

## **APPENDIX 1**

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## Written Peer Response Instructions

NOTE: In addition to these written parameters, students were told each quarter that the peer responses were “low stakes” writing, which was explained as informal writing in which the content and thinking (what was said) mattered more than the grammar and spelling (how students said it).

### *Sport and Society (Fall, 2003-2004)*

#### **Assigned Reading and Postings (Due Weekly)**

Each week you will write a one-page (500 words) critique of the readings and post it to your forum on Blackboard. You will also write a **response** to the posting of at least one other member of your forum (250 words).

Students are expected to critique (analyze, interpret and evaluate) the assigned readings. Your critique should be a synthesis of the reading and should include your own reactions. **In your postings on fellow students’ work, you should speak to their explanations of the text.**

### *Chronic Illness, Disability and Deafness (Winter Quarter 2003-2004)*

#### **Peer Response**

Your response to one reading circle paper should be at least 6-8 sentences long, and be that of an interested and respectful colleague. What did he or she say that interested you? What interested you, specifically and why? What questions do you have after reading the paper? What do you wish the paper writer had talked more about? What did you disagree with? Explain why.

### *Chronic Illness, Disability and Deafness (Spring Quarter 2003-2004)*

#### **Peer Response**

The purpose and value of your response to a peer’s paper lies in encouraging conversation and the joint making of knowledge. In peer responses, faculty will look for respect, and efforts to encourage dialogue and collaborative knowledge making, through substantive response to others’ ideas and observations.

Your thoughtful work with another’s writing (i.e., your peer response to another’s paper) may require 20 minutes of your time after you’ve selected the paper you want to respond to.

## Release Form for Obtaining Student Consent

March 8, 2004

I, (print name) \_\_\_\_\_, hereby give Joli Sandoz permission to use information and anonymous excerpts from my written and/or spoken work for Psychosocial Aspects or for Chronic Illness, Disability and Deafness in future course and program materials, in her own faculty portfolio, in publications, and/or in academic conference presentations. It has been explained to me that the purposes of these various projects, and the proposed use for student material, are several:

- \* to develop an approach to assessing learning that works in the context of Evergreen's programs and courses and that includes students' perspectives,
- \* to assess faculty work at Evergreen,
- \* to teach students and teachers (at Evergreen and elsewhere) about working with chronic illness, disability and deafness and with issues carrying an emotional dimension in the classroom and in the learning community format,
- \* and/or to further general, academic and scholarly investigation and knowledge related to teaching and to chronic illness, disability and d/Deaf experience.

I understand that the possible risks to me associated with the anonymous use of material from my work in Psychosocial Aspects or Chronic Illness, Disability and Deafness are slight. The design of these projects is intended to make them a benefit to me, to teachers and human service professionals, and to other students and the general public, by encouraging and supporting rich conversations about teaching and learning, and about chronic illness, disability and d/Deaf experience.

\_\_\_\_\_ (Signature)

\_\_\_\_\_ (Date signed)

## ANALOGIES AND METAPHORS FOR COLLABORATIVE LEARNING

### Collaborative Learning Communities

#### ***“Rhizome”***

“... what Deleuze and Guattari (1987) consider a rhizome. They use the term rhizome metaphorically to describe all sorts of complex non-hierarchical systems. Grass is a paradigm rhizome because of its interlocking mass of laterally spreading roots, nodes, and shoots. Deleuze and Guattari contrast rhizomes with tree-like structures (Alexander, 1988)-less complex systems that are easily diagrammable because their components and relationships are readily identified. In tree-like structures it is possible to trace paths of movement or influence from roots to trunks to branches.”

Wilson, Brent. “Of diagrams and rhizomes: Visual culture, contemporary art, and the impossibility of mapping the content of art education.”

*Studies in Art Education*. Spring 2003. Vol. 44, Iss. 3; 214+

Deleuze, G. and Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia*. Minneapolis: University of Minnesota Press.

Alexander, C. (1988). “A city is not a tree.” In J. Thackra, (Ed.), *Design after modernism*, 67-84. New York: Thames & Hudson.

#### ***“communities of practice”***

“One potentially useful metaphor for describing such a larger supportive context [in which one can acquire “metacapabilities” such as learning, participative leadership, collaboration, quality, reengineering, and strategic thinking] is that of a community of practice. The term is borrowed from learning theorists Lave and Wenger (1991) who define it as an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for their community. Thus, they are united in both action and in the meaning that that action has, both for themselves and for the larger collective.” (p. 98)

Liedtka, Jeanne. “Linking competitive advantage with communities of practice.” *Journal of Management Inquiry*. Mar 1999. Vol. 8, Iss. 1; 5+

### Scholarly work of making knowledge

#### ***“conversation”***

from Kenneth Burke's *Philosophy of Literary Form*, in Brent, Doug. “Knowledge Received/Knowledge Constructed: Principles of Active Learning in the Disciplines.” Keynote address at “Teaching and Learning and Writing Across the Curriculum Faculty Development Workshop, Laurentian University, May 1 1996. <http://www.ucalgary.ca/~dabrent/art/active.html>

### Process of learning to make knowledge

#### ***“midwifery”***

“... apprentice midwives in Yucatan are usually daughters of senior midwives. They see the business of midwifery come and go through the house, and as they get older they accompany their mothers as they attend births, help out with some of the simpler procedures, and eventually begin to take over as they move from the margin to the center of the community. In this scenario, ‘Broad exposure to ongoing practice

... is a demonstration of the goals toward which newcomers are expected to move. Knowledge and skill develop in the process . . .”

Lave, Jean. "Situating Learning in Communities of Practice." In Lauren Resnick, John M. Levine and Stephanie D. Teasley. *Perspectives on Socially Shared Cognition*. Washington: American Psychological Association, 1991. In Brent, Doug. "Knowledge Received/Knowledge Constructed: Principles of Active Learning in the Disciplines." Keynote address at "Teaching and Learning and Writing Across the Curriculum Faculty Development Workshop, Laurentian University, May 1 1996.

***“at the dining room table”***

Kaufman, Janet E. "Language, Inquiry, and the Heart of Learning: Reflection in an English Methods Course." *English Education*. 36:3, April 2004. Attributed to Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Boynton/Cook.

**Faculty role and work as students make knowledge**

***“Conductor”***

“It seems useful to recall that one ‘conducts’ a seminar. The analogy with a musical conductor is appropriate and instructive. The subject of the seminar (and the texts or problems being considered) forms a kind of score; the students will already have, with greater or lesser degrees of success, mastered that score before coming to class. The expectation is, in fact, that they will have prepared for class by reading the material, by thinking up something to say. The work of the conductor is to draw out this intellectual music, to arrange it, set the tempo of play. . . . [I] work to ‘conduct’ the class through the allotted time, drawing all – or most – students into discussion, cutting off digressions when they seem unrelated to the main line of argument, questioning students when they say things that are either unclear or perhaps unfounded.”

Parini, Jay. "The Well-Tempered Seminar." *The Chronicle of Higher Education*, July 23 2004, B16

***“Gardening”***

“This article proposes a new metaphor to help guide online instructors to more effective practices. The metaphor, gardening in Cyberspace, is about creating an environment that fosters learning and personal growth. The practices of good gardening-positioning, conditioning soil, watering, and controlling weeds and pests-all serve as useful analogues to good online pedagogical practices, including addressing individual differences, motivating the student, providing feedback, and avoiding information overload. Examples of instructional design and course management techniques are included to illustrate what online instructors might do differently if they took the gardening perspective seriously. The authors also extend the metaphor to explore administration's role as gardening store proprietors.”

May, Gary L and Darren Short. "Gardening in Cyberspace: A Metaphor to Enhance Online Teaching and Learning." *Journal of Management Education*. 27:6, Dec. 2003. 673+