

## Teaching to Help Students Develop Academic Habits of Mind

Richard Bullock, Wright State University - Main Campus

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00:00:00,900 --> 00:00:08,860

I can already tell I won't be sleeping tonight, because I'll be thinking about the implications of all of these talks.

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00:00:08,860 --> 00:00:12,100

Our next speaker is Rich Bullock.

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00:00:12,100 --> 00:00:17,280

Rich came to Wright State as an associate professor in 1987

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00:00:17,280 --> 00:00:24,460

after receiving his PhD from the University of Virginia in Charlottesville in 1981.

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00:00:24,460 --> 00:00:34,820

He's been the director of writing programs since he arrived here, instrumental in developing and nurturing the Writing Across the Curriculum program

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00:00:34,820 --> 00:00:41,840

and responsible for inventing and leading the Wright State Summer Institute on writing and teaching.

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00:00:41,840 --> 00:00:48,540

He has written several books, including the widely adopted Norton Field Guide to Writing.

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00:00:48,540 --> 00:00:58,180

His talk is titled: Teaching to Help Students Develop Academic Habits of Mind. Good academic habits of mind, I'm assuming. Rich.

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00:00:58,180 --> 00:01:01,380

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00:01:01,380 --> 00:01:12,400

Thank you, thanks to Dean Sobolik for doing this and for.. and to everyone really.

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00:01:12,400 --> 00:01:24,980

Stephanie deserves a lot of credit just for organizing everything and putting me between a talk on prisoners and a talk on rape. [laughter]

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00:01:24,980 --> 00:01:32,180

Although you know, I like the term prisonization. You know, I want to call my talk collegization.

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00:01:32,180 --> 00:01:34,940

Just it's a good term.

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00:01:34,940 --> 00:01:47,260

Anyway, we've all had students who didn't strike us the sharpest knives in the drawer, but who worked hard, came to every class, asked us questions and ended up doing very well.

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00:01:47,260 --> 00:01:55,480

We've all also had students who were very talented and very bright, but who failed our courses or wandered off at some point never to return.

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00:01:55,480 --> 00:02:05,600

Like the uncle who never reached his potential or the cousin in his 20's who lives in his parent's basement, there's often a disconnect between ability and performance.

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00:02:05,600 --> 00:02:17,380

We talk a lot with students who enter the university at risk, who place into developmental math and writing courses, whose ACT scores and high school grades strongly suggest that they're doomed from the start.

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00:02:17,380 --> 00:02:26,400

We invite them in, offer them a seat at our table filled with bounty, and then when they choke on it we say they weren't college material.

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00:02:26,400 --> 00:02:36,700

The sad fact is that many of them are college material. They have the intellectual ability to succeed, but they lack the tools they need in order to do the work and negotiate the culture of college.

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00:02:36,700 --> 00:02:47,820

These tools consist of sets of skills and attitudes that characterize successful learners and they go by several names, including success skills, non-cognitive skills, grit, and character.

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00:02:47,820 --> 00:02:56,040

However, I prefer the term habits of mind, a term used in an important document that I'll talk about later.

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00:02:56,040 --> 00:03:00,560

Framework for success in post secondary writing.

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00:03:00,560 --> 00:03:12,460

Why, you may be asking is a writing teacher paying so much attention to student attitudes and behaviors that drive student success in general to the point that I'm adding to my textbook, the Norton Field Guide to Writing,

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00:03:12,460 --> 00:03:20,200

an entire section on academic success that includes for new chapters, including on titled: Habits of Mind. There's several reasons.

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00:03:20,200 --> 00:03:30,480

First of all, English 1100 and other first year writing course have for a long time, served not only as introductions to college writing, but as introductions to college.

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00:03:30,480 --> 00:03:38,440

First year courses are often the smallest courses students take, course in which they can interact in their writing, in their class discussion, and in conferences

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00:03:38,440 --> 00:03:42,900

with faculty who are therefore in a position to notice if they are struggling.

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00:03:42,900 --> 00:03:52,420

The course focuses on writing and reading, two activities crucial to success in college that depends on student's ability to think and act in appropriate and productive ways.

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00:03:52,420 --> 00:04:00,120

And first year colleges are all about developing student's skills and abilities, giving us flexibility in the sort of content we include.

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00:04:00,120 --> 00:04:07,380

So I focus my courses on helping students understand what they need to know and be able to do to succeed in college.

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00:04:07,380 --> 00:04:17,180

It starts early. On the second day of class I ask them to bring in a calendar. Wall calendar, pocket calendar, assignment calendar, phone calendar, I don't care.

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00:04:17,180 --> 00:04:25,080

I collect calendars and bring some in in case some students don't. I also ask them to have on hand the syllabuses for all their classes.

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00:04:25,080 --> 00:04:33,260

We then spend about 20 minutes writing in the deadlines for each draft due in my course and each major assignment in their other courses.

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00:04:33,260 --> 00:04:39,320

I ask them to make a note two weeks before each draft's due date to the effect that X is due in two weeks.

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00:04:39,320 --> 00:04:48,820

When a course is based on drafting and revising over an extended period, but students often think they work best under pressure, in other words the night before it's due,

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00:04:48,820 --> 00:04:57,420

I think it's useful to make the point early on that they're being asked to do a lot more work independently and work of a different order of difficulty than they had to do in high school.

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00:04:57,420 --> 00:05:00,080

So they best plan their schedules.

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00:05:00,080 --> 00:05:03,020

Next I ask them read the framework document.

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00:05:03,020 --> 00:05:10,640

This introduces them to the sort of scholarly writing that they'll be reading for the next several years in course materials and as they do academic research.

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00:05:10,640 --> 00:05:15,260

They are also introduced to the habits of mind, which we discuss in class.

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00:05:15,260 --> 00:05:24,080

To many of our students, a good portion of whom are the first in their families to attend college, what we expect and how we operate is a mystery.

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00:05:24,080 --> 00:05:32,180

Even if they were successful in high school, college presents a different set of rules, challenges, and expectations and most of them are unspoken.

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00:05:32,180 --> 00:05:38,920

I believe it's a responsibility of faculty to let students know our expectations and help them understand the rules of the game,

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00:05:38,920 --> 00:05:44,520

because we are not only scholars, we are teachers and good teachers help the students they have.

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00:05:44,520 --> 00:05:53,760

As I said, we go over the framework focused on the habits of mind, which include the following: Openness.

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00:05:53,760 --> 00:05:59,000

In my textbook chapter on habits of mind, I describe openness this way.

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00:05:59,000 --> 00:06:07,520

College presents students with challenging concepts, ideas, and facts. Students must confront people and cultures different from their own, often for the first time.

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00:06:07,520 --> 00:06:14,060

Students who are open to new ideas and willing to consider the perspectives and arguments of others fair better in school

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00:06:14,060 --> 00:06:21,720

than those who maintain that theirs is the only appropriate of living or think, because learning involves changing our minds.

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00:06:21,720 --> 00:06:28,100

Curiosity is another one. When we're little, we're curios about everything and we learn by exploring our surroundings.

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00:06:28,100 --> 00:06:39,380

We dig holes, rip up magazines, explore attics and basements. As we get older though, we focus our interests and ignore aspects of the world and often forget how to explore.

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00:06:39,380 --> 00:06:47,040

In college though, we're asked to explore and research many topics and we can do so better if we if cultivate curiosity about them.

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00:06:47,040 --> 00:06:51,040

Related to openness and curiosity is flexibility.

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00:06:51,040 --> 00:06:56,980

When we're flexible we're adaptable. We can use various methods to meet demands and face situations.

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00:06:56,980 --> 00:07:04,900

In the humanities, finding the answer to a problem my require drive from many different sources and many different fields, using many different tools and means.

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00:07:04,900 --> 00:07:11,740

To understand writing and how it is best taught for example, I've drawn on composition and rhetoric of course,

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00:07:11,740 --> 00:07:18,460

but also linguistics, psychology, sociology, education, and even engineering, sports and architecture.

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00:07:18,460 --> 00:07:23,420

And my study of literature attuned me to style and the rhythms and power of the English language.

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00:07:23,420 --> 00:07:26,620

All of these habits of mind lead to creativity.

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00:07:26,620 --> 00:07:33,380

Many of us see creativity as something artists have and are born with and the rest of us aren't. That's wrong.

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00:07:33,380 --> 00:07:40,600

From the young man scanning groceries with his own special flare, to the woman sporting bright green eyeliner and nail polish,

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00:07:40,600 --> 00:07:46,100

creativity defined as expressing your self and finding new ways of doing things is all around us.

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00:07:46,100 --> 00:07:52,560

And psychologists tell us that acting creatively opens us up to being more creative.

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00:07:52,560 --> 00:07:54,720

Persistence is crucial.

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00:07:54,720 --> 00:08:01,200

Persistent students stay focused on long-term goals despite obstacles. Some scholars call this grit.

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00:08:01,200 --> 00:08:07,760

And they show self control. They can forgo short-term temptations and deal with interruptions as they work toward their goals.

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00:08:07,760 --> 00:08:11,440

Persistence is allied with a capacity to handle failure.

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00:08:11,440 --> 00:08:23,060

Good readers, successful students, and anyone who plays video games understands that failure is part of a tasks difficulty, not a personal failing.

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00:08:23,060 --> 00:08:24,800

Excuse me.

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00:08:24,800 --> 00:08:29,120

Engagement is a sense of investment and involvement in learning.

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00:08:29,120 --> 00:08:33,560

In other words when students are engaged, they see their work as having value for them.

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00:08:33,560 --> 00:08:38,880

Engagement encourages student openness and curiosity and makes being persistent easier.

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00:08:38,880 --> 00:08:43,280

Responsibility means taking ownership of ones actions and their consequences.

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00:08:43,280 --> 00:08:50,900

Students are responsible and they recognize their role in learning. It's up to me to learn, not the teachers to some how make me learn.

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00:08:50,900 --> 00:08:55,200

If I feel responsible, I'm motivated to persists.

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00:08:55,200 --> 00:09:01,620

Metacognition - there it is - is the ability to step back and reflect on ones thinking.

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00:09:01,620 --> 00:09:09,540

If I'm working, creating, and engaged I'm likely to be in the moment, letting ideas and words flow. I'm in the zone.

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00:09:09,540 --> 00:09:16,620

But I also need to step out of the zone to see what I'm doing and whether it's working or not. This is important in a lot of different ways.

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00:09:16,620 --> 00:09:26,260

To be a fluent reader for example, you need to monitor your understanding and know when you've lost the thread, need to re-read, or need to re-focus your attention.

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00:09:26,260 --> 00:09:33,200

One more habit that isn't in the framework, but that I believe is important for academic success is I'm calling agency;

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00:09:33,200 --> 00:09:43,500

or taking responsibility for your own voice, to speak out, to say what needs to be said, to contribute in class, ask questions, to admit that you don't know something.

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00:09:43,500 --> 00:10:00,180

Speaking in class is an act of courage for many students and those who muster that courage, engage in the on going academic conversations of their classes much more than those who remain silent.

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00:10:00,180 --> 00:10:10,740

After reading the framework and discussing it with my students, I asked them to identify the one habit that they most need to work on and make them promise to do that during the semester.

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00:10:10,740 --> 00:10:19,000

They declare publicly in class and in a discussion on pilot and at the end of the term I ask each of them for a progress report again to the class.

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00:10:19,000 --> 00:10:22,980

Last term student's choices were interesting.

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00:10:22,980 --> 00:10:27,700

Half chose persistence, but the habits that others chose were telling too.

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00:10:27,700 --> 00:10:30,180

They described their struggles this way:

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00:10:30,180 --> 00:10:35,560

"I have a hard time making myself start projects that I'm not particularly interested in."

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00:10:35,560 --> 00:10:40,320

"I always get distracted and bored when writing about something that is uninteresting to me."

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00:10:40,320 --> 00:10:44,320

"I struggle with being open to new ways of being and thinking."

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00:10:44,320 --> 00:10:49,700

"I've gotten into a habit of not going out of my comfort zone

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00:10:49,700 --> 00:10:55,040

when it comes to academics, because I'm often afraid of the outcome."

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00:10:55,040 --> 00:11:03,280

"I tend to address only familiar ideas in my writing." "I never really try to think outside the box."

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00:11:03,280 --> 00:11:08,660

"I do not involve myself with anything I'm not forced to."

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00:11:08,660 --> 00:11:12,640

These student's clearly had some self knowledge and could articulate it clearly.

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00:11:12,640 --> 00:11:16,260

Their reluctance to entertain new ideas or risk failure,

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00:11:16,260 --> 00:11:21,900

their tendency to avoid commitment to ideas or activities was clearly something that bothered them.

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00:11:21,900 --> 00:11:29,260

On some level they understood that they should be playing with ideas, taking chances, exploring new concepts, but for some reason

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00:11:29,260 --> 00:11:37,980

- the k-12 testing mania, the way high schools are structured, the shaky economic times that they grew up in, something else -

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00:11:37,980 --> 00:11:42,160

they were playing it safe and it didn't feel right to them.

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00:11:42,200 --> 00:11:49,940

So in addition to working on their habits of mind, it seemed appropriate to offer them some opportunities to climb out of their ruts.

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00:11:49,940 --> 00:11:58,080

Steven J. Tepper, who's a dean at Arizona State, wants students to have what he calls "bigger-than-me experiences."

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00:11:58,080 --> 00:12:06,780

Bigger-than-me experiences are about insight, about making something happen in the world. We must anticipate problems, struggle with ideas, seek some resolution.

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00:12:06,780 --> 00:12:15,880

They help solve a collective problem and engage the imagination as we adopt a different perspective and try to identify with a different place, time, or people.

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00:12:15,880 --> 00:12:22,640

One of Tepper's recommendations is to have students explore an idea, object, or text in a completely different context or form.

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00:12:22,640 --> 00:12:29,360

In other words, by having them deal with something in an unfamiliar context; mess with their minds.

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00:12:29,360 --> 00:12:35,680

A major assignment in English 1100 is a text analysis. So I thought this was a perfect opportunity.

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00:12:35,680 --> 00:12:41,960

The class was analyzing an essay written by Caroline Kennedy back in 2008, A President Like My Father,

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00:12:41,960 --> 00:12:49,460

In which she compared then senator Barrack Obama to John F. Kennedy, as she endorsed him as candidate in the presidential primaries.

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00:12:49,460 --> 00:12:58,580

Despite it's age, it's an excellent text to introduce text analysis with because of its clear structure, lyrical language, and logical argument.

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00:12:58,580 --> 00:13:03,400

We've been working for a couple of days when I brought to class some stuff.

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00:13:03,400 --> 00:13:14,020

I brought a bag of legos, several cans of play dough, some plastic blocks that can be snapped together to form a marble race, and a bag of old photos with scissors and tape.

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00:13:14,020 --> 00:13:23,740

I divided the class into groups, gave each group a bag of stuff and said "create a representation of your analysis of this essay. Don't use words."

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00:13:23,740 --> 00:13:29,800

They looked at me funny, then they went to work. Here's what some of them came up with.

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00:13:29,800 --> 00:13:33,360

The group that worked with legos came up with this.

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00:13:33,360 --> 00:13:40,100

Not that the figures in the tab below - the people, the trees - are all in the same places,

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00:13:40,100 --> 00:13:46,200

but those on one side represent Kennedy and his supporters and those on the other side are Obama and his supporters.

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00:13:46,200 --> 00:13:56,820

There was a piece of clear plastic cut from an overhead transparency sheet that stretches between those two towers and represents a mirror then and now.

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00:13:56,820 --> 00:14:03,980

The marble race group probably had the biggest challenge. They created two patriotic towers.

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00:14:03,980 --> 00:14:09,540

One representing Kennedy, the other Obama. The shorter one in the middle is Caroline Kennedy.

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00:14:09,540 --> 00:14:20,260

Again, the idea is that the two candidates are very much alike, with Caroline Kennedy's essay as a sort of bridge between them and they also made it work as a marble race.

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00:14:20,260 --> 00:14:22,940

This one's my favorite.

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00:14:22,940 --> 00:14:29,820

The standing figure represents Obama who is looking into a blue mirror and seeing Kennedy's face.

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00:14:29,820 --> 00:14:39,320

Play dough Obama had trouble standing up, so the tan and black thing in the foreground is just a stand to hold him up. Looks like a joystick.

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00:14:39,320 --> 00:14:50,440

What I found particularly interesting was how they worked together to find novel ways to represent the comparing and contrasting in the article and how terms that grew out of their play with the material, such a mirrored,

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00:14:50,440 --> 00:14:53,440

got used subsequent conversations and writing.

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00:14:53,440 --> 00:15:01,660

They clearly understood the essay differently and I think more deeply after exploring it together using different media and they had fun.

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00:15:01,660 --> 00:15:09,000

In a few minutes at the end of a later class I tried a different exercise to force my students to dig deeper, to see their world in a new way.

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00:15:09,000 --> 00:15:17,840

This time I said, you all have smart phones and they all have apps that do amazing things and new apps are being invented and marketed all the time.

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00:15:17,840 --> 00:15:24,640

There must be a limit though. There are some apps we can think of that aren't likely to become a reality anytime soon.

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00:15:24,640 --> 00:15:35,080

For instance, how about an app that turns your phone into an electric razor or how about a social network for communicating with the deceased?

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00:15:35,080 --> 00:15:42,640

I said these apps don't exist, but what if they did? If these apps existed, how would they change reality?

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00:15:42,640 --> 00:15:49,520

Don't use my apps, get into groups and come up with your own. And i five minutes, they did.

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00:15:49,520 --> 00:15:59,480

They came up with The Butler which creates any food you want. Phone Phan turns your phone into a fan. Though Reader lets you control your phone by just thinking.

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00:15:59,480 --> 00:16:08,900

Makeup Artist lets you create your look instantly and Telemaps lets you transport yourself anywhere, instantly.

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00:16:08,900 --> 00:16:10,560

Pretty cool.

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00:16:10,560 --> 00:16:18,500

I then had them write informally, exploring how reality would be different if one of these apps existed for both good and bad.

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00:16:18,500 --> 00:16:21,660

They posted some interesting thoughts. Here are a few:

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00:16:21,660 --> 00:16:30,200

For The Butler: "If The Butler was a real life thing poverty might be less, because we could just make our phones make food for people who don't have any,

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00:16:30,200 --> 00:16:36,460

but I would probably weigh around 800 pounds and so would anyone with a phone and no self control.

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00:16:36,460 --> 00:16:46,740

Any country with phones will have an increased obesity rate and if you butt dial mashed potatoes, you're going to have a very large problem." [laughing]

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00:16:46,740 --> 00:16:54,020

Telemaps: "An app that teleports users anywhere could be interesting, but there could also be serious issues.

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00:16:54,020 --> 00:16:59,620

Why was such an app be limited to the Earth? It would be difficult to prevent children form using the app.

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00:16:59,620 --> 00:17:06,700

Also, how accurate would the app be? Even if it was off very slightly, there could be serious issues.

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00:17:06,700 --> 00:17:12,920

What if the user did not know exactly where they wanted to go? They could end up on train tracks or in the middle of a

highway.

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00:17:12,920 --> 00:17:20,140

Would this app be able to take altitude into account? If not, somebody could end up 30 feet in the air or 6 feet underground.

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00:17:20,140 --> 00:17:23,460

This app would also raise serious philosophical questions.

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00:17:23,460 --> 00:17:27,860

Would the person going in, be the same as the person coming out the other side?

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00:17:27,860 --> 00:17:31,540

Is a person simply the sum of their parts or something more?

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00:17:31,540 --> 00:17:36,640

Would this app be ethical to use or distribute if it couldn't actually preserve consciousness?

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00:17:36,640 --> 00:17:41,280

Would scientists even understand consciousness before this app is made?

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00:17:41,280 --> 00:17:47,460

Teleportation would be really cool, but there's a lot of ways it could kill you."

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00:17:47,460 --> 00:17:54,620

I though this was great. Thoughtful extended responses, students who are engaged, open, and creative

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00:17:54,620 --> 00:18:01,000

flexing their habits of mind in the service of exploring interesting questions and having fun doing it.

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00:18:01,000 --> 00:18:08,480

Sill though, the question must be asked: Why should we as teachers of first year writing and other faculty,

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00:18:08,480 --> 00:18:17,960

devote our scarce time and precious resources to activities designed not specifically to help students become better writers and readers of academic texts,

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00:18:17,960 --> 00:18:21,600

but to serve a more general goal of helping them succeed in college.

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00:18:21,600 --> 00:18:28,480

Won't learning to write academic papers and read critically help them to succeed? That's our mission and our training, not this other stuff.

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00:18:28,480 --> 00:18:33,120

Well as you probably suspect, I have some answers.

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00:18:33,120 --> 00:18:40,620

One, the activities that foster student success are the activities basic to teaching writing and reading.

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00:18:40,620 --> 00:18:47,960

Encouraging multiple drafts, reading and evaluation sources and reconciling and synthesizing their points of view.

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00:18:47,960 --> 00:18:54,180

Teaching academic argument, including finding common ground and reaching out to multiple audiences,

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00:18:54,180 --> 00:18:58,200

asking students to assess their own work.

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00:18:58,200 --> 00:19:04,060

Secondly, more broadly, I believe that our primary job as faculty is to teach -

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00:19:04,060 --> 00:19:14,100

not just those who are interested in our disciplines, not just those who are ready to learn, not just those who are primed for success, but all the students in our classes.

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00:19:14,100 --> 00:19:22,420

Many students who do not succeed in college could if more faculty helped them understand what success in college involves.

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00:19:22,420 --> 00:19:28,340

In other words, if we can help our students but we don't, we're complaisant in student's failure.

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00:19:28,340 --> 00:19:37,220

If we can help, we should help. If more students succeed it's good for our students, it's good for the university, and it's good for society.

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00:19:37,220 --> 00:19:39,220

Thank you.

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00:19:39,220 --> 00:19:44,700

[Applause]

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00:19:44,700 --> 00:19:48,960

Yes.

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00:19:48,960 --> 00:19:57,880

On your course evaluations did any students mention any of these outlaw sessions in which you did and how did it effect their writing?

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00:19:57,880 --> 00:20:11,580

No. [laughing] I think that, you know, that they liked the course. I got good evaluations.

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00:20:11,580 --> 00:20:18,680

But I don't remember them specifically mentioning those activities.

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00:20:18,680 --> 00:20:25,100

Do you suspect that...what kind of impact do you suspect it did have on their strategy?

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00:20:25,100 --> 00:20:40,840

That's really to say. I'd like to think that doing these things loosened them up, made them more willing to take chances,

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00:20:40,840 --> 00:20:52,440

which may have led them to write papers and explore topics that they might have been afraid to if they'd you know, otherwise.

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00:20:52,440 --> 00:21:01,320

And some of them, I think probably topic choice is probably what made the biggest difference.

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00:21:01,320 --> 00:21:12,380

Several of them did talk to me about how that they were taking chances with their writing that they hadn't previously.

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00:21:12,380 --> 00:21:17,600

There's a lot of fear out there among freshmen as you may have noticed. [laughing] Kristen.

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00:21:17,600 --> 00:21:24,560

I'm not sure when you kind of formulating this list or argument of ideas,

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00:21:24,560 --> 00:21:36,040

but in your years of teaching have you seen a difference or changes in time in the habits of mind of our students who at first enter your classroom?

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00:21:36,040 --> 00:21:55,980

I think it probably relates to ones they chose. I think students by and large and I'll extent to this graduate students, are

more cautious than they used to be.

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00:21:55,980 --> 00:22:07,020

I don't think they write any better, they don't write any worse. I don't think students are going to hell and you know,

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00:22:07,020 --> 00:22:11,200

back when I was young... I don't think that's true.

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00:22:11,200 --> 00:22:20,260

But I think there's a difference in how willing they are to stretch themselves

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00:22:20,260 --> 00:22:28,460

to get out of what they perceive as a comfort zone where they might not get the grade

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00:22:28,460 --> 00:22:32,500

or where they feel threatened in some way or another.

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00:22:32,500 --> 00:22:43,360

So you know, I think they need more prodding and more support to make those kinds of leaps that we hope for.

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00:22:43,360 --> 00:22:48,700

Why do you think that is, is it [inaudible]?

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00:22:48,700 --> 00:23:03,000

Well I'm perfectly willing to put some blame on the changes in the way high schools and middle schools and even elementary schools operated with you know, so much testing,

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00:23:03,000 --> 00:23:20,220

so much emphasis on essentially.. you know, you live in a world where you're getting tested all the time. It's in your interest to play it safe. John.

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00:23:20,220 --> 00:23:25,780

I think that why some faculty [inaudible] students

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00:23:25,780 --> 00:23:38,560

and I say that as a retired faculty member who's just loving the freedom to write what I really want and not what I know a journal expects.

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00:23:38,560 --> 00:23:47,400

I mean you have to, when you start out writing something because you want to be accepted someplace

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00:23:47,400 --> 00:23:56,480

it's a very narrow use of language and being [inaudible].

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00:23:56,480 --> 00:24:08,840

I think that's probably true. I know in my field, the field itself. it was a very young field when I got into it

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00:24:08,840 --> 00:24:22,040

and the journals that existed welcomed a lot of personal responses and essays in a pure humanities sense

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00:24:22,040 --> 00:24:33,220

where you could explore an idea. Now they're... as the profession has become professionalized

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00:24:33,220 --> 00:24:38,240

the journals have tightened their screws as well

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00:24:38,240 --> 00:24:47,700

and if you don't have a couple of pages of scholarly references and sources at the end of your manuscript, chances are it won't be accepted.

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00:24:47,700 --> 00:24:57,360

I see that as an evolution which I thin has shut down a lot of talk and conversation about pedagogy,

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00:24:57,360 --> 00:25:05,160

because people are doing more research and theoretical work and

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00:25:05,160 --> 00:25:14,280

there's not much room to talk about "hey here's a good idea about teaching" or "here's an observation about my students".

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00:25:14,280 --> 00:25:20,520

The more anecdotal pieces have gone by the wayside. So I think you're right.

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00:25:20,520 --> 00:25:31,460

You know, 300 years ago when I did my dissertation, the whole idea was that it was a learning experience, it didn't...

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00:25:31,460 --> 00:25:33,580

It wasn't your first book [laughing] yeah.

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00:25:33,580 --> 00:25:34,840

No, exactly.

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00:25:34,840 --> 00:25:35,340

Um hmm

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00:25:35,340 --> 00:25:44,900

The expectation when you write it was you walk away from it, because what you did was to learn and now dissertations are [inaudible]

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00:25:44,900 --> 00:25:46,900

Um hmm

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00:25:46,900 --> 00:25:53,940

It's yeah... which is [inaudible]

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00:25:53,940 --> 00:25:54,640

Yes.

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00:25:54,640 --> 00:25:57,860

More wide than narrow.

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00:25:57,860 --> 00:26:08,580

Well and having to have a couple of published articles and several conference presentations under your belt when you apply for your first job with your still wet PhD

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00:26:08,580 --> 00:26:14,660

means that starts even earlier. So I think hiring committees contribute to that.

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00:26:14,660 --> 00:26:21,580

[inaudible]

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00:26:21,580 --> 00:26:30,840

[inaudible]

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00:26:30,840 --> 00:26:33,280

Okay, thank you.

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00:26:33,280 --> 00:26:34,960

[Applause]