Clifford Lee talking notes – Google Hangout on 2/24

NOTE: Our class questions are the underlined ones.

<u>What's his background? –</u>
- Currently an English Ed. professor at St. Mary's College. Before this, he was a high school teacher in eastern Cali; small school PE English learner development, filming, hip hop, Social studies, advisory classes, etc.

<u>Main standouts of production-centered learning –</u>
- Creating a culture or space that facilitates a type of learning – digital tools are great for motivation and students being able to DO school and learn that way
- He recently had his current grad students think back about their entire lives and what was the most memorable and powerful learning experience they have ever had. What about outside of school? All types of things – friends teaching golf, to going shooting with a friend, to cooking with g-ma.
- Most learning doesn't occur in the classroom
- And then the worst experiences of learning happened INSIDE the classroom.

**Bringing outside effectiveness INTO the classroom because what happens outside is the more effective

**Under-resourced school read about science and well developed school DO science.

Production centered classrooms – ***the doing is what enhances students' learning.* It's necessary for them to learn.

**A huge process in making mistakes and getting "just in time" feedback. Gain a deeper sense of knowledge as opposed to being told what to do and the effects of A, B, and C. This DOING can happen in any subject.

<u>What does production centered learning look like in schools that have minimal to no access to technology? Minimum being no computer access.</u> -
- Getting minimal access, old computers, digital recorders, funds, fundraising.
- Even in under sourced schools there are ways around that. Maybe all students can share access – being able to work together, pairing up and recording stories together.
- In his class where he did the digital storytelling project on immigration, playing it back was fun because they could self edit and re-record. They wouldn't have done this though if they hadn't done it with a friend, or knew that was going to be produced and shared online.
- Upping the standards of outcomes of learning motivates students to go further. Example – publishing; giving them an authentic purpose and a reason for learning, not just a grade. A real audience! Something as simple as

that comes from one laptop. Practicing on their own and then coming in for the final trial to do it on the one computer.

How can we help students feel like they can teach each other? How can we honor and encourage them to share their expertise with each other instead of always turning to the teacher? -

- SO much of having a production centered classroom requires that you as the teacher create that sense of community and that they work together. More than just technical teaching, you can't do any of that, though, without a community. Teaching won't occur if trusting doesn't occur. What are YOU going to do as a teacher?
- If you want them to take risks and do uncomfortable things, you have to do that yourself. Use team-building activities that relate to course work that way when you go into group work, you trust one another and know that they will follow through.
- Having a genuine project that isn't just for the teacher – public/ social peer pressure. Some students don't care and don't worry about failing, but if they have a group counting on them and encouraging them to work, it's an embarrassment tot them if they don't hold up their end of the bargain. Working under these principles is effective to get unmotivated students to participate equally.
- "Public shaming" – NO WAY! When there is a genuine audience, students WILL respond. Giving them more than just a grade but rather a step to go further in what they will do with their final product.
- Group work connected to a design-based classroom – design challenges – how would that look in an English classroom?

What's an example of a design challenge in an English classroom? Digital story telling project. in11th US history and American literature—

- Majority of students were immigrants. So can you tie this back into real life and standards? American immigration digital story, over the course of the whole semester, reading texts and learning about the historical immigration processes.
- Presenting telling the story by telling us about an immigrant in your own life and tell the story through a certain lens that you collect through interviews or research. Multiple interviews with family, community, teacher.
- Taught techniques. Told chronological order and then interview again and highlight powerful parts that would be amazing for a story. Feature certain stories to capture particular themes or stories.
- These films would later be shown to the person they interviewed and the community. They would get up in front of them and tell everyone about their project. DEEP stories that these students were able to showcase on a big screen to an audience.

- This is a great example of a design challenge – they had to figure out the questions they had to answer (how do we want to sound, should we sound womanly or manly? How do we make the tone appropriate?) adding multi-modal element of video and audio. They played this complex process of how these modes came together: What is your message, who is your audience? How are you going to create this story?
- We don't give credit to young people on how much they know about multi modalities and putting them together. We need to leverage the skills they already possess and bring them into class activities.
- All the things in the classroom were geared and related back to this big project they would be doing at the end of the semester. Going towards an ultimate goal of being producers not just consumers. Framing learning to something bigger and to the end goal. Shaping learning differently and being able to always bring everything back to what would be presented in the end as the final project. **Innovative practices are able to help students even in their testing areas.**

How do we incorporate these things into helping them get good test scores? –
- Every year you gain more insight into content and things of that. Start small like blogging or creating a website or digital pen-pals with other kids in other states. Don't feel like you have to do huge things in the beginning, but start small.
- The standards arethe challenging part, you kind of have to be that middle person to explain and advocate your plan and reasoning, connected small projects to standards and then to being able to pass certain tests.
- Write objectives on the board – even write down what standard you are meeting that day. Students will be engaged and that alone will be powerful in test taking.
- Some traditionally low performing schools have extra pressure to improve – you might get more freedom at a school that is performing better. Interviews are not one-way but two when you are applying for a job. Interview the administrator/school, too.

How do we create an environment in the classroom to give students their own voice when they have been institutionally silenced? –
- It's very difficult to do so as a student teacher, yet you have opportunities where students might be more trusting. A lot of it is you modeling a sense of community, showing vulnerability, building trust through needs and giving students small opportunities of success at the beginning of class and building up from there.
- Day one – find something that those stigmatized students have done well and great and then reward it! Maybe phone calls home? It transforms students' self-advocacy for themselves. It encourages them to go further. Write a note and give it to the student. It helps build trust and then you can start suggesting students to share out to find that voice and confidence again.