

Kirkwood-Coe Process Education Teaching Institute Journal

May 20, 2009

Summary of Preparation for Institute Team Activity

Identify 2 innovations in higher education (efforts to transform); identify 1 inquiry question for discussion

Innovations:

1. 5-Impact of technology
2. 4—Role of teaching and research in teaching
3. 7—Emphasis on learning rather than teaching and process rather than content
4. 2—impact of technology and how it facilitates teamwork outside the classroom
5. 3—Impact of technology to meet and find students where they are—both in skills and physically
6. 1—Use of technology to get the the “showiness” that students are used to
7. 6—Emphasis on students as learners
8. 7—Increased emphasis on accountability and assessment
9. 3—Action-based learning and research
10. 6—Emphasis on remediation at college level
11. 7—helping students to transition from high school to college—regardless of their success in high school (no longer sink or swim)

Questions-

1. 4--What is the difference between assessing student learning and giving grades?

Assessment is ongoing; the grade is a one-time result (5)

Assessment is a progress tool; grading is a judgment tool (5)

Assessment is about the process; grading is about the product (5)

Assessment informs ways to improve; grading is summative at the end (7, 1)

****Faculty do not give grades; students earn them**

Grading follows the students through transcripts, but can depend on the faculty member’s ability for student to meet objective—

Assessment is a growing process and can use what they have learned to diminish the “value” of the grade

Grades can hinder assessment—the students look to the grade rather than look for the feedback for improvement

Students are more interested in the grade; instructor is more interested in the improvement—the growth, measured by assessment—students value the grades because we tell them to through the modeling of creation of a transcript—So.....the role of the instructor might be to move the student to the VALUE of learning rather than VALUE of the grade—assessment is a way to get them to this point. Students are interested in getting a job—they see a “good” transcript as a way to do this—they don’t relate the learning and ability to use skills with the ability to get (and retain) jobs. How do instructors get students to understand the value of the learning—beyond the value of the grades?

2. 6—How do we instill a love of learning in students in need of remedial services and see college as a means to an end?

6—Model the behavior and enthusiasm—although it will not work with all; what—move them from valuing the grade to valuing the learning (not sure how); 5—can create some sort of activity or course design that gives students choices—so they see some control in the process; 2—work with students to have them develop the criteria for scoring rubrics—leave the highest end open—so “standard” defined but not “exceeding standards” since not limited; 1—change the question to instilling in all students, not just remedial end; 6—helping students understand the links between what they are learning and the “real world”; 4—instructors are role models—need to always remember this because you don’t know who will react positively to it; 3—talked of remedial piece—improve the remedial programs in schools so that

individual needs are met rather than general needs of the majority—how can the remedial classes be infused with the “aha” moments so the students experience this benefit earlier or at all;

- 3. 7—How do we get students to own the learning process?**
- 4. 5—How can we create a course that balances technology and instructor interaction?**

Answer at end of day 1

- 5. 2—What practices exist to help in assessing team-based background in information while understanding is being built?**
- 6. 1—How do we know we are moving in the “right” new direction?**
- 7. 3—How do you develop an implementation plan to incorporate process education?**
- 8. How do instructors get students to understand the value of the learning—beyond the value of the grades?**

Exploring Compass of Higher Education

Discoveries:

1. The compass is very busy and it takes time to process; when having a lecture before an activity, temptation is to regurgitate what instructor has said.
2. Can take to another context by using list on page 27—can frame in the SII format—helps learn two different things at the same time
3. Characteristics and values are affected by demographics and values—sometimes within departments.
4. What the teacher does are also things the students do
5. It can be individualized since valued processes vary by instructor—probably true with students as well.
6. Institutional goals and risk of autonomy—important to create a culture where risks are valued as long as improvements can occur through the risk
7. Very integrated model with each part linked to the other parts; the process and the content are both necessary and can’t—and shouldn’t—be separated. Assessment is critical to the implementation

Questions:

1. What happens if one of the points is missing in the compass? How does the “weakest link” of the instructor affect the learning of the students?
2. Are all processes equal or does assessment fit across all of them? Does it depend on context?
If reflection is considered a form of assessment, then it is across all—(formal assessment is different than informal assessment)
3. How do you collaborate information and successful experiences to others across the college?

Clarify—What do you mean by “collaborate information and successful experiences”? --Basically, sharing what you know so those who have and/or take the opportunity have the responsibility and expectation of sharing with those who did not—focus on improving institution; it sometimes really comes down to time, so institution must value this so the time is worth spending on this; should be integral, not an add-on to the “job”; needs to be a shared target and/or context, e.g. sharing on how to become self-growers (the target).

4. Within the processes, what lends itself to character development of the students? What processes would be most beneficial to character development—both college-focused and personally?

Students are coming to college with no concept of “accountability.” Ownership is a possible character development issue that faculty could/should be able to impact in a positive way.

5. How do we create a classroom that meets everyone's needs (faculty expectations; student's expectations; student's skill sets and knowledge base ;....) while looking at the institution's needs as well? How do we create the balance?

You have to prioritize or you will drive yourself crazy. Can't be everything to everyone, so must focus on doing the most the best in the time allotted—while being honest in what is left out—we're human

6. What are we doing? OR...if a group has lost its way, how do you bring the group back so they can figure it out on their own?
Need to make an environment where asking is expected.
Facilitators can help lead groups to see the information they have already to help with the guide—guide to the information without giving the information
7. What is an inquiry question—seems redundant? The compass is not just instructor centered or just student centered or just institution centered—it seems to be all three. Right?

Team Construction

Team Outcomes:

Team 1-Identify 3 new PE strategies to improve classroom instruction

Team 2-Keep an open mind to learn new ideas from other disciplines

Team 3-Dev effective instructional design and enhanced teaching techniques

Team 4-Learn tools and techniques for forming student centered classroom

Team 5-

Team 6-Obtain strategies & techniques for assessing PE learning activities

Team 7-Create greater student ownership of process. (Serve to renew and refresh selves with PE strategies)

Assignment: Activity that starts on Page 61

Have until 1:45 to complete the main portions

Will report back at the end of the activity on:

- (spokesperson)—Assessment of use of the methodology
Strengths—The steps were helpful
Area to improve—tricky to assigning the time to use the components of the methodology, particularly as a group
Comment (2): Can craft the reading log to a specific discipline
Insight—Can take quite long for some students to read and process simple passages; helps the faculty member key in on things they already know; students come to the class with formulated questions when asked to process through this.
- (reflector)—Assessment of team effectiveness
3) strength—reallocated time as the need appeared;
improvement area—estimate time for entire portion so know where to make adjustments
1) strength: good job by captain to keep team on task—got more specific with time and with places to look in the book;

group good listeners; improvement area: not all team members were as active as others

4) strength—captain took control early; humor, went with the flow; summary of bt; improvement—time keeping

7) strength—wanted to do a good job and do it right; improvement—lost sight of the big picture; bt more familiar to some than others

- (process indicator)—skills/processes used in working through the activity

4) Look at page 27 in the book—in doing the activity, used evaluation, collaboration,....just about all of them.

Learned about reading, methodologies, activates

3) important to not just read but have a plan for the reading.

1) Students would have fewer problems with a plan

4) Share methodology with students at the beginning of each term—provides a context faculty have but students may not (Question—would we have all students fill out the reading log? Whose job is it to make sure the students can read well?)

Students don't analyze their thinking and this gives one a way to help students do this.

7) Looked ridiculous when looking at all the steps—seemed too involved, but then it began to be more reasonable

6) See 7—Try to instill purposeful reading

5) Level of reading comprehension—instructions need to be detailed so they know what to expect of themselves.

2) Reflecting on what was read helps to let person know how much they understand what was read.

Learning Process Methodology- review tonight for discussion during Team Reflection tomorrow morning

Engaging Learners Quality Learning Environment

Assignment: Take 10 minutes to read content; then spend 5 minutes discussing what learned with team, focusing on methodology.

*Brainstorm at least six anticipated challenges to changes in student attitudes and behaviors and how you would address those challenges (use p.90)

Identify the team's most important or significant strategy for addressing a specific attitude or behavior in building a high quality learning environment

1. 1) dealing with grade driven behavior "do I need to know this?"
Provide students with formative feedback as they go through process, using rubrics to illustrate areas for performance
2. 4) inertia or resistance to change due to prior learning methods. Be transparent by explain reasons for assignments etc. Model the desired behavior and focus on motivation
3. 2) lack of engagement; resistance toward instruction, etc. resistance to choices. What is the one strategy that would move me as the teacher, administrator to be motivated?
Adverse risk taking: taking risks as partners with selected students or teams, in group setting
4. 3, 5) students do not feel safe to fail (need safety net): Peer assessment where student is allowed to fail and learn in teams and with class; being a model for students to allow them to become more comfortable with environment; helping to

- realize that it is ok to make mistakes to learn by giving personal examples, such as approach to teaching something new
5. 7)lack of ownership of learning: Provide them with all the information which allows students to listen and participate rather than attempting to keep notes
- *Are there any key steps that you would add to the methodology given your experience with teachers who knew how to create that learning environment?

Inventory of Teaching and Learning Tools (will be added to journal)

Answer at end of day 1

- 1. 2—What practices exist to help in assessing team-based background in information while understanding is being built? Clarification—What is the academic background of the team (members). Once you know, how do you meet them where they are?**
- 6) pre-test or knowledge inventory
- 7) “
- 5) self-report
- 3) self-report
- 4) watch them perform and deal with the issues as the performance occurs
- 1) rely on each other as resources
- 2) pre-test individually and THEN determine roles

2. 1—How do we know we are moving in the “right” new direction?

- 1) You don't know—so assess and decide based on evidence
- 2) Look to see what is learned by members of the team
 - 7) Just because it is new doesn't make it better
 - 5) State your learning outcomes and determine if they are met
 - 6) Do an experiment—two different sections of the same class taught different ways
 - 4) Same as group 1—try and test
 - 3) Look at longevity because length of existence → value

3. 3—How do you develop an implementation plan to incorporate process education?

- 3) You have make sure members of the institution have buy in
 - 1) Start small and build
 - 2) “
 - 6) Either small steps or completely—nothing in between
 - 7) Start small—single course; program;..
 - 4) Start somewhere and start small (course)
 - 5) Start small

4. How do instructors get students to understand the value of the learning—beyond the value of the grades?

- 2—Learning is a life long process—includes roles you have in future
- 4—use real life stories to contextualize
- 3—give a student something that they see as applicable so they see beyond the grade
- 5—use inquiry-based learning that poses “relevant” questions

1—Question: How do you make areas like nursing where the grade really DOES matter? Response: help them realize the learning matters

7—Behave as if you are interested in learning—even when at an 8-hour teaching institute—show used books; refer to things you have used to learn—model the behavior you seek in the student

6—Impossible, but decided to agree with group 7

Career is vertical instead of horizontal

HOMEWORK FOR TOMORROW—Tab 9

Add to page 95-page 77—work individually

Identify the ONE thing you learned today that you found significant/useful/something you will take away and use/tell your friends/.....

- Methodology for teaching reading
- Teamwork
- Feeling like a student
- Allowing students to take risks
- Reflecting on how students react to what I do—what can I do to help students change
- Energy develop by talking with colleagues
- Assigning roles for team members
- Providing student choice promotes ownership
- Be patient and let the process work
- Team table tents and reflector role

- Outline of activity design—same for all, linked to learning process methodology
- Bathing in the number of faculty interested in focusing on student learning
- Getting feedback from different perspectives of interested faculty
- Reading log
- Focusing on three skills per activity