

# Zui Quan Pedagogy: The art of risk taking in the classroom

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**Abstract**— This special session/workshop seeks to encourage Zui Quan pedagogy and risk taking in everyday classroom practice. The term “Zui Quan” refers to a style of Chinese martial arts that is loosely translated as “drunken fist” or “drunken boxing.” To the untrained eye, the practitioner appears uncoordinated, untrained, intoxicated, and vulnerable. However, those trained in Zui Quan are capable of powerful attacks and require a significant amount of skill to proceed with an ease of flow from one movement to another. The same may be said for those practicing innovative pedagogies in the classroom. The overall goal of the session is to address issues that inhibit faculty from taking pedagogical risks and provide tools and support that will aid faculty with implementing these approaches in their course.

**Keywords**—evidence-based instructional practices; faculty development; innovation and creativity

## I. GOALS OF THE SESSION

This special session/workshop seeks to encourage Zui Quan pedagogy and risk taking in everyday classroom practice. This session was successfully implemented at the 2015 ASEE Annual Conference and Exposition [1]. Due to the success of that session, we would like to duplicate the session for the participants at FIE. Many participants at FIE are passionate about teaching and are exploring new practices; however, for some faculty there is a hesitation to risk a negative experience in the classroom. By using the principles of Zui Quan, we plan to aid the attendees in a new way to approach a risky classroom situation and to help them feel comfortable bringing innovative practices into their classroom.

The learning goals for this special session are: Participants will be able to:

- Identify the limitations and barriers that preventing them from practicing Zui Quan pedagogy,
- Identify practices and solutions to address these barriers,
- Share Zui Quan techniques other participants may have been hesitant to implement, while exploring and supporting those practices.

The session activities will draw on frameworks associated with adoption of evidence-based instructional practices [1]

and risk-taking in a variety of fields from investments to entrepreneurship. The overall goal of the session is to address issues that inhibit faculty from taking pedagogical risks and provide tools and support that will aid faculty with implementing these approaches in their course.

## II. JUSTIFICATION OF NOVELTY

This presentation is meant to encourage participants to take risks and make changes in their classroom. To effectively emphasize these innovative practices, the participants will be encouraged to actively participate during the session. By practicing these innovative and risky practices in a safe and supportive environment, some of the initial hesitation can be overcome to encourage risk-taking and innovative pedagogical practices.

## III. EXPLANATION OF INTERACTION

As we encourage participants to explore their personal Zui Quan pedagogy, there will be a large amount of interaction with the other participants and the facilitators. Each participant will outline an innovation they would like to explore in their classroom (this may be something they have tried and stopped using, something they are currently using but want to change, or something they have never tried but want to try). They will also outline the challenges they face to implementing their innovation. The other participants and facilitator will have time to talk and brainstorm ways to overcome the challenges being faced.

## IV. DESCRIPTION OF SESSION CONTENT

The term “Zui Quan” refers to a style of Chinese martial arts that is loosely translated as “drunken fist” or “drunken boxing.” The style is characterized by its fluidity of movement and its reliance on momentum and body weight; characteristics that, to the untrained eye, make the practitioner look uncoordinated, untrained, intoxicated, and vulnerable. However, those trained in Zui Quan are capable of powerful attacks and require a significant amount of balance and coordination that allow them to be relaxed and proceed with an ease of flow from one movement to another.

The same may be said for those practicing innovative pedagogies in the classroom. We propose that implementing innovative practices in the classroom requires a similar style of practice. From the outside, the instructor's innovative practices may appear as haphazard, care-free, risky, ineffective, and unplanned. However to the practitioner there is a focused balance and a fluid plan that can have a powerful impact on their students.

#### V. SESSION AGENDA

- (00-05min) Overview of Zui Quan techniques and overview of practices.
- (05-15min) Participants are given a large post-it to describe an innovation they would like to try in their classroom
- (15-20min) Participants use red post-its to identify the challenges they face in implementing their specific innovation and attach them to their descriptive post-it
- (20-70min) Participants are divided into groups. One group stands by their poster while the other groups rotate around the room talking to stationary participants about their innovation. Participants write ways to overcome challenges on green post-its and place them over the challenge post-its. Each group has time to stand at their poster and to walk around.
- (70-80min) Discussion and Wrap-up

#### REFERENCES

- [1] J. Pembridge, M. Verleger, S. Cutler, & K. Jordan. Zui Quan Pedagogy: The Art of Risk Taking in the Classroom. 2015. 2015 ASEE Annual Conference & Exposition. Seattle, WA.
- [2] E. M. Rogers. Diffusion of Innovations. 2003.