



I'll try to not do this

# learning and achieving

“Only extraordinary education is concerned with learning, whereas most is concerned with achieving: and for young minds, these two are very nearly opposites.”

Marilyn French

# who am I

- ▶ ok, so I'm different
- ▶ theatre sound designer
- ▶ I head the theater sound design program at Penn State
- ▶ BFA degree, in Theatre Design & Technology
- ▶ undergraduate conceptual & technical sound designers

# what my students do

- ▶ mix on broadway, touring
- ▶ research & development - Clair Global, Apple
- ▶ entertainment engineering - Disney, Cirque
- ▶ themed entertainment, haunted houses

# different?

- ▶ for me, the recording studio is a means to an end
- ▶ another path to teaching audio where we can isolate individual techniques and phenomena, without the inherent listening and other compromises of live sound
- ▶ studio technique is therefore a tool for learning, instead of the final product
- ▶ theatre is a forcibly collaborative art form - none of us exist with the others



collaboration - it should look like this



It all too often looks like this



the 'r' word

# why the 'r' word

- ▶ it's easy to justify grades
- ▶ administrators love data
- ▶ creates a common reference point between classes
- ▶ Uh, where is exactly is that it helps learning

# why not the 'r' word

- ▶ stifling of creativity
- ▶ too often a poor fit for creative work
- ▶ the cart comes before the horse

# the whining rubric

Score	Purpose	Quality
6	<p>The purpose of the whine is to get a group response.</p> <p>The target of the whine responds immediately to the full intention of the whine.</p> <p>The whine may have multiple purposes or targets.</p>	<p>The pitch of the whine oscillated through the entire frequency range, beyond human hearing, causing neighborhood dogs to howl.</p> <p>Full volume, audible over a jet engine at full throttle.</p>
5	<p>The purpose of the whine is clear.</p> <p>There is a clear target for the whine.</p> <p>The goal of the whine is achieved.</p>	<p>Pitch is high, like fingernails on a blackboard.</p> <p>Whine is audible over classroom noise.</p>

# the creative thinking value rubric

American Association of Colleges and Universities

# the creative thinking value rubric

	Capstone	Milestone		Benchmark
Acquiring Competencies	Reflects	Creates	Adapts	Models
Taking Risks	Seeks	Incorporates	Considers	None
Solving Problems	Articulates	Develops	Considers	Mono-approach
Embracing Contradiction	Integrates	Incorporates	Includes	Acknowledges
Innovative Thought	Extends	Creates	Experiments	Reformulates
Idea Usage	Transforms	Synthesizes	Connects	Reorganizes

# my rules of application

## what is the balance of the class?

- ▶ technical / conceptual
- ▶ craft / art
- ▶ intro / advanced
- ▶ skills / application

# why not?

- ▶ some assignments need to be vague
- ▶ dealing with vague goals is a tremendously important skill
- ▶ while limitations can be invigorating, striving to not exceed them can have the opposite effect

# why not? or what else can we do?

- ▶ class crits - engage the students in analysis - common in Art courses
- ▶ Up the ante in consequence - it's not for me, it's for your peers. And you have to show it (and talk) about it in front of your peers
- ▶ Other student work helps inspire and set the bar for performance in ways old stodgy professors can't really do
- ▶ peer review can be helpful - what happens when they develop the rubric?
- ▶ When is the last time you did one of your projects with or for your students?

not to be a theatre person, but  
it is always about audience

# the millennial student

- ▶ special
  - ▶ (baby on board!)
- ▶ sheltered
  - ▶ (often extremely so)
- ▶ self-confident
  - ▶ (helicopter parents)
- ▶ team-oriented
  - ▶ (but don't like it)
- ▶ conventional
  - ▶ (can't we all get along)
- ▶ pressured
  - ▶ (over programmed)
- ▶ achieving
  - ▶ (but not necessarily realistic)

# How Millennial Are You?

## Pew Research Center

- ▶ I'm an 87
- ▶ Damn.
- ▶ How? I'm squarely GenX, right? (Born in 1971)
- ▶ 41

# Teaching, Learning and Millennial Students

(2004), Maureen E. Wilson

- ▶ student-faculty contact
- ▶ reciprocity & cooperation
- ▶ active learning
- ▶ feedback
- ▶ time on task
- ▶ high expectations
- ▶ diverse talents and ways of knowing

# presumably we do these things

- ▶ project work
- ▶ group work with collaboration
- ▶ positioning the teacher as facilitator and contributor, rather than director and source of knowledge

# student-centered education

OK, I admit, I thought this was a bunch of crap.

- ▶ shifting the balance of classroom power from teacher to student
- ▶ designing content as a means to building knowledge rather than a 'knowledge end' in itself
- ▶ positioning the teacher as facilitator and contributor, rather than director and source of knowledge
- ▶ shifting responsibility for learning from teacher to learner; and promoting learning through effective assessment (hmmm...)