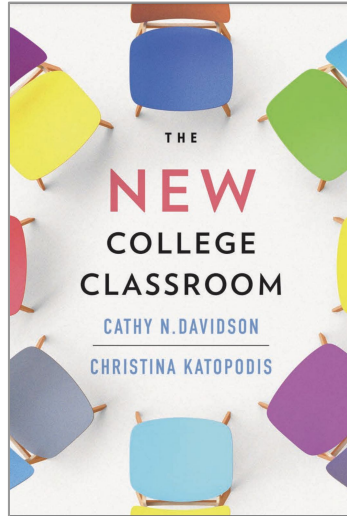


The Future is Co-Created

Take Student Engagement to the Next Level



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CUNY Humanities Alliance

Inventory

Raise your hand if you've ever had a nightmare about school.





What if you took control and asked
someone for help?

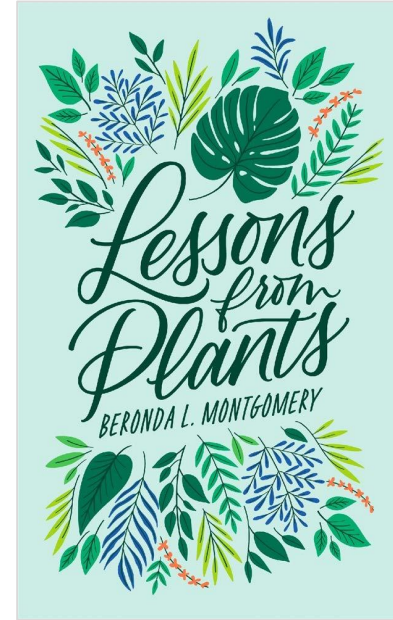


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Beronda L. Montgomery



Beronda L. Montgomery
Grinnell College, Professor of
Biology and Vice President for
Academic Affairs and Dean of the
College



Inventory: Entry Ticket

**What makes you feel like you're included,
that you belong (at an event, in a place,
space, or community)?**

How can we transform that into the joy of learning for our students?

- **Ask students** to think through and write an educational narrative
 - “[How Did You Get Here?](#)” by Matt Brim and Jessica Murray
- **Ask them** to share their learning goals from the get-go (and to self-evaluate their progress at the end of the semester)
 - My “[Letter of Commitment to Yourself](#)” Cover Letter Assignment
- **Ask them**, “How could this course change your life?”

We are not alone...

... in our struggles

... in our desire to build inclusive spaces

... in wanting student success

And we *shouldn't* do those things alone.

How inventory methods work

- Ask a question that everyone can respond to, reflect on
- Students write down their answers (100% participation)
 - Bonus: collect them to take attendance; incorporate student input into future class meetings
- Transform it into small group discussions (peer-to-peer)
 - Think-Pair-Share; Entry/Exit Tickets; Fishbowls
- Incorporate group discussions into class-wide reflections

BEING
HEARD



BEING
SEEN

Student Engagement



Student Success

Why inventory methods work

- Most students graduate from college only having spoken in class when forced to (called on)
- Most profs talk 89% of the time (even in discussion-based classes)
- Talk time / engagement is directly correlated with student success
- Humans are naturally inquisitive, but industrialized education stamps this out of us. Before formal schooling, kids ask ~100 questions an hour; that number drops to ~3 q/h in the first year.
- If we don't ask questions, how will we evolve?

Learning in Generous Community

Creating a Democratic Environment

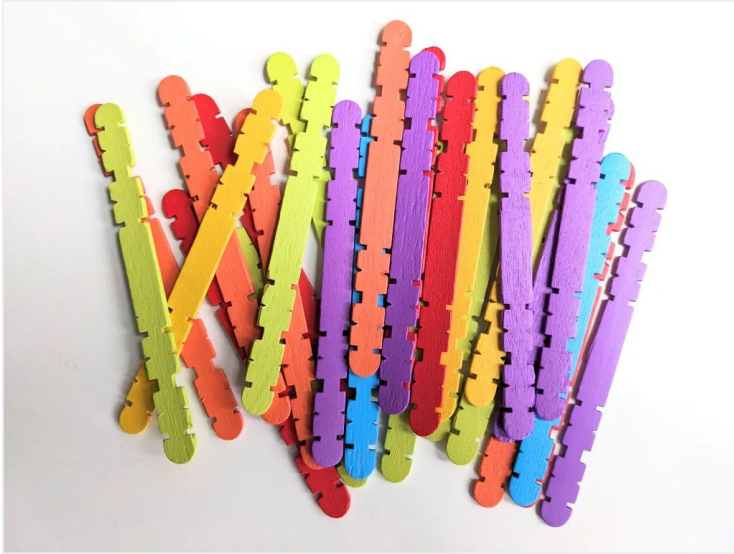
- Popsicle Sticks
- Exit tickets as recovery strategy
- Collaborative notes documents

Co-Creating with Students

- Voting on the syllabus
- Creating “or” options



Popsicle Sticks



1 stick = 1 turn to speak to whole class

8-30 students:

- 2 popsicle sticks ea. per class
- Pass a Folgers can to collect them

30-50 students:

- 1 stick ea. per class or 2 per week

50+ students:

- 1 stick per week/month and ask students to put names on them

Jonathan Sterne, Professor of Culture and Technology, McGill University



Exit Ticket (60 sec. or less in classes of 1–1,000):

- What burning question do you still have? What did we learn today that will keep you up at night? If you can't think of anything, then what haven't we been talking about that we should be talking about?

Use note cards, survey, or mentimeter

Exit Tickets

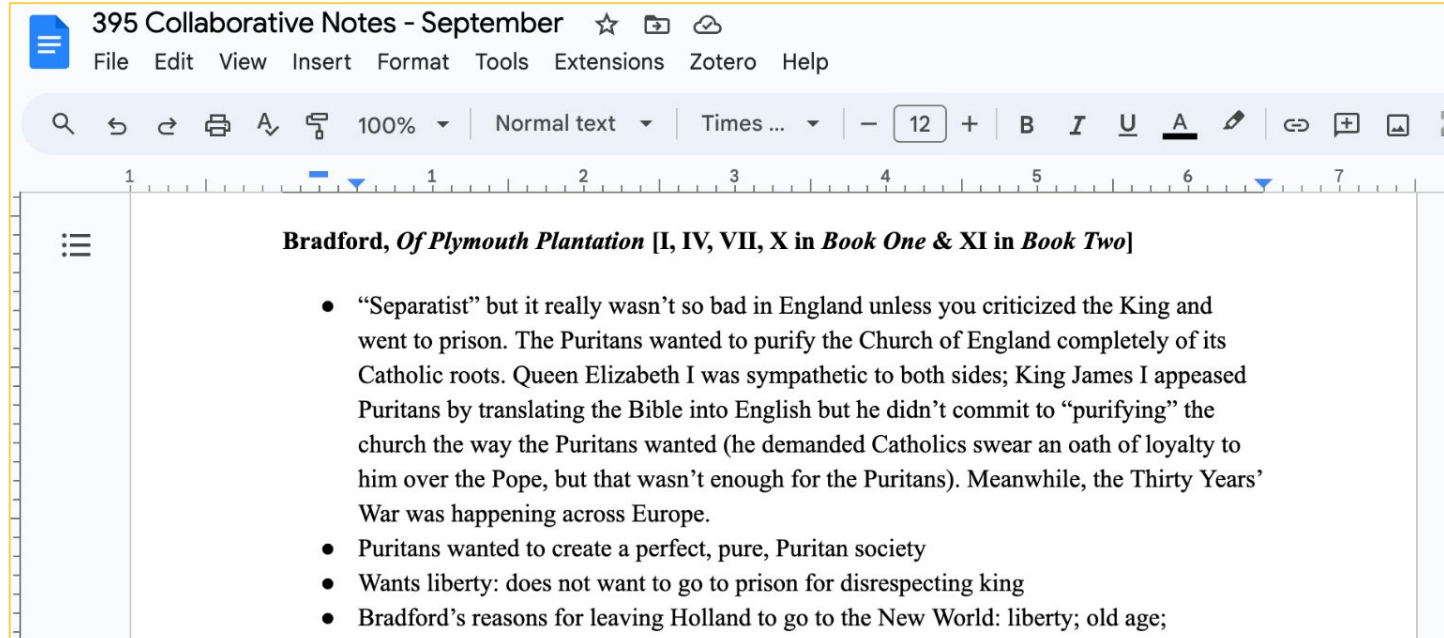
For immediate recovery or mid-semester check-in:

- What did you think about this week's assignment? Too long? Too hard? Too boring?
- What do you think would make a better assignment for next class?
- How's it going? What do you want to work on? [Entry ticket, too]

For long-term world-readiness:

- What skill did you practice that you will use for the rest of your life?
- Today we practiced X skills, where might you apply that in future? (e.g., communication, collaboration, synthesizing skills, etc.)

Collaborative Notes



The screenshot shows a web-based note-taking application. At the top, the title bar reads "395 Collaborative Notes - September" with icons for a star, a folder, and a cloud. Below this is a menu bar with options: File, Edit, View, Insert, Format, Tools, Extensions, Zotero, and Help. A toolbar contains various editing tools like search, undo, redo, copy, paste, text color, background color, font size (set to 12), bold, italic, underline, link, and unlink. The main editing area has a ruler at the top with markings from 1 to 7. On the left side of the main area is a sidebar with a list icon. The central text area contains the following content:

Bradford, *Of Plymouth Plantation* [I, IV, VII, X in *Book One* & XI in *Book Two*]

- “Separatist” but it really wasn’t so bad in England unless you criticized the King and went to prison. The Puritans wanted to purify the Church of England completely of its Catholic roots. Queen Elizabeth I was sympathetic to both sides; King James I appeased Puritans by translating the Bible into English but he didn’t commit to “purifying” the church the way the Puritans wanted (he demanded Catholics swear an oath of loyalty to him over the Pope, but that wasn’t enough for the Puritans). Meanwhile, the Thirty Years’ War was happening across Europe.
- Puritans wanted to create a perfect, pure, Puritan society
- Wants liberty: does not want to go to prison for disrespecting king
- Bradford’s reasons for leaving Holland to go to the New World: liberty; old age;



Metacognition for World-Readiness

The
Harvard
Gazette

Sean Finamore '22 (left) and Xaviera Zime '22 study during a lecture in the Science Center.

Photos by Kris Snibbe/Harvard Staff Photographer

SCIENCE & TECHNOLOGY

Lessons in learning



Study shows students in 'active learning' classrooms learn more than they think



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Democratic Co-Creation



- Leave some part of syllabus blank (or some room to play, flexibility)
- Prompt students to write proposals
- Discuss proposals as a class (what criteria for voting?)
- Vote
- Implement changes in the syllabus

Every Syllabus Needs an “Or” Option



- Build a more inclusive community
- Foster a sense of belonging so all can find their path to success
- Cater to every learner
- Expand students' scope of thought to value every person in the room

Quick Recap

- Taylorism v. Today
- Compete v. Collaborate
- Ask students more questions (leads to co-creation)
- Creating a democratic environment
- Co-creating in that environment
- Metacognition (students need to reflect on the process)

Exit Ticket

What's one thing that you're still thinking about? And/or something you might implement in your classroom?



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