2021 Dual Credit Spring Institute: Supporting Student Success in an Ever-Changing Landscape

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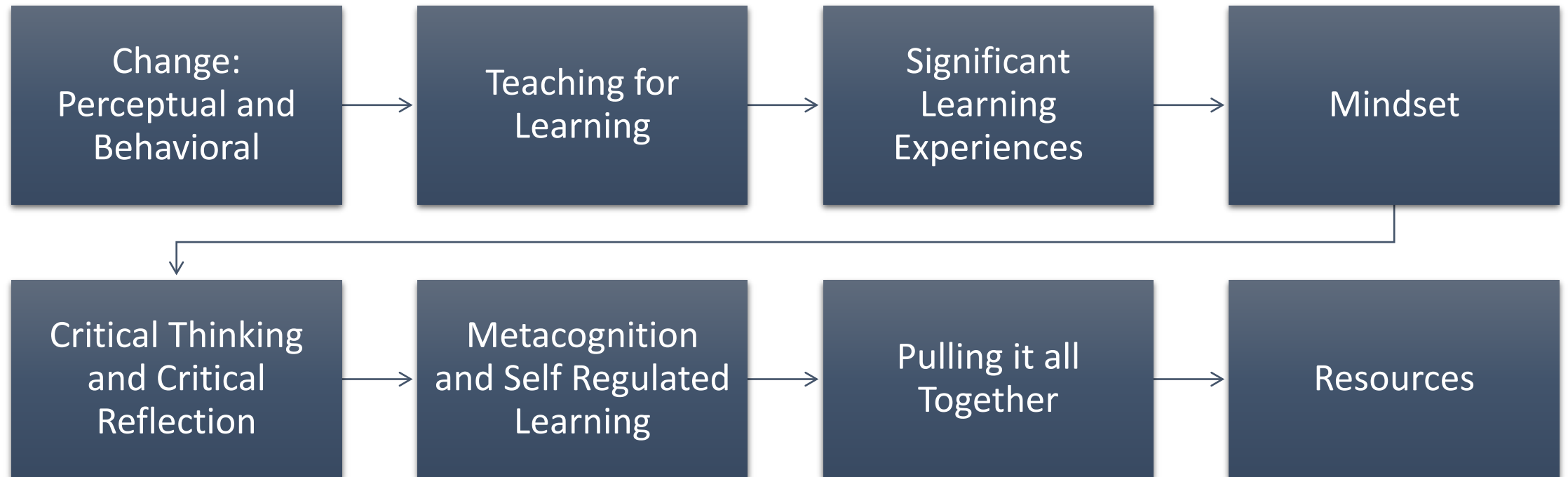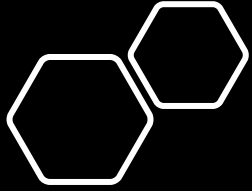Director, University of Idaho Center for Excellence in Teaching and Learning

Learning Your Way

Take classes on-campus with other UI Vandals, online or in-person.
Registration for on-campus courses begins Nov 20th

Our goal is today is to...

- Think about Dual Credit at the programmatic and instructional level

- Explore strategies for improving the learning experiences of Dual Credit students generally, and to assure robust university-level learning experiences specifically

- Discuss the development, distribution, alignment and delivery of content while focusing on learn**ing,** learn**ers,** and pathways to UI.
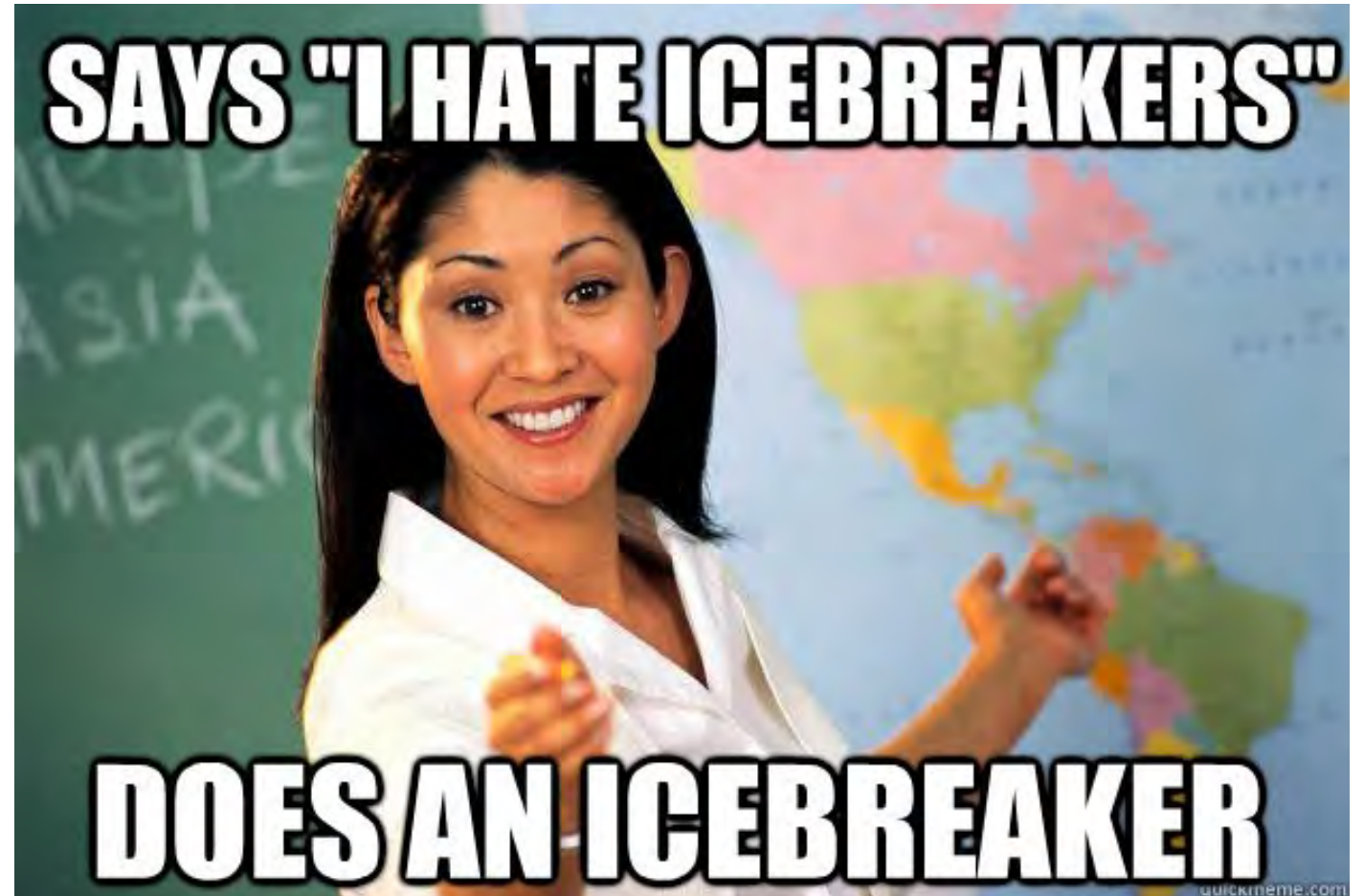
Session Format

Change: Perceptual and Behavioral	→	Teaching for Learning	→	Significant Learning Experiences	→	Mindset

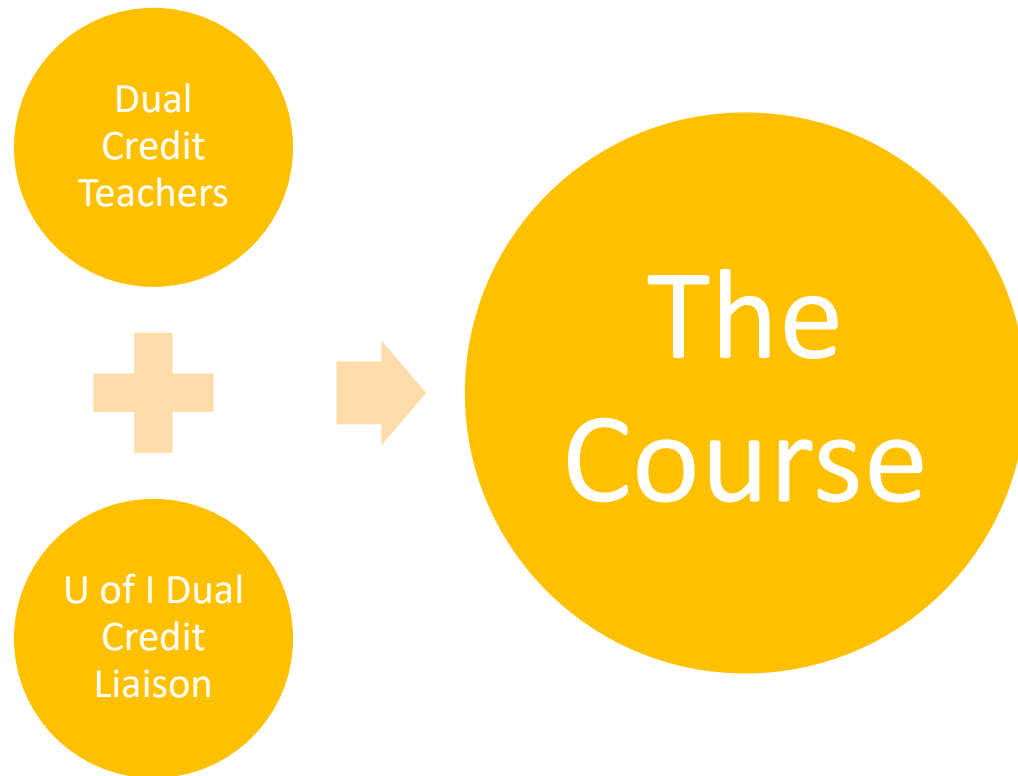| Critical Thinking and Critical Reflection	→	Metacognition and Self Regulated Learning	→	Pulling it all Together	→	Resources

Exercise 1: The Ice Breaker

- In the Dual Credit context, what does interaction look like?

- What should it look like?

- What's missing from/needed in Dual Credit to enhance the bond, improve the learning experience, and make UI the school of first choice?
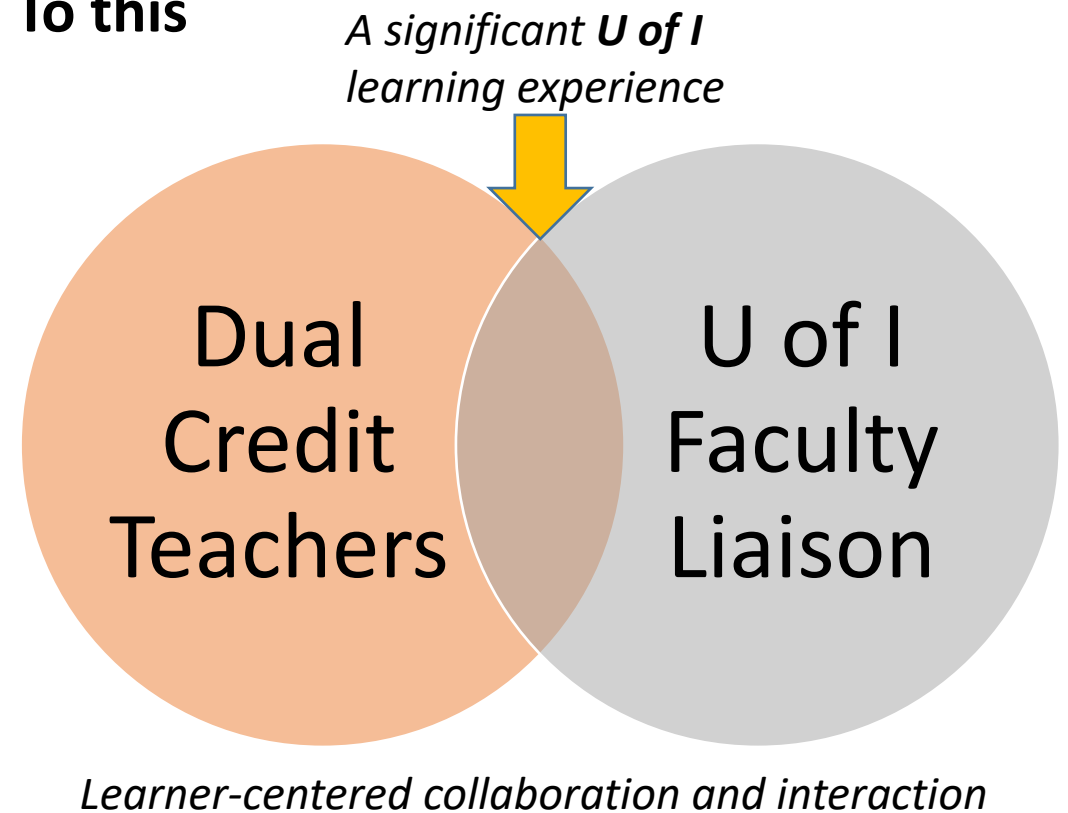
We need to change our thinking & behavior…
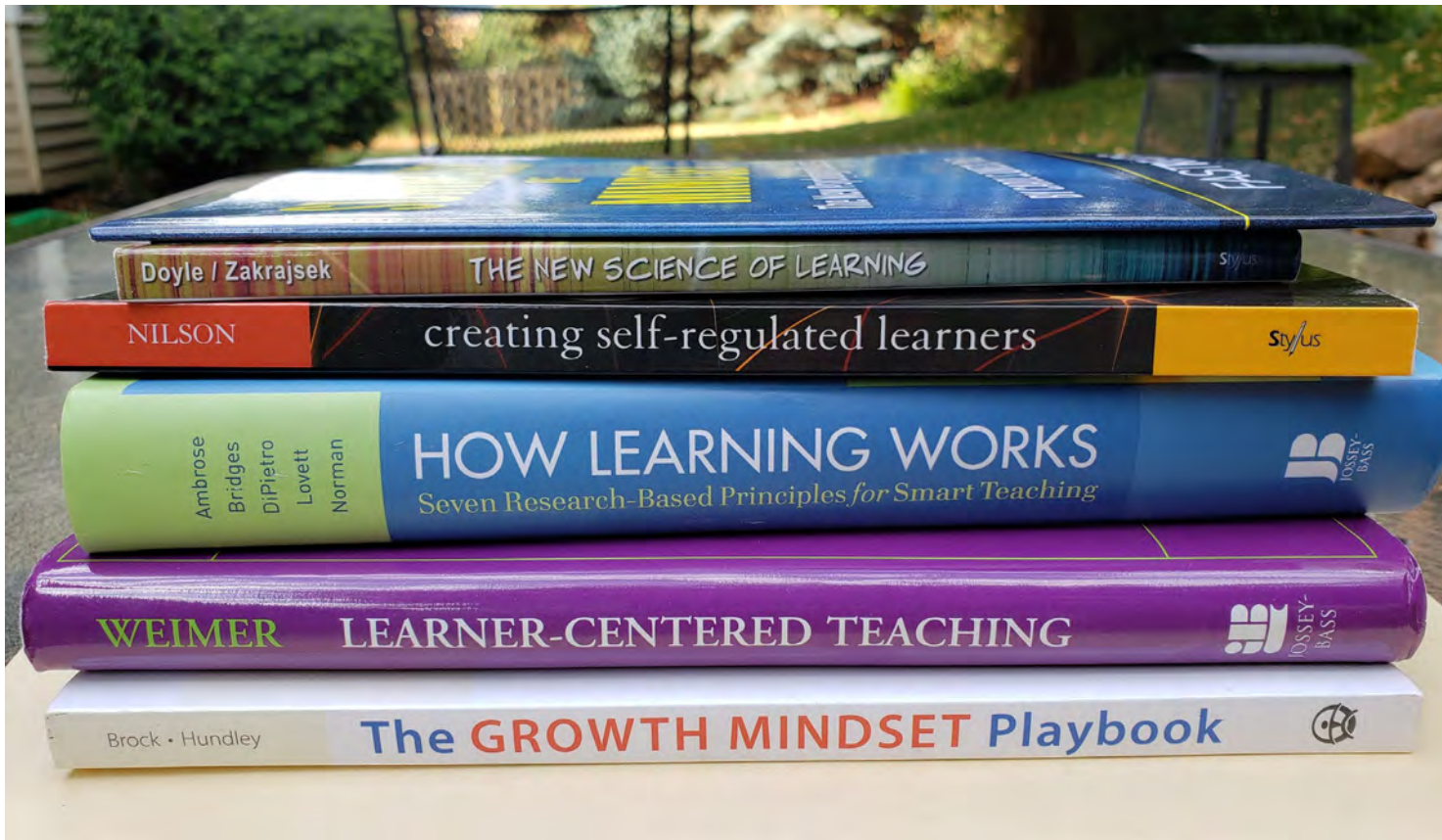
From this

Dual Credit Teachers

+

U of I Dual Credit Liaison

→

The Course

To this

*A significant **U of I** learning experience*

Dual Credit Teachers

U of I Faculty Liaison

Learner-centered collaboration and interaction

But How?
By Teaching for Learning

- **Successful students** grasp content, reveal knowledge, work through difficult challenges, and are aware of their own learning and how to enhance it.

- **Impactful faculty** guide and challenge them along multiple dimensions.

- **Meaningful interactions** extend the UI experience into the highschool environment.

Exercise 2: Creating Significant Dual Credit Learning Experiences
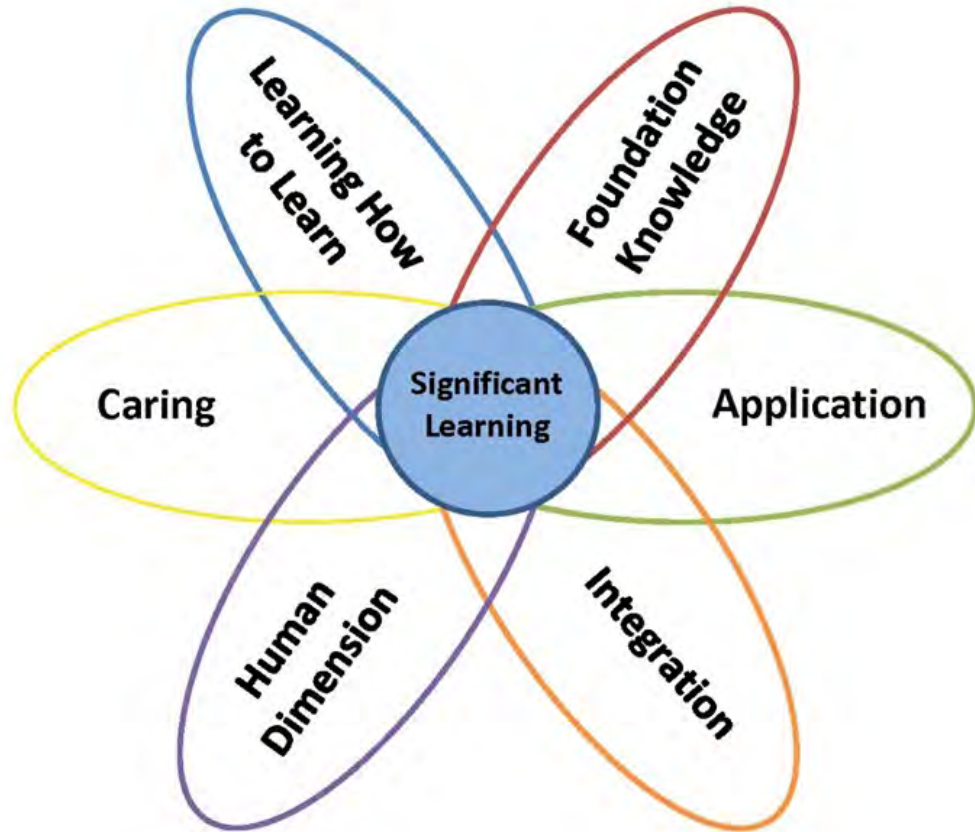
Questions:

- What do you prioritize in your teaching?

- Why?
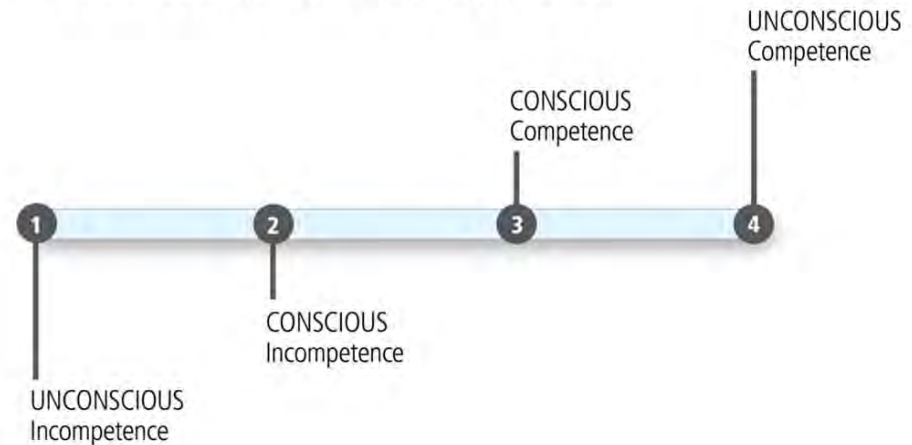
- What do you expect your students to do?

- Why?

Answers:

A Framework:
Do skills matter? Which ones? How's this going?
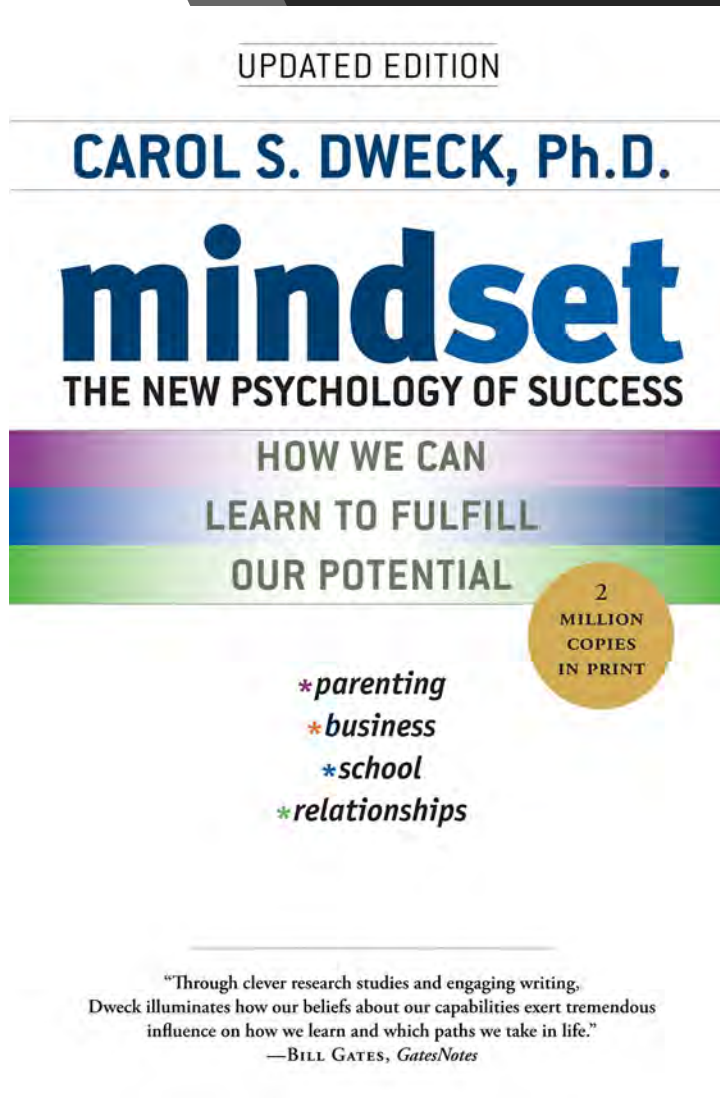
Mindset also matters

- "The view you adopt of yourself profoundly affects the way you lead your life"
  - *--Carol S. Dweck, Summary of Mindset: The New Psychology of Success*

- What are the implications and applications of this statement to the learning and lives of our students?

- How about us?

Why it matters

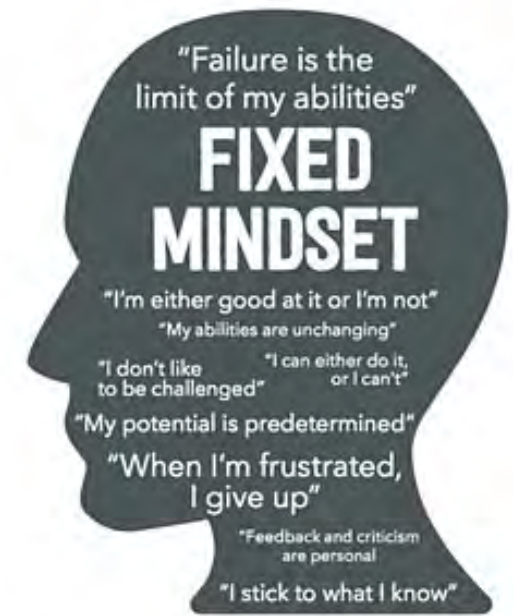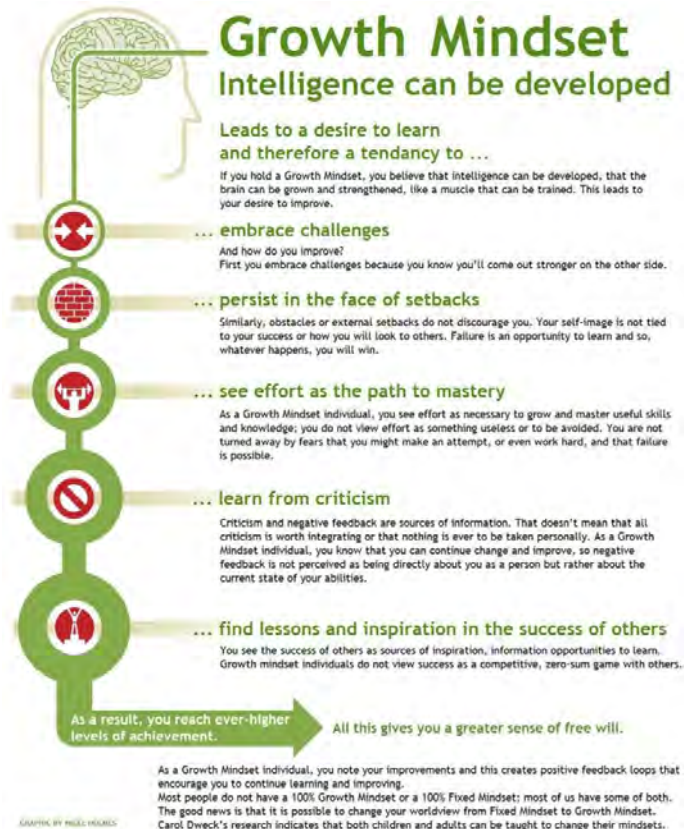- Especially at this critical (and young…ish) stage of their development, many students don't (yet!) have the opportunity to think about their thinking and learn about their learning.

- **Think about the implications of this**: *"…research on younger undergraduate students reveals [that] students take little or no responsibility for their own learning, blaming their shortcomings in achievement on their 'ineffective' instruction and the 'too advanced' or irrelevant course material…Furthermore, they admit to having little or no interest in learning, certainly not for learning's own sake…Reinforcing their avoidance of responsibility for their learning is their widespread belief that learning should not require effort"* (Linda Nilson, *Creating Self-Regulated Learners*).

- So, what can we do?

Fostering a Growth Mindset

How? 4 Easy Steps

- Make time for learning to happen

- Create opportunities to examine what's working and what's not in the learning process

- Make it part of the every-day norm

- Challenge and inspire your students and give them a chance to exchange error for truth, to grow, and to earn credit for that effort...because that is the real evidence of learning!

Exercise 3: Cultivating a Growth Mindset

- A cluster of students in your _____ class are struggling.

- They argue that they are "just not good at_____", that the work is too hard, the material is complicated, and that the class seems irrelevant. When they get bad grades, some of them blame you, others blame themselves, all hoping that they'll do better on the next assignment. Hoping…

- **What do you do?**

If you're not struggling, you're not learning.
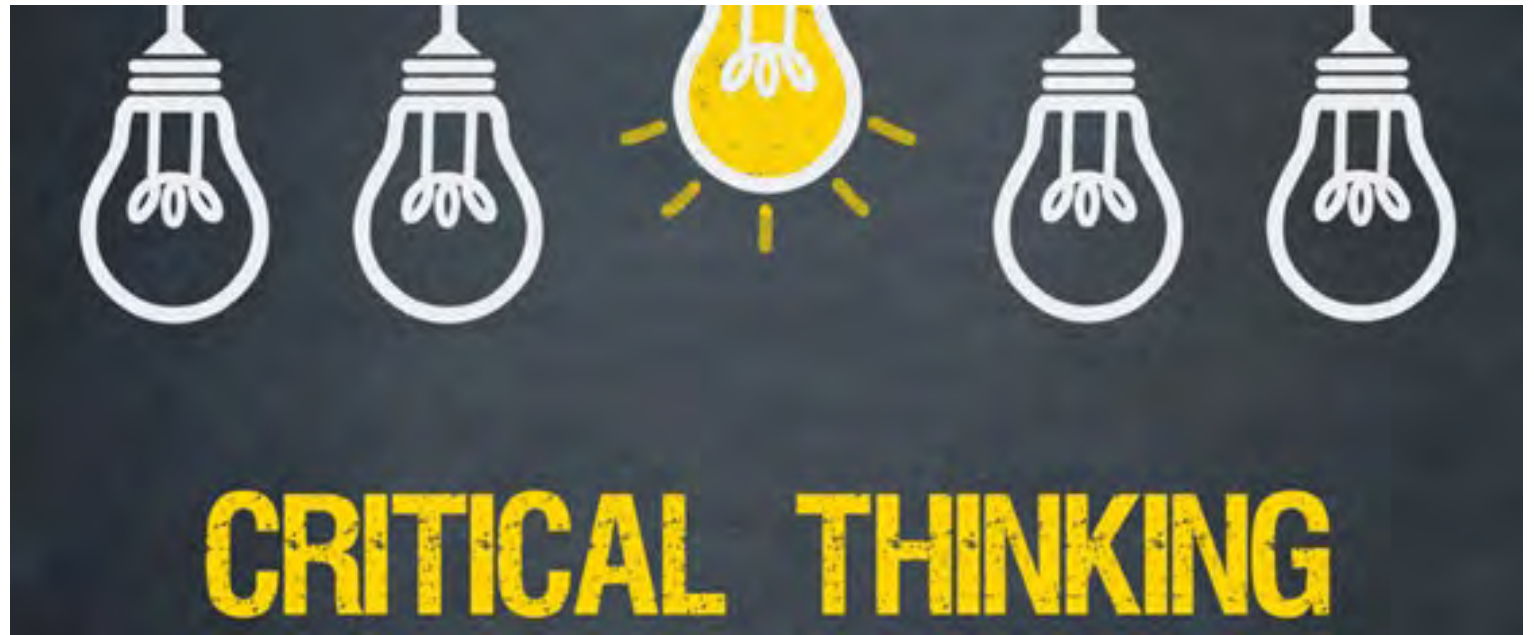
Discussion CoLTs

This CoLT	Is a Technique in Which Students:	It Is Particularly Useful for:
1: Think-Pair-Share	Think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class	Preparing students to participate more fully and effectively in whole class discussions
2: Round Robin	Generate ideas and speak in order moving from one student to the next	Structuring brainstorming sessions and ensuring that all students participate
3: Buzz Groups	Discuss course-related questions informally in small groups of peers	Generating lots of information and ideas in a short period of time to prepare for and improve whole-class discussions
4: Talking Chips	Participate in a group discussion and surrender a token each time they speak	Ensuring equitable participation
5: Three-Step Interview	Interview each other and report what they learn to another pair	Helping students network and improve communication skills

Emphasize Critical Thinking

Active learning, case-based learning, problem-based learning...

The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who
- ... benefits from this?
- ... is this harmful to?
- ... makes decisions about this?
- ... is most directly affected?
- ... have you also heard discuss this?
- ... would be the best person to consult?
- ... will be the key people in this?
- ... deserves recognition for this?

What
- ... are the strengths/weaknesses?
- ... is another perspective?
- ... is another alternative?
- ... would be a counter-argument?
- ... is the best/worst case scenario?
- ... is most/least important?
- ... can we do to make a positive change?
- ... is getting in the way of our action?

Where
- ... would we see this in the real world?
- ... are there similar concepts/situations?
- ... is there the most need for this?
- ... in the world would this be a problem?
- ... can we get more information?
- ... do we go for help with this?
- ... will this idea take us?
- ... are the areas for improvement?

When
- ... is this acceptable/unacceptable?
- ... would this benefit our society?
- ... would this cause a problem?
- ... is the best time to take action?
- ... will we know we've succeeded?
- ... has this played a part in our history?
- ... can we expect this to change?
- ... should we ask for help with this?

Why
- ... is this a problem/challenge?
- ... is it relevant to me/others?
- ... is this the best/worst scenario?
- ... are people influenced by this?
- ... should people know about this?
- ... has it been this way for so long?
- ... have we allowed this to happen?
- ... is there a need for this today?

How
- ... is this similar to _____?
- ... does this disrupt things?
- ... do we know the truth about this?
- ... will we approach this safely?
- ... does this benefit us/others?
- ... does this harm us/others?
- ... do we see this in the future?
- ... can we change this for our good?

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DEAL with it

Incorporate aspects of the **DEAL** model into your assignments:

- **D**escribe an experience

- **E**xamine it through the lens of academic concepts or strategies

- **A**rticulate **L**earning by explaining what was learned, how, when, and why it matters.

Give students space to discuss how, when, and why their assumptions were either validated or challenged and what they did about it.

Critical Thinking Strategies

Discussions	Debates	Simulations	Case-based learning
Problem-based learning	Reading, writing, research	Experiments	Experiential learning
Journals	Peer review	Cognitive (and affective?) wrappers	What else?

Link Critical Thinking to **Critical Reflection**

- Critical Reflection is the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends".

- It involves "thinking about our thinking" (Dewey, *How we Think).*

- *Do you let your students do this??*

Link Metacognition to Self Regulated Learning

- **Metacognition** pertains to one's conscious control over one's cognitive processes…an awareness and knowledge of about one's own thinking (Nilson, *Creating Self-Regulated Learners*, p. 5).

--while--

- **self-regulation** encompasses the monitoring and managing of one's cognitive processes as well as the awareness of and control over one's emotions, motivations, behaviors, and environment as related to learning (ibid).
    - *This is where we want to be*.

Don't forget to focus on the learning!

- "Dense content [is] *a barrier* to significant learning" (Nilson and Goodson, Online Teaching at its Best).
- Like technology, content must be functionally related to the accomplishment of learning goals.
- Consider:
  - *The volume of content* –less is usually more.
  - *Different formats to get the brain firing on all cylinders* –and to appeal to diverse learners and enhance engagement.
  - *Timing*...is usually everything. Revealing the right content, the right way, and at the right time.
  - *Expectations* –clearly articulated, understood, and goal-oriented.
  - *Actually teaching...**for learning*** –don't rely on publishers.

Ok, so now – what can you do together?

Collaboratively, we can...

...so this area can grow

*A significant **U of I** learning experience*

Dual Credit Teachers

U of I Faculty Liaison
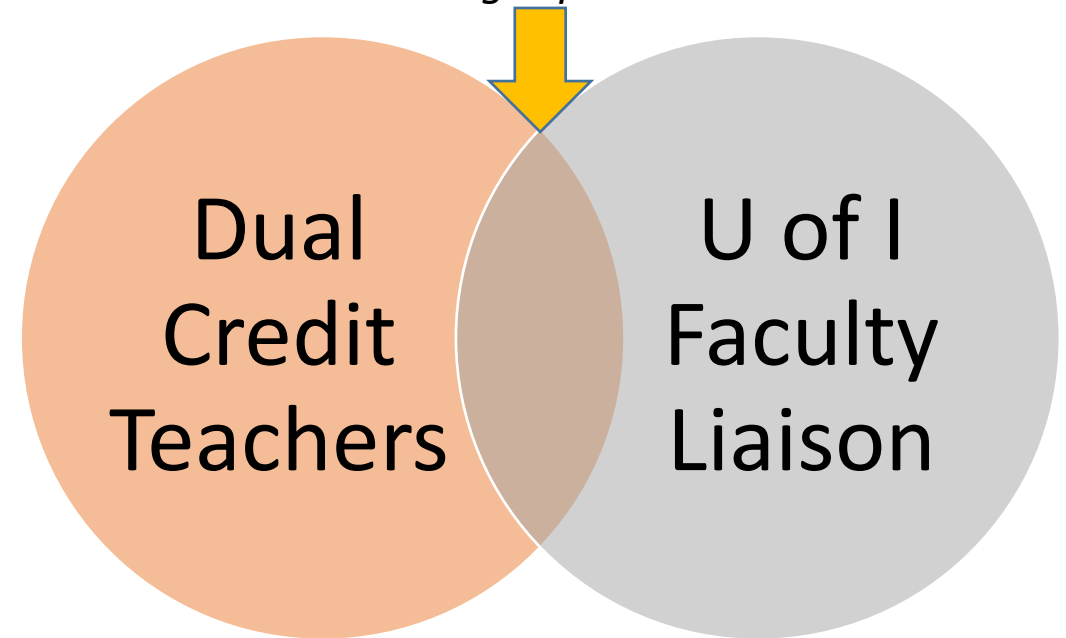
Learner-centered collaboration and interaction

Appendix
Tips, Guides, and Cheat Sheets

Applied strategies for creating significant, engaged, and self-regulated learning experiences

Find Out What They Know and What They Don't

Consider these Learning Strategies for New(er) Material

Strategy	Description
CATs and LATS, like "quick quizzes"	Set aside 5 minutes of class time for low-stakes quizzes to help students practice retrieving and processing newly learned information.
Distributed Practice	Allow students to work on skills and knowledge acquisition over time.
The Productive Struggle	Offer challenging tasks that require creative and/or critical thinking skills. The one who does the work does the learning!
3-2-1	Let students write down 3 things they learned (potentially from the previous class session), 2 things they found interesting, and 1 thing they have questions about.
Ticket In-and-Out the Door	Have students present a question or finding from previous session to current session, and at the end, share one thing they learned or didn't quite grasp today.
Technology	Use technology APPROPRIATELY and as part of the authentic learning experience.
How I Learned, not What I Learned	Retrieval is critical to new learning (read Make it Stick), but don't let the students rely on you as the source of all knowledge and information! Learning is about discovery. Get them to think about how they learn, not just what they learn. DEAL with it.

50 CATs and 50 LATs

- **CATS: Classroom Assessment Techniques** –easy, often ungraded activities to keep your students engaged and allow you to assess their knowledge, performance, progress, understanding.

- **LATS: Learning Assessment Techniques** –a bit more formal, often graded, still pretty easy to integrate early and often.

8 Strategies for Critical Reflection, Metacognition, and Self Regulated Learning

For every content/skills-based assignment, add a metacognitive component.

Consider simulations, especially ones that require students to assume a role or identity different than their authentic selves.

Shift conditions/contexts/student roles.

Consider critical reflection journals

End of semester report/poster on learning and content awareness

Cognitive wrappers

DEAL with it

Establish a Daily/Topical Routine

Think AND not OR: Students can learn the thing, the stuff, and also learn about their learning

The Daily Routine

For every topic/session, students can do the following:

- **Preassessment**: Require students to *examine their own/current thinking*. What do I already know this topic that could guide my learning? What are my operative assumptions?

- **Muddiest Point**: Require students to *identify confusion*. What was the one thing, or sequence of things, that confused or confounded you?

- **Retrospective Postassessment**: Require students to *recognize conceptual change*. Exchange error for truth or see something from another angle. Previously, I thought ___ ; now I know that it actually is___.

- **Reflective Journals**: Requires students to *monitor and chronical their own thinking, questions, answers, and changes*.

- **Give students an opportunity to know when and why and how their thinking changed.**

The Cognitive Wrapper Template

COGNITIVE WRAPPERS TEMPLATE

This template was designed to help students better understand their own learning –what's working, what's not, and why…and what they/we can do about it.

Note that it emphasizes REFLECTION, FEEDBACK, and ADJUSTMENTS

REFLECTION

1. **How much total time** did you spend preparing for/working on this assignment or project?
2. **When** did you prepare for/work on it? How did you spread out your preparation? USE TIME LINE TOOL: https://timeline.knightlab.com/. Can be used for collaborative projects.
3. Did you make time for thinking and reflecting? If so, when, how much, and what breakthroughs? Remember the 5 day rule.
4. **How** did you prepare?
5. How much time was spent:
   a. Conducting research?   ____
      i. Did you work with a librarian?   ____
   b. Reading course material   ____
   c. Re-reading course material   ____
   d. Working independently   ____
   e. Working in groups   ____
   f. Pausing   ____
   g. Thinking   ____
   h. Reflecting   ____
   i. Note taking   ____
   j. Drafting   ____
   k. Editing   ____
   l. Problem solving   ____
   m. Memorizing   ____
   n. Brainstorming   ____
   o. Practicing   ____
   p. Other_____   ____

USING FEEDBACK

- First, *GIVE GOOD FEEDBACK*.
- This can come in a variety of forms –what do you do?
- It can come from other sources, like their peers.

Based on the feedback,

- What went well/what's working?
- What went wrong/what kind of mistakes did you make?
- When you review the feedback, do you think that you lost points because of:
- Trouble understanding the instructions/assignment? (Lack of clarity or direction/misunderstanding; unclear expectations)
- Trouble understanding concepts
- Trouble understanding or remembering processes or techniques
- Misapplication of techniques? (doing the wrong thing the right way)
- Carelessness
- Lack of preparation in class or on your own
- Time limits/management/not enough time given (explain)
- Frustration / anxiety
- Trouble with format / assignment type (eg, writing, problem solving, collaborative, performative)
- Other?

ADJUSTMENTS

1. Name at least three things you can/will do differently next time.
2. Assess if these changes work.
3. What will help you learn or demonstrate your knowledge or ability most effectively?
4. Propose alternative formats?

Additional Resources

Helpful Tips!

- On how to disagree: https://www.nytimes.com/2017/09/24/opinion/dying-art-of-disagreement.html?mcubz=3

- On how to argue constructively: https://www.theatlantic.com/.../erisology-the.../586534/

- On creativity: https://www.podbean.com/media/share/pb-rq73v-e26fab?utm_campaign=au_share_ep&utm_medium=dlink&utm_source=au_share and https://qz.com/quartzy/1381916/drawing-is-the-best-way-to-learn-even-if-youre-no-leonardo-da-vinci/?fbclid=IwAR2YOYJh3UiIbqZ2q3i2pXo5ZPw1B1N6oBQJ8BVTks9dySJDI6Rq40yJmP0

- On intellectual humility: https://www.vox.com/science-and-health/2019/1/4/17989224/intellectual-humility-explained-psychology-replication?fbclid=IwAR04E0yPnR3gGcmgOVtM7hB80OM9cdeS2cFYN52TdhQtaFkxvnFTWpWFQwU

- On why facts don't change our minds: https://www.newyorker.com/magazine/2017/02/27/why-facts-dont-change-our-minds?utm_social-type=owned&mbid=social_facebook&utm_brand=tny&utm_source=facebook&utm_medium=social&fbclid=IwAR2_iH9WGpKHVrLPz4VbwyAqPQi_blEV3GyPtKlyKJCzZ1aZN1kD8Icc9Nk

- On teaching students how to learn: https://www.insidehighered.com/advice/2019/02/19/advice-faculty-members-how-teach-students-how-learn-opinion#.YFomcVOQ3a8.link

"Read everything, think hard, write a lot". Think critically as a habit. Debate everything!