

Process Education Teaching Institute Team Mentor Notes May 20, 2009

Team ---

- 1. Learning to use effective assessment techniques.**
- 2. Open mind**
- 3. Incorporate PE into my teaching**

The intros. included the mentor roles. We gathered the the surveys in center of table. I am not clear about the team goals. Your content area is teaching, not your field of teaching. That is harder than talking about your field. You will be both student and teacher here so just go with the flow. Accept the natural frustration of this split personality.

How many saw Shift Happens? A lot. What was there that surprised you? I think the fact that so much change has occurred in PE but that is a guess since I did not see it. How was the preparation and overview for PE and TI...do you feel prepared? None. No surprise. Joann intro first team activity.

Team – identify two innovations in education (part of the reading) and develop an inquiry question based on the readings. We will share innovations and share answers as a whole after the teams are finished.

Our team was quiet for a bit. One member had not done the survey. Others looked at their materials. Mary asked the table a question t; directed it to her right rather than the whole table. Mary – learner as the center rather than the teacher. Hope asked Joann to clarify the question. Joann clapped to get the attention of the group and then explained the hand-up tool for bringing quiet. She repeated the question: come up with two innovations and one inquiry question. Joann will journal our combined results. The total group will generate the answers for the inquiry questions. Ten minutes. Catherine – inquiry question is How to move from teacher to learner centered class? When you allow process, they have to get the content but how do you do that within time constraints? How to balance? David – How do you assess, that buzz word? Al – IQ What are the most effective formative practices to study the learning process as it occurs before your eyes? most effective learner centered assessment practices? Catherine – can add efficiency to that? Efficiently in real time? Mary – time restraints is big. Al – greater emphasis on quality with lesser time? Al – innovation – Web2.0 where the learner is empowered with others to explore topics on their own and when they come together with you, you are assessing the work when you are with them. Learner centered role outside the classroom. Mary – teams outside classroom. Catherine—they must come to class prepared, outside of class, so that when come to

class they are prepared. Al – if they work outside the classroom, the usual work is redistributed. Claudio – the problem is that it varies from discipline to discipline. Once things are in place in the discipline you can move on to other things but you have to have certain things told to them in order to get them the knowledge that they need to move on to active learning. Balance between teacher led and student led. Mary – I want them to think with what they learning; I like that they learn how to learn themselves. There are techniques. How do you make an effective team? Claudio talked about the three levels in the group. Forming groups is art. Al – IQ How do I formatively assess prior and emerging knowledge in a group before I make the groups. Joann called two minutes. Mary reviewed what might be the Inquiry Questions. Group gave feedback on what the one IQ should be. Al articulated “What are ways to access background knowledge and preparation and emergent knowledge in team process model?” So far two members are very quiet, Cindy and David, but appear to be listening. Claudio wanted to change question to how to find balance between the student and teacher centered models. No one has asked questions of each other, except Mary in asking the group what the product will be. Still do not have two innovations or consensus for IQ.

Joann called time. Frustration comes with groups not being at same level for moving on. Move on. One innovation per table and then IQs.

Marie is recording. Your group needs to have a reporter. Make that decision. Team 5 – Discussion in group about what Joann meant by “innovation”. Decision – technology. One word. Joann sought for clarification. Impact of tech.

team 4 – shift in role of teacher

team – facilitated learning, emphasis on process from content

- impact of technology and how it facilitates team work outside of classroom
- technology and way of reaching students where they are at, tech reaching students in different formats
- tech. focus on experimentation and delivery, impact of tech on students’ lives and the entertainment char. of tech in their lives
- emphasis on student learners
- increase emphasis on accountability and assessment
- action based learning and research
- emphasis on remediation at college level
- helping students transition from HS to college,

Inquiry Questions

- What is different between assessing and grading?

How can we instill a level of learning in students who need remedial services and see college as a means to an end

How to get students to own their learning process?

How to create a class than have balance between tech and instructor interaction?

What is relationship better assessment and formative evaluation? How to assess team based prior knowledge while emerging understanding is being built?

How do we know we are moving in the right direction? How do we know the direction is the best direction?

How to develop implementation plan to incorporate PE?

Spend one minute with teams thinking through the question and then we will open the dialogue to whole group.

Our group...assessment...here is what you need to work on and evaluation is the grade. The grade can stop the learning...done, now finished. How to develop good assessments? How do you design a feedback system that works? Mary found stress on faculty assessment of self in the materials from PC. Mary looking at assessment you would see more activity in the classroom. How do you justify the grade (David) but I cannot hear David. Assessment is ongoing, day to day. *I wonder if my physical position in the group is dividing the group in terms of when people talk, they only talk to the right side and not to Claudio and Cynthia.*

Big group – One is not the same as the other. One is ongoing; one is a one-time shot. Assessment is a progress tool. Assessment is a necessary tool and grades are a necessary evil. Assessment is about the process. Jane is speaking for herself but the table agrees.

Early assessment is still formative. Grades are summative.

Students earn grades, they are not given.

Grades are the only way we have to identify lower floor of performance.

Grades are feedback if instructor is obtaining objective.

Employers never look at grades, more interested in the person.

I cannot hear some people. That is a frustration; I wonder if others feel the same.

Student is more interested in grade; teacher more interested in process. So we are measuring something ...?

Students value grades so much one reason because we value the final grade ourselves.

Part of the issue is to get student to the point where students value learning. Where assessment can come in is to get them to that point.

Reality is that they are here to get job, not to be a better...(fill in with skill).

Might be different in programs rather than classes that are stand alone.

Me – can you be a good learner and get the content wrong? Do you grade on learning improvement, not mastery of content? You can't have the one without the other, right?

How do we instill love of learning in students who need remediation and see college as means to end?

Group 2 -- Give them opportunities for success. Students need success in order to be motivated. Example: statistics is a way of thinking. Claudio – make it relevant; give them things to get excited about (readings, for ex., write a personal ad). One on one assessment might help student open up. Find ways to use student creativity. Al – engage students in design of the rubric. Never fill in the highest level so that there is no limit. Rubrics are more scoring tools, not learner centered, so make them part of the process of learning.

Whole group –

Teachers have to have love of learning themselves and show that love of learning.

How do we move students from extrinsic rewards to intrinsic rewards.

The importance of perceived choice in attitude change. Advantage of PE is that we can create assignments with some sense of choice.

Engage students in design of rubric, leaving the highest level open. Or construct the questions to answer for levels.

We want to change question or expand it. Let's not focus on remedial students but all students.

Helping students understand relevance to larger world.

Teacher is role model. Make fun and energetic. Tell stories.

Improve remedial programs to make students get to right level first and get them through quickly. How to make those classes have the Ah-Ha moments.

How to get students to own the process of learning?

Our group – David – they have own research project for scientific method and when they get into it, they get really excited about it. Give them something that they can actually show in class (presentation at end of project). Al – total shift in thinking, two paths...those that foster choice and those that don't (parent makes choice; teacher makes choice). Ego involvement (of parents) views students as trophies. Catherine – students are unfamiliar with consequences. The structure you work in must be consistent (by teacher). How do you get them to understand that you have limits and rules? Al – how do you teach attention control? Catherine – How do you get student to understand why they did not do what they needed to do?

Big Group –

- It comes down to affective domain...teachers show care for student and love the content.

- It is about choices. Giving them choices and having them involved in that process.

- With class that is high content oriented, there is not wiggle room about what to learn. The self-directed, how does that come to play in this kind of class. Other group – maybe choices are not in content but how they demonstrate that they know this content. Not everything that we cover in these three days will not work for everyone all the time. Pick and choose for your content and needs.
 - A lot of students are not ready for full responsibility.
 - We ask them to own the learning process that culturally we do not ask them to do. When we ask them to take ownership, we have to teach them how to do this.
- Marie,-- if you are an island of PE at your institution, then you have no cultural support. If you can get a critical mass of people to do this, then students get the connections.

How can we create a course that balances technology and instructor interaction?

Our group – Big Pause, very quiet. Claudio – depends on the class. In Spanish, it is a lot easier to integrate technology into course because publishers are doing this. Many examples! Mary – likes internet tools and can reach students more easily.

Communication with students is so much easier. Al – how does that affect how you design a class?

Big Group – Best ideas

- Should view tech as complement not substitute. Find balance where it is not in the way but assists.
- As complement to class, it provides more resources for student to use in and out of classroom. Allows different forms of tech. (for communication).
- Use the tech pre-class rather than in class. Have class time for active participation.
- Tech is tool and any use has to be tied to outcomes of course.
- Sometimes tech can be very relevant to class and re-focus class.
- Easier to have tech substitute for teaching lacking (content or approach). You have to know how you want it to help students learn.

Joann wants to get to overview: May we take these four questions left and go through them at the end of the day? Yes. When 10:15 comes, can we take more time if we need to? Yes. So she is getting the group's permission for changes in agenda. Did this work for how you feel prepared for the next stage? Mentors will help Joann what needs to be adjusted.

Overview but not to Overwhelm:

Power Point of PE. It is about performance and certain basic principles of best learning practices. Critical pieces like assessment. 8 Basic Principles, 4 Student Principles, 4 Faculty Principles. These are all in the book. The Student Processes are from the Learning Skills categories, they are the headings that then have the learning skills for each process. The tools for students and faculty are also basic general knowledge in pedagogy. We may use some more than others.

How to create an active PE learning environment? 10 behaviors for this on the slide. If there is something that you don't understand, let us know. The Overview does not really identify the distinctive differences btw PE and other pedagogy.

Cultural Characteristics that are conducive to PE and support a learning environment. Processes need to be used to reinforce these characteristics. There are 12.

Ultimate goal is empowerment...for students, faculty and institution to be the best they can be. Intellectual development - Construction of knowledge. Learner development - Growth of learning skills and processes. Self-development - Self-assessment and reflection. Professional development – research practices.

I think it is taking too long to get to some meat. But is that because I know some of this already and am ready to move on? How are the other participants feeling right now? The Overview is that “dead” moment of lecture. Is that how my classes are? Is this to build credibility for PE? I missed that last prong of empowerment. Turn to p. 33.

Turn to p. 34. Turn to p. 36. Think about this page and look at activity. The structure is what you want to see. The structure is the PE way to go about designing an activity and designing a course. These three pages are learning skills for this TI.

Look at the critical thinking questions, p. 37. Teams will get assigned questions. Spend 3-5 minutes to document group's answer to the question.

#2 - What does the compass show as the key processes used in Higher Education?

Other groups are talking but our group is not. A1 – look at processes with SII. Allows you to make deeper connections with the list or other than the list. A1 – nobody needs to be fixed, then the pressure is off and you can be more respectful of others. Catherine – use assessment for all students (SII). They recognize their strengths which is good because so many students don't see strengths. The “so what” of the insights is the learning. Students get tired of it but it needs to become a habit in real life.

Spend a few minutes on What discovery did you have in looking at the compass about the compass? Did you have an IQ about it for teams to answer?

Discovery - The SII format works with all those processes. The only way to cope with change is to continually assess. Claudio adds to the discussion. *The group is not getting on with the task. We have no timekeeper, no recorder, no self-control on how much we talk about stuff rather than get task done; they lose track of what they must accomplish. But they are hanging in there and really trying to work through this. Yeah, group; this is hard stuff.*

Big Group –

1 – The compass is busy. We need more time to process it. We need time to understand it.

2 – The SII is appropriate for each process.

- 3 - The char. and values are affected by different demographics. differ in departments.
- 4 – All processes are what students do.
- 5 - The processes most important are different from instructor to instructor.
- 6 – Unity, where all share common goal, encourage risk and autonomy, create environment where okay to fail.
- 7 – Very integrated model. Process and content are both necessary. model of continuous improvement and assessment is necessary for this.

IQ

- 1 – What happens if one of the compass points is missing? Other questions were added in discussion. Flat tire analogy.
- 2 - *Our group did not talk about this so how did they solve the problem? Three people quickly conferred soto voce and came up with one.* Are all processes equal or does assessment cover all. Marie- it depends on context. Hope – Yes, if and only if reflection is considered assessment. Joann, if we don't reflect on the process, how can we assess it?
- 3. How do you collaborate information in successful experiences to others across the college? (Share info and invite others) The problem is how to spread knowledge of one to more than one. What about a day for Best Practices? If your institution does not value it, it will not carve out time for faculty to grow. Al – what is the shared target. Without the shared target, you have nothing to share. Then, what are the best processes to reach the target. That is the context for the shared message. What is the end outcome of what we want.
People need to pee.
- 4. What processes lends itself to character development? What processes are most beneficial to character development? From an affective point? Ownership and accountability, they lead to character development.
- 5. How do we create a classroom that meets everyone's needs and the institution's goals? You have to prioritize; have discussion with students and have them narrow it down. You cannot be everything to everyone. Process must be looked at in the context. Three learning skills per activity is all you can reasonably deal with.
- 6. We do not know what we are doing. IQ – if a group has lost their way, how do you bring them back. It is a common dynamic in PE class that a group has lost their way. Sometimes they figure it out indirectly. True for any course that has its own language. Vocabulary is critical. *FOR ME—CREATE LIST OF TERMS AND CONCEPTS THAT STUDENTS NEED FOR SUCCESS IN THE COURSE.* Marie- you can't get stuck in the terminology.
- 7 – *people leaving and looking at their watches. PEOPLE NEED TO PEE AND HAVE A BREAK.* What is the difference between and Inquiry Question and a question? The compass is not teacher or learner centered, it is all three audiences. Inquiry is an adjective that separates the plain old question from an inquiry.

Pee Break

Is the first half of a day wasted? Is it deliberate to show what it is like without roles? Doesn't this start off with a negative experience? Don't you have to have trust to begin working in PE stuff right off the bat? These are big questions for our own facilitation.

Back again at 11:10

Addressed the hearing issue. Microphones coming.

We are off the agenda by 45 min. and this will happen during the TI. Now, move the 11:15 activity to after lunch. The content of the TI is Process Ed so practicing it is what you need to experience it. In classes, the team roles are “gotten” pretty early on.

Constructing team objectives:

Good students hate teamwork. Good students need to learn teamwork skills!

The content is “how to make an effective team” and so you are working in teams to learn this content.

Now we get to roles. You need to depend on each other. That gives you the reason to be in the team and be a member. But be careful that you don't focus solely on your role; you are a team member who has this other job. The PE is A model; there are others. Section 4 in booklet. List of possible roles. We are putting you in a situation where you have resources. P.46. Constructing Team Outcomes for the TI. Clarifying questions are fine. Assign roles that are needed; it will not be all of the possible roles. Pay attention to the role of reflector. It is the most important one and most difficult one. It is not a judgmental role; it is the SII role, looking only at the process, not the content.

S and why it is a strength

Reviewed roles.

Changed strategies (went to flip chart) when seeing others use it effectively.

I and how to do it

Not everyone has a role. How does this affect the group's ability to work effectively? If this is an area of improvement, how would you handle this in class?

During reflector report, others added to it in reinforcement. Is this a problem because it blends roles and responsibilities and takes up time.

I and its significance

Teachers are just like their students. This means that we can only expect from our students what we are willing to do ourselves.

Performing roles effectively is a huge part of successful group in terms of achieving task. That means that role assessment is the way to get better as group.

On table we have role teepees.

Claudio the Skeptic

Cindy – no role

Mary the reflector

Al the captain

Catherine the recorder

David no role

The members reviewed their roles for the group. The role of timekeeper is missing. The Captain is managing the time.

The Captain is reviewing the Types of Learning Outcomes. Cindy requested to go through this one more time. *Language discrepancy on p.44 and p.45 in “achievement” and “accomplishment” outcomes.* Al is teaching, giving his reading of the chart (“me” is individual and collective is “we”). Mary, what does collective orientation mean? Catherine, collective mean the group goal. Catherine gave example of her individual goals. I intervened with a question about how her individual goal could be re-worded in a way that the group could buy into. Catherine said that the theory is one thing and our goals is a different thing. Finally, after half hour, they got to reading their individual goals.

Marie – do reflector report.

S – We jumped in and began grappling. We had someone ask to go back and get on same page. Now we have idea of where we go. Everyone has chance to say what they want to say.

I – Still feeling our way with group comfort and contributions.

Insight – You sometimes have to tread water to get someplace.

Catherine brought the group back to the task. Al asks Cynthia to start.

Cindy:

Be open-minded and learn new ideas.

Become effective self-assessor

Learn to us effective self-assessment techniques.

Mary:

To figure out how to incorporate PE in class

Become more aware of how I teach

To develop strategies to deal with difficult students.

David:

To learn strategies to become better educator

Better assessment tech

Better concept of learning college

Learn language of this business

Catherine

Understand PE and articulate to colleagues

customize PE to course needs

Manage frustration

Al

Design a self-grower reflection tool for personal use

self-grower protocol for colleague

2-3 topics for web-based learning

Mary, observed chart usage in other group. Write down goals but mark repeats. This is a good tool. Claudio got chart but other groups are way ahead of us in coming to consensus. They now began using the chart. (11:50).

Marie called two minutes and needs post-it notes. I do not know what they are for. Our group not finished sharing yet. Group picked the top three. Did not recognize the commonalities easily. Mary did when Claudio talking.

Team Goals:

1. Learning to use effective assessment techniques.

2. Open mind

3. incorporate PE into my teaching

Report out in BG.

Spokesperson shares results (recorder shares notes with reporter). Report one goal that team wants to meet and how it will be determined if it has been met or not.

6 – to obtain strategies and tech. for assessing PE learning activities. Observe, identify, and document four tech. used by facilitators in the TI.

7 – to create greater student ownership. get plans for three skills in the classroom.

4 – to learn tools and tech for student centered classroom. to get list of those tools.

1 – identify three new strategies to improve effect. teaching in classroom.

3- develop effective institution. design. come up with 3 new teaching tech. for student leadership.

2 – keep an open mind and learn new ideas and learn from other disciplines. Did not get to assessment.

5 – golden discussion going on; mentor said don't rush the process.

Questions? none

Need the surveys back.

For high comfort level in students. Have a reflector to give report.

Back from lunch: Revising the agenda. Focus reading methodology, skim process info. process, and create process identifier role p. 27 of booklet.

p. 61. Teaching Reading Methodology

This is using the process to learn about Bloom's taxonomy.

Need to have roles again and should practice different roles. Need a reflector's report.

The purpose is to understand the assignment rather than get to the end of the activity.

S -

Captain caught the late group member up with the work. This helps get the group in sync sooner and all members in the flow.

The group members freely give their interpretations. Mary re-read questions to make sure that group understood them. Asked questions about her own unclear areas.

The group is patient and moves at a pace that is comfortable.

I –

Missing one member without knowing when to expect him. This creates uncertainty in group as to how to include or exclude the member in the work.

The group did not actually complete Step 4, do the reading, before going on to the next step. But I am also confused as to steps and steps.

We did not have a reflector assigned.

I –

The introduction of the method being used is critical to students feeling comfortable with active learning. But there is a fine line between giving students too much direction and not enough direction.

Once again, it is important to be able to perform the roles well as a means of being able to complete expectations, external.

The point is to meet the criteria rather than finish the plan.

Have 30 min.

Mary asked about team roles and I intervened about the value of roles, trying out different roles.

Cindy identifies the page (62), read the activity, do steps 2 and 3. The team spends time reviewing the activity.

I observe that many groups are quiet while others are talking still. Are they working out roles, reading the material?

Cindy asked group about needing more time; Mary needed more and the group continued for a few more minutes.

Cindy picks up with Step 4. Reads the task. Catherine answers Cindy's question about what steps the Step 4 is talking about. This helped the group.

Set times

Step 1 1.5 minutes

Step 2 – 5 min.

Step 3 – Had trouble estimating time here because the content is unfamiliar. But revised understanding of the instructions. less than 1 min.

Step 4 - 10 min.

Step 5 – Mary saw that more tasks were needed besides reading critically so questioned the 10 min. for enough time to get the task done. Again, familiarity was a determinant for time estimation. Mary asked David what he thought. Catherine, same time for re-reading as reading. 10 min.

Step 6 – 30 min. as we are talkers. If no discussion, solo activity, then less. 10 min.

I got so confused between steps and steps, steps in the methodology and steps in the activity. They seem to be applying the Reading Methodology to the Reading Log. And agree easily on these steps (Bloom's taxonomy and its correspondents to the Reading Log).

Why do first three steps before actually reading? Maybe identifying the relevance will make them more motivated to do the reading. Gives them an overview. Cindy asks for Recorder's report.

What is the role of reflection in inquiry? Helps you identify what you know and don't know. You think about how can I use it? Maybe they need to reflect after class, too, not just before. It can be a form of self-assessment. It can help you process what you have read. It encourages more active reading.

Marie, want to capture from each team about something that you learned: about Bloom, about reading methodology, about teams, whatever.

3 – important to have a plan

1 – realize how poorly I read, how much time I wasted;

4 – had question about is this to share with students, how does this work with students? Does this help students contextualize? How do I shift students into this? Need nuts and bolts of how to use this. Whose job is it to teach students to read? Carolyn does this with students in beginning. “How much time” is new to her and “What did you get from this” is also new. In Psych, she can link this to content. If I do not do this, they don't get it. Hope says all faculty need to help students learn how to read in their discipline.

7 – As we discussed the steps more, it seemed more reasonable as a process, a detailed process. Marie – yes, the processes look onerous but when asked what would you throw out, then you see the need for each step.

6 – Try to instill some kind of purpose into reading. Going through steps for HS students, they would not do this as a habit. John – the processes become habit.

5 – Make our instructions to them very detailed.

2 – We did not have a reflector so the recorder was taken by surprise and did not have an insight but he was still able to share an insight that we had as a group...the one about the value of reflection.

Where are the places that you can use the methodology? Need assessment of the methodology? A reflection on the SII of the methodology? Team 5 used the methodology and used it well. Problem area was assigning time. Some would take longer than others. Mary Rhiner uses it periodically, not all the time, as it takes students a long time to do this.

Reflector's Report:

I did not record these. We, #2, did not assign a reflector so...?

Process Indicator – John, evaluating (trying to figure out what we needed to do)

Set-Up: Learning Process Methodology.

This is what PE is built upon. We will discuss the high lights. Activity on p. 77 for team to do as group. Can have no time to do it or do this on your own. The learning process methodology feeds back on itself. You use the method to learn the method.

Watched the PP about Bobby and learning tennis.

We need closure for each activity. We will use one of the critical thinking questions from the Learning Process Methodology for this, starting tomorrow.

Each team will do an SII and the mentor will do an assessment of the assessment. Hope needs to define SII (used 4 times with no introduction). Joann gave quick overview of SII.

SII needs to be concisely stated; have evidence; stated in positive manner. p. 43

S has what behavior, why this is important and how to reproduce it.
I has the issues which caused problems and how changes can be implemented.
I identifies a transferable discovery and has why a discovery or new understanding is important and how it can be applied to other situations.

p. 108 is homework assignment for tomorrow.

Engaging learners in a high quality learning environment. Section 7 p. 85.

Joann asked us for examples of the greatest learning environments.

Take 5 min. to scan the information, then talk about what you read and whether or not there are other attributes that you can add to the list. 1:07 now, need to start at 1:12.

Insights: Asking is not the same thing as finding out.

Spend 10 min. as team documenting responses to critical thinking questions.

Mary asked about how to start (with #3) and Catherine said we are suppose to answer the questions. We do not have roles yet; Mary brought up the issues. Al asked if we choose to do that? Claudio appointed Catherine; recorder is Mary; spokesperson is Al; Claudio is reflector; David is time keeper.

Catherine went over task. Mary shared an activity. Claudio shared.

Much discussion about what makes PE? Adding the criteria level.

Cindy talked about the need for students to be self-learners. The problem is how to get that to happen. They need the tools to do this. Everyone had contributions.

S –

Everyone had a role this time. This means that certain jobs might, will be accomplished and help the group.

Catherine remembered David's earlier example. That shows that she was listening and remembering which keeps good content in mind and makes David feel valued.

Catherine kept group moving. Al performed as diagnostician by asking difference between success conditions and learning conditions. Have we talked about how we get students to owning criteria level before moving on. This got the group thinking at a higher level, or further down the track level.

Everyone had contributions to the discussion. This increased the sense of group commitment and improved thinking.

Mary and Catherine asked questions that showed that they were listening closely and critically.

Al reviewed his spokesperson report with us to check its accuracy.

I - Sometimes responses came after someone had spoken before the group had a chance to comment on the first person's comments. Are we practicing deep listening? Will we assess our performance assessment?

I - Groups improve in a ratio to beginning skills, tools for skill improvement and teamwork assessment and social cohesiveness which comes from working together.

Strategies for improving learning environment and student ownership. Joann asked a question that revealed that groups were not on the same path. We still need more time and it seems like closure is the most important thing. Question: One significant thing for improving learning. I cannot hear what the one guy said. Go for question #4, and finish #3.

Catherine checked what we had achieved so far. Asked group if we need to stay on 3 or move on to 4? It seems like Catherine and Mary are making the decisions but no one else is contributing at this point. I sense frustration of the part of Al and followship on the part of three members. Al's Ah-Ha, with these questions I could answer these questions from within me (AL) rather than from students' perspectives. That would help him conceptualize strategies. Catherine tries to make eye contact with everyone. Cindy contributed risk-taking in class. Allow to fail and in the process I actually learn. The challenge is adverse risk-taking; the strategy is that we will take risks together. Mary is skeptic...how do we do that? Create supportive environment. Have a safety net. Let students know that you have respect for them (David). Claudio added. Cindy referred to book in trust and respect. Al talks about partnership model and expert model. Talked about scaffolding. Resistant students you need to show how they are

helping you to learn and grow as an instructor. Catherine checked that AI was ready for spokesperson report. AI reviewed what he has with group.

Most significant strategy:

- 1 – (When asked for volunteers there were three). Insight from him, work all day on one solution than a smattering of work on many. Students are driven by “Do I need to know this?” Provide students with formative feedback as going through the process.
- 4 – Resistance to change. Need to be transparent; explain why we are asking them to do the things we are. Be a model for the students, how they should behave.
- 2 – What is one strategy that would move you (the teacher), taking the question inside out. Adverse risk-taking is a challenge, weak experience with self-assessment, etc. Take risks together; teach self-assessment; scaffold students for risk taking; hand off questions. Which one is the strong one for the group list? Taking risks as partners with selected students or partnered activity with students.
- 3 – How to make students feel safe to fail? Peer assessment...fail in front of each other rather than teacher or class.
- 5 – Creating safe environment. Strategy – Being model for students; it is okay to make mistake. Personal anecdotes.
- 7 – Issue of ownership. power point with only key points. Most important one, slide with all information so students don't need to take notes.

Our group:

low level self-assessment – teaches self assessment SII; scaffolding
resistance to instruction – use examples of how students support your own learning.

Next , Section #8. Work through this as a team. 15 minutes. Solidify (list) what you have learned.

Discoveries about Teaching/Learning

Teaching, learning and assessment as a simultaneous act.

What seems clear to me may not be clear to students. That is what I felt today!

AI – how can I shift while I am teaching into learner role and then shift back to teacher role?

If we are asking them to change, how can I change? Assessment is really big.

If I want self-growers, then I need to self-grow.

Learning from other disciplines

Beliefs and Principles about TL

Ownership and choice precede self-accountability.

What I can improve is me as I get new students each semester.

Reflection is necessary for teachers to improve.

Self-grower environments thrive in professional team dialogues.

Tools for TL

Peer assessment

introspective thinking as instructor (the inside-out looking at an issue)

use of collaboration protocols

learning community

raising the bar, making clear and high expectations (Students will not rise to low expectations.) If they won't, then why do we continue to talk about their deficiencies and what they can't do?

Making them do more on their own.

Burning Questions about TL

Four questions from this morning:

1. What practices exist to help in assessing team-based background information while understanding is being built? How do you best discern the academic background of a team before they begin a task? Then how do you differentiate the instruction to accommodate that? How do you meet their needs from where they are?

6 – pre-test or knowledge inventory

7 – same thing

5 – same

3 – self-identify

4 – should not need to do this

1 – have them rely on each other as resources

2 – add that step before determining roles in process group

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

2- If you are learning from others, it is working.

1 – We don't know right away but you try it and assess.

7 – Don't throw out the baby with the bathwater. Synthesize the best of the old with the new.

8 – State your learning outcomes and assess them.

6 – Model class and control group.

4 – Try them more than once.

3 – Look at longevity at research; if it has been around awhile it must have some value.

The paradigm shift is happening so look to meet them where they are at.

3. How do you develop an implementation plan to incorporate PE?

2 – Have enough people to work on this together. Invite as many faculty as possible.

Assessment for what needs to work in my own class.

3 – You have to give value to it and buy in yourself.

1 – Start jump in with both feet.

6 – Step by step or radical, across the board.

7 – Start small; single course or program.

4 – Same things.

5 -

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

2 – Model it; show how you do it; show the benefits; life long process

4 – real life stories

3 – have to give students applicable

5 – using inquiry active learning that has relevant question

1 – How do you make them see beyond the test? demonstrate that they learn better from experience than from lecture and multiple choice.

7 – behave as if you are interested in learning. My textbook should look like I am reading the book. Letting them see us learn.

6 - same as above. And Marie, your career ladder will be vertical instead of lateral.

Marie, usually the grades follow the learning. If you take learning seriously, your grades will be there.

Homework: tab 9. Do that. First activity for the morning is team reflection.

p. 77 and 108.

Identify the one thing you learned today that is most significant. Marie recorded these.
reading methodology

teamwork

feeling like a student, discomfort

allow students to take risk

making changes that I ask my students to change

good to be with colleagues

assigning roles in team work

incorporating choice into class to promote student ownership

be patient and let process work

roles, table tops, etc.

good outline for how to design our own activities
I am not alone in this
how much we have in common
reading log
the idea of keeping it to three skills for one activity

DAY 2 – MAY 21, 2009

Ah, today I can talk.

8:26

Just in time lecture – transformation in education and frustration and connect that to the faculty guidebook. On screen, chart on transformation. This will be given in a handout for us. Engagement requires energy and risk-taking and many students do not want to do that. Question becomes how to move students to the future direction of education. Joann talked about this chart and invited feedback. Then she talked about causes of frustration. p. 503 (we don't have it). Some don't have it. Module 4.3.4 on electronic faculty guidebook. This is the "flow" chart of the psychologist Csndkfgioe;ndflk. Now it is 8:40. Next slide: Causes of Frustration. 8:43.

Move on to first activity, Team Reflection. But then changed course and went to Learning Process Methodology...are there any questions about that? p. 73 and 77. Catherine asked if any one used any part of this. Al: not all of it but some of it. He looks at them not as a list but dynamics; beware of linearity and lists; some may be more important than others depending on learners and context. This got a lot of discussion about how they do some of these steps for students and how some of this would be really great for students to do. Some shared how they used parts of this in a class. What part of this process is the hardest for you? We talked about relevancy as one of the hardest things to get across to students. Again, we need to be aware of how much we share and be mindful of time. Joann asked for questions. John W. made observation that time up front to teach methodologies which could be taught in College 101, that would save time in other classes to get to this. But College 101 is not required. A response to that comment, Jane G. talked about the need to get it in many classes and that repetition is a good way to learn and make connections. Carolyn S. talks about how in our content classes we may not make what we do intentional; we do not tell the students why we are doing this. Young students may not have the life experiences to see connections so we need to be explicit in making those connections clear. **Carolyn**

made learner control comment about not being able to hear and needing the speakers to use the microphone. Plus, we got a booster seat for the screen.

Discussion: make these things meaningful because students are so busy. Set up assignments through ANGEL and have them go through steps, one opening up only after the previous step was completed. Students prove they have done assignment before getting into class. It also has to be meaningful to faculty. What about an assignment that students should have gotten but did not? Bottom line is can they do it, the evaluation. Is the performance the process or the product? The product is really critical in the real world.

9:15

Go to Assessment and Evaluation (is this the team reflection?? Are we doing that? I think so.)

For next hour and a half, we'll go through the difference between assessment and evaluation. Assessment is for improvement; evaluation is judging.

Practice processing content and then you will trade your papers with another team for assessment. Formally using the SII. Will probably be low end assessment; you will then assess their assessment. You will not talk about whether or not their points are valid. The tendency is to assess the comments, not the assessing behaviors.

5 min. – read p. 129-130.

25 min. to complete Steps 1-4 of activity p.129. end 9:55. Mary started by getting role selection started. Claudio again volunteered someone else.

Mary will be captain.

Cindy refused to every accept recorder. So Catherine volunteered.

Cindy is spokesperson.

David is optimist.

Claudio is reflector.

Al is skeptic. Started with skeptical comment.

Al reminded that not all characteristics are not created equal. Al offered a process for the first task. Catherine also did this. Mary got group started on task. Much discussion was based on prior knowledge and added value to the printed content. At two minute warning, we still needed more time.

S-

Did not take long to initiate role selection. This got the group started sooner. The group got into task quickly and did not seem to have problems. Is this because they were more prepared today due to homework? Cindy reminded us of time left.

That has been an area of improvement for this group and today that task was carried out to the betterment of group work.

Much contribution about making comparisons and criteria for that.

Mary got group to not talk all at once, to keep moving.

Recorder checked her understanding to make sure it reflected the group's thinking and made sure that the wording was clear. When reached frustration point, she called time out and addressed the problem.

Concerned about the quality of work, especially as other group will see the product. Kept the unfamiliar reader of product in mind by adding page references.

Time management strong today. Decisions made with time in mind (Mary)

Affects of group are more comfortable today...shared discussion, comfortable with questions, making sure that comments are heard ("Cynthia, what did you say?")

Prior knowledge added value to printed content.

Close reading of material ahead of time helped master content now.

Frequent checking of understanding.

Recorder helped group meet time by telling group what all was still needed in the chart.

Quality questions were generated which helped group understand content and complete task better.

Thanks to recorder. It is nice to be appreciated.

I –

Refusal of roles. Need to find out why; is there a reason that the group needs to know? How would this be handled in class? Sometimes role aversion may be tolerated and even supported by the group. This seems to be fine in terms of social affect. How does it relate to growth?

Volunteering others. This is not fair to others and avoids personal responsibility.

Neither of these areas for improvement seemed to hinder the group in either task or social aspects.

Even though time management was better, we still needed more time. Here is the old problem of time management and reality. But, the group did not panic at time passage but met the challenge. Facilitator allowed 5 more minutes. What would happen if the bell was ringing?

I -

When group feels comfortable with the content (and possibly roles), decisions come more quickly and questions are addressed more freely.

Affects show much involvement today so the insight is that a good facilitator must watch for affect clues to the group. Those can be hard to read if you are not part of the context/group.

Marie – assessment only works if the assessee wants the assessment and values the feedback. What is assessment of student learning? It usually is evaluating because you are judging the work. In the real world, they get muddled together and people try to do both at the same time. Cindy talked about how much content needed to be covered and that resulted in optimist role not having time to work. Jane’s insight is that the last box, differences btw assessee and evaluatee, was the most thought-provoking for them.

20 min. to assess the other group’s work. Marie talked about how language and avoiding evaluation.

New plan. This will blend in with the break. If you go beyond 10:45 you are into break time.

S –

Catherine volunteered for recorder by saying “It will be good for me.”

\ Mary continued with Captaining and allowed time for reading.

Catherine reminded us to assess the product.

Al identified criteria for assessing this product. This is really necessary as students sometimes feel that the grade is not based on solid criteria.

Worked on practicing non-judgmental language. This will really help the other group in accepting and trusting and believing the assessment. It helps us by giving us practice in a real-life classroom skill.

Recorder really helped group in language by seeking wording that meets the criteria of objectivity rather than evaluation.

I –

Contributions to the product here was limited in who contributed to this. Does this reveal a comfort level difference in assessment or is fatigue setting in? Are roles being changed to comfort level? But we had a strength, then, when one person was able to articulate what she was not getting and the discussion here helped everyone.

I – Practicing what you are then going to implement yourself requires diversions into discussion of theory. This is just as important, if not more so, than the task at hand when one is learning and learning is the prime objective.

I have questions about Procedural Developer. It seems that so many people offer suggestions for the procedure and I wonder what is encouraging that?

Next session, focus on SII and how to do it and improve assessment techniques. We got the assessment of our product. We are getting this thing.

Break 10:50

Group discussion: Was it easier or harder doing the assessment of the assessment?

What are some effective strategies that you have used in your classroom that you would like to share in a few sentences? Volunteer for this for after lunch.

Last activity before lunch. On planning and quality facilitator. Section 12 and section 14. 15 min. to look at material.

IS THERE A HANDOUT AND/OR ACTIVITY FOR LEARNING ABOUT AND PRACTICING CRITICAL INTERVENTIONS?

After reading the material, are there any critical questions? None. Move on.

P. 146. Read this. You are to individually read Section 14 in preparation for P. 146.

Read the plan. Some of you will be problem-solvers and others will be observers. Let Joann know if we need a short lecture on learning skills.

KCELT is at 4:15, not 3:15.??

SII for Facilitators

s – try easiest thing first. It really helped to move the screen up. Marie asked for clarifying questions (Had one on purpose of roles. Roles are in real life; in class, students need to be responsible for getting critical tasks done; roles help the reticent students be not reticent; when team does not have defined roles then members fall behind leader). This prompted fruitful discussion.

Wed. May, 20, 2009	Process Education Teaching Institute, Table 5 team observations
Team Goals	<ol style="list-style-type: none"> 1. Develop implementation plan to integrate technology in classroom learning – Measurement: Design one usable activity. 2. Identify who we are as educators and where each wants to go with PE. Measurement: a reflective paper 3. Develop a network of people with whom we can discuss and exchange ideas using the proper terminology. Measurement: distribution list of participants
Preparing for the Teaching Institute	Many complaints about the fact that one cannot type into the Participant Survey PDF .
Two innovations in Education --	<ul style="list-style-type: none"> • On-line learning systems • Really confusion about how the pre-institute reading should have lead them to think about “innovations in education.” • Student learner centered learning – seeing instructors as facilitators rather than experts • Hybrid courses
One inquiry question	<ul style="list-style-type: none"> • What can one do to make it worthwhile for students to actually come to class given all the electronic technologies. • To what extent does technology encourage student centered learning or where does it become so much student centered that they don’t need the instructor. • Will they learn the soft skills while using their technology. • How do we create a class that incorporates balance between technology and face to face interaction? • How do we go about creating a situation in which we have the freedom to admit and make mistakes in front of and with our students.
Observations of interactions with each other.	<ul style="list-style-type: none"> • Most speak easily with each other. Ken has not contributed a word yet (9:02). Two members listen carefully to others and extend what they’re saying, others aren’t listening but preparing to speak. • Easy table consensus on differences between assessment and grading • Interesting that the knotty questions of How do we instill a love of learning in students in need of remediation , or those who see college only as a means to an end – is to talk in terms of anecdote. • How to get students to own the process – again, agreement by anecdote – this generation has received too much for too little, but absolutely no answers to this one. • How do you create a course that balances technology and instructor interaction: Use it to force students to come to class prepared to engage with one another and content –

	<ul style="list-style-type: none"> Watching them listen to Joann – five visual learners ignoring the wordy slides and looking for diagrams in their notebooks, two ignoring their books and listening to Joann.
Explore the Higher Education compass - observations	<ul style="list-style-type: none"> Whole table is flummoxed by the question. Comments about Joann having covered too much before giving them a question. Table talk to determine “What are we supposed to be focusing on.” Dan gets them to reshape the question to - Which of the faculty processes could you not do your job without?
What discovery about the compass did your team make that you’d like to share with others?	<ul style="list-style-type: none"> The processes on the wheel are idiosyncratic – what empowers one does not empower others.
Discovery question	<ul style="list-style-type: none"> If process choice is idiosyncratic, how do we create a classroom which accounts for all student’s process preferences?
Team Roles discussion: How to make effective teams	<ul style="list-style-type: none"> Group reframes what they think they’re doing well. Gentle coaching when one person finds some of the materials in the notebook that others have not found. Those members who need reframing do it orally with some frequency. The team has learned (by 11:40) to confirm or clarify for those people who are reframing easily.
Reading Methodology portion	<ul style="list-style-type: none"> Too much time spent here with the group spinning its wheels trying to determine what they were being asked to do. That’s a facilitator’s problem not the group’s. Once again, too many directions, too much facilitator talk before the group had the time to get going. Many complaints to the effect that it would be better to let the team finish a complete task to see how it works rather than repeatedly stopping tasks midway to process the process.
Establishing a High Quality Learning Environment	<ul style="list-style-type: none"> This team is tired and has stopped trying to engage in the team roles. They are frustrated with being stopped before they’ve completed something and have said several times now that being allowed to finish something is more important to them than the group sharing. I personally am wondering why the small group reporting doesn’t happen on Angel so that a facilitator doesn’t have to type it and the whole group doesn’t have to listen to each table’s discussions.
Inventory of Teaching & Learning Tools	<ul style="list-style-type: none"> Rather than an extensive inventory, group discussed the various uses of reading logs and having students build their own glossaries.
Strength of the Day	Team role tents were very clear, having guidelines on the back so that participant can be reminded while performing is an excellent idea.

