

## Session 1 Introduction

Theme: We\* need to clear mental space so that thoughts about an issue in question can emerge that had been below the surface of our attention. (\*teachers as well as students)

### **Guided (topic-based) freewriting**

In a freewriting exercise, you should not take your pen off the paper. Keep writing even if you find yourself stating over and over again, "I don't know what to say." What you write won't be seen by anyone else, so don't go back to tidy up sentences, grammar, spelling. You will probably diverge from the topic, at least for a time while you acknowledge other preoccupations. That's OK—it's one of the purposes of the exercise. However, if you keep writing for seven-ten minutes, you should expose some thoughts about the topic that had been below the surface of your attention—that's another of the aims of the exercise. Reference: Elbow, P. 1981. *Writing with Power*. New York: Oxford U. P.

Continue for 7 minutes where this sentence leads off:

"When I entertain the possibility of 'challenging the barriers of expertise, gender, race, class, and place that restrict wider access to and understanding of the production of scientific knowledge and technologies,' the questions/ ideas/ experiences that come to mind include..."

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**Initial personal/professional development planning** (use carbon paper; draw from Freewriting)

	Skills and Weaknesses	Interests (related to course themes)
...that I bring to this course		
...that I would like to leave with at the end		

Ideas about the path to bridge to then from now...

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WGS.693 Gender, Race, and the Complexities of Science and Technology: A Problem-Based Learning Experiment

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