2019 Dual Credit Summer Institute: Teaching and Learning in an Ever-Changing Landscape

Healthy Perspectives on Teaching, Learning, and Supporting Student Success in Dual Credit Courses

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Our goal is today is to...

• Explore, evolve, and push the envelop of our understanding and delivery of Dual Credit classes;

• Provide our students with a robust, significant university-level learning experience;

• Communicate the content, but...

• Focus on the learning and the learner.

• How?
Exercise 1: Dual Credit Role Perception

My role (as the Instructor or Liaison) is to...  My Collaborator’s Role is to...

Is this ideal?

*In an ideal world, what would this relationship look like?*
I bet you focused on collaboration. *This means changing our thinking and behavior...*

**From this**
- Dual Credit Teachers
- U of I Dual Credit Liaison

**To this**
- A significant *U of I* learning experience
- Learner-centered collaboration and interaction

**The Course**

**Dual Credit Teachers**

**U of I Faculty Liaison**
But How?
By Realizing Our Shared Responsibility

- **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. They know something about how learning works and how to foster a growth mindset.
Together we (you!) can help students **learn** and **thrive** by focusing on...
And by...
Exercise 2: Creating Significant Learning Experiences

What do you do in each domain?
Now We’re Cookin!

What’s next?

MINDSET!
Mindset **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? (discuss)

• How about us? (discuss)
Why It Matters to Our Students

• 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?
Ditch the **Single Loop** for the **Double Loop** and Shift from **A Fixed Mindset** to **Growth Mindset**

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**Fixed Mindset**
- "Failure is the limit of my abilities"
- "I’m either good at it or I’m not"
- "I can’t be challenged"
- "I’m predetermined"
- "I give up"
- "Feedback and criticism are personal"

**Growth Mindset**
- "Failure is an opportunity to grow"
- "I can learn to do anything I want"
- "Challenges help me to grow"
- "My effort and attitude determine my abilities"
- "Feedback is constructive"
- "I’m inspired by the success of others"
- "I like to try new things"

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**Growth Mindset: Intelligence can be developed**

- Leads to a desire to learn and therefore a tendency to...
  - embrace challenges
  - persist in the face of setbacks
  - see effort as the path to mastery
  - learn from criticism
  - find lessons and inspiration in the success of others

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As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure to be successful means you are stupid. Instead, you believe that people learn and get better through hard work. Instead of feeling bad about your current standing, you feel good about your opportunities to grow. People who have a Fixed Mindset do not view success as a competition, zero-sum game with others.
How?

• 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

Case Study
A cluster of students in your ____ class are struggling. They frequently 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...

In your role, what can you do?
## Consider these Learning Strategies for New(er) Material

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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<tbody>
<tr>
<td>CATs and LATS, like “quick quizzes”</td>
<td>Set aside 5 minutes of class time for low-stakes quizzes to help students practice retrieving and processing newly learned information.</td>
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<tr>
<td>Distributed Practice</td>
<td>Allow students to work on skills and knowledge acquisition over time. (Consider 5 day rule!)</td>
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<tr>
<td>The Productive Struggle</td>
<td>Offer challenging tasks that require creative and/or critical thinking skills. The one who does the work does the learning!</td>
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<td>3-2-1</td>
<td>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.</td>
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<td>Ticket In-and-Out the Door</td>
<td>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.</td>
</tr>
<tr>
<td>Technology</td>
<td>Use technology APPROPRIATELY and as part of the authentic learning experience.</td>
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<tr>
<td>How I Learned, not What I Learned</td>
<td>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.</td>
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Emphasize Critical Thinking and Collaboration

Active learning, case-based learning, problem-based learning...oh my!
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

• Taking it One Step Further –*and Closing the Loop in the Process*– Consider...

• **Metacognition** --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).

  --*and*--

• “In contrast, **self-regulation** [which] 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.
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.

• (Re)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.

• Make Time and Create Opportunities for Learning To Happen!
Ok, so now –what can you do TOGETHER!
Appendix
Tips, Guides, and Cheat Sheets

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

1. For every content/skills-based assignment, add a metacognitive component.
2. Consider simulations, especially ones that require students to assume a role or identity different than their authentic selves.
3. Shift conditions/context/student roles.
4. Consider critical reflection journals
5. End of semester report/poster on learning and content awareness
6. Cognitive wrappers
7. DEAL with it
8. 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 chronicle 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?
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?
The DEAL Model

• **Describe** –objectively– a phenomenon or observation.

• **Examine** the phenomenon and own current thinking.
  • How did/should I examine the phenomenon to make better sense of it? How have others done so? What materials helped it make sense? What theories could be applied? What skills do/did I need to deploy to understand it?

• **Articulate Learning.** How did your understanding of the issue change and what did you learn about your learning?
  • Specify what you learned and how.
    • This can be cumulative.