

## College Unbound Learning Exhibition

Welcome to our learning exhibitions! We are delighted to have you with us and appreciate your participation in student learning. We encourage you to question the students about their learning, contribute to the discussion, and provide feedback.

Following are some reminders about the purpose of exhibitions—what they are, what they aren't, and the kinds of information they provide.

- Exhibitions require a student to attempt to clearly articulate their learning.
- Exhibitions are an opportunity to test ideas with a larger public—with their CU cohort, the general public, their professional mentor, and experts in the field.
- Exhibitions are one piece of a much larger whole. They do not describe **all** of a student's learning. Rather they provide a snapshot—a student's decisions about key insights, key learning, key experiences, and their analysis of personal growth.
- Remember that the exhibition is for **the student** to share their learning and for the participants to probe and help the student clarify their thinking. **It is more appropriate for participants to ask questions and discuss than to advise and instruct.**

Again, we value your presence and trust that you will enjoy the experience.

Thank you.

*College Unbound Staff and Students*

### **Need help framing a probing question? Try one of the following:**

- Why do you think this is the case?
- What would have to change in order for...?
- What do you wish...?
- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was...different from...?
- What sort of an impact do you think...?
- What criteria did you use to...?
- When have you done/experienced something like this before?
- What might you see happening if...?
- How did you decide/determine/conclude...?
- What is your hunch about ....?
- What was your intention when ....?
- What do you assume to be true about ....?

## **Exhibition Format and Requirements**

Your exhibition will be allotted a total of **35 minutes**.

### **15 Minutes – Your Presentation**

- Introduce your Professional Mentor and any visitors.
- Distribute your Mid-Term Reflection on Learning.
- Provide participants with a focus for feedback. For example:
  - I am looking for feedback concerning my process and next steps.
  - I would appreciate feedback on my oral presentation skills—clarity, pacing, interacting with the audience.
  - I will be asking you for your input about where to go from here; how I can take this work to the next level?
- Use slides (e.g. PowerPoint, Prezi) to highlight the key points of your presentation as you share your change goals and progress—your project(s), your learning plan (including career, personal, and Big 10 goals, as well as course equivalents). Provide an overview of the semester thus far – accomplishments, challenges, what you expect to do for the second half of the semester.

### **5 Minutes – Probing questions**

- Participants ask questions to help the presenter think more deeply about their work.
  - Why do you think. . . ?
  - What do you wish. . . ?
  - What do you think would happen if. . . ?
  - What's another way you might. . . ?
  - How was . . . different from . . . ?
  - Why did you choose. . . ?
  - What is the connection between. . . and. . . ?
  - What evidence do you have that. . . ?

### **10 Minutes – Participant Critical Response/Statements of Meaning**

- The presenter steps back and **takes notes** while the participants 1) provide the requested feedback (facilitator may need to remind) and 2) share what was meaningful about what they just heard.
  - Statements of meaning examples:
    - It was meaningful for me when. . .
    - It surprised me when. . .
    - I got excited when. . .
    - My thinking was challenged when. . .

### **5 Minutes – Debrief (facilitator leads)**

- Presenter comments on what he/she learned from the participants.
- Group comments on process.
- Presenter thanks group for their participation in his/her learning.