

MARCH 31, 2023



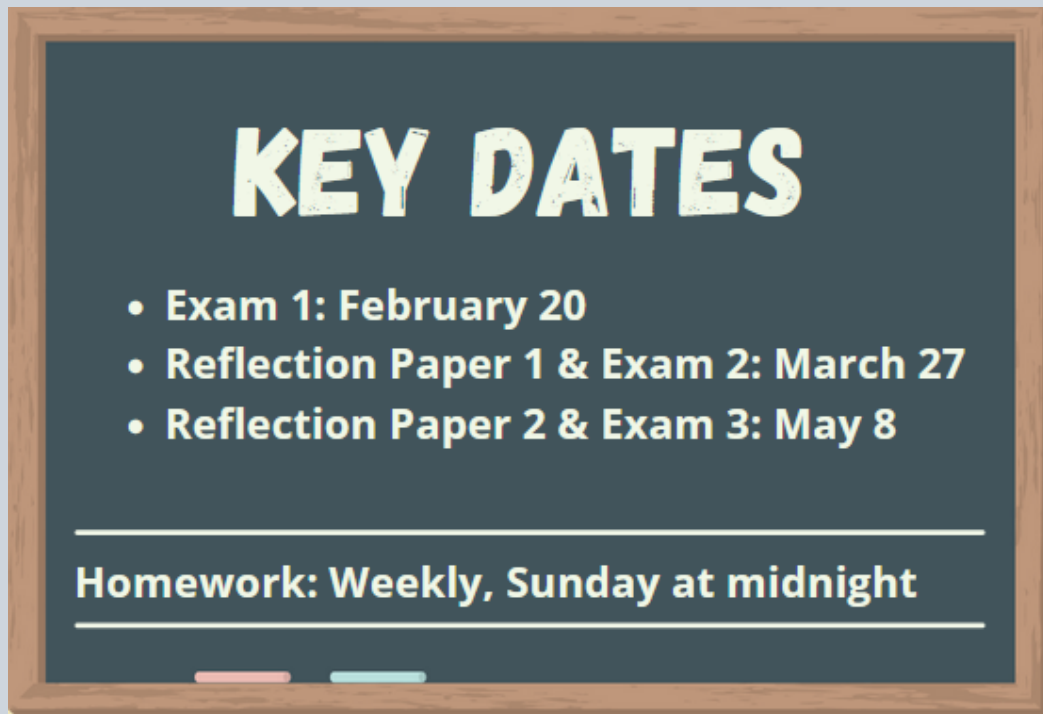
SUCCESSFULLY FAILING

How shifting my mindset changed my classroom

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The setup: Introductory linguistics



The failure

I didn't realize it
was due at 2 PM

I didn't know the
exam would take
so long to do

I thought the
exam was due at
midnight

Can I submit the exam late?

Aftermath

Oh no! I'm worried everyone will drop the course



I'm so angry that they didn't pay attention!



What went wrong?

Maybe it's my fault, and I'm actually a really bad teacher



Recalibration

consonants

1

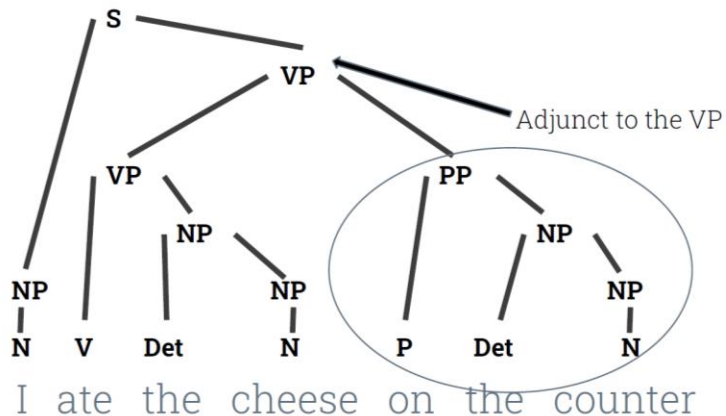
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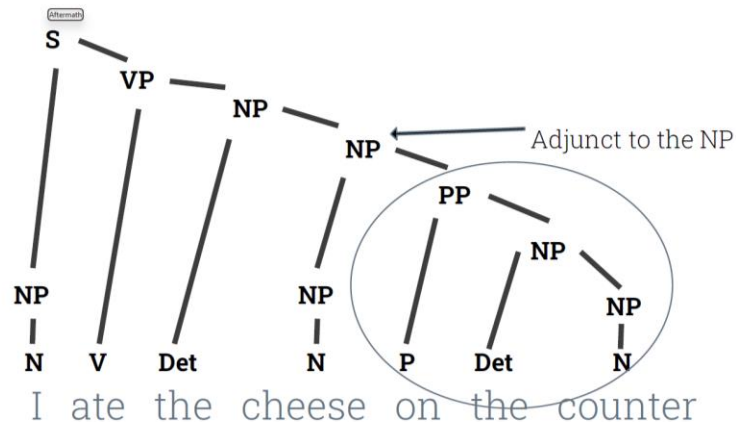
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Recalibration

Structure 1: *I ate the cheese on the counter*



Structure 2: *The cheese was on the counter*



Recalibration

Looking for minimal phonetic environments:

d	ð
#_r	
#_e	u-a
n-e	a-e
#_u	e-o
n-i	u-a
l-e	i-i
#_e	a-o
l-o	
#_i	

What is an allophone? Allophone is a sound that usually is grouped with similar sounds used in words which gives it different meanings.

What is a phoneme? Phoneme is a word with a distinguished sound.

Note:

1. In order to determine if they are **allophones** of one phoneme' or 'separate **phonemes**' first we must go back to the chart and check the letters that come before and after each symbol. By checking all the words, this will help us be able to make inferences and predict the languages rules.

2. Since there are no pairs that match in both symbols, we can rule out they do not have the same minimal phonetic environments.

3. The symbols do not overlap each other so it cannot be contrastive distribution. Therefore its complementary. Next slide!

Continuing changes

WHAT'S MY GRADE?

98%: Standards, 2% Experimental credit

95%: 23-26 skills, 10 to 12 writing standards

91.5%: 23-26 skills, 8-9 writing standards

88.5%: 20-22 skills, 10-12 writing standards

85%: 20-22 skills, 8-9 writing standards

81.5%: 20-22 skills, 6-7 writing standards

78.5%: 17-19 skills, 8-9 writing standards

75%: 17-19 skills, 6-7 writing standards

71.5%: 17-19 skills, 4-5 writing standards

68.5%: 14-16 skills, 6-7 writing standards

65%: 14-16 skills, 4-5 writing standards

61.5%: 14-16 skills, less than 4 writing standards

60%: less than 14 skills, less than 4 writing standards

What are your goals for this class?

What's keeping you from learning effectively?

How has failure led to growth in your own teaching?