



Fellows also reflected on the exercise in the Zoom chat, some sharing it was too short as they had more to share and connect on with their partners. Next, Jason talked about why deep listening matters and reflection as a means to self-discovery. Then we stopped for a 10-minute break. Meanwhile, Grace played part of a podcast on [\(Re\)Mapping Knowledge](#) created by some of the Spring 2022 Faculty Fellows as their public knowledge project.

After the break, Jason led us in a Creative DNA exercise inspired by Twyla Tharp's *The Creative Habit*, asking us, "How do we find and bring our creativity into our work and life?" Jason shared a [clip](#) from *The Five Heartbeats* and his own creative process: he often finds "valuable thoughts from music, movies and the trash," which he then can put together and revise. Then we all engaged in five minutes of writing practice, responding to these prompts:

- Describe your first creative successful act.
- When you work, do you love the process or the result?
- Who regularly inspires you? (And why?)

These reflections were just for the Fellows to have for themselves. Next, Shelly shared the reason why we choose these particular books for this year's TLH curriculum, "to creatively think about how we teach," and introduced the fellows to Bruce Mau's 5-Minute Manifesto exercise adapted for teaching at CUNY with the vision of transforming CUNY and higher ed more generally. The fellows worked in a collaborative Google Doc in batches to respond to various writing prompts and begin to construct a collaborative manifesto—one that we will return to at the beginning of the seminars in the 2022-2023 academic year. One fellow described it: "The interface looks kind of like a bunch of worker bees collaboratively/concurrently building a rainbow colored colony!"

Afterwards, Shelly and Matt reflected on the activity and TLH's mission for the coming year and beyond. Shelly has used this manifesto activity with her students, and fellows in the 2021-2022 cohorts likewise used this activity in their classrooms. Some fellows also shared their thoughts and contributions aloud:

- Trusting students is most important
- We can lead our students to do the same thing to share their thoughts
- Revision means to see it again, re-doing and re-learning is important to our students and ourselves
- We are learners and always learning
- Instead of talking about success and failure, we should rethink the meaning and process of learning itself
- We could think more about how to inspire students to believe themselves rather than focus on their grades and homework

During the break, Grace shared two [slides](#) about TLH's impact at CUNY and beyond in the first two years of the grant.

We then played a short, inspiring video by Cathy N. Davidson (Founding Faculty Co-Director of TLH) who talked about the efficacy of active learning in the classroom and [her reasons for starting with pedagogy](#), especially why she uses an anti-hierarchical model in her classroom: to make higher ed more equitable, just, and inclusive. Christina then led a follow-up activity, asking fellows to respond to this question in the chat: "What language do you use to introduce students to anti-hierarchical teaching methods? How are you thinking about upending hierarchies in your own classrooms?" Some responses included:

- Co-production of knowledge
- Understanding the classroom as a community
- Students' own grading of their performance
- I use language influenced by Freire, hooks, and Zinn, as examples
- I ask my students to create a Community Agreement and then ask them for help to improve the whole class
- Talking with students about standardized English in classrooms and academia -- and how languages are hierarchized in these contexts
- I like to start with a literacy map that traces their important literacy events in life. Then we reflect and discuss them. A question I pose is - did your map reflect standardized testing or a grade?
- One of the first things I do to show (if not explicitly tell) is to respond to the same introductory discussion prompt I give them (thinking of hooks here -- "I do not expect to...share in any way that I would not share" p. 21)
- Developing own questions and converting them into students' own assignment
- I begin by telling them that no person is illegal
- Peer revision, students teaching one another
- I have students do three reflections. In the first, they answer the question "How do you define history." They return to the question at the midterm and the final. There is not a right or wrong answer—they track how their own ideas develop.
- Tying the learning/knowledge to our everyday lives and critically interrogating our own positionalities

Before breaking into small groups to begin brainstorming potential public knowledge projects inspired by anti-hierarchical transformative teaching methods, Christina introduced some of the logistics about how the projects work. The fellows then broke out into their public knowledge project groups and worked collaboratively on Jamboard.

Jessica Murray (TLH Director of Digital Communications) followed this activity with an explanation of how TLH uses CUNY Academic Commons groups to facilitate communications between fellows and their cohorts. All fellows are welcome and encouraged to post opportunities, events, and other items of interest to their group forums as well as the main TLH group, which is public.

Grace then shared an [example CUNY commons website](#) that one Spring 2022 fellows group created with their students as their public knowledge project—a good example of the versatility of the platform and how it supports collaboration.

The fellows went back into their groups to share syllabus and teaching ideas and discuss how they can practice student-centered, empowered teaching and learning in the coming academic year.

To close an inspiring meeting, Incoming Pedagogy Co-Leader Virginia Diaz gave us even more to look forward to: she made several announcements about upcoming events in TLH's Fall Transformative Speakers Series.

