



HOW'S IT GOING? HOW DO YOU KNOW?

New Faculty Orientation

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What's our Why?

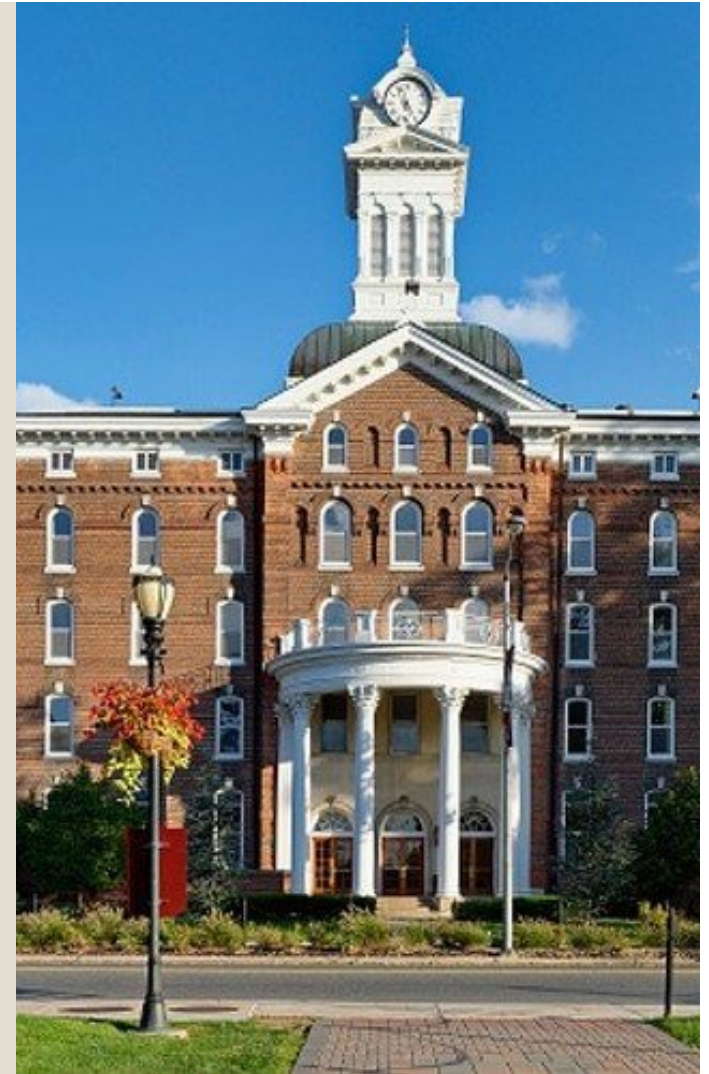
- Reflection as a tool for you and your students
 - Reflecting on the intersection of:
 - Work
 - Home
 - Community
 - Self
- **Including time for you to reflect:)**



INTRODUCTIONS...
A BIT ABOUT OUR STORIES...

In the “midst of...”

- Of individual's personal and professional life
- Narratives of place
- Social, political, and cultural narratives
- Past, Present, and Future “unfoldings”
- Clandinin & Connelly, 2000, p. 43.



In your Journal: Pause and Write

- Reflect on your story (personal and professional) as you enter Kutztown University.
- Consider your past, the present, and "futurings" as an educator
- **Four-minute write:)**





Spiral Learning...

- "**Spiral learning** moves through complexity with partial understanding, allowing for later returns. For some people, what is ambiguous and not immediately applicable is discarded, while for others, much that is unclear is vaguely retained, taken in with **peripheral vision** for possible later clarification"
- *Mary Catherine Bateson*

Theories of Intelligence



Theories of Intelligence

Strongly Agree

Agree

Somewhat Agree

Somewhat Disagree

Disagree

Strongly Disagree

1. You have a certain amount of intelligence, and you can't really do much to change it.
2. Your intelligence is something about you that you can't change very much.
3. No matter who you are, you can significantly change your intelligence.
4. To be honest, you can't really change how intelligent you are.
5. You can always substantially change how intelligent you are.
6. No matter how much intelligence you have, you can always change it quite a bit.
7. You can change even your basic intelligence level considerably.

You Can Grow Your Brain

Many people think of the brain as a mystery. We don't often think about what intelligence is or how it works. And when you do think about what intelligence is, you might think that a person is born either smart, average, or dumb—either a “math person” or not—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. Scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's

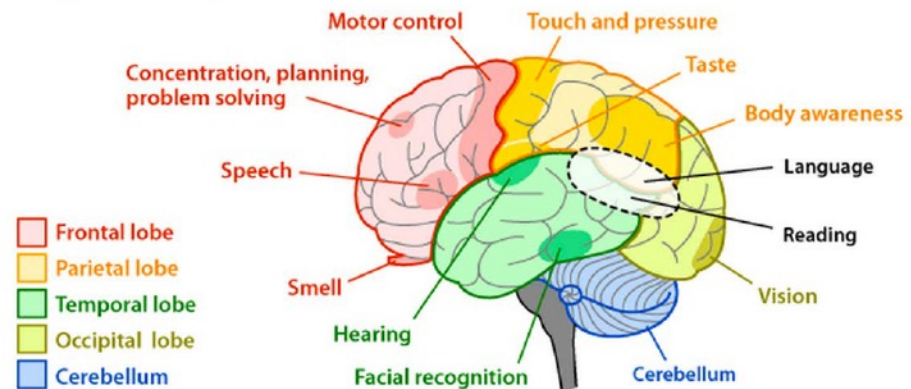
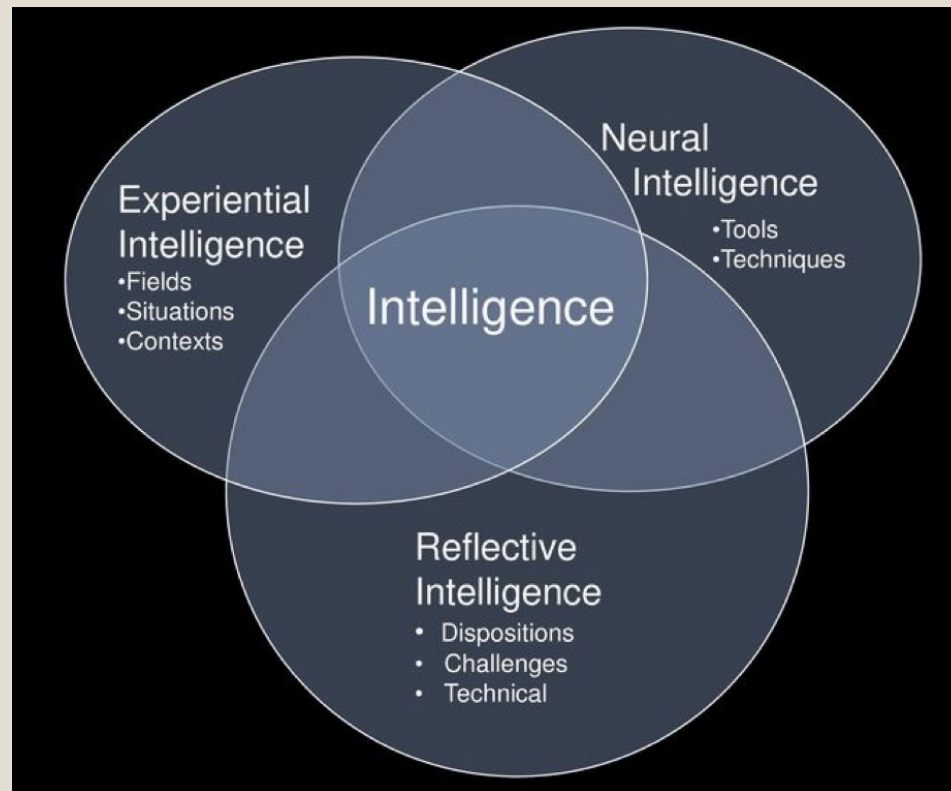


Figure 1 - Image of the human brain, color coded by lobe of the cortex and cerebellum. Regions associated with particular functions are also indicated. Image source: <http://askabiologist.asu.edu/what-your-brain-doing>

Mindware and the Metacurriculum



Theories of Intelligence

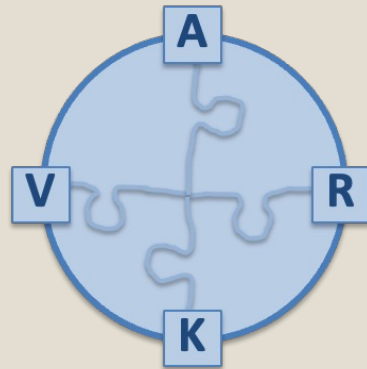
In groups, compose a short letter to a friend that has been struggling with school. This friend used to do pretty well in school, but now is having a hard time and as a result feels kind of dumb. Based on what we've learned from these articles, provide them some encouragement and suggestions for the future.

Reflective Journals/Essays

- Identify your VARK leaning style:

<http://vark-learn.com/the-vark-questionnaire/>

- Describe how you typically prefer to learn the material. Does this align with the results of the VARK questionnaire? Will you change your study strategies?



Visual – Prefer diagrams and pictures, use of colors/highlighting. Condense & redraw notes as diagrams etc...

Aural – Prefer hearing information. Listen, discuss & explain. Imagine answering questions as a conversation.

Read/Write – Prefer the written word. Condense notes into lists or statements. Rewrite notes.

Kinesthetic – Prefer models and applications of information, practical demonstrations. Focus on examples.

Assigning Reflections

- Identify the critical learning moments you want students to focus on
 - Review your SLO if stuck
- Identify areas that will help your students address their learning behaviors
 - Doing so often accesses the social , cultural, political, and physical lives of our students



Assessing Reflections

- Focus on the big picture
- Acknowledge process limitations
- Provide feedback with the goal of making the student open up on the next reflection



Exam Wrappers

For the following questions, indicate how much you agree with the statement.

1. Since the last exam, I have typically done the textbook reading before lectures on the material.

A. Strongly agree B. Agree C. Neither agree not disagree D. Disagree E. Strongly disagree

2. Since the last exam, I have attended lecture almost all the time.

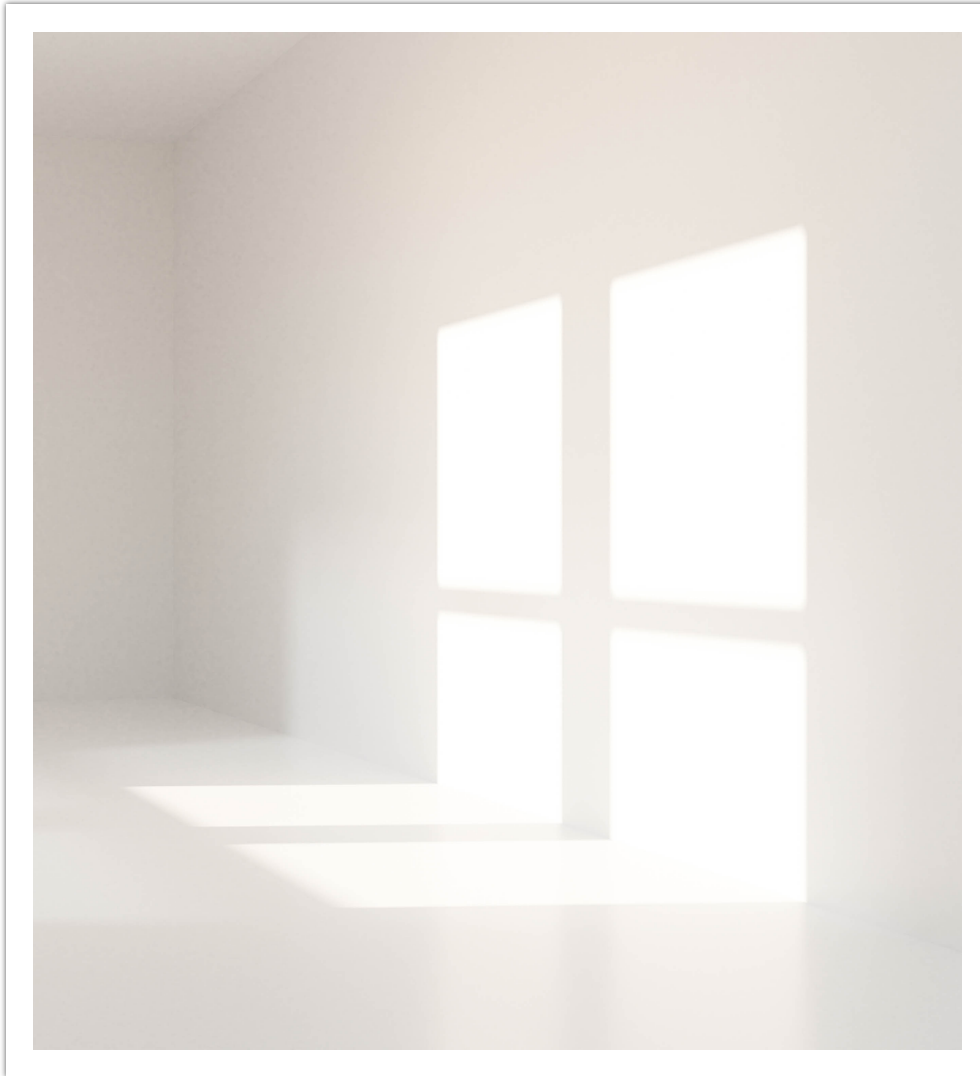
A. Strongly agree B. Agree C. Neither agree not disagree D. Disagree E. Strongly disagree

3. Since the last exam, I have done the homework consistently, without looking up answers online or resorting to repeated rounds of guessing.

A. Strongly agree B. Agree C. Neither agree not disagree D. Disagree E. Strongly disagree

4. I know how I should effectively study/prepare for exams in this class.

A. Strongly agree B. Agree C. Neither agree not disagree D. Disagree E. Strongly disagree



A **window** into what is important to you...

- Reflecting on Self
- Who you are in this time, place, and context matter.
- Considering four domains as you begin this role.

- **Work:** Career, current job
- **Home:** Family, family of origin, family of creation, children, partners, pets, significant others, siblings, etc.
- **Community:** Friends, neighbors, social groups, religious institutions, charitable activities, political committees, membership in groups, volunteerism
- **Self:** Your emotional health, intellectual knowledge, physical health, leisure, spiritual life

Defining the Four Domains

The Four-Way Attention Chart – p58

Domain	Importance
Work/Career/School	%
Home/Family	%
Community/Society	%
Self: mind, body, spirit	%
TOTAL:	100%



School for ART LEADERS

at Crystal Bridges Museum of American Art

The Four-Way Attention Chart – p58

Domain	Importance	Focus of time and energy
Work/Career/School	%	%
Home/Family	%	%
Community/Society	%	%
Self: mind, body, spirit	%	%
TOTAL:	100%	100%

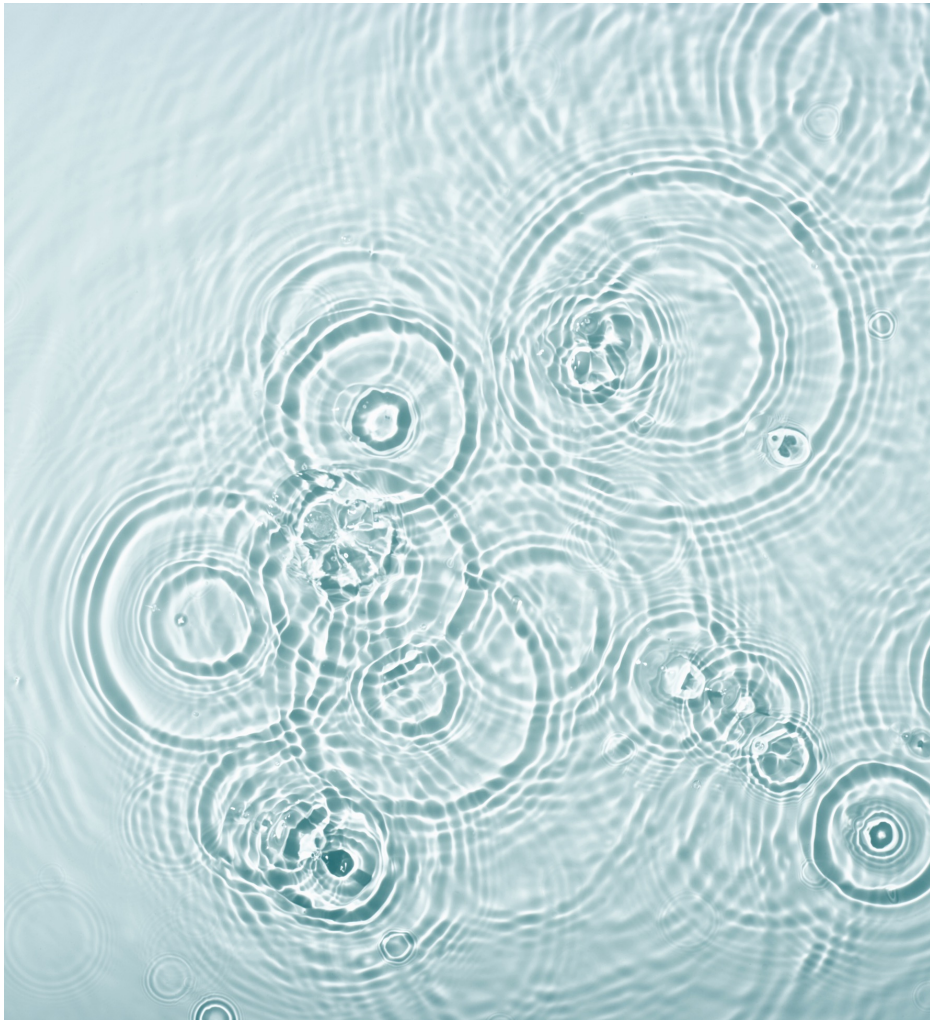


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◦ Turn and Talk... Observations...



In your Journal:

- Draw four circles representing each domain:
 - Work/Career/School
 - Home/Family
 - Community/Society
 - Self: Mind, Body, Spirit
- Consider Size (This relates to importance)
- Consider Relative Location

Four Circles



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◦ Turn and Talk... Observations...



Harmony within one's circles...

- What would life be to have all four circles in **harmony** or completely overlapping?



Finding your **CENTER** What matters when it matters...

- **TIME AND SPACE**

VS.

- **FOCUS and ATTENTION**

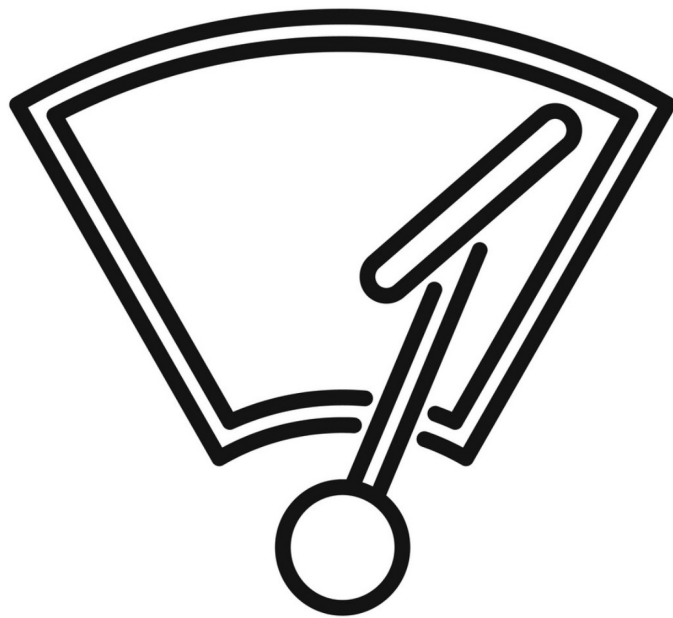
Four-Way Attention

- I can prioritize self-care.
- I can effectively shift between my four domains and my leadership roles.
- I can sustain personal engagement and participation.



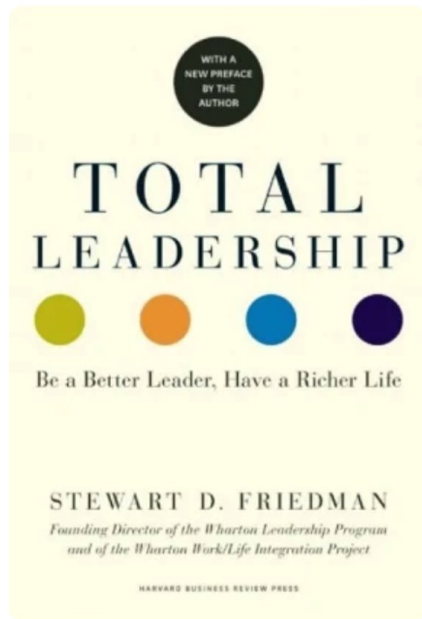
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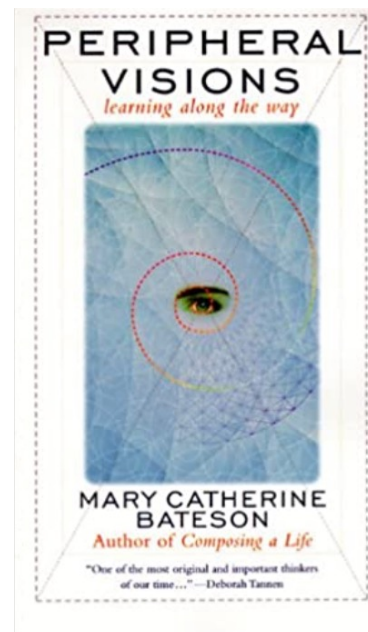


Muddiest Point

- Consider what we covered during today's lecture (or anything from orientation).
- List one thing you knew before class, one thing you learned during class, and one thing you still are unsure of.
- Discuss this list with your neighbors. Specifically, see if a neighbor can answer any questions you still have about the material!



Resources...





THANK YOU!

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