

Collaborative Course Guidelines

PHIL 102, Hendricks, Fall 2015

Guidelines on how we treat one another

What is helpful for your learning in terms of how we engage in discussion & work in groups?

What hinders your learning in these activities?

What would you like to see the professor & other students do re: how we treat one another in discussions & group work?

Guidelines on other things we do in class

What you and other students do during class that helps/hinders learning

What the professor does during class that helps/hinders learning
helps

Give feedback on our thoughts/discussions

Any suggested guidelines about these things?

Guidelines on use of electronic devices in class

How using electronic devices in class can help learning (or other positives about using them)

How using electronic devices in class might hinder learning (or other negatives)

Any suggested guidelines about using electronic devices in class?

The specific docs for each Friday discussion meeting:

To get started thinking about possible guidelines, reflect on:

- Times when you really enjoyed learning--what helped that to happen?
- Times when you did not enjoy learning, or something hindered your learning--what led to these problems?

Guidelines on how we treat one another

Remember that harassing speech is against UBC policy. See here:

<http://equity.ubc.ca/discrimination/#harassment>

What is helpful for your learning in terms of how we engage in discussion & work in groups?

- if others all do the readings

- -Everyone participating doing their best; engaged environment with active discussion
- -have variation between year levels (i.e. first-fourth years)
- include everyone (make sure everyone gets a chance to share their ideas)
- don't judge anyone's ideas; open-mindedness
 - still, constructive criticism (respectful) is helpful
- don't discount what you may think are "dumb" ideas; Everyone has a right and the chance to speak at the discussion table and there are no stupid questions as some of the most simple questions may prove to be the most insightful.
- be respectful
- passion
- ask questions if you do not understand
- Ask others' opinions, especially if not sharing much: Get everyone involved. Some people may be shy to speak up or afraid to ask "dumb" questions. It will be helpful if someone in the group can make sure that everyone has a chance to speak.
- encouragement and positive feedback and critical feedback
- positive environment, inclusive environment
- be nice :^)
- talking stick
- its easier to discuss in a smaller group rather than in a large class
- a set schedule of things to talk about
- When someone is talking everyone is listening
- Body language showing disagreement isn't polite
- It's helpful to maintain a free thinking, and respectful space when engaging in philosophical discussion and debate due to the varied cultural backgrounds that can be found within the discussion group
- Feeling safe to ask questions in the space facilitates the learning process of individuals in different areas of strength and weaknesses.
- some notes to copy down

What hinders your learning in these activities?

- interrupting others + distractions
- When other members of the group talking about unrelated topics
- disrespectful
- unguided discussion
- multiple people talking at the same time
- yelling, being loud
- people being close minded
- boring topics
- deviating from the topic at hand
- when people shoot down your thoughts and ideas -- makes it hard to want to participate
- Background noises and distractions of some technologies
- people using phones, talking, etc. while someone else is sharing their ideas
- Feeling like my questions aren't valid.
- When we have circular arguments that have no facts or solutions.
- The inability to articulate and convey ideas effectively so that everyone can understand my perspective.
- Other people talking and distracting when prof is talking
- when some people are talking too much
- having to talk a lot

What would you like to see the professor & other students do re: how we treat one another in discussions & group work?

- -Engagement, being respectful, asking insightful questions; work together to help each other understand and come to conclusions.
- --Giving constructive feedback
- be accepting of others' opinions even if they differ from your own; listen to everyone's opinions
- professor coming to each small group to contribute; can help if students are getting lost in the discussion
- be open minded to new ideas and thoughts
- push the conversation further, keep the conversation going by asking questions and seeming interested in what people are saying
- Be supportive and polite in our interactions; we should treat each other with respect and decorum during both public (large) and private (small group) sessions, in order to maintain a professional learning environment.
- Students should not be afraid to speak up as it will greatly contribute to the discussion.
- Professor and students should help each other out and never ridicule someone for not understanding or being incorrect about something.
- When everyone is talking, not one student taking over the discussion
- speak clearly

Guidelines on other things we do in class

What you and other students do during class that helps/hinders learning

helps

- engage in discussion, respect other opinions, share notes
- taking notes - help
- learning prior to reading
- Paying attention in lectures and not disrupting with unrelated chatter
- Building upon each other's ideas.
- Challenge someone's idea to lead to an in depth discussion.
- Talking helps when one is suppose to be talking, gets ideas flowing and helps with being creative
- don't be afraid to ask questions

hinders

- -use facebook or other social media during class
- looking at phone
- side discussions
- treating other people like their questions aren't worth listening to
- putting stuff away before class is done
- noises from phones etc... during class is disruptive
- getting too comfortable and talking to each other about unrelated philosophy topics
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What the professor does during class that helps/hinders learning

helps

- Give feedback on our thoughts/discussions
- -explanation
- nice :)
- clear discussions
- google docs
- Have the power points available BEFORE the lesson
- when the professor is interact
- helps: entertains, pleasure, relaxation, enjoyment
- student engagement

- referring to the text

hinders

- stultify, bore to death

Any suggested guidelines about these things?

Guidelines on use of electronic devices in class

(if not already addressed above!) Note that, of course, we will sometimes be using them directly for in-class activities; it's more the use *beyond* that that we're talking about here.

How using electronic devices in class can help learning (or other positives about using them)

- organization and fact checking
- research, looking things up like definitions
- to follow along with what is being lectured in class while having the reading in front of you
- access to the blog/readings
- They can be helpful for students that aren't able to write as well or as fast as other students.
- they can provide useful medium for connecting to related readings and course content via the philosophical blog during sessions.
- The learning catalytic will be involving the entire class to participate. It also provides a feedback for the professor to know what topics or ideas need more understanding.
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How using electronic devices in class might hinder learning (or other negatives)

- when distracted on unnecessary websites like facebook
- students being distracted on their devices can also distract others
- watching youtube vids
- Using a laptop distracts you from learning because it is very easy for you to get off track and go on facebook (says my other profs). They all say that using paper to write it down is better, but who knows???
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Any suggested guidelines about using electronic devices in class?

- keep phones on silent
- Stay focused on classwork; If it's being used to enhance your learning experience then it should be acceptable but not if it is being used for anything else
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- I think using electronic devices to facilitate in class discussions is a great benefit; however, when not used responsibly, it can be a major distraction
- Should be your choice to decide on whether or not you use electronics in class.
 - keep in mind that it can distract other people around you.
 - Make sure that the noise is turned off
- I am not distracted by other people using social media, if they choose to do so it will harm their own process of learning but shouldn't necessarily be a distraction to the students around them. I believe all people should have equal access to an adequate level of technology within sessions, due to the fact that it facilitates learning in this modern era.
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- split the classroom into two sections: one side uses electronics and such the other one is completely electronics free - or maybe even the first few rows are electronic free so those people aren't distracted by others screens and are closer to the front to hand in paper answers during class activities/discussion times.

The specific docs for each Friday discussion meeting:

L03 (Friday 10-11) (Christina):

<https://docs.google.com/document/d/1d4kzxRK9Lwd02n4YPu7eYgQMJQVvAYbLR-qfmdOK-ZQ/edit?usp=sharing>

L04 (Friday 1-2) (Irwin):

<https://docs.google.com/document/d/128mV8ZXO69mF9dquausq2c8LB-RiNhyR5nu0p6n61ml/edit?usp=sharing>

L06 (Friday 9-10) (Christina):

<https://docs.google.com/document/d/1PsYcuq6vFzf2amH7GqO3JBXgTu27FzFD8V9Nti4FRuQ/edit?usp=sharing>

L07 (Friday 11-12) (Jonathan):

<https://docs.google.com/document/d/1RXUZmia53oQhDty55kpqtDsswwwKsGksZFP8NgzPRSQ/edit?usp=sharing>

L08 (Friday 12-1) (Irwin):

https://docs.google.com/document/d/1753bl_aJteCnXsJ5QvUAxoZDUleK1gDgMt7XI6xuY-w/edit?usp=sharing

L09 (Friday 10-11) (Jonathan):

<https://docs.google.com/document/d/11i3EIYwQIJ-LYqb3XVOtqyVwloS9Exm8zjMHuYiIRUI/edit?usp=sharing>

Christina's suggestions about treating each other well in discussions & small group work:

- Treat class discussions (both in the large group and in small groups) as opportunities to work together to come up with answers to questions or problems, such that your fellow classmates are not adversaries to be overcome but collaborators to be respected and listened to.
- Listen attentively when someone else is talking, and wait until they're finished before you speak (e.g., don't keep trying to jump in with an objection or a question while they're still talking).
- Be careful when speaking about groups of people that you aren't a member of, or that you don't have experience with (for example, that might be the case with those who suffer from mental illness, those who are in prison, those who are addicted to substances, those who are from groups that are experiencing oppression, or others). Recognize that you may not be able to speak for them, or know enough to speak well about them. This doesn't mean you can't say *anything*, but rather that you should consider that what you do know may not be entirely true or representative of such persons, and that it would be a good idea to adopt a tone of intellectual humility.

Some from the following page: <http://consc.net/norms.html>

- Don't present objections as flat dismissals (leave open the possibility that there's a response).
- Don't be incredulous.
- Don't roll your eyes, make faces, laugh at a participant, etc, especially to others on the side.
- Acknowledge your interlocutor's insights.
- Object to views and arguments, don't object to people.
- It's OK to ask a question that you think may be obtuse or uninformed.
- Don't dominate the discussion (partial exception for the speaker here!)
- Philosophy isn't fight club.

Some ideas from a previous class:

- Don't use words/definitions that you know most of the class won't be familiar with. It is important for the rest of the class to be involved in the discussion.