While you are settling in...

- Get an “IDENTITY TICKET” from Kim or Sarah
- Find a table that needs your IDENTITY

**TABLE MIX = 8 or 9 participants per table**
- Max of 5 Faculty: any version of Professor or Instructor
- Max of 2 Administrators: Chairs, Deans, Associate Deans, Vice Presidents
- 1 Instructional Support: Curriculum, Assessment or Instructional Development
- 1 Wildcard: Folks who don’t want to own any of the above identities
Now that you have an intentional group...

On the GREEN INDEX CARDS: Write one or two things that you hope to learn today.

On the PINK INDEX CARDS: Write one or two feelings you want to experience during the next three hours.

Write so we can read your responses! Thanks!
Designing Authentic, Multi-Sourced Learning
Engaging Students and Faculty

AAC&U Network for Academic Renewal Conference
General Education and Assessment: Disruptions, Innovations, and Opportunities, Portland, OR, Feb. 27-Mar 1, 2014

Dr. Kimberly K. Eby, George Mason University, Fairfax, VA
Dr. Sarah Ulerick, Lane Community College, Eugene, OR
There is no power greater than a community discovering what it cares about

....Trust that meaningful conversations can change your world.

~ Margaret Wheatley, turning to one another, 2002
National conversations

- Unprecedented competition for students
- Completion agenda
- Accountability, Performance based funding, Assessments for multiple agendas
- Trend toward greater focus on instructional effectiveness

*Chronicle of Higher Education* article: Dissecting the classroom (Feb 10, 2014), by Dan Berrett
Implications for teaching and learning are that faculty need to design authentic, multi-sourced learning experiences that respond to pressures above and that help students integrate and transfer knowledge from life, work, and across the curriculum.
LEAP Outcomes

- Knowledge of human cultures and the physical and natural world, *focused by engagement* with big questions, both contemporary and enduring
- Intellectual and practice skills, *practiced extensively*, across the curriculum with building challenges
- Personal and social responsibility, *anchored* through active involvement with diverse communities and real-world challenges
- Integrative and applied learning, *demonstrated* through application of knowledge, skills, and responsibilities
What do we mean by “authentic, multi-sourced, engaged learning experiences?”

- Learning experiences that are designed to take advantage of students’ prior knowledge and experience
- Learning experiences that weave together a diverse array of content sources and intentional learning activities → lectures from experts + text sources + web sources + active learning + collaborative learning + field experiences +++
- Learning experiences that make the metacognitive components visible to students and faculty
Learning Goals

At the end of our time together participants will be able to:

- Connect the national conversations about issues in higher education to what goes on in our college classrooms.
- Identify a wide range of examples of engaged learning across disciplines and fields of study.
- Imagine and explore how classroom assessment strengthens our teaching and learning practices and enhances student learning.
- Create useful criteria for designing authentic assessments.
- Reflect on the role of metacognition to facilitate student learning and faculty reflective practice.
- Come to new understandings about teaching and learning by engaging with multiple perspectives.
Conversation #1: What does engaged learning look like?

- Focus on what we already know and do
- How do we engage students in learning?
- Analyze and extract the best ideas
- Clear and intentional outcomes & multi-sourced activities
Moving Toward Authenticity

...despite higher education’s historical emphasis on the purely intellectual, many educators today recognize that the body, heart, and mind are all involved in learning, and that all three make contributions to engagement.

Premises

Teachers are designers; the canvas is our time with students – how should we fill it?

Students come to college with many preconceived ideas about what school is about; rarely do they expect intellectual work that is challenging, risky, and mentally and emotionally engaging.

Students are always learning something – is it what you want them to learn? Is it what you value?

The language of the classroom defines what school is about: is it about points for doing work? Or, is it about learning and knowledge?

What if it was way more real?
# Framework for Teaching and Learning

<table>
<thead>
<tr>
<th>Five Dimensions</th>
<th>Sub-dimensions</th>
</tr>
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<tbody>
<tr>
<td>PURPOSE</td>
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Conversation #2: What does authentic assessment look like?

Focus on what we already know and do

How do we assess meaningful learning?

Analyze and extract the best ideas

Clear and authentic assessments for engaged learning
Working Criteria for Authentic Assessment

- Solving a real problem through synthesis and integration of evidence
- Review by an authentic audience
- Demonstration of change that has occurred, in knowledge, skills, behaviors, attitudes
- Supported across the institution or campus, e.g., writing skills
Working Criteria for Authentic Assessment

- Integrating higher order thinking
- Provides scaffolding to get there
- Transparent standards and outcomes
- Form follows function, assessment should mirror what you expect to see
- Relevance for key audiences, which can include the learners/students
Conversation #3: Metacognition and Reflection

**Metacognition is the ability to . . .**

- Think about one’s own thinking
- Be consciously aware of oneself as a problem solver
- Monitor, plan, and control one’s mental processing (e.g. “Am I understanding this material, or just memorizing it?”)
- Accurately judge one’s level of learning: Know what you know and know what you don’t know

Conversation #3:
Metacognition and Reflection

Focus on what we already know and do

How do we enhance students’ metacognition?

Analyze and extract the best ideas

Circumstances that cause students to think and talk, for faculty to reflect
REAL thinking and learning is risky business.

Students may resist this change in the social contract.

Build a culture safe for experimentation.

Create predictability.

Use authentic assessments with face validity to your instructional activities.
Arc of learning

- Clear learning outcomes
- Prior knowledge and experiences
- Intentional classroom culture
- Multiple sources for engaged learning
- Multiple authentic assessments
- Metacognition: how do you know what you know?
- Now that you know...
<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Meta-Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE</td>
<td>Outcomes clearly stated</td>
</tr>
<tr>
<td></td>
<td>Meta-structure and meta-teaching highlighted</td>
</tr>
<tr>
<td>STUDENT ENGAGEMENT</td>
<td>Writing; sharing feelings, knowledge, experiences and ideas; active listening; pair-share; group work; whole class sharing; gallery walk; bringing real-world in; grounding ideas</td>
</tr>
<tr>
<td>CURRICULUM &amp; PEDAGOGY</td>
<td>Expectations; shared concepts and understandings; community of learners; frameworks; stories; references, tools, and worksheets; critical analysis</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>Peer feedback; self-assessment; metacognitive strategies</td>
</tr>
<tr>
<td>CLASSROOM ENVIRONMENT, CULTURE</td>
<td>Diverse participants; intentional groups; visible learning; experimental attitude; supportive environment</td>
</tr>
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</table>
Opening the Classroom Doors

- To bring in students’ prior knowledge and experiences
- To bring in real-world connections that engage students in extending, applying and transferring their knowledge as they are learning
- To invite peers and other colleagues to observe and lend feedback for your own reflective practice and growth as designers, facilitators and assessors of learning
Taking it Back to your Home Institutions

As a faculty member, what’s the one thing you learned about that you can incorporate into your teaching practice?

As an instructional support professional, what ideas might you bring back to your faculty and staff?

As an administrator, how can you support faculty development for more engaged learning on your campus?
Thank you!

To contact Kim and Sarah

Dr. Kimberly K. Eby, George Mason University, Fairfax, VA
keby1@gmu.edu

Dr. Sarah Ulerick, Lane Community College, Eugene, OR
ulericks@lanecc.edu
Designing Authentic, Multi-Sourced Learning:
Engaging Students and Faculty

1) What do we mean by “authentic, multi-sourced, engaged learning experiences that help student integrate and transfer knowledge?”
   - Learning experiences that are designed to take advantage of students’ prior knowledge and experience;
   - Learning experiences that weave together a diverse array of content sources and intentional learning activities → lectures from experts + text sources + web sources + active learning + collaborative learning + field experiences +++
   - Learning experiences that make the metacognitive components visible to students and faculty

2) How do we think about creating and assessing those learning experiences?

Workshop Goals

At the end of this workshop, participants will be able to:

- Connect the national conversations about issues in higher education to what goes on in our college classrooms.
- Identify a wide range of examples of engaged learning across disciplines and fields of study.
- Imagine and explore how classroom assessment strengthens our teaching and learning practices and enhances student learning.
- Create useful criteria for designing authentic assessments.
- Reflect on the role of metacognition to facilitate student learning and faculty reflective practice.
- Come to new understandings about teaching and learning by engaging with multiple perspectives.
**Conversation #1: What does engaged learning look like?**

<table>
<thead>
<tr>
<th>Common elements of engaged learning</th>
<th>Cool or unique elements of engaged learning</th>
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Conversation #2: Authentic Assessment

1. Write your thoughts:
   How do you know when engagement leads to learning?

   Write one or two examples of authentic assessments from your experience.

   Write one or two examples of “less-than-authentic” assessments from your experience.

2. Generate working criteria that distinguishes authentic assessments from “less-than-authentic” assessments. Post ideas on the large poster sheet on the table. Post on the “gallery” wall.
## Framework for Teaching and Learning

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Conversation #3: Metacognition and Reflection

Metacognition is the ability to:

- Think about one’s own thinking
- Be consciously aware of oneself as a problem solver
- Monitor, plan, and control one’s mental processing (e.g., “Am I understanding this material, or just memorizing it?”)
- Accurately judge one’s level of learning: Know what you know and know what you don’t know

1. Writing 1-minute paper: We’ve been offering strategies to develop your own reflective practice and gain awareness about what your students do and don’t know...take 1 min and jot down the clearest point, muddiest point, takeaway OR a question on your mind.

2. Share with a neighbor. Select only one of the things you wrote and ask for feedback or reaction.
**Active Learning Techniques**
From the Center for Teaching and Faculty Excellence at George Mason University (http://ctfe.gmu.edu/teaching/active-learning)

The following tools and techniques can be used to incorporate active learning strategies into a traditional course or learning environment. They can also be used as resources for fully redesigning or flipping your course, and/or for teaching in an active learning classroom.

**Minute Paper**
At the end of class, ask students to answer a question or reflect on something from that day’s class to turn in.

*Useful Minute Paper Questions:*
- What was the most important idea, concept, or point you are taking away from today’s class (this week’s class)? This can be very illuminating for both you and the students.
- What do you understand now that you didn’t before today?
- What was the most difficult or confusing thing in today’s class (this week’s class)?
- Give an example of how ________ can be used to explain ________.
- What’s one question about today’s course material you want answered?

**The Fish Bowl**
Ask each student to write one issue or concept they want clarified on a card and place it in a fish bowl (cardboard box, hat, etc.) as they enter class. During class, you can select cards from the bowl to clarify these issues or concepts. This gives students who are hesitant to participate an opportunity to ask questions.

*You can also do this activity at the end of the class. Reviewing the feedback from the class as a whole gives you insight on the distribution of questions and concerns across the students in your class. At the next class, you can clarify the issues that were shared by the greatest number of students.*

**Interactive Lectures with Clarification Pauses**
After 10-15 minutes of lecture, circulate around the room for two minutes while students review their notes alone and then in pairs. Then follow up with oral or written questions from students. If you prefer, you might use “clicker” technology to create interactive opportunities with your students.

**Promoting Active Listening**
After student A has given an answer, ask student B to summarize in their own words the points made by student A. You can also ask a student to rephrase a difficult point you have made.

**Problem-Solving / Problem-Based Learning**
Provide students with problems or exercises to cooperatively work through in groups. This can be an extended project or a problem-set to be solved during a class period. Circulate to provide instruction and feedback as students work, but let them struggle through the process and arrive at the solutions in a variety of ways. Student groups can also compare and critique their respective approaches to solving the problems.

**Writing Discussion Questions**
Students, at some point during the class, are asked to write a question that will solicit thoughtful discussion on the issues at hand. Or ask them to think about what you’ve just discussed, and write a suitable quiz question.
**Think, Pair, Share**  
Ask question or pose situation, have students write 1 or two lines about the question, then talk to partner for 1-2 minutes. The professor should circulate in the room to hear the discussions and help encourage student to stay on task.

**Critical Reading**  
Have students read a paragraph or short piece. They write down the most important point. Or have students cite an example of inference, or good analysis, or an unanswered question from the text, then compare their thoughts with a peer. Poll the class.

**On-Line Writing Partners**  
Assign students into pairs or groups of 3. Have each student write weekly (bi-weekly) about class readings, discussions, and related current events. This assignment can involve analytical writing, asking questions, integrating ideas across texts and discussions, etc. Students then share their writing with their partners who respond with their ideas, responses, and perspectives. This works well on blogs or in Blackboard. Ask students to periodically share their learning with the larger class.

**Pass a Problem**  
Ask students a complex question which requires higher order thinking. Groups get 10 minutes to think about the problem and write a paragraph about the problem. This is put in a folder and passed to another group. Groups get another 5 minutes to rethink the question, and write again. These thoughts are put in the folder with the original entry. Repeat. Groups then report out their solutions and how seeing others’ ideas and approaches helped them.

**Peer Teaching / Student-Led Reviews**  
Assign students topics to research and then prepare a presentation about their topic to share with the class, either formally, informally, or electronically in Blackboard.

**Icebreaker Review**  
Write a set of 15-30 questions reflecting knowledge you expect students to bring into your class. In first class, give every student all the questions. Give each student a 3”x5“ card with one question and its answer. Give the students 20 minutes to find someone with the answer to each question, get the answer and have it “signed off.” Students meet each other and they review necessary material.

**Additional Techniques**  
Lab activities, working with case studies, simulations and games, role playing and dramatizations, debates, and assignments such as oral presentations and interviews all engage students in the learning process and help them apply course concepts and theories.
These habits of mind can be shared with students as you define your expectations for student learning and their success in your classroom.

**Metacognition:** Reflecting on your own thinking and the processes used to structure knowledge.

**Flexibility:** Developing the ability to adapt to situations, expectations, and demands.

**Creativity:** Trying novel approaches for generating, investigating, and representing ideas.

**Responsibility:** Taking ownership of your actions and understanding the consequences for yourself and others.

**Persistence:** Sustaining your interest and attention to short and long-term projects.

**Openness:** Being willing to consider new ways of thinking and being in the world.

**Engagement:** Cultivating a sense of investment and involvement in learning.

**Curiosity:** Desiring to know more about the world around you.

**Useful Resources**


**Online Resources**

Centers for Teaching and Learning have a great deal to offer in terms of resources and support for enhancing student engagement, as well as other online resources. Here are some sites that you might find particularly useful:

- The Center for Teaching and Faculty Excellence at George Mason University
  - http://ctfe.gmu.edu; Twitter: @MasonCTFE
- The Center for Teaching at Vanderbilt University
  - http://cft.vanderbilt.edu; Twitter: @vandyctf
- The Derek Bok Center for Teaching and Learning
  - http://bokcenter.harvard.edu/icb/icb.do; Blog: blog.bokcenter.harvard.edu
- Faculty Focus: Higher Ed Teaching Strategies from Magna Publications
  - http://www.facultyfocus.com
- The Southern Center for Active Learning Excellence (SCALE)
  - http://scaleinstitute.com
