

Lessons from Being an Undergraduate Teacher  
of an Undergraduate Philanthropy Course.

An Honors Thesis (HONRS 499)

by

Phillip Call

Thesis Advisor

Dr. Witkowski

A handwritten signature in black ink, appearing to read 'J. Witkowski', with a horizontal line extending to the right.

Ball State University

Muncie, Indiana

August 2010

Expected Date of Graduation

May 2011

Spokane  
Undergrad  
Thesis  
Fall  
2019  
2011  
CBE

**Abstract**

When I outlined this thesis project in my proposal, my plan was to teach the class on philanthropy and then write an intensive reflection about my experiences. The purpose of the class was to increase the philanthropic awareness and effectiveness of students and instructors, while the reflection was intended to explore reasons for the class, aspects of class content, and pedagogical lessons in order benefit myself as well as BSU students who may decide to teach an undergraduate class. Considering that the purpose of the Honors thesis project is to “add to [students’] knowledge and develop [students’] talents,” this reflection will focus primarily on how *I* can become a better teacher by contextualizing and directing the aforementioned topics to that end.

## **Acknowledgements**

I would like to thank Dr. Gregory Witkowski for mentoring me as I taught the philanthropy class and wrote this thesis. His oversight was indispensable in terms of allowing me to learn and experiment on my own while helping me to derive lessons from my successes and failures that will help me in future teaching situations.

I would also like to thank Professor Beth Dalton for inspiring me to teach the class and Roni Johnson, president of the Community Foundation of Muncie and Delaware County, for speaking with the class and encouraging my efforts in it.

Finally, I would like to thank Kim for sticking with me and supporting me through the long hours of preparing for the class and writing up the thesis.

The friendship, knowledge, and support of these individuals sustained me through the most difficult parts of this process and will ultimately be a sustaining force throughout my life as I carry my experience and confidence from this class into the future.

## Reasons for the Class

- Why the Class
  - What happened
    - My desire to teach a class about philanthropy came from learning and reading about philanthropy in Dr. Witkowski's colloquia, which made me realize how ubiquitous philanthropy is, how little it is understood, and how much more efficacious philanthropy could be if people were better informed. The confluence of these factors stirred in me the desire to teach philanthropy somehow in my future, either professionally (which would have altered my plans to be an English teacher) or less-professionally (which would have entailed teaching philanthropic principles and ideas while teaching English).
    - I initially had no intention of teaching philanthropy as an undergraduate. This idea came from a conversation I had with Mrs. Dalton, a professor who noticed my excitement about the topic and informed me of the opportunity she had once to mentor an undergraduate student who taught an honors class on a subject she was passionate about. Prof. Dalton encouraged me to look into it, so I contacted Dr. Emert (an assistant dean in the Honor's college) and Dr. Witkowski (who I thought would make the most fitting mentor).
  - Suggestions
    - For student teachers

- I don't know if the steps that I took are similar to the steps that other undergraduate-teachers have taken, but I think that they outline a basic pattern: 1) become excited about something, 2) talk about that excitement with people to figure out how to integrate it with future plans, and 3) do something about that excitement now. For me, that third step was to teach the class; it helped me decide the extent to which I want to utilize my excitement about philanthropy after graduation. If you're wavering about whether or not to teach a class (or even if you're not considering it at all), think about your major or a pet interest you have. How do those interests fit into your future plans? Teaching a class as an undergraduate can help to answer that question before graduation and a few years in the workforce.
- For me
  - Upon choosing to teach a class as an undergraduate, a fourth step that I learned was to remain dedicated to the excitement even when challenges arise for maintaining it. Several times before and during the class, I was entirely overwhelmed by all of the minutia that seemed to sap some of the excitement out of the class. Reminding myself of the reasons for my excitement and sticking with the plan allowed me to gain the greatest benefit I derived from the class: deciding to stick with English

education as a future career plan. Of course, other benefits include gaining more information about philanthropy (which I plan on integrating into my future classes), gaining teaching experience, and learning how to maintain excitement even when it is difficult. I'm sure that my excitement for teaching English will wax and wane, but teaching this class taught me how to remind myself of the deep reasons I have for being excited about something and teaching it.

#### - Scheduling the Class

##### o What happened

- After receiving permission and support to teach the class, Dr. Witkowski and I worked with Dr. Emert to schedule a time for the class. Together, we decided to make it a 2-credit class that met from 4:00-5:40 on Mondays. While the once-a-week schedule was helpful in that it provided me more time to prepare for each class period, I found it difficult sometimes to pick up the momentum that had been lost from the previous week. Although the length of each class period seemed daunting at first, I soon began to wish that I had more time for discussions and activities.

##### o Suggestions

- For student teachers
  - While considering your availability, look for relatively large segments of open time that would allow you to finish last

minute preparations before the class and write reflections or insights just after the class. As part of this process, think about whether you would prefer to have one long class a week or several smaller classes. Although 3 credit hours would require a lot of time and work, I would suggest considering it if you have the time even if you don't feel you have enough material. I was astonished at how much more the students and I frequently had to say about a topic than what time allowed. When we decided on 2 credit hours, I had neither selected the texts nor designed any lessons or assignments. Thus, the time frame dictated many of my content and pedagogical decisions instead of the other way around. Try to solidify ideas for texts, topics, projects, and assignments well in advance so that when the time comes to submit class descriptions for the catalogue, you can make an informed decision about the length and schedule of the class.

- For me
  - As an English teacher, I imagine that much of the scheduling will be taken care of by someone other than myself, but I think that what I can learn from the process of scheduling the class is that I need to find a balance between the other demands of life and the demands I want to set forth for my students and myself in the class. Especially as I begin teaching several classes, I

think that I will have to learn that I won't be able to accomplish everything I plan for each class. Hopefully, I'll get a feel for how much is feasible in the time available to me and learn how to manage classroom time in such a way as to accomplish as much as possible.

- Textbooks

o What happened

- Deciding on texts for the course was tantamount to determining the direction and purpose of the whole class since most of the class discussions, assignments, and activities were built upon them. After receiving several recommendations from Dr. Witkowski and doing some searching of my own in the library and online, I collected a slew of books that approached philanthropy from a variety of angles: philosophy, business, management, donating, history, and others. My perusals of them only served to complicate the process since there were parts of all of them that I found to be interesting and in line with my vision for the class. Rather than having students buy numerous books or copying countless pages, I followed Dr. Witkowski's advice to focus the class on a few specific issues within philanthropy and assign books that would be most relevant. I chose a primer about philanthropy (*Understanding Philanthropy* by Robert Payton) and a text that does a more in depth analysis of one particular issue pertaining to philanthropy – social capital (*Bowling Alone* by Robert



Putnam). I had the students read all of each of these books, and most of our class discussions and activities drew from them.

- Suggestions

- For student teachers

- Even with deciding on only two books for the course, I still felt that our scope was impossibly broad for the limited time we have. I would recommend any student teacher to cast a wide net in terms of sampling potential texts but then focus on a few in order to make the class more manageable, affordable, and meaningful. I feel that if we had taken on even one more text, the ideas from the other texts would've been given short shrift. From my students' final reflections, I learned that their opinions were split: while some loved one textbook and hated the other, others felt exactly the opposite. If I had known the reasons why students didn't like either book earlier in the semester, I think I would have been able to adjust discussions and activities to help students see each one's usefulness. Try to gauge students' comprehension and enjoyment of the books; if either is lacking, so too will participation from the students.

- For me

- Although I will be somewhat more limited in my ability to select class texts (depending on the policies and financial situation of the school), the lessons I will take with me from

this experience are that an exceedingly large number of discussions and activities can be taken from a single book and that I need to be sensitive to students' views of texts. I can provide texts to students that establish themes and then allow them to have more choice in selecting related to books that will add to their enjoyment and comprehension as well as, therefore, their contributions to the class.

### **Aspects of Class Content**

- General Class Schedule
  - o What happened
    - To accompany the syllabus at the beginning of the semester, I distributed a schedule that included reading assignments, other assignments, and various activities. For myself, I created a general outline for each class period: First, as students entered the room, I played music to loosen them up, which I could then link to philanthropy through some stretch of the imagination. (I borrowed this idea from a couple professors who played music before class but didn't link it to class content.) Then, for attendance, I would ask a question of the day that revolved around students' personal experiences and thoughts while still relating to the day's topic(s). (I also borrowed this system from a professor whose questions didn't relate to class but simply functioned to get students loosened up, talking, and laughing.) Later in the semester, time was reserved for

two students to present their work for 5-10 minutes each about their philanthropy in the field assignment. Then, class discussion about the reading would formally begin. Initially, I had planned on having the class discussion involve small-group work in which several students would discuss a section of the book together and then present the main thoughts to the class. Over time, I found that this approach took too much time and made the book discussion less of a discussion and more of a series of presentations. In order to restore more of the discussion aspect, I eventually took to making a PowerPoint for each day that contained a few slides reviewing main ideas from the reading followed by a series of questions posed by the students, which they were assigned to email to me before class. Although this overall pattern worked fairly well, I now have several ideas for how to improve it.

- Suggestions

- For student teachers

- For student teachers, I would definitely recommend having a technique for warming students up for each class, but I would suggest making it shorter than my routine in order to save time. Music was fun, but I don't think I needed to spend the time to explain it since that just meant less class discussion time. The question of the day for attendance was a fairly effective form to get everyone talking and feeling comfortable

early, so I would repeat that but perhaps ask more close-ended questions on busy days. I would completely nix the class presentations of the philanthropy in the field assignment. It took up too much time and wasn't as worthwhile as I had imagined. I still would have had each student do it, but it would have been a more private assignment that would simply involve submitting to me. Perhaps I could have made a discussion about it a question of the day one day so that some sharing of ideas could take place. Finally, the habit of using a PowerPoint was fairly effective. I'm not the best Pp creator, but I think that they were helpful to students at times when the reading was confusing. Sometimes, they even asked me to send a digital copy to them. However, sometimes I could tell that the routine was becoming too boring. I should have found more unique ways to present and discuss subject matter.

- For me
  - In the future, I would definitely like to start each class with music and some form of the question-of-the-day attendance activity. Since I'll be working with high school and middle school students, thought, I think I'll really have to work on varying my presentations so that students do not become bored with a PowerPoint each day. I'll need to incorporate

more movement, more variety, and more visuals in my presentations in order to spark student discussion.

- Survey

o What happened

- On the first day of class after introductions and distributing, I handed out a survey that asked students about their perceptions of philanthropy and their preferences for various types of projects. The first part of the survey activated students' prior knowledge about philanthropy and prepared them for discussion, and it also allowed me to ascertain their understanding of the field so I could tailor classes and discussions to their interests and comprehension levels. I included the second portion of the survey because I wasn't sure what type of project would be best for the class and because I wanted the students to feel more invested in it.

o Suggestions

- For student teachers
  - While I would definitely recommend surveying students' understanding of the field in order to get them thinking and to make yourself aware of their thinking, I would not recommend leaving the designing of a project so open. I should have made more solid parameters for the project before opening it to student influence and choice. Because I left it so open in the

beginning, several students were quite disappointed when I had to reign in the project for practical purposes.

- For me
  - One particularly positive outcome of the survey that I would like to replicate in my future classrooms is that students felt engaged with the content from the first day since I asked them about their views and experiences. In an English classroom, I could distribute surveys that ask students to critique a short piece of literature, talk about what punctuation mark they dislike the most, or do anything to create an emotional and intellectual response to a class topic. Even if the thoughts and feelings are in the negative opinion, having any form of excitement to build from would be better (I imagine) than having none at all. With respect to the project, I know that I'll definitely have to have some firm parameters, but I would still like students to be able to have some choice. One solution to this situation would be to have several types of projects specifically outlined and then allow each student to choose which one he/she would like to do.

#### - Creating Assignments

- Final project
  - What happened

- The final project that the students took the survey about changed forms multiple times. Before the semester began, I envisioned several types of projects that students would be able to choose from and then make their own. I imagined that the students would be able to define these projects more fully on their own and become completely engaged in making them happen. Dr. Witkowski warned me early on that it would be difficult to grade such diverse projects consistently, but I did not heed his warnings. For the survey at the beginning of the semester, I narrowed down the various projects a bit and, after receiving them back, tried to group students together according to their interests. None of the groups worked perfectly well, and an extreme amount of diversity persisted. As I began to realize how difficult it would be to grade these projects and make sure that each student was doing a comparable amount of work, I knew that I had to provide more structure. So, despite a few outcries from students, we provided this basis for the students to build from, which was inspired by the recent earthquake in Haiti: One part of the class would research philanthropy in Haiti before the quake while the other group would research it after the quake. Each student would choose his/her own topic within the context of the group's time period, research it, and write a paper about it.

Then, each group would create a tri-fold poster presenting what it found, and both of the group's posters would be displayed for a day in the Atrium with group members taking turns answering students' questions. Although several students were not huge fans of writing the project, I think that everyone realized how much work any of the other projects would have been given how difficult this relatively simple one was. The students were still able to focus on their interests, and they were still able to make a difference in our community by educating other students about how to give effectively to Haiti or other causes. In fact, when I asked them if they wanted to integrate a fundraiser with the presentation, they said no because it would be more meaningful to teach the students how to research causes and organizations for themselves than it would be to simply take their money. That insight was a significant indicator to me that many of the discussions and readings had had an effect.

- Suggestions
  - For student teachers
    - I think that the project itself was fairly enjoyable for most students; the main problem was that I had their hopes up for something else beforehand. Tying in a relevant current event into the class project made it



seem more real for many of the students, and allowing them some flexibility within that framework allowed them to explore an issue that pertained to their particular interests. One of the less effective elements of the project was the final presentation in the Atrium. Only the few class members who took the initiative to go out and actively talk with people felt that the presentation was a success. The rest of the class members, who waited for students to come to them, had neutral or negative views of the presentation since they didn't talk with many students. Thus, for the majority of the class, the final portion of the project was sadly a bit of a let down. If I were to teach this class again, I would definitely include a campus presentation in order for the students to do something meaningful with their new found knowledge, but I would try to find a different format for that presentation. Perhaps piggy-backing with another student group or campus activity would have been more effective, or even having a presentation in the Honors College or another building and just inviting the student body to come. In those scenarios, fewer people would walk by the class booth, but hopefully they would be more interested.

- For me
  - In my future classes, I would like to apply the idea of having students share their knowledge with larger communities, whether those include the grade, school, or town. Having a real-life scenario in which students' projects will be displayed provides extra motivation, I believe, for students to work hard. Fortunately with public school students, at least a decent-sized audience would be guaranteed due to parents and family members. These types of projects also allow students to learn the material better as they have opportunities to teach others.
  - Definition Quiz
    - What happened
      - The Definition Quiz was one of the few assignments that required students to memorize and explain discrete pieces of information (i.e., different definitions of philanthropy from different researchers). Initially, I was going to require students to know 4-5 different definitions, but since we ran out of time to discuss more than one during class, I only required them to know that one. In order to keep the point value of the test the same, I had students reflect on their personal reactions to the one definition instead of define the others.

- Suggestions
  - For student teachers
    - Reading through students' final reflective essays at the end of the semester, I realized that although students had formed strong, intricate, and meaningful personal conceptions of philanthropy, they did not use basic philanthropy terms and concepts appropriately in context, indicating that they had never learned the fundamental lexicon of the field. While I was excited that my goal of making philanthropy personally meaningful had succeeded, I was disappointed that I neglected to sufficiently explain or require them to learn key ideas that would allow them to intelligently interact in discussions about philanthropy. For this reason, I would encourage student teachers to identify key terms, concepts, texts, people, or other pieces of information that students should be familiar with in order to effectively converse within a field and then develop activities, assignments, and assessment tools to ensure that students learn them. In order for these pieces of content material to become personally meaningful to students by being applied in their lives, individual reflective activities should supplement and

be the ultimate aim of all the learning of technical pieces of information.

- For me
  - Although I focused more on reflection than on acquisition of specific knowledge in my philanthropy classroom, I anticipate that the balance will tip the other direction in my English classrooms as I strive to meet state and national standards. With that anticipation in mind, I need to be sure that I create activities wherein students personally reflect on literature or other classroom topics in order to make them become personally relevant instead of just academically required. Such activities might ask students to relate themselves to a character, explore how they might act in a difficult scene, or reflect on what lessons they might learn from the story.

- Visiting Speakers

- What happened
  - In between texts, I invited two speakers to make presentations to the class according to their specialties: Roni Johnson, the president of the local community foundation, who spoke about her job and answered students questions about specific organizations; and Dr. Witkowski, a professor of History at Ball State, who spoke about philanthropy in

East Germany. I thought both of these presentations were extremely effective opportunities for students to use the terms and knowledge they had been studying to ask questions and learn about philanthropy in specific, different contexts. Most importantly, the speakers provided valuable information to students, but they also served a useful function of breaking up the relative monotony of having me teach every class.

- Suggestions

- For student teachers

- In hindsight, I should have split up the two presentations more instead of having them occur on class right after the other. This would have helped to diversify classes later in the semester while also allowing for more discussion about the presenter during the class after his/her presentation. One pre-presentation activity that I thought was quite useful in making the most of having visiting speakers was to give background information about the speakers during the class prior to the presentations and have students brainstorm questions to ask. Using those questions as a foundation, the students asked Ms. Johnson a surprising number of questions and thus obtained a significant amount of personally relevant information from her presentation. I didn't do a similar preparation activity before

Dr. Witkowski's presentation since he presented the class after Ms. Johnson, and the decrease in questions was noticeable.

- For me
  - Although movies are used by some English teachers to break up the monotony of class and to give students a new perspective on a piece of literature, I learned through my experiences with the philanthropy presenters that, if properly timed and utilized, guest speakers can be quite effective in attracting students' interest and helping them to view course material in a different light. I could have local newspaper editors, librarians, creative writers, and professionals from fields not directly related to English studies come in intermittently to help students better understand English and its relevance to real life. I could apply what I've learned in the philanthropy class by preparing students for the presentations and having them write down questions for the presenters.

### **Pedagogical Lessons**

- Time Management
  - What happened
    - Throughout the semester, I tried to stick to a particular schedule in order to provide a sense of continuity and because I thought all of the elements of the class were important. As I began to realize how little time remained toward the end of the semester, I wished that I had

prioritized certain activities better in order to save time for the most important discussions and projects. The routine of starting with some music, explaining the music, asking everyone a question, and then listening to Philanthropy in the Field presentations from students left surprisingly little time to cover all of the desired material. Also, early in the semester, I was of the opinion that we should discuss a topic until no one has anything left to say. I quickly learned that that approach can turn into spending too much time on one topic and not leaving enough time for others.

- Suggestions

- For student teachers

- What I should have done is listed essential activities that had to occur and then made a backup list of activities that could be used if extra time became available. On my 'A' list, I would've kept music (but no explanations of it) and questions of the day (but eliciting briefer answers), and on the 'B' list I would've placed discussions of Philanthropy in the Field or Philanthropy Log thoughts. Also, I should've made time frames for how long each discussion or topic should take and try to stick to it except in cases where student interest is high and apparent. By not scheduling every minute of the day, I would be able to make effective decisions about whether to extend 'A' activities and discussions or to move on to 'B' topics.

- For me
  - I believe these same organizational principles could be applied in my future English classes as well. Especially considering the shorter time that I'll have per class period, I'll have to learn how to prioritize lessons, recognize when certain concepts need to be discussed more, and be able to have backup ideas in case improvisations need to be made.
- Classroom Management
  - What happened
    - Before the semester started, I imagined that all of the students would be excited to participate (since, as a colloquim, the class had to at least held some appeal for the students), and I planned on ensuring everyone's involvement by having small groups present on portions of the reading everyday. Once I realized that this class was like every other class in that some people participate more than others and that too much time would be taken by doing the small group work I had planned, I had to create another plan. So, I made PowerPoints for each class to save time on content and had the students submit several questions each week in order to keep them involved. Unfortunately, equal contributions of questions did not equate to equal participation, and to exacerbate the issue, I wasn't reflective or flexible enough to recognize the problem and resolve it.
  - Suggestions



- For student teachers
  - If I were to do the class over again, I would make several changes suggested by Dr. Witkowski that would effectively utilize class time while also ensuring involvement. For each class, I would create a sort of arc beginning with a review of the last class before moving into an in-depth discussion of the day's topic followed by a preview for the next class. As part of each of these three sections, I could specifically call on students in the moment or assign them beforehand to cover say a few words about a particular sub-topic. While I recognize that some students don't learn through talking or simply don't enjoy talking in class, I believe that relatively equal contributions from each member of the class would contribute to a more informational and enjoyable class. One obstacle I could see to adopting this plan in the context of a colloquium taught by a student teacher is the odd relational dynamic that I perceived, even though it started to diminish somewhat by the end. Throughout the semester, I often felt awkward standing in front of the class, explaining assignments, distributing grades, making final decisions, and fulfilling many of the other responsibilities accompanying "professorship." Most especially, I felt awkward calling on students. Fortunately, no behavioral issues arose that I had to address, but I still felt

funny calling on students for responses. However, after reading the final reflections and realizing how much each student had to contribute to the class, I think that I should have dealt with the awkwardness and been more direct in politely asking specific, quiet students to participate.

- For me
  - Since I anticipate that the relational awkwardness will not be as present when I teach teenagers, I do not think that I'll have as much hesitancy with calling on specific students. However, I wonder if the issue will be reversed and I'll feel that I have too much authority to be able to elicit an honest response from students or that I'll be abusing my authority if I call on students too much. I think that I'll need to learn how to tactfully call on all students and genuinely express interest in their responses in order to have the open type of classroom that I want in order for all members of the class (me included) to learn from others. In relation to other classroom management issues, I also think that I should certainly try to form an arc for each class in order to link each day's activities to the others and make content more meaningful.

- Grading

- What happened

- Probably on par with the awkwardness I felt with calling on students was the awkwardness of grading my peers' work. (Perhaps I would have had less difficulty if I had viewed them a little less as my peers and slightly more as my students, but I'm not exactly sure how to mandate that transformation in one's brain.) For every graded assignment of the semester, I independently graded them and then asked Dr. Witkowski for suggestions. He consistently provided insightful, but never forceful, comments and usually recommended that I be a bit harder in my grading. As the semester progressed, I think I became less easy and learned that a students' self-concept would not be shattered if I docked several points instead of a fraction of one. Intermingled with the issue of grading is the question of rubrics. In several of my English education pedagogy classes, we've discussed the importance of creating clear and detailed rubrics so that students know what is expected of them. While discussing the issue with Dr. Witkowski, though, he was of the opinion that specific rubrics can cause students to simply check boxes and meet minimum requirements instead of explore a topic or assignment to a fuller extent. He appreciates the usefulness of rubrics but feels that they are limiting, especially for honors students and upperclassmen, who should have learned the basics and be able to engage more with the material. His method is usually to read through every student's submission without recording any grades, in order to get a feel for the

class, and then read through all of the assignments a second time before administering grades. While I gave clear instructions about the basic requirements of each assignment, I followed Dr. Witkowski's pedagogical advice to never distribute a specific rubric and to review each assignment at least twice. While grading assignments, I inevitably found myself creating and using general rubric-like criteria in my mind in order to be consistent with grading and to give my brain a framework for analyzing a submission. Although this practice was helpful to me, I often felt that I was cheating the students by not telling them about the measurements I was using to grade their work.

- Suggestions

- For student teachers

- In connection with the conflict I felt between using/providing rubrics or not, I would suggest giving students not a rubric but a list of the categories you will be considering while grading a particular assignment and perhaps the weight that each category will carry. For instance, if I were to teach my class again, I would have notified them that meeting the basic requirements of the assignment (e.g., page length, staying on topic, etc...), the originality and specificity of ideas, the application of research, and the appropriate usage of writing conventions would each be worth a certain percentage of the

overall grade. In this fashion, I believe that students would have an idea of my priorities but would not be able to simply check boxes. Ultimately, I do not believe that teachers can be completely justified or unbiased in the administration of each grade, but I think that following these steps will at least provide a common ground for discussing the quality of a piece of work.

Another significant issue with grading was providing participation points. Each class, I kept a brief, generic record of how much each student participated and what the quality of that participation was. Toward the end of the semester, I also began to count for participation points the questions that students submitted each week. While recording final grades, though, I found myself being able to justify large increases or decreases in students' participation points because the very nature of this grading category is relatively subjective. After consulting with Dr. Witkowski, I decided that I would only add sufficient participation points to increase a grade if I felt that the student had honestly contributed significantly to the class as a whole even if he/she had difficulties with certain assignments.

- For me
  - In thinking about why I agree with both Dr. Witkowski's and my English professors' different pedagogies, I have come to my

own hybrid conclusion about grading, which I'm sure will change even more in the future. I intellectually disagree with the usage of grades to categorize students or rate their abilities even though I do those things myself. Ideally, I think that grades should represent what a piece of student work *could* be. They should indicate to students where and how they could use their skills and knowledge better or more, and those skills and bits of knowledge will be different for each student. Thus, I can see myself using rubrics in the future that are very clear and detailed for what needs to happen in order for students to receive an F but then decreasing the details toward the higher grades. I believe that students should be able to meet basic requirements but then go beyond them through the use of their unique tastes and talents to create an engaging and informative project or text. In essence, each student would have his or her own reasons for achieving an A. In terms of participation, I think I will use those points much as I used them in my philanthropy class.

### **Overall Reflections**

- In summary, while I think that my teaching methods were sufficient to facilitate the learning of concepts, I don't think they were sensitive enough to all students' needs. While I recognize that it is not my responsibility to make everyone like the class, I

would at least like to be aware when and why any disliking is occurring so I can figure out if there's anyway to resolve it and make the class more enjoyable, and therefore more meaningful and beneficial, for students. These thoughts constitute the most important lesson that I need to carry with me into my future classrooms: I need to teach philanthropically. I need to always try to become aware of students' needs and work with them to help fill their needs and teach them how to fill their own.

## **Texts Used**

Payton, Robert L., and Michael P. Moody. *Understanding Philanthropy*. Bloomington:

Indiana UP, 2008. Print

Putnam, Robert D. *Bowling Alone*. New York: Simon & Schuster, 2000. Print

## **Texts Consulted**

Collins, Chuck, Pam Rogers, and Joan P. Garner. *Robin Hood Was Right*. New York: W. W.

Norton & Company, 2000. Print.

Fleishman, Joel L. *The Foundation*. New York: Public Affairs, 2007. Print.

Friedman, Lawrence J., and Mark D. McGarvie, eds. *Charity, Philanthropy, and Civility in*

*American History*. Cambridge: Cambridge UP, 2003. Print.

Kinsley, Michael, ed. *Creative Capitalism*. New York: Simon & Schuster, 2008. Print.