus? What changes might you like to make?*

Record your notes here

- language such as "basic understanding"
- Adapting to teaching/ TAing this way of thinking that everyone can understand and conceptualize terminology and concepts
- Training students to be better thinking rather than have more knowledge
- Recognizing our survivorship bias in having thrived under traditional approaches of pedagogy.
- Risk taking in the classroom. Different instructors have different comfort levels with not being 'in control' of the classroom (in the traditional banking model of control).
- Student course evaluations could be better suited to target growth of critical thinking skills
- Re-evaluation (by faculty and students) of the significance of grades and the role of assessments.