

Appreciative Inquiry: Recognizing Student Strengths in the Classroom

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Educate related to *educere* (to draw out, lead out)

EDUCE: Bring out or develop from latent existence; elicit; evoke.

-- The New Shorter Oxford English Dictionary



Workshop Overview

- **Notetaker form; packet** <https://tinyurl.com/y8ggm39l>
- **Icebreaker:** Appreciating students' strengths
- **Why Appreciative Inquiry**
 - connections to “equity-mindedness”
 - AI defined
- **Examples**
- **Group Activity:** Appreciating and “upcycling” our classrooms
- **Debriefing**
- **Evaluations**

Icebreaker

- Take a moment to reflect on the following. You can use your notetaker form to jot your own notes down.
- What strengths do your students already bring to class?
 - Academic?
 - Social?
 - Cultural?
 - Other?
- Now turn to a partner. Spend five minutes sharing the strengths you have each identified. Add the strengths your partner has identified to your list.

Share Out

What were some of the student strengths that surfaced in your conversations?

Why Appreciative Inquiry?

Equity-mindedness: “[A] way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement **and abstains from blaming students for those accumulated disparities.**” (“Five Principles for Enacting Equity by Design,” by Bensimon, Dowd, and Witham. *Emphasis added.*)

Appreciative Inquiry...

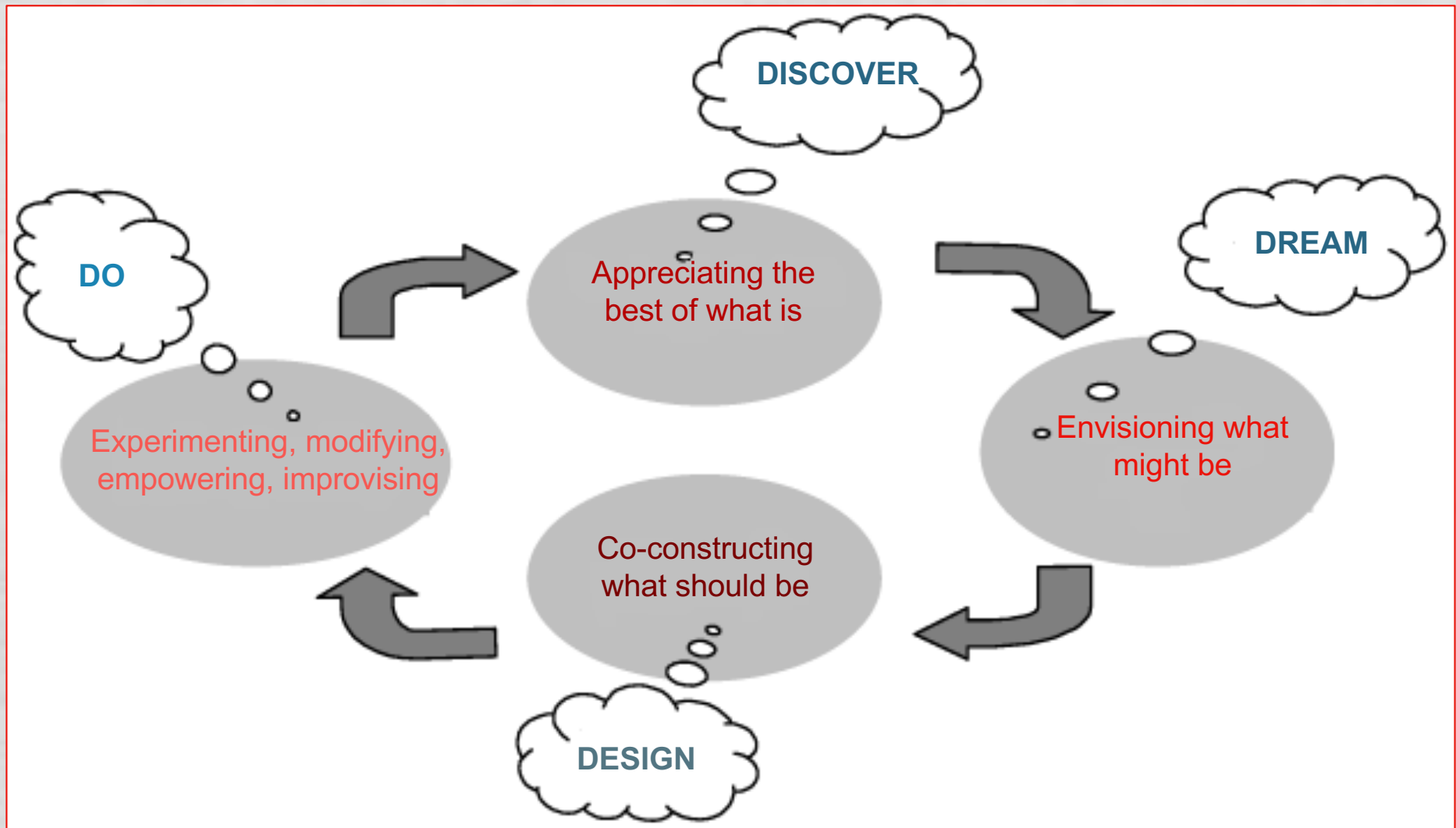
- assumes the language we use creates our reality.
- begins by identifying what is positive, then connects it in ways to heighten energy and vision for change.

What Is Appreciative Inquiry?

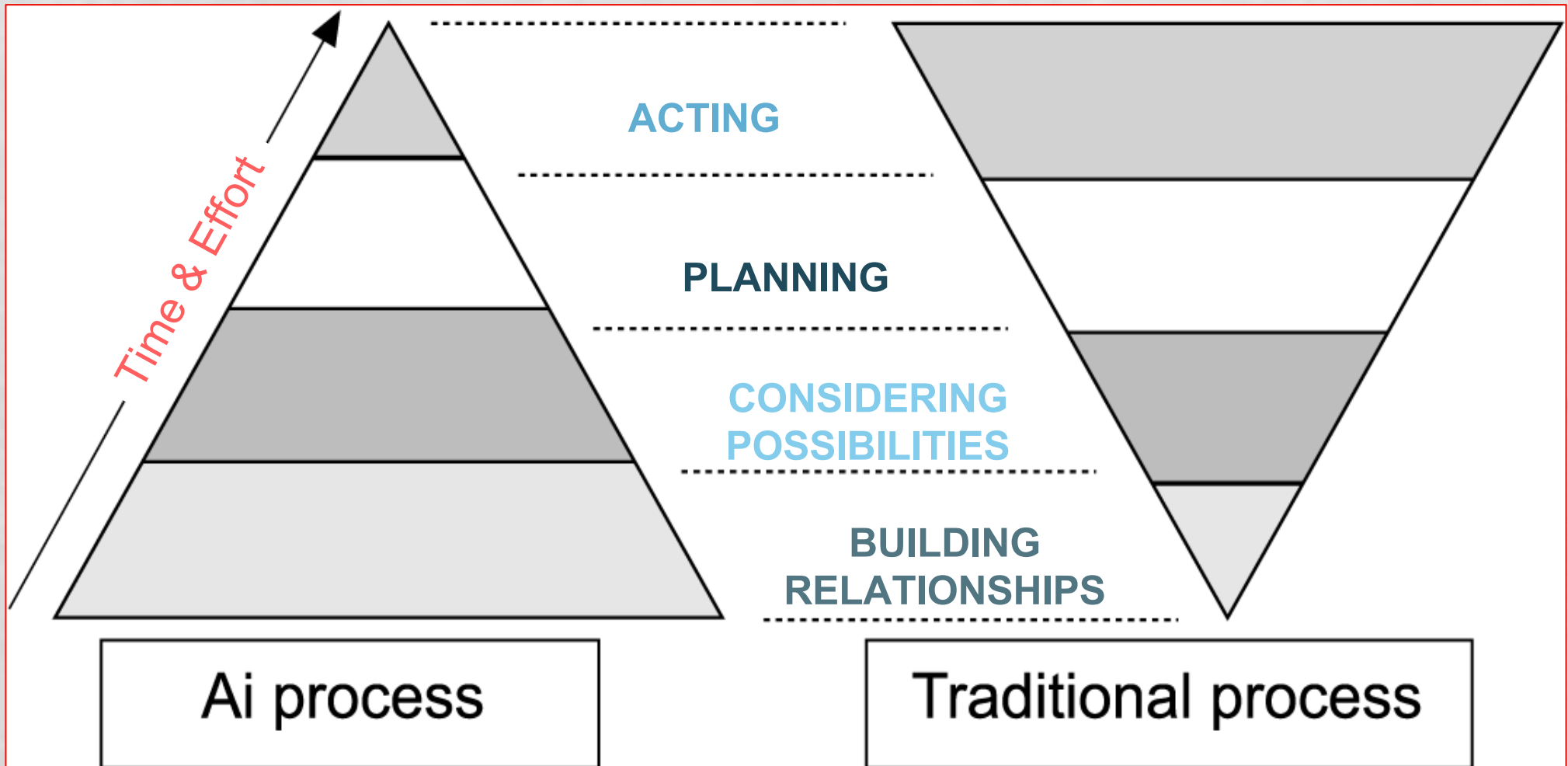
Appreciative Inquiry is...

- a process-oriented change model that uses the power of appreciation, collaboration, and inquiry as the fundamental components for realizing transformation.
- a strategy for intentional learning, growth, and empowerment.
- a “mind-set” - a way of viewing and being in the world.
- **Appreciative Inquiry: A Positive Revolution in Change, by Cooperrider and Whitney**

How does the Appreciative Inquiry cycle-of-inquiry work?



How are Time (and Effort) Differently Spent?



AI Showcase pt. 1: Reframing a student self-assessment

- How frequently do you participate in class?

Tell me about a time that you or a classmate participated in memorable way.

- Do you have a clear idea of whether or not you are passing your classes?

Now that you have your progress report, tell me about how accurately it reflects your learning thus far.

- How frequently have you sought support from the tutoring center, writing center, and/or other campus services?

Tell me about the campus services that you know about. What can I do to help?

- What have you learned about yourself as a learner that might help you for the rest of the semester?

AI Showcase pt. 2: Providing Feedback to Students on Essays

- **DISCOVERY** – *appreciating and valuing the best of what is.*
 - What did the student do well?
 - Where did you feel most connected to the writing?
 - What strengths do you wish to build upon?
- **DREAM** – *envisioning “what might be” (areas of development, future focus)*
 - What might the student work on for his or her next draft?
 - What would you like to keep thinking about?

**How can this be adapted to your discipline or context?
How can students use this protocol in class activities?**

Your Turn: Discover, Dream, and Design

- Identify an assignment, activity, or area of your class that is particularly powerful. What “gives life” to your class? What works? Jot down ideas on your notetaker. (*Discover*)

With a partner, share your activity and then answer the following together, adding observations to your note-taker (10 minutes).

- Where do you see “AI” in these activities? How are you already building on the strengths you identified in today’s icebreaker? (*Discover*)
- Where could you do even more of it? (*Dream*)
- What changes could you make to the activity to infuse “AI”? (*Design*)

Take-Aways

What were the highlights from your discussion with your partner? What surprised you? What “aha” moments did you have? What questions arose?

Whole Group Debrief

- Can you see yourself applying some aspect of AI in your work with students? How?
- Would students benefit from understanding/applying this framework?
- What do you like about this framework? What questions do you still have?

Evaluations

Please be sure to fill out the brief evaluation form. You can hand it to one of the presenters or leave it on the table.

Thank you!

Final Thoughts...

“Don’t get me wrong. I’m not advocating mindless happy talk. Appreciative Inquiry is a complex science designed to make things better. We can’t ignore problems – we just need to approach them from the other side.”

-- Tom White, former head of GTE Telephone Operations