

Facilitator

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Guiding questions

1. What kind of people do you want your students to be in 10 to 20 years?
2. Why have core values?
3. What value(s) resonates most with you when you think about your ideal course/classroom?
4. What would it look like to center [core value] on the first day of class? In assessments? In regular classroom routines & procedures?

Some core values

Achievement	Equity	Integrity	Service
Ambition	Evolution	Intelligence	Social Intelligence
Benevolence	Excellence	Joy	Spontaneity
Calm	Flexibility	Justice	Teamwork
Candor	Friendships	Kindness	Transparency
Charity	Fun	Knowledge	Truth
Cleverness	Grace	Leadership	Warmth
Community	Gratitude	Logic	Well-Being
Compassion	Gratitude	Mindfulness	Wisdom
Cooperation	Grit	Open-Mindedness	Wonder
Courage	Growth	Passion	Zeal
Creativity	Health	Patience	Zest
Credibility	Honesty	Preparedness	_____
Curiosity	Humility	Professionalism	_____
Dedication	Humor	Punctuality	_____
Dependability	Independence	Relationships	_____
Determination	Individuality	Resilience	_____
Discovery	Ingenuity	Responsibility	
Diversity	Inquisitiveness	Rigor	
Environmentalism	Inspiration	Self-Control	

Brainstorming core values

1. Circle the words on page 1 that resonate with you. Don't over-think it. Consider any of the following:
 - a. What values do you want to exemplify in your teaching?
 - b. What do you value in students?
 - c. What qualities do you want to model for students?
2. Narrow the list to your top 3 core values.
3. Write down those values in the top row of the table below to brainstorm how these values will come to life.

How will you bring your core values to life?

	Core value 1:	Core value 2:	Core value 3:
Before and during the first day of class			
Day to day activities			
Project/long-form assignments			
Summative assessments			
Last day of class			
Other:			

Resources & Inspo

A. Core Values for Fall 2019 Cognitive Psychology (Syllabus Excerpt)

Core values

No instructor is neutral to what they value in their classroom, the students they meet, and themselves. However, we often hide these values from you, such that if you wanted to know what I value, you would need to play a guessing game.

Here are 4 values that I value and that I aim to embody in the course. While I have chosen these terms without your input, it is my intention to leave enough ambiguity that we can interpret them together as the semester goes on.

curiosity

community

ingenuity

transparency

B. IDEO

IDEO is one of the world's most influential design and consulting firms, pioneering the process of *design thinking*. "We wrote this to give you a sense of IDEO's culture – the ties that bind us together as coworkers and as people. There are the values that get us there."

- Be Optimistic
- Collaborate
- Embrace Ambiguity
- Talk Less, Do More
- Learn From Failure
- Make Others Successful
- Take Ownership

C. Student perceptions of class core values (fall 2019)

- Curiosity was a big value that was implemented in class. It promoted an open class room where you could ask any question
- The transparency value greatly affected my learning. It helped me understand why I was doing the activities assigned and how it would impact my future besides just earning a grade.
- I found the community was a big factor in learning throughout this course. I felt that having an open environment where everyone felt comfortable and welcome, made for a great place to learn and grow as individuals/ students and as a collective group
- I liked having core values in the class because they were actually implemented and you could see them in the professor. This is not always the case.
- Having these core values helped with understanding why we were learning what we were, rather than just listing out what we needed to know. It made me feel that I gained much more out of this class as supposed to just memorizing facts and taking notes. I also enjoyed the sense of community in the classroom, which is something I valued from early in the semester.
- It really helped me be aware of these topics that are often present in a classroom but go unnoticed.

- Yes, I believe it set the tone for the class and everyone seemed to like being a part of a safe place and a community-like classroom. I've been in a lot of classes where nobody interacts with each other or talks so it was nice for everyone to be able to talk with each other and be friendly.
- To be honest, I often forgot about them. But whenever they were brought up in class, I appreciated that they were relevant
- I don't think these terms were at the forefront of my mind during the course but nevertheless I would use these to describe my experience in this class
- Community and curiosity made it easier for me to share with others
- Having course values improved my learning. More importantly, it fueled my motivation to learn, because I knew what was expected of me, and it was also a welcoming dynamic.
- It definitely taught me to think more about how I study and how I take in the world.
- I think that it was really helpful because I felt like I stayed more engaged since I knew the values that you held important and then I feel like the class was able to follow and have them be important to them as well.
- I think that it was nice for you to share; however, your passionate, enthusiastic, straightforward, inclusive teaching style spoke for itself. I could have probably guessed these words and a number of other positive attributes to describe how you conduct yourself and treat your students based purely off your actions
- Sometimes it helped me understand why we were doing the things we were doing. It also gave me some encouragement as it made the course feel like it had great purpose.

PIE Summary

Modern pedagogical practices can and should be many things: evidence-based, engaging, high-impact, adaptive, cooperative, active, mindful, student-centered, service-based, project-based, gamified... and still more. What guiding principles shape the many choices we make as course designers and relational educators? Doing this is important because: (1) Reflecting on core values and capturing them concisely allows for alignment to the kind of lasting, big-picture impact we want to have on students. For example, articulating "curiosity" as a core value helps operationalize its impact. What can the instructor do to model curiosity? How can lessons and assignments help students develop their own curious practice? Is there alignment between how learning is assessed and curiosity? (2) Sharing (or even developing core values alongside students) contributes to equity. Schools and educators are not neutral entities: we bring our values implicitly into the classroom. Mismatches with unspoken values (e.g., independence, extraversion) can undermine the performance of first-generation students (Covarrubias, 2012) and other populations. Transparently communicating what is valued with students removes the need for guess-work, invites students to share and contribute to those values, and reminds educators of our "north stars," especially important in the midst of a busy semester. Together, we will discuss possible classroom values (e.g., community, joy, ingenuity, transparency, consistency, creativity, trust) and ways to spiral them from the first to last day of class to authentically inform our pedagogy and relationships with students.