Teacher Education Themes

Programs in Teacher Education at BC have five unifying themes. Although no single course addresses all five themes in depth and every course has goals and objectives beyond these, each course is in keeping with the themes and addresses some of the five.

**Promoting social justice:** At BC, we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

**Constructing knowledge:** At BC, we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

**Inquiry into practice:** At BC, the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

**Accommodating diversity:** At BC, we believe that one of central challenges of teaching is meeting the needs of all learners, especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

**Collaborating with others:** At BC, prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

COURSE OVERVIEW

This course will provide prospective teachers with opportunities to:

1. Select and integrate knowledge from their respective content areas to design lessons (individual and unit) appropriate for middle and high school classes and for varied school populations.

2. Develop a variety of instructional approaches (e.g., lecturing, experiential instruction, Socratic seminars, cooperative learning, etc.) appropriate for different grade levels.

3. Demonstrate proficiency in the use of higher order questions in content area teaching.

4. Develop lesson plans that actively engage students in a variety of learning activities through the use of multiple media.

5. Assess both the explicit and implicit priorities in various evaluation and assessment instruments.

6. Learn to observe, reflect upon, and assess multiple dimensions of classroom-based instruction.
Learn how to learn from students.
Learn to work cooperatively to design and implement class lessons.
Develop a personal philosophy about teaching and learning that includes your views on pedagogy, curriculum, and assessment. In articulating their philosophies, students will integrate theoretical data (e.g., course readings) with relevant personal experiences.
Learn how to have fun in the classroom . . . and still make it educational.

This course will emphasize students’ ability to demonstrate skills appropriate to effective teaching. All students are expected to actively participate in all class discussions and activities. This entails being prepared to discuss what you found provocative and interesting with all course readings. You should also complete assignments on time (unless prior arrangements have been made), arrive to class promptly, come to class prepared to contribute your ideas, listen to the ideas of your classmates and respect their right to voice their opinions.

Students are encouraged to meet with me during my office hours individually or in groups. This will be a time to discuss course matters in greater depth, raise questions or concerns you may have with the course, or get feedback on work you have done. If my office hours are not convenient, we can set a time outside those hours to meet.

Two final notes: (1) If any student has a condition that may influence her/his performance in this course, please feel free to make this information known to me (if you are comfortable doing so). All disclosures will be kept confidential. (2) In the event of inclement weather, I will decide whether to hold class by 2:30 p.m. that day. You can call me at that time to find out what has been decided.

**Course Readings**

Katherine Murray & Patrick McQuillan, Social Studies Methods: Developing Lesson Plans.
University Teaching Center, 228A Porter Hall, Pittsburgh, PA 15213.
Association for Experiential Education. (no date). AEE Definition of Experiential Education.
Dennis Gray. (no date). San Diego Socratic Seminar.
COURSE REQUIREMENTS

(1) Class participation: 30% of final grade

This includes class attendance as well as being an active and substantive contributor to class. Class attendance is mandatory. During class students are expected to pose questions as well as answer questions. Moreover, the quality of participation is important. While students are encouraged to share ideas and opinions in class, not all contributions will be equally valued. Contributions that connect to course readings, that relate to previous topics discussed in the course, and that are tied to specific and relevant experiences are encouraged and valued more than random statements with limited and tentative connections to course topics and materials.

For most classes you are expected to bring a “ticket” as preparation for class. Tickets should be submitted during that class and will be included in assessing your participation grade. Tickets are graded in terms of four categories:

Check-Plus: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.

Check: You completed the assignment appropriately; this is a solid performance.

Check-Minus: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.

Zero: The assignment was never completed or the work fails to address the intent of the assignment. The assignment has to be redone.

If a ticket entails a relatively straightforward assignment, it is graded credit/no credit, rather than receiving a check-plus, check, etc.

If you miss a class, you will need to do a two-to-three page write-up of your reactions to the readings assigned for that class (in journal form) and turn that paper in the next class. It will also be your responsibility to find out what the class activities were and to get copies of any additional materials that were handed out.
(2) Class Planning (part of participation grade)

In the course of the semester, you will need to stay after class for a half hour twice to discuss your thoughts on the upcoming class. You will need to complete the reading for that next week prior to this meeting and come to the meeting with ideas, such as, what you considered important, how we might design the next class, what activities might be useful, and so on. You will not be expected to teach the class but may do some limited instruction if you’d like. This is designed as an opportunity for you to help shape what happens in the course.

(3) Assessment Assignment: 15% of final grade
Part I: Descriptive Portion (due 10/17)

This assignment should be carried out over a three-to-four-week period in conjunction with your practicum placement. In the classroom where you are working or observing, describe and document all the ways in which students are assessed. This would include such formal assessments as quizzes and papers as well as such informal means of assessment as posing questions during class. Completing this assignment will require:

(a) observing and taking field notes each week on how the teacher assesses student learning;

(b) interviewing the teacher about how he or she assesses students and for what purpose(s); (See the final section of this syllabus, “Some Thoughts on Conducting Interviews” for ideas on how to enhance your interviewing skills.);

(c) interviewing one student about how students are assessed and for what purpose(s);

(d) collecting formal examples of tests, quizzes, homework assignments, papers or projects used to assess students during the four-week period;

(e) creating a description of how assessment occurs using the data from (a) through (d) above. You should also include some description of the course itself, such as the number of students in the class, the grade level, the type of course (e.g., AP, college prep, etc.). In creating your description, be certain to note what types of knowledge are assessed (e.g., writing skills, ability to recall facts, ability to form an opinion, comparing/contrasting, etc.). When you are referring to examples of assessment practices, be certain to provide specific examples in your description. Do not refer the reader to appendices you may include. You need to specify the examples you choose to use. In your writing use pseudonyms when referring to a specific teacher, student, or school. Your description should be typed and run somewhere from 5-7 pages in length. Examples of assessments should be appended to the paper.

Part I of the Assessment Assignment will be returned to you with my comments. You should respond to those comments and submit a revised second draft of this assignment as well as the marked up first draft when you submit Part II of this assignment.

Before beginning this assignment, discuss it with your practicum teacher so he or she is fully aware of what you intend to do and has an opportunity to negotiate any needed modifications in your plan. You should also tell her/him and the student you interview that you will keep their identity and the name of the class confidential. Your goal is to enhance your understanding of how teachers assess student knowledge. You can also offer to share your final paper with the instructor or student.
**Part II: Assessment Analysis** (due 11/14)

After describing how assessment occurs using the above data (and discussing assessment in various classes), analyze the quality of that assessment by addressing what you consider critical issues. This might include the following: Do the assessment methods support instruction? Do assessment activities and products reflect important learning goals? Do assessment results inform subsequent instructional decisions for the class, for individual students? Are the assessment methods valid and fair, for the class as a whole, for second-language learners or other subgroups of students? Does assessment attend to multiple forms of intelligence? You should also discuss what the teacher and student say about assessment in this course. Are their perceptions similar or different? If they differ, why might this be so?

In writing up the analytical part of this assignment I encourage you to include headings in your paper that delineate the specific topics discussed. For instance, you may create a heading that reads, “Does Assessment Inform Instruction?” or “Are Important Learning Goals Assessed?” This will allow me, the reader, to be clear as to just what topic you are addressing.

To complete the analysis portion of the assignment, please refer to the original description of the assignment as well as the criteria for evaluating assessments developed in class. The description and analysis combined should be 10-15 pages. Turn in the marked up version of the description and the revised Part I along with the analysis portion of the assignment.

Grading: The purpose of the assignment is to help you learn to apply principles of good assessment in real classroom contexts. This assignment will be graded on a scale from A to F, reflecting the degree to which you, as a preservice teacher, understand key assessment principles and are able to apply them in evaluating specific assessment practices, content, and format.

A
* A balanced set of criteria/principles is used to analyze assessment (not necessarily all possible criteria).
* Specific points made in the analysis (positive or negative) reflect clear understanding of assessment principles.
* Criteria/principles are tied to specific observations and assessment products.
* Context and assessment practices are adequately described (e.g., grade level, type of students, how assessments are used).
* The paper is well organized and clearly written so that all of the above are evident.

B
* Above elements are present but are not completed fully.

C
* Above elements are partially satisfied.

D-F
* Some or all key elements are missing.

Your grade will not be affected by the quality of assessments you observed so long as you provide a well-grounded rationale for your positive or negative evaluations.
(4) “Learning From Students” Assignment: 10% of final grade (due 11/7)

For this assignment you will interview two students regarding how much power they believe they have to shape their education as well as within their school. In doing so, you need to develop a wide range of open-ended questions linked to student power. For instance, you might ask: How much power do you think students should have? What power do students have, both formal and informal? (For instance, students might have formal power as part of a student council; they might have informal power that they use to convince teachers to assign them less work or to pose questions that get teachers off the subject of work.) Would students abuse power if they were given more? In what ways have you enacted power in your schooling? Does the amount of power students have vary from teacher-to-teacher? And so on. It may well be that students have trouble understanding your questions because students seldom think about what power they have. Therefore you will need to be creative in eliciting information from the students. (Again, the final section of this syllabus, “Some Thoughts on Conducting Interviews” offers some ideas on how to enhance your interviewing skills.)

You should interview two students who are somehow different from each other (e.g., in terms of grade level, school performance, gender, ethnicity, urban/suburban, etc.). You should also tape record your interviews. You need not transcribe them, but it will enrich your paper to include specific statements from students to validate your analysis. Further, having the opportunity to listen to the interview will be beneficial. Some interview suggestions:
• Be relaxed. You don’t want the students to feel uncomfortable.
• Reassure the students that whatever they say will remain confidential. You will never identify them to their teacher or in your BC class. You just want to use their ideas to help you develop as a teacher.
• You should then begin your interview with straightforward information, such as the students’ grade level, courses taken, and so on. You want to develop some rapport before you begin to ask more probing and analytic questions.

Your written assignment should include: (1) A description of the students’ background and school. (2) A description of the questions you used to get at the students’ understanding of what power they have within the school. (3) Some general statements as to the students’ understandings as to what power they have. (4) Based on what you learned, describe some potential implications for your own teaching? (5) A summary as to how these ideas relate to the various authors read in this course or others. For instance, what have we read that might help us understand these students’ experiences? You might pay particular attention to the readings for 9/19 when addressing this section of the assignment.

*Feel free to share your ideas with other students in the class. If you find a question or topic to be especially useful, you are welcome to share it with others so they might use it as well.

(5) Three Lesson Plans: 25% of final grade
In the course of the semester you will develop an experiential lesson, a lesson plan that incorporates Socratic seminars, and a lesson plan that is attentive to issue of multiple intelligences.
Lesson Plan Rubric

A--An “A” paper is an exceptional piece of work. It will include all seven components of a lesson plan. Each of these topics is addressed in depth, so the reader is clear as to what the lesson will entail. There should be explicit connections between all aspects of the lesson. It should be clear, for instance, how your teaching and learning strategies and assessment link to your overall goals. If your goals include developing specific skills by students, it should be apparent how they will develop those skills. Finally, the discussion of the philosophical assumptions embodied in your lesson should be rich and should draw on multiple ideas linked to teaching and learning. The lesson itself should also be about something important.

B--A “B” is a strong piece of work that would serve as a fine blueprint for directing classroom instruction. The paper may omit one or two components of the lesson plan or the lesson may deal with some topics in a superficial way. For instance, if you list a few questions in your section on teaching and learning but it is not apparent how they will help you achieve your lesson’s goals, that would be considered superficial. In addition, the pieces of the lesson may not fit together. Your assessment, for example, may expect students to do something you haven’t prepared them to do in your teaching/learning strategies. Finally, the lesson topic may lack substance. It may not be about anything truly important.

C--A "C" paper may omit many components of the lesson plan and/or it may deal with a few of those topics in a superficial way (see above). Further, the pieces of the lesson do not fit together (see above). In addition, the focus of the lesson may have little relevance.

D--There are no D’s.

F--An F paper would be a very superficial presentation of your lesson plan with little delineation among the various components of the lesson. In essence, the goals and/or the means by which you hope to achieve those goals would be confused. Moreover, the topic may be of little real value. You would be required to redo the assignment.

(6) An Integrated Unit Plan : 20% of final grade (due 12/19)

For this assignment teams of two-to-three students will develop an integrated unit plan. The theme of the unit is totally open. The unit, however, should:
- help students develop a rich “understanding” of course materials (in Wiggins’ and McTighe’s conception of understanding);
- allow students the opportunity to draw on their multiple intelligences;
- entail some degree of cooperative learning;
- be “integrated” in Beane’s conception of this idea;
- include an experiential lesson;
- integrate Massachusetts State Content Standards which can be found at: http://www.doe.mass.edu/frameworks/current.html

The unit plan itself should include the following:
- (1) A philosophical statement that outlines the rationale behind the unit, including issues of pedagogy, curriculum, and assessment.
- (2) The goal(s) you hope to accomplish through the unit, linked to Massachusetts State Content Standards.
(3) A description of the materials to be included in the unit. If the unit involves substantial student research, you should note how those resources will be made available to students.

(4) A day-by-day outline for 10 days of what you plan to do in this unit as well as some mention of the goals for each day’s lesson and how each lesson will lead into those that follow (the unit need not conclude on the 10th day).

(5) Specific in-depth lesson plans for three days, using the format provided in course readings (i.e., 9/26). These lessons should demonstrate the ability to design classes with a variety of emphases and approaches to learning.

(6) All forms of assessment you will use in the unit, including how assessment links to the goals noted in #2 and a grading rubric for one assessment.

I am having you develop a unit plan so you have an opportunity to work collaboratively and coordinate multiple days of instruction. In this regard, it should be clear how the various lessons fit together, how they all support your overarching goals. In particular, I will be looking for consistency in terms of how your overall unit goals fit with your goals for each day’s instruction and for how you assess student learning.

Please note:

• To receive credit for this course, you must submit every assignment. Otherwise, you will receive a grade of “incomplete.”

• For any assignment, if you are dissatisfied with your grade, you can redo your work. However, you should first discuss your intention with me so I can clarify what you need to work on to improve. By doing so you can improve your original grade by as much as one full grade.

• In grading your work, I will note spelling and grammar errors so you are aware of these mistakes and can correct them because poor grammar and spelling can undermine your credibility as a teacher. Such errors will not influence your grade unless they make it difficult for me to understand your thinking.

COURSE CALENDAR, OUTLINE OF TOPICS, & ASSIGNMENTS

September 5: Overview and Introduction to Course
Organizational meeting: Syllabus reviewed; assignments and grading outlined; and Lynch School of Education philosophy reviewed.

September 12: The Social Organization of Secondary Schools
Readings: (1) Sizer, Prologue; (2) Powell, et al., Treaties; (3) Meier, Reinventing Teaching; and (4) Muncey & McQuillan, Some Preliminary Findings from a Five-Year Study of the Coalition of Essential Schools.

September 19: Students
Readings: (1) Sizer, The Students; (2) Powell, et al., The Unspecial; (3) Ericson & Ellett, Taking Student Responsibility Seriously.
Ticket: Journal Reaction
Based on readings for this week and last, respond to what you consider the two or three most powerful ideas you encountered. You might, for instance, describe particular themes that run across a number of the authors, or you might pick up on a single idea from one author that seems especially poignant. You could relate the
readings to your own experiences in schools. As the ticket should be in journal form, you are encouraged to react to the readings from your own personal point of view.

A reminder: Begin observing assessment practices in your practicum site next week.

September 26: The Fundamentals of Planning
Readings: (1) Murray & McQuillan, Facts, Concepts, and Generalizations; (2) Murray & McQuillan, Questioning Strategies; (3) Murray & McQuillan, Developing Lesson Plans; and (4) Fenton & Sobehart, Lecturing.
Ticket: Facts, Concepts, and Generalizations (C/NC)
List three facts, three concepts, and three generalizations (or theses) from your content area. So you get a sense for what it might take to develop a lesson around these ideas, your facts, concepts, and generalizations should be somewhat related to one another. For example, an historical fact relevant to a unit on the Depression would be: “The Stock Market crashed on October 29, 1929.” A related concept could be “buying on margin” or “priming the pump.” And a generalization could be, “The impact of the Depression greatly changed the role of the federal government in the US.” In math, a fact would be: “The sum of the angles of a triangle equal 180 degrees.” A concept would be “triangle,” “line segment,” or “interior angle.” A generalization would be: “A-squared + B-squared = C-squared.”

October 3: Experiential Education
Readings: (1) Association for Experiential Education, Definition of Experiential Education; (2) Herdman, When the Wilderness Becomes a Classroom; (3) Stopol, South Bronx Alumni Weekend; (4) Knapp, Processing the Adventure Experience; and (5) Gray, San Diego Socratic Seminars.
Ticket: Experiential Learning in Your Life
Based on this week’s readings, describe two endeavors in your life that could be considered “experiential learning.” In addressing this question you should relate your experiences to this week’s readings: In what ways were they similar or different? In addition, you might consider the following:
• What made them experiential?
• Did they differ from traditional classroom-based learning? If so, in what ways? Setting? Goals? Activities?
• Were the instructor and/or student role(s) atypical?
• Was reflection an explicit aspect of the experience?
• What impact did the experiential dimensions have on you? Were they motivating? Confusing? Fun? Novel?
• What might be a relevant experiential lesson or activity for your content area?

Lesson Plan #1--An Experiential Lesson: Drawing on what you know about experiential learning, develop an experiential lesson for your content area (using the lesson plan guidelines from 9/26) that incorporates relevant aspects of the Massachusetts State Content Standards (which you can get off the Internet at: http://www.doe.mass.edu/frameworks/current.html. Although experiential lessons can take many forms, this lesson should include a “reflective” element as one of your teaching/learning strategies. In so doing, be certain to note just what you will reflect on
in de-briefing the lesson and how that de-briefing fits with your overall goals. Due 10/24.

**October 10: Assessment**  

**October 17: Assessment (cont’d)**  
*Readings:* (1) Wiggins, Chapters 4-7.  
Part 1 of Assessment Assignment due.

**October 24: Assessment (still cont’d)**  
*Readings:* (1) Wiggins, Chapters 8-11 and Afterword.  
Lesson Plan #1 due.  
You should begin to set up the logistics for the “Learning from Students” assignment due on 11/7.

**Lesson Plan #2--A Socratic Seminar:** Having read about Socratic seminars and having participated in one, you should design a Socratic seminar that you could use in your content area, using the lesson plan format presented on 9/26 and making certain that the lesson incorporates State Content Standards ([http://www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html)). In addition, you should: (1) Describe how you would organize your class and why you would do it this way. For instance, if you have 30+ students in your class, you might need to hold two different seminars. Could you get a parent in to help you with the class? How many observers would you have? What would be your role? (2) Identify what you would use for a “text” and explain why it would be appropriate for your students and class. (3) List at least five questions you might use to stimulate discussion and thought. (4) Note how you would run a debriefing session. Who would get to speak and why? What would be your role? What issues would you focus on? (5) Outline your goals for the seminar and explain how these goals connect with the other four sections of this assignment. For instance, if you were to focus on students developing particular intellectual skills, such as supporting their ideas with reference to a text, you might focus on this goal. If you emphasized understanding specific content, say the Declaration of Independence, you might discuss the specific knowledge you hope students would internalize and how that would occur. If you wanted students to learn how to interact with one another more effectively--to cut down on insults, interruptions, etc.--you could emphasize the debriefing and reflective aspects of the experience. Due 10/31.

**October 31: Multiple Intelligences**  
*Readings:* (1) Armstrong, pp. 1-74  
Lesson Plan #2 due.

**November 7: Multiple Intelligences (cont’d)**  
*Readings* (1) Armstrong, pp. 75-131, 137-40  
“Learning From Students” assignment due.
Lesson Plan #3: Multiple Intelligences
Drawing on the work we’ve done in the area of MI, develop a lesson plan for your content area that is attentive to multiple forms of intelligence (at least 3), using the standard format and making certain to include State Content Standards.  Due 11/28.

November 14: Middle Schools
Readings:  (1) National Middle School Association, NMSA Research Summary #4: Exemplary Middle Schools; (2) Doughtery, Four Philosophies That Shape the Middle School; (3) Berla, Henderson, & Kerewsky, Who are these young people we will be talking about?; and (4) MacIver, Meeting the needs of young adolescents;
Ticket: Your Middle School/Junior High Experience
Based on the readings for this week, reflect on your experiences in middle school/junior high in journal form.  In some way you should connect your experience to this week’s readings, whether you allude to similarities or differences.  In addition, you might consider the following themes (which can also be linked to the readings):  What are your strongest memories of middle school?  Was this a positive time in your life?  If not, what made it uncomfortable?  What were your most pressing concerns?  What did you think of your teachers and/or classes?  Which ones did you like?  Why?
Pt. II of Assessment Assignment due.

November 28: Middle Schools (cont'd)
Readings:  (1) Johnson & Johnson, Basic Elements of Cooperative Learning; (2) Kagan, The Structural Approach to Cooperative Learning; (3) Beane, Curriculum Integration and the Disciplines of Knowledge; and (4) Root, Designing and Implementing Cross-Curricular Instruction.
Lesson Plan #3 due.

December 5: Classroom Management
Readings:  (1) Curwin & Mendler, Dignity and Responsibility in the Classroom; (2) Eckbreth, Discipline in the Secondary Classroom; and (3) Kohn, Beyond Discipline.
Ticket: Developing Classroom Guidelines
Adopting the role of a new teacher at the start of a school year, draw up four classroom management guidelines, loosely defined as such, for your class.  These need not be traditional “rules,” although they can be if you’d like.  But they can also be some sort of practice or policy that you would initiate as a way of maintaining a productive and respectful classroom environment.  If you prefer to negotiate those guidelines with students rather than mandating such policies, you can outline how you will negotiate those guidelines and what areas of classroom management the guidelines will apply to.  Be sure to bring two copies of your ticket to class.

December 19: Final Class
Be prepared to present a brief description of the unit you developed.  You will only have five-to-ten minutes for your presentation so don’t expect that you’ll be able to describe the entire unit.  Instead, talk about what you learned from doing the unit, or what you consider to be the best lesson in the unit, or how the student interviews you conducted influenced the unit, etc.  The final unit plan is due in class.
**SOME THOUGHTS ON CONDUCTING INTERVIEWS**

You may find it helpful to think about the different “types” of questions you can ask. Depending on the person being interviewed and the topic, it may be that different types of questions work better for different persons.

**Descriptive:** These questions merely ask people to describe some activity or place. When you pose a descriptive question, be alert for those aspects of your informant's answers that require further elaboration. For example, you might pose an initial question such as, "What's your history class like?", "Tell me about your history class.", or "What do you do during history class?" If in describing the class a student tells you that he/she usually reads some and goofs around some during class time, you should have her/him describe what it is that is usually read and what "goofing around" entails.

**Comparative:** When an informant is having trouble answering a question, you can suggest that he/she begin to formulate an answer by drawing a comparison with something else. Even if the interview is progressing smoothly, comparison questions can be useful. They often enable people to articulate something they might have missed if they had not been asked to draw the comparison. Some basic styles of comparative questioning are seen in the following examples: How is the way you assess students in your U.S. History class similar to what you do in the Western Civilization class? How would you compare the power you have to influence the work you do in English class with what you have in algebra?

**Creating hypothetical situations:** Hypothetical questions require that people think about what they know or believe in a slightly different fashion. They often bring out certain dimensions of a topic that might be missed through straight descriptive questioning. For example, you might end an interview by asking a student "If you could give students more power, do you think your school would be better or worse?"

In conducting your interview, it may be useful to keep the following techniques in mind:

**Restating an informant's terms:** To make certain you understand what has been said and to give your informant an opportunity to restate or elaborate on an answer, you can paraphrase what you have been told and ask if your paraphrasing is accurate. If the interviewee corrects you, you accomplish two things: you get a misunderstanding clarified and you get your informant to elaborate on an answer. For example, "So by saying "less is more", you mean...?"

b) **Unpacking terms/colloquialisms:** Informants often use terms which they assume everyone understands. These terms can have multiple meanings. Therefore it is often necessary to ask your interviewee to define a term for you. Besides colloquialisms such as "bunking school" or the social category, "burn outs," you will often need to have people explain what they mean by "good," "boring," "fun," etc.