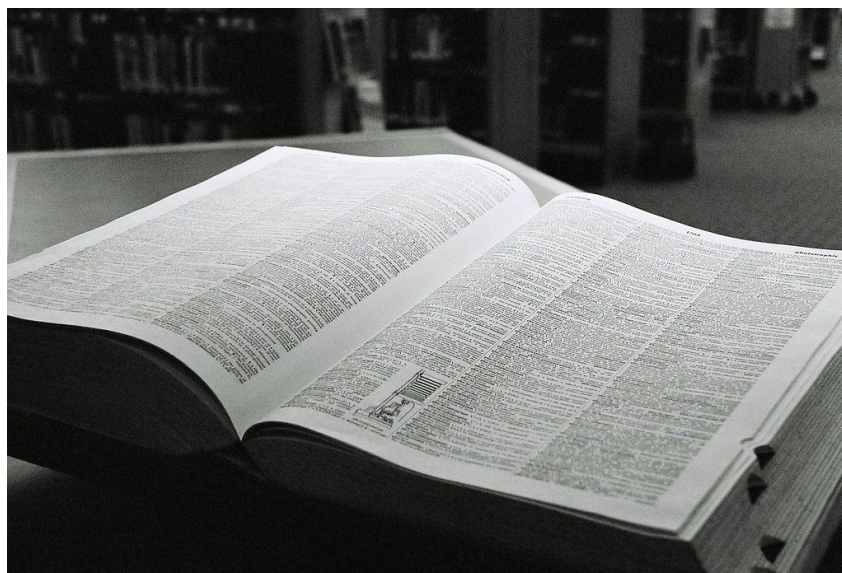# OER Co-constructing a Class Lexicon: A semester-long project

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Overview

This lexicon is a semester-long examination into and expansion of key course terms. There is an initial examination into multiplicities of knowledge, which takes place over two class days (step 1 and step 2). Then, for the first half of the semester there are two "daily" assignments (step 3): At the end of every class period, students submit key words/phrases of that period to their instructor, and as part of homework, students submit three key words/phrases to their instructor—one of which they further describe. In the second half of the semester (step 4), students continue completing the first assignment but now homework asks that students expand upon one of the previously described words/phrases. At the conclusion of the semester (step 5), students work with the entire corpus of collected words/phrase—those submitted after class/as part of homework and those described/expanded—building word-clouds and discussing the word clouds' implications.

This OER contains the blue-prints of lesson plans for step 1, 2, and 5, as well as aims & objectives for the entire project. Supplementary materials include texts & resources (A), task sheets for homeworks and the word cloud assignment (B), and rubrics for grading student submissions (C).

Keywords
Co-construction of knowledge, multiplicities of knowledge, lexicon, word clouds

Model Lesson Plan

Assignment Topic:
- Co-construction of class/course understandings (key words, tangential terms, mis-understood concepts, appropriated ideas)

Aim:
- Introduce the notion of multiplicities of knowledges
- Introduce the notion of origins, migration, colonization, and adoption of terms
- Introduce the notion of (co)construction of knowledge
- Construction of a lexicon, to help develop course knowledge

Objectives:
- Students will depict/illustrate (write, draw, record) understandings of course topics
- Students will edit/expand these understandings throughout the semester
- Students will engage in discussion, collaboration, and critique on others' depictions

First Step: 30 minute - 45minute lesson
- Warm Up A: What is red?
o 1 minute journal > discuss with partner > share with whole class
o Developing definition on the board
o Josef Albers (see: Supplementary Materials A)
o Something we understand, but multiplicity in its understandings
- Warm Up B: What is an Indian?
o 1 minute journal > discuss with partner > share with whole class
o Develop definition on the board
o Spottsville, interview by Blackhorse (see: Supplementary Materials A)
- Warm Up C: What is X? (Gender/Health/Religion << based on text assigned for next class)
o 1 minute journal > discuss with partner > share with whole class
o Develop definition on the board
- Introduce the notion of multiplicities of knowledges and of origins, migration, colonization, and adoption of terms

Second Step: 30 minute - 45minute lesson
- Prior Reading/Text (see: Supplementary Materials A)
o on Gender (Munoz, 2018)
o on Illness, Medicine, Health (Conrad & Barker, 2010)
o on Religion, God (Vedantam, 2018)
- Warm Up: Who has been thinking about red or Indian or X? Take out your last journal and edit, expand one of your answers.
o 2-3 minute journal > discuss with partner > share with whole class
- Introduce the notion of (co)construction of knowledge
o draw from the following sources (see: Supplementary Materials A)
▪ Thompson, 2019
▪ Kang, Lessard, Heston, & Nordmarken, 2017
▪ Jones & Araje, 2002
- Discuss the prior reading/text

Third Step: Throughout first half of the semester
● During class and/or during homework ask students to keep a short list of concepts they are thinking about, new words they encounter, or important ideas that keep surfacing
● At the end of class have students: write 3 of these words on the board (the instructor makes note of these) / send in 3 words with a online survey
● While completing homework have students choose 3 key words from homework/text/that they have been thinking about
▪ Of these three, ask them to depict 1 and then add 2 others that are important
o See: Supplementary Materials B
o Send these 3 words (with 1 depicted) to instructor via email / send these through an online survey
o Depiction instructions: No need to do any further research, rather think about this term using what has been discussed in class, how a text uses it, and any background knowledge. Now depict this idea in a way that a friend, who is not in the course, would understand. You can write/record an explanation, draw/create, etc.
o Collection of these: the instructor or a student/students (perhaps as an alternative final project) can be responsible for collecting, assembling (if a single idea is depicted more than once), archiving, and distributing this developing lexicon
▪ Ideas:
● discussion board: original post for a single term (and follow-up contributions posted below it)
● blog entries
● shared powerpoint/document
▪ Organization: thematically? alphabetically? chronologically?
Fourth Step: Throughout the second half of the semester
● During class students continue to keep a short list of concepts they are thinking about, new words they encounter, or important ideas that keep surfacing
o At the end of class have students: write 3 of these words on the board (the instructor makes note of these) / send in 3 words with a online survey
● While completing homework have students locate 1 idea that is ALREADY in the lexicon. They then look at this idea in the lexicon and expand on what is there
o See above for discussion post idea
o See: Supplementary Materials B

Fifth Step: 10-15 minute lesson (at the conclusion of the course)
● Prior Reading/Text: (see: Supplementary Materials A)
o Xie & Lin, 2019
● Warm Up: Where have you seen word clouds used? What do you think of them?
● Electronically share the list of collected words from the end of class & those sent with homework (and there will be duplicates) to students and have pairs/individuals create a word cloud
o there are free generators online, including: word cloud and free word cloud generator
● Have students electronically share their word-clouds with the instructor, so that the instructor can display them
● Discussion: What do students notice about these word clouds? How are they similar or different? What can we learn about these words/these topics/this course concerning these similarities and differences?
Assessment:
● Students will produce x# of depictions
● Students will produce expansions to lexicon
● Students will produce a word cloud

- (see: Supplementary Materials C)

Materials:
- Texts (see: Supplementary Materials A)
- A receptacle for the lexicon (online forum, class management system, etc.)
- Clearly outlined task-sheets (see: Supplementary Materials B) and rubrics (see: Supplementary Materials C)

Supplementary Materials A (Texts)

- Albers (Quote):
  - If one says 'Red' (the name of a color) and there are 50 people listening, it can be expected that there will be 50 reds in their minds. Even when a certain color is specified which all listeners have seen Innumerable times—such as the red of the Coca-Cola signs which is The same red all over the country—they will still think of Many different reds.
    - Albers, Joseph. *Interaction of Color*. Yale University Press, 1963, p. 13
- Spottsville (Interview by Blackhorse):
  - [When Kiarra Spottsville] says that when she tells others, Native and non-Native, that she is Native American," they look confused. Then she will say she is "Native American and Black," then she will get a nod. Spottsville said that whenever she says "Indian" people usually think she is from India. This brought us to the discussion about the terms 'Native American' and 'American Indian.' She is mostly comfortable with them except for "Indian." She feels most non-Natives don't understand it's not a socially acceptable term any longer. She says, "We aren't Indian. When other people [non-Natives] say 'Indian' it's because they don't know any better. And sometimes it comes out of ignorance." She states that when she hears non-Natives use the term "Indian" it reminds her of how people use the term "redskin" out of ignorance. "Some people just don't know the history of the name and they think it is just the name of a football team." She states that non-Natives should refer to us as Native American or indigenous." Spottsville says naming is important to her because when people take more care in how they reference certain ethnic groups it shows they care and shows they are knowledgeable of other cultures. "It is out of respect to call us how we want to be called," she said. "When people are more mindful of their references they are more willing to learn"
    - Spottsville, Kiarra. "Native American vs. Indian." Interview by Amanda Blackhorse. *Indian Country Today* (August, 29, 2016). https://indiancountrytoday.com/archive/native-american-vs-indian
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Supplementary Materials B (Task-Sheets)

Depiction Homework (first half of the semester)

- We are creating a lexicon!
    - Our class is creating a lexicon, which is a collection of our own understandings of the concepts, ideas, terms, and phrases that appear (and reappear) in this course.
- You will contribute!
    - You and your voice are important parts of this course, thus your understandings will help your peers and your instructor develop their own interpretations of these concepts.
- This is how:
    - You are responsible for keeping a short list of concepts you are thinking about, new words you encounter, and important ideas that keep surfacing while you prepare for our next class.
    - Look at your list. What 3 concepts stand out to you?
    - Choose 1 of these 3 to define, depict, and develop.
        - No need to do any further research.
        - Think about these questions:
            - Where does this concept come from?
            - What does this concept do? (to me, to humanity, to nature?)
            - Why is it important to better understand this concept?
        - Depict this: you may write, record, draw, create etc. your understandings
    - Send/post/upload your 3 chosen concepts & 1 depiction
- Grading:
    - This is graded on a 3-point scale
    - 0 = No concepts chosen, no depiction
    - 1 = 3 concepts chosen (but no depiction) OR 1 depiction (but not 3 concepts chosen)
    - 2 = 3 concepts chosen and 1 depiction with low effort (e.g., does not address questions on task sheet)
    - 3 = 3 concepts chosen and 1 depiction with high effort (e.g., does address questions on task sheet)

Expansion Homework (second half of the semester)

- We have created a lexicon!
    - You, your peers, and your instructor have spent weeks adding entries into this lexicon. Thank you.
- Time to expand!
    - We have developed, we have grown, we have changed the way we understand these topics. Now it is time to elaborate and expand our lexicon entries that we made before.
- This is how:
    - You are responsible for choosing an entry in the lexicon that interests you, that you (now) better understand or that you (now) understand differently.
    - Locate that lexicon entry.
    - Read through what is already there.
    - Put your own understandings in dialogue with those already there, by depicting this concept (again)
        - Think about these questions:
            - Why have you chosen to return to this concept?
            - What differences do you see between what is already there and what you want to add? Why might these differences exist?
- Grading:
    - This is graded on a 3-point scale
    - 0 = No expansion

- 1 = "Expansion" does not put itself in dialogue with the entry already there.
- 2 = "Expansion" does put itself in dialogue with the entry already there, but low effort (e.g., does not address questions on task sheet)
- 3 = "Expansion" does put itself in dialogue with the entry already there, but low effort (e.g., does address questions on task sheet)

Word Cloud (end of the semester)

- We have collected so many concepts, ideas, terms, and phrases this semester!
  - We have constructed a long list of concepts. Some are repeated, some we depicted, some we expanded.
- Time to visualize them!
  - You have read an article about word clouds.
  - You have thought about your own experience with word clouds.
- This is how:
  - You (and your partner) are responsible for creating a word cloud of the terms that you, your peers, and your instructor have collected this semester
  - Look at the words
  - Think about these questions:
    - What will this word cloud do? What argument will it make? What will it show?
    - What words appear and should appear more often?
    - What words don't appear but should appear?
    - How can the word cloud be organized to better get at this argument? What shape should the word cloud take? What colors can be used?
  - Create a word cloud.
    - You can use whatever method you prefer. You can do this by hand or use a word cloud generator, like [word cloud](#) and [free word cloud generator](#).
- Grading:
  - This is graded on a 2-point scale
  - 0 = No word cloud
  - 1 = Word cloud has been generated with low effort (e.g., does not address questions on task sheet)
  - 2 = Word cloud has been generated with high effort (e.g., does address questions on task sheet)

Supplementary Materials C (Rubrics)

Rubric for Concepts & Depictions (homework)			
0	1	2	3
No concepts chosen No depiction	3 concepts chosen (but no depiction) OR 1 depiction (but not 3 concepts chosen)	3 concepts chosen and 1 depiction Low effort (e.g., does not address questions on task sheet)	3 concepts chosen and 1 depiction High effort (e.g., does address questions on task sheet)

Rubric for Expanding Lexicon (homework)			
0	1	2	3
No expansion	"Expansion" does not put itself in dialogue with the entry already there.	"Expansion" does put itself in dialogue with the entry already there, but low effort (e.g., does not address questions on task sheet)	"Expansion" does put itself in dialogue with the entry already there, but low effort (e.g., does address questions on task sheet)

Rubric for Word Cloud		
0	1	2
No word cloud	Word cloud has been generated with low effort (e.g., does not address questions on task sheet)	Word cloud has been generated with high effort (e.g., does address questions on task sheet)