

3D: Classroom Demonstration

Jay R. Howard, PhD, Dean, College of Liberal Arts & Sciences, Butler University [00:00:00] It is a myth that great discussions happen spontaneously. Great discussions happen because the faculty member structured the situation to facilitate that discussion happening.

Kathleen M. Jodl, PhD, Lecturer, Department of Psychology, University of Michigan [00:00:21] How many of you would agree with that, raise your hand. Yeah, okay, Alana.

Alana, Student [00:00:23] Well, I found like, I feel like this is a good and bad thing because I just felt like . . .

Kathleen M. Jodl, PhD [00:00:27] A good discussion, if it goes well, it seems like it's seamless. It seems like you didn't have to plan as much. But the truth is, is there's actually a lot of planning that goes into it.

Jess Butler, PhD, Instructor, Department of Sociology & Criminology, Core Curriculum, Butler University [00:00:36] We're going to talk about the reading that you guys did for today, this reading, "Sexual Assault on Campus."

Jess Butler, PhD [00:00:40] The best discussions are when you can provide a framework but be willing to be flexible. And that's to me what planning lets me do.

Jess Butler, PhD [00:00:50] I want somebody from your group to tell us something that you think was useful about this. I want to start with you guys. What do you think about this?

Jess Butler, PhD [00:00:58] So every syllabus on the front page has, here's my course outcomes, right, here's what I want us to do: think critically, be able to use evidence to make claims, make an argument, you know, use outside resources. And you can sort of write a paper and do that, but most of that happens in action. You have to be able to discuss. You can't think critically without demonstrating that you're thinking critically. And so you have to do that in a discussion-based class.

Tara Lineweaver, PhD, Professor, Department of Psychology, Butler University [00:01:25] I will tell you that the discussion is much more fun and much more productive if you do your preparation in advance of the discussion. So here's what you need to do. You need to read the articles carefully. So please make sure that you have read all three of the articles and know them very, very well.

Tara Lineweaver, PhD [00:01:41] I ask my students to prepare the questions in advance of class because that allows them to talk about the things that they find most interesting or most intriguing in the readings that they have done.

Tara Lineweaver, PhD [00:01:51] You're going to pose a question that's going to start a good discussion. You will have at least four questions for each article separately.

Kathleen M. Jodl, PhD [00:01:59] Students have to come prepared to class. It's part of their participation grades, they get points for it. Ninety-nine percent of the students will do the assignment. And when they come to class, everybody can have something to contribute because they've done it. They have something that they can say about the topic.

Blaire, Student, University of Michigan [00:02:12] When I know I'm definitely going to have to talk about the readings, I'm more inclined to do the readings. So I always want to do the readings to make sure that I have something that is relevant and that can actually add to discussions.

Jess Butler, PhD [00:02:24] If you bail on participation, there's no way you're getting an A in my class.

Jacob, Student, Butler University [00:02:28] But, like, the one guy is just . . .

Jacob, Student [00:02:32] Being able to talk with my peers instead of just being talked at in a lecture is very valuable to me because I can test my viewpoints against, like, other people.

Jacob, Student [00:02:42] You can tell that he's just being, like, naive about it.

Jess Butler, PhD [00:02:44] Well, what you want to say about this?

Student [00:02:45] That was actually the problem I had with it was that there's only one of the five that was, like, justifying it and saying it's not an issue where I think in real life it's higher than that. I think there's more people . . .

Kathleen M. Jodl, PhD [00:02:53] I usually start with a good reading. You know, here's the topic I want to cover. Let's find a good piece of literature that's based in the research that would generate good discussion.

Kathleen M. Jodl, PhD [00:03:03] So I'm going to give you each some questions to think about with regard to the article. So if you have your article, go ahead and take it out.

Kathleen M. Jodl, PhD [00:03:10] I'll scaffold the questions. I start off with questions that I hope everyone can kind of get, get them warmed up, get their feet wet, that anybody could answer.

Kathleen M. Jodl, PhD [00:03:18] With regard to texting, how many of you text on a daily basis?

Kathleen M. Jodl, PhD [00:03:23] Then from there we bring it back to some of the big, big ideas, big points.

Kathleen M. Jodl, PhD [00:03:27] So what does the research say with regard to these topics, because these are big ones.

Student [00:03:31] So it talks about how it shifts our perception of what intimacy really means.

Kathleen M. Jodl, PhD [00:03:35] How do you think that reflects identity? Is that a positive thing? Is that a negative thing?

Student [00:03:39] You're trying to show off the best version of yourself and that's not always, like, the true version.

Zoë Cohen, PhD, Assistant Professor, Department of Physiology, University of Arizona [00:03:46] You do need to put in the time to make sure that you're asking the right kinds of questions to get them engaged and, and to get them thinking about the process.

Zoë Cohen, PhD [00:03:55] Why do you think we were able to get rid of smallpox, but not other diseases such as polio? All right. I'm gonna give you two minutes to discuss this with your group and then we'll pull it back together.

Jess Butler, PhD [00:04:07] You don't want there to be that silence after you ask a question, and that's a clue to me, how can I ask this question differently? How can I phrase it as, what do you think about this instead of, there's a right answer or a wrong answer to this?

Jess Butler, PhD [00:04:19] Okay, we were talking about this thing about, like, comparing bears to boys. Bears will be bears. The same, boys will be boys. What do you guys think about that?

Student [00:04:26] My initial reaction, at least, was that, I mean . . .

Bridgett, Student, Butler University [00:04:28] I think it's very valuable to have a discussion because it gives you better insight and a diverse amount of opinions.

Student [00:04:35] So it makes it easier to, like, vie for that power and you do whatever you can do to. like, get to that point, so like . . .

Jess Butler, PhD [00:04:41] Good, good. Good job on that. Kelsi, did you see it the same way?

Kelsi, Student [00:04:44] Yeah. Like, I didn't really think about this until what she just said, but it, also I think a lot of people put it on the girl.

Kathleen M. Jodi, PhD [00:04:52] Physical environment, you know, can change, with some classrooms are a little bit more user-friendly than others.

Kathleen M. Jodi, PhD [00:04:57] Put you five in the back, one, two, three, four, five. Sarah, can you join this group. Why don't you turn your chairs towards each other.

Kathleen M. Jodi, PhD [00:05:05] Ideally, for the best discussions, it's nice if the desks are movable. I'll put them in kind of a half circle. I definitely want them facing, kind of me, but also facing each other so they can see each other and respond to each others' comments. I will often break them into small groups.

Kathleen M. Jodi, PhD [00:05:20] You had the idea of how this affects sexual behavior and body image and when does it become pathological.

Kathleen M. Jodi, PhD [00:05:26] So by breaking up that information, giving each group kind of a chunk, it makes it more manageable. And by giving the question, it directs that small group, it gives them something to focus in on.

Kathleen M. Jodi, PhD [00:05:37] Group four, you're gonna look at the effect on a sense of autonomy, you're going to look at the impact on intimacy development. Think about it socially, the impact of, of media on our social relationships. That's the big question here. And then we'll come back as a group and talk about it.

Zoë Cohen, PhD [00:05:55] Anything else? Yeah, coming all the way over.

Zoë Cohen, PhD [00:05:58] My goal is to be close to every table at least once during the lecture so that nobody feels sort of left out or hidden behind a pillar or anything like that. I really want to make sure that the whole class feels included.

Zoë Cohen, PhD [00:06:12] So I'm a smallpox carrier. Are you immune, yes or no? Yes. Okay, so good. That's good. All right. So I can't give him smallpox, all right?

Jess Butler, PhD [00:06:23] I think class discussions advance course outcomes. When we have to articulate a response, when we have to defend a position, use evidence to back it up, and say it out loud to someone else, this is how we remember things.

Tara Lineweaver, PhD [00:06:35] What is a more important part of a college education than being able to think and communicate your ideas clearly?