

Some things in our “experiment” that resembled academic instructions in class:

(PS: do you notice how this shows the same skills as our “symbolism assignment?”) ;)

In the exercise:	In this class
Only half of class wrote down notes when asked	Not having notebooks ready (our first impulse SHOULD be to write it down, take a couple notes, “puzzle it out,” etc.
We tried doing it on our own, but many couldn’t even try without asking others	We often don’t trust ourselves to follow directions, even when we thought we felt confident.
when someone moved first, we doubted ourselves	We might run into problems working with peers in which they make us less, not more, confident about what we’re doing.
Took much longer when talking to others	“Just following directions” is more efficient
I didn’t let you talk to others when you’re figuring out what to do	This is like when we actually write: we’re always alone.
We changed directions constantly, but the task was always similar	We might get different instructions, but writing is still writing: • we have to be on topic • we have to make sense • it has to sound good, etc.
I didn’t give you every arrow on the first rounds: you had to fill in the rest of the general directions. I assumed that you could figure out the rest of the directions since you already knew clockwise and counterclockwise.	a lot like style and grammar: they don’t get spelled out on every assignment. You need to master them, since they’ll be assumed as a basic part of all academic writing.
it looked harder, but produced better results when we read more complex, BUT detailed instructions	This is just what our rules, instructions , and objectives are there to do! (they look harder because they’re more specific, but that’s what makes them helpful!)
We got annoyed when people didn’t do it right: “It just seemed so easy, as long as you followed the steps” “it was kind of like you felt that they should	like when we have to do corrections.

know..." "Why go with the flow when you actually KNOW?" It's really bugged me that people didn't remember where they were just a minute ago."	You need to be strong enough to trust yourself to follow directions When we don't pay attention
When I helped people, I really looked back at the steps, drawing it out for them	The only way to help is to go back to exactly what we did in class, ask "how does this relate/" (we had to look at the steps INSTEAD of ASSUMING that they were doing it right)

ASSIGNMENT FOR P.2. &3

Write a 1-2 page reaction to what we did today. Comment on at least five ways this exercise shows you how you can do better in this class, or any class where we have to follow directions to meet a goal. Put a different way: WHAT did this exercise show you about what we can do individually that helps or hurts our ability to follow directions?

Make sure that if your response is too short, you add your own examples to show your point. (Don't just fluff up with extra words)

Also make sure that your paper is free of Grammar errors!

You'll get a grade based on

- clearly discussing 5 specific ideas
- avoiding grammar mistakes

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What 10th grade period 3 noticed and discussed when we did the same exercise:

Things we did in the experiment	How these are relevant to a class
Each problem contained a simple task that contained multiple steps	lots of steps where each step can get you off topic, off-task and screw up everything else.
It seemed really easy to “pretend to solve the problem” and just sit down and “fake it”	like faking it on an assignment: just don’t end up doing well: cheating really doesn’t work, because short cuts just take you out of trying/thinking
A set of directions forced you to make sense of them to DO them	Like writing; it may seem to just be a thing to think about, but really it’s much harder when you have to DO it
Asked other people what was wrong, ended up doubting self	too easy to trust other people’s directions: Doubt self
Got it wrong, I had to retrace my steps	I immediately doubted self: Instead, really, we need to go back to the instructions and objectives to know what we need to do right.
If someone moved first, I doubted myself even when I didn’t initially think I had done it wrong ACTUALLY, they may have been rushing, and doing it wrong	When we write, we tend to doubt ourselves: “what did I do wrong?”
When someone didn’t follow directions, and I KNEW it, I felt... • annoying, they “got in the way” even though I really wanted them to get it • let down when they listened to bad advice, instead of mine • I doubted my advice, I had to go back and clarify again... • Sometimes I saw people adding in stuff they shouldn’t have done, and I felt like I just really wanted them to see that it wasn’t so hard if they just did it.	When Dr. P gives directions and we don’t follow them, it’s likely that he feels: • yeah, just like that :)

People who got lost tended to have not listened completely, tended to take instructions too passively without really thinking of how to do them.	You must pay attention to the instructions, then make sense of them, “figure out for self what they actually mean”
Had to sit and think, then write before doing it	Have to make sense of an assignment and its objectives BEFORE we begin; (it’s also why Dr.P wants us to write them down first and think about them before we work on our assignments).
If we wrote the formula, or the directions by our own map, etc., we found our seats more easily	We need to know instructions and think about what they say to really be able to do them.
Try to find your seat, even if you’re not sure	Fail big: don’t give up!
Best way to help: just get the lost person to go through the original instructions, step-by-step.	Corrections: they’re not about “I screwed up”: they’re about “this is exactly how it gets better.”
some participants actually thought they would do worse when we went to the “no talking to peers” round	It’s easy to get so used to relying on what others think that we doubt ourselves, even when we just have to trust what we see.

