

Post 1: What are you going to do with that?

Reflecting on the Deresiewicz and Brooks articles, what does it mean to have moral imagination and moral courage? How are we taught (or how do we learn) these qualities? What stands in the way of us learning and embodying them?

In today's "post-emotional" generation, as Deresiewicz puts it, we avoid feelings and align our efforts and goals with values determined by society around us—for example money, security and control. We avoid not only feelings, but also risks and straying away from what is thought of to be correct or equate to success. While Deresiewicz writes to students of highly regarded institutions such as Harvard and Stanford, I think this is true of most college students today, as well as most adults. Most students do not come to college to follow a passion nor have they really ever deeply thought about why they are at college. They chose to go because they were supposed to, they had been told to, or they believed it was necessary to their future success—monetarily or otherwise. Deresiewicz pushes us to reevaluate these choices, not in a normative way, but in personal reflection. Similarly, Brooks focuses on a shift from resume to eulogy virtues. In a world obsessed with your resume virtues, Brooks encourages a reflection on the importance of eulogy values and the need to build great character rather than just a great career.

Moral imagination is defined by Deresiewicz as "the capacity to envision new ways to live your life." While Deresiewicz focuses on the applicability of this idea to college students, Brooks shows that this is important at every point in life. To me, this idea of moral imagination embodies exactly the kinds of thought and reflection I would hope to experience in college. Up until this point, my life has been laid out very clearly. While I have some freedom now in choosing my academic focus or applying for internships, the full reality of choosing how to live my life will not hit me until I finish my undergraduate education. At that point, I will have to make choices about graduate education, careers, and where to live—all with near complete freedom. At that point in anyone's life, I believe that it is important to step back from the path you've laid down for yourself and deeply question why it is that you are doing what you are doing. If it is easy or logical or makes money that may not be a good enough reason. Moral courage and imagination however provide you with the strength to make choices based on greater values of love or passion, aligning your life in the ways that actually matter to you as a person rather than what seems right to others.

I tend to think that learning these values involves a moment or process of realization that what you were doing before or what society or your family had told you to do is not enough. Personally, an experience like this came for me in my freshman year at UW when I was forced to reconsider why I wanted to major in business and I realized I really did not want to. I had only done so because I thought I could get a job and be secure financially. I realized there were other things I cared about and pushed myself to try to follow those values. People already know the values of selflessness, honesty, and love, but it takes a personal experience or realization to motivate you to choose these over the simpler options. We have the base knowledge and capacity, but it requires bravery and innovation to break free from the typical path that dictates success in our world. By choosing different

priorities, we can change the way we see our own success—from monetary to moral success—and lead more fulfilling lives altogether.

Post 2: Mini-teach Reflection

What did you learn from the mini-teach? What did you do that worked? What would you change to improve the experience? What did you see a peer do well that you would incorporate into your teaching?

One thing that I took away from this mini-teach was that students can really make a lesson with their interest and enthusiasm. My lesson was how to fold a t-shirt with a retail quality trick. I picked this because I thought it was useful and not something everyone in my group would know how to do, but as soon as I showed it to my group, they totally took hold of the idea and got excited to learn. While we are all trying to support one another and are excited to be in this particular class, I know this is not to be expected of all of my Honors 100 students. I thought it was helpful to do something more interactive—a technique that could be applied to other lessons. Another success in our group was the use of props, which in our case was candy we could enjoy after. Grace did a good job incorporating candy, both to help teach her lesson and to enjoy after! Both of these things made the lessons more engaging. I think they thing I learned to come more prepared more situations when the way you teach something doesn't work to always have back-up plans. Even better would be to have multiple ways of teaching something already in your lesson plan.

Post 3: High-impact Practices Reflection

After doing this week's readings, reflect on high-impact practices in your own education thus far. Choose 2 practices you've experienced and discuss how you envision them impacting your life (both professional and personal) in the future.

Of the listed High Impact Educational Practices, I have been lucky to experience multiple in my time at college so far. One that I found particularly impactful was diversity and global learning. Both through courses at UW and my summer abroad, being in college has given me a wide new way in which to view the world. While studying abroad, I was able to study with and meet people from around the globe, as well become close friends with people from across the United States and in France. Not only the people, but the environment and ability to travel provided me with so much more knowledge about the world we live in. I was able to see Europe differently, as well as view my home much differently. By seeing the way things work other places, it is a lot easier to take a different point of view when looking at practices you thought were inevitable at home. Additionally, through many honors classes, I've been able to learn about the world and its diversity in new ways. Most recently, in a course on human rights movements I was able to better learn about the struggles of others and find a new way to look at these problems. Overall, these practices have motivated me to pursue the things that I really care about—travel and human rights.

Another impactful practice listed that I have been able to experience is service learning. Coming into college freshman fall quarter, I unknowingly signed up for two service-learning classes. One was an honors course on human trafficking that allowed us to volunteer in various projects for Seattle Against Slavery. This experience helped expose me to a world of activism and volunteerism that I had never before seen. My other class was focused on inequality in education. For this course, I volunteered in a magnet high school for a program that supported African-American students succeed and go to college. I never thought that I would be a good teacher or even like to be around kids. This experience totally changed my mind. I loved going to this program every week and was able to actually see students improving with my help and because of their own determination. This experience inspired me to take courses on teaching as well as to apply to be a peer educator.

Post 4: Group Teach Reflection

Reflect on your group teaching experience. How did your teaching session go? What surprised you about the experience? What went well? What would you do differently if you were to teach the same lesson again? How does it compare to your mini-teach and your reflections on that experience?

I think our group teach went fairly well. We decided to divide up the topics evenly between each group member, so that we could all contribute and knew our responsibilities. I think we chose activities that we were familiar with and knew had been done before. Because of this, I think that they worked in getting most of the information across. That being said, I was extremely impressed by the innovation and tactics use by the other groups we got to watch. Some activities were so fun and out-of-the-box that I will remember them, and I'm sure Honors 100 students would as well. I don't consider myself to be a creative person, but after seeing these activities it is clear that creative presentations of information are much more engaging—something I would like to strive for. Another change I would make is in the way our group delivered the basic information. The last group we watched utilized handouts so that they could focus their actual teaching time on more engaging activities. I found this to be very effective, and know that as a freshman fall quarter student I would not be able to remember everything presented to me on a slideshow. Our group used power point, which I do think is helpful at time, but was mostly used because it was a convenient forum for multiple people to work together on. Compared to the mini-teach, this was a lot more information heavy and less hands on. I think I would try next time to make my teaches more like my mini teach in its engagement and hands on aspect. Overall, I definitely came away from this teach with a lot of new ideas, as well as impressed by the other groups.

Post 5: Retreat Reflection

Reflect on our retreat. What did you learn about your leadership style? Additionally, share one idea or suggestion from the PE community that you now want to incorporate into your class in the fall. Feel free to share any other thoughts you have following our time together.

I really enjoyed the retreat! I have been to a lot of different leadership conferences and camps through high school and, while helpful, I got a bit bored of them. It was nice to go on this retreat with memories of those other experiences. I also liked getting to know people outside of our seminar. I am a person that struggles a lot with names, but I think after this I have most all names down! Personally, I found a lot of the activities very helpful not only for going into the peer educator role, but also where I am in life as a college student. The leadership style activity for me was spot on, as well as some of the feedback I got from the good experiences activity. I definitely want to pull from the retreat for my health and wellness lesson plan. Specifically, I would like to do the individual speed writing exercise followed with the handouts we were given. With this lesson falling in the middle of the quarter, during the students' first midterms, I think it will be important to take some time for self-reflection, which this activity does well.