

Global Skills for College Completion



Pedagogical
Patterning



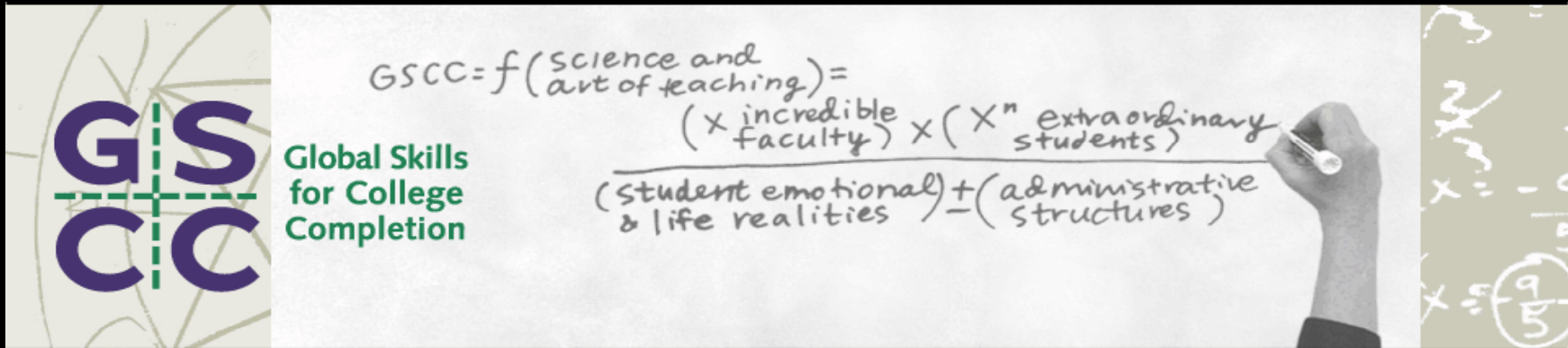
Discovering the Pattern
of Developmental
Educators



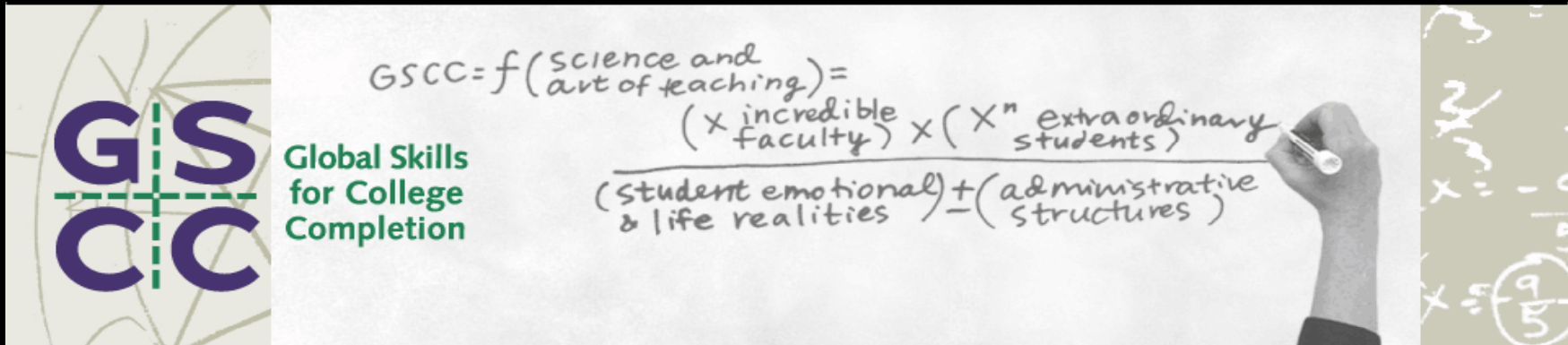
A Story in Three
Parts

- **Art and Science**
- **Tools and Routines**
- **Formative Evaluation**

Globalskillsc.org



- Troubling Statistics
 - Less than 30% of students complete an Associates Degree
 - 60-80% of students need developmental education
 - Less than 60% of low income adults successfully complete these classes
- How do we change this?
 - Saavy faculty engaged in action research
 - Determining successful faculty practices
 - Mapping practices to student learning outcomes
 - Discovering faculty patterns

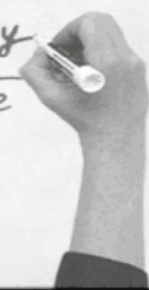


- Funded by the Bill and Melinda Gates Foundation
- Project between The League, LaGuardia Community College and Knowledge in the Public Interest
 - Principal Investigators:
 - Gail O. Mellow, President, LaGuardia Community College
 - Diana Woolis, Co-Founder, Knowledge in the Public Interest
 - Gerardo de Los Santos, The League for Innovation in the Community College
- Raise Basic Skills Pass Rates to 80% nationally.
- Create a virtual community of practice linking high performing faculty to each other.



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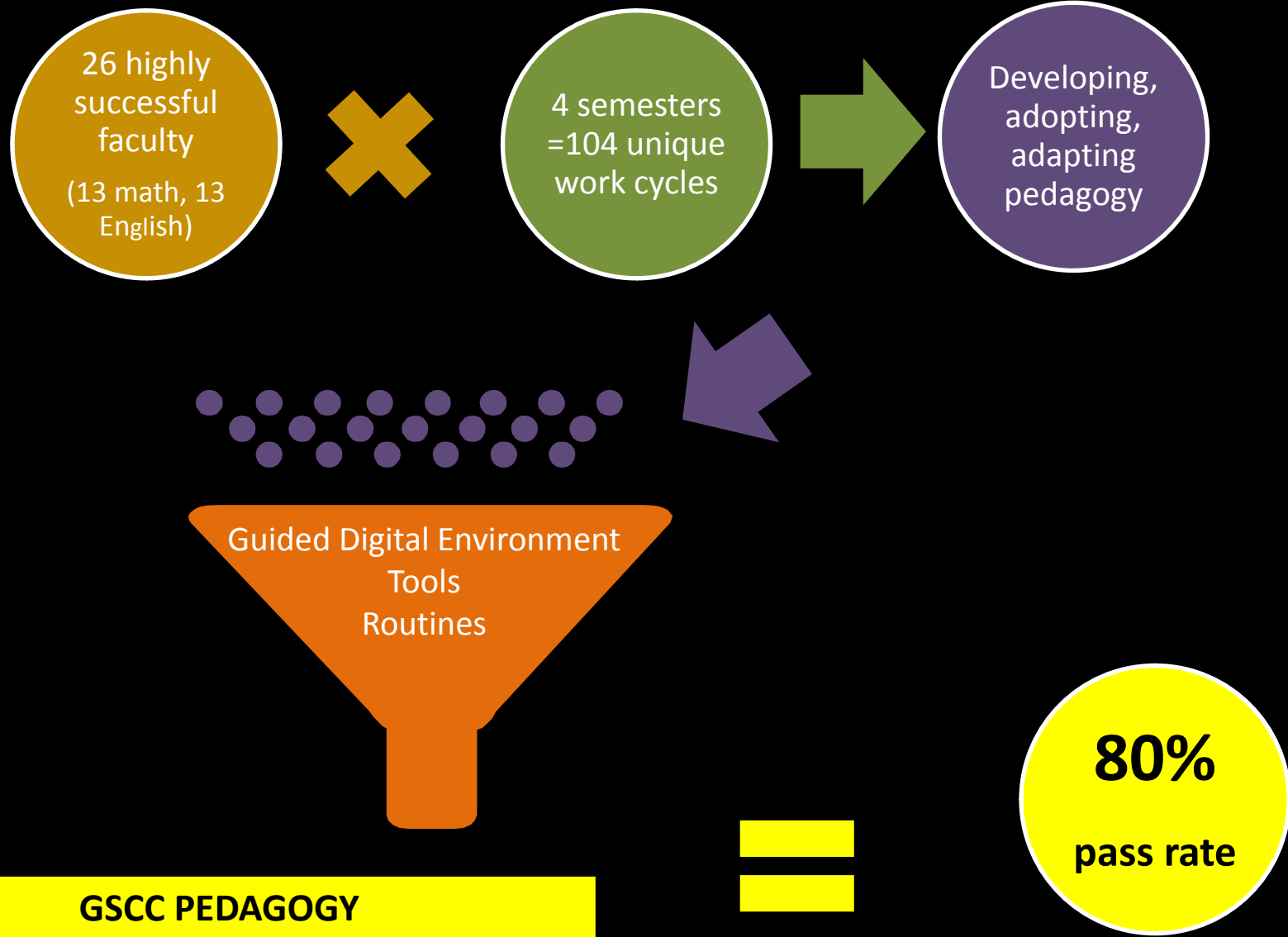
- The Project

- Faculty working independently
- Community built through virtual medium
- Developed largely through faculty process

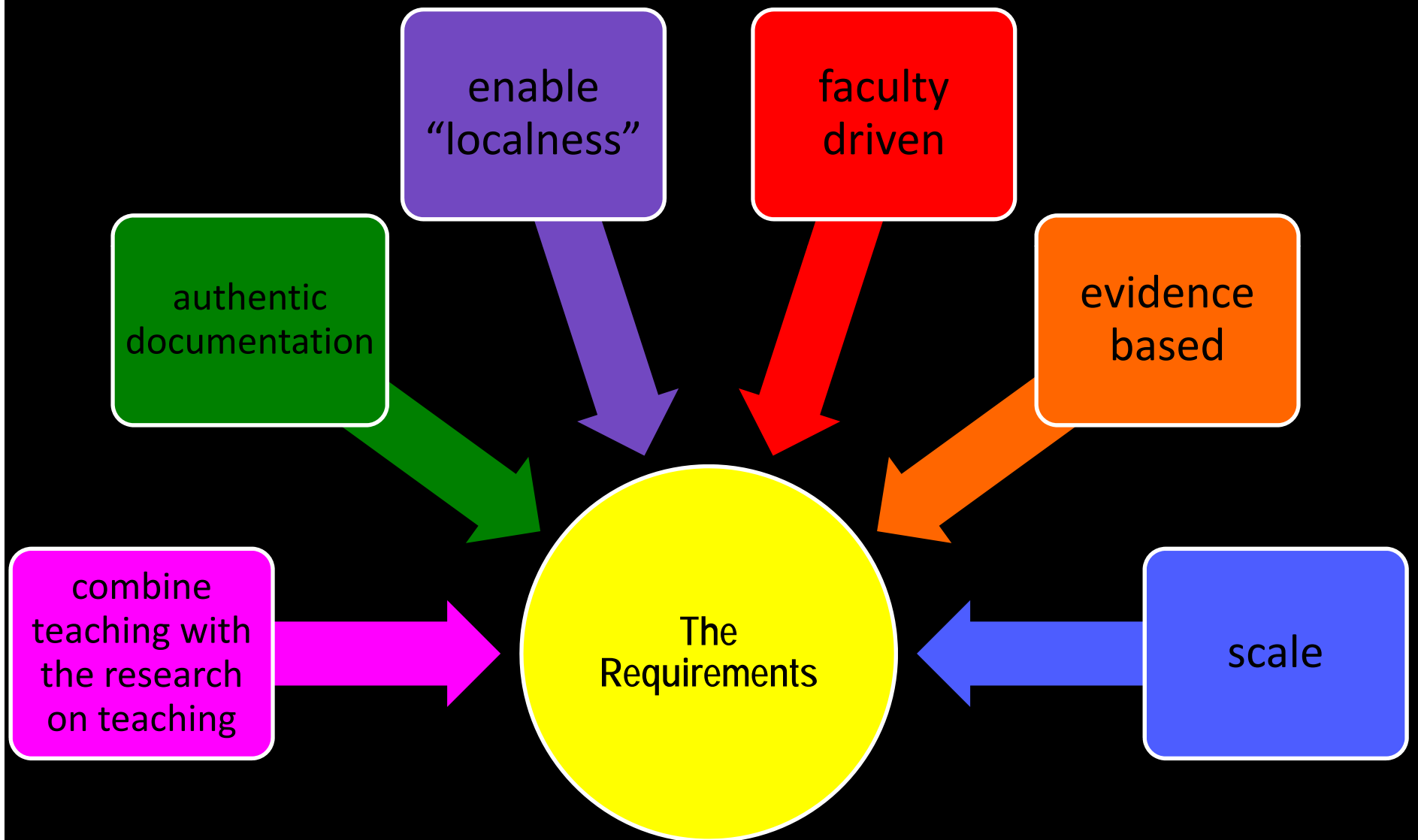


Art and Science

The Design



DEVELOPMENTAL EDUCATION PEDAGOGY



*What we are looking for is an **elegant** set of pedagogical **patterns** that result from the culling and codification **of practice** across multiple faculty teaching that can be reproduced anywhere not just under special circumstances.*

GSCC Digital Story January 2009



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How to Raise Dev Ed Pass rates to 80%? **Pedagogy!!**

Pedagogy is the practice of teaching framed and informed by a shared and structured body of knowledge.

Andrew Pollard



Tools and Routines

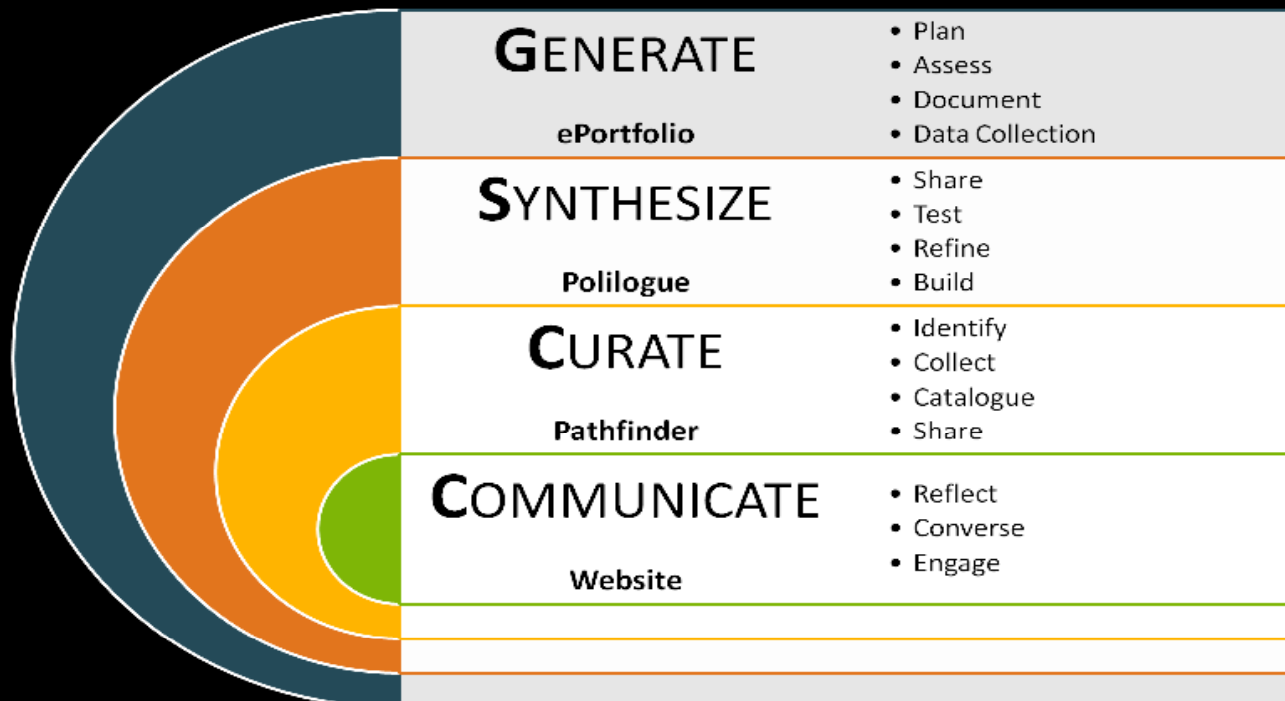


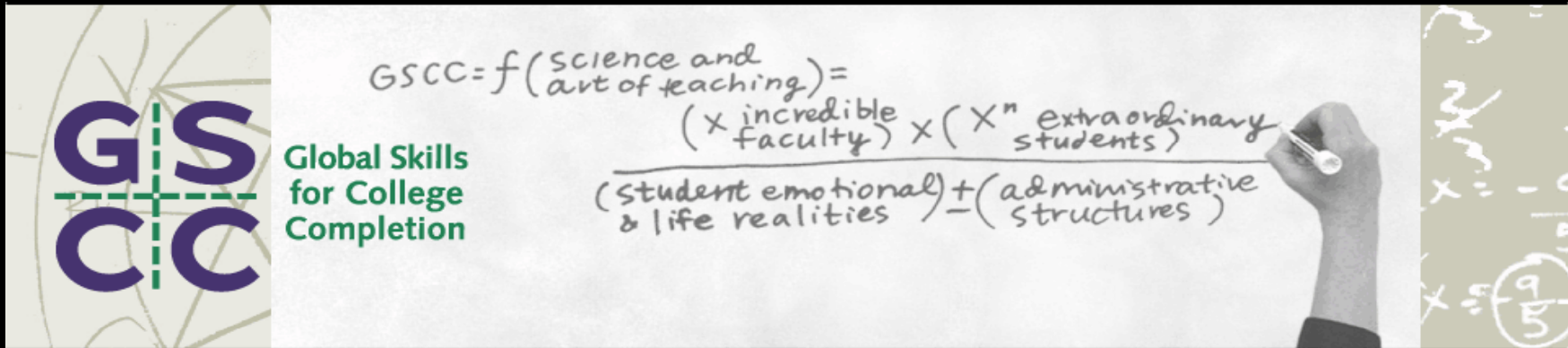
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TOOLS & ROUTINES





Routines: the work processes necessary to achieve the changes in faculty practice that ultimately lead to an 80% pass rate.

Once a week evidence based reflective description
3 videos
3 Meta-Reflections
Pedagogy Circles
Tagging
Coaching Circles
Choice Events
Jams

Tools: What we use to make our work routine.

ePortfolio
Polilogue
Pathfinder



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• ePortfolio Tool

- Interactive digital archive for classroom practice, reflection and video.
- Tagging

• ePortfolio Routines


- Weekly Classroom Practice Posts
 - Introduction
 - Learning Objectives
 - Reflective Description
 - Student Artifacts
 - Materials and Resources
- Videos throughout the semester
- Meta-Reflection

Rosemary Fall/Winter 2010-11: Developmental Writing [site map](#)

Welcome | Teaching Philosophy | Classroom Practice | Videos | Pedagogy Circle Synthesis | Meta-Reflections | Polilogue

Classroom Practice To the Big Leagues and Beyond: Week 11. / 12.2.10

► Quarter II
► Quarter III Winter 2011



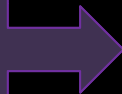
Introduction: I always find the last class of the quarter much like the title of a book I read recently:
The House at the Corner of Bitter and Sweet.

I think this is because we struggle to build relationships with our students individually and with the class in general and this relationship has a 12-week shelf life. I'm curious if other developmental faculty find that it is the rare student who returns to visit after they have been launched into the "real world" of college. I know that my Pedi Circle Pals have specifically noted the times that students have stopped them in the halls and told them how much they appreciated their help. But unlike the students who take advanced college level courses and engage in highly intellectual exchanges of ideas, our students often seem to want to put their basic skills experience far behind them. I find it a little like parenting—our *raison d'être* is to make sure that our students/children MOVE ON!

Learning Outcomes:
In the spirit of the above, I've thought of ways to make the last class in the quarter meaningful in terms of class content, class ethos, and class outcomes. So here are the learning outcomes of this class:

Category	Outcome	Artifacts
Content	Students will identify essential class content in a final synthesis of materials read.	Conversation/Partner Paper
Ethos	Students will complete an exit survey asks them to evaluate the structure, approach, and learning goals of the class.	Exit Survey Results
Outcomes	Students will complete the Writing Profile identifying not only the strengths they have mastered but also the weaknesses they must develop in their next quarter's work.	Writing Profile

Video



teaching for in this class?

3. What teaching approaches are you using? Does this lesson represent a current approach? An approach you are adapting from a GSCC faculty colleague? An innovation? Please explain.

4. Are there any particular aspects of the class that you especially want the observer to focus on?

5. How are you going to know if the students have learned the objective(s)?

6. Any other comments you wish to add?



Meta-Reflections



Reflections on Tools and Routines

Semester II

August Institute Reflection

Midterm Reflection

[End of Semester Reflection](#)

Poster Session reflection

Semester III

January Institute Reflection

Spotlight Reflection

End of Semester Reflection

End of Semester Reflection



Tag Reflections

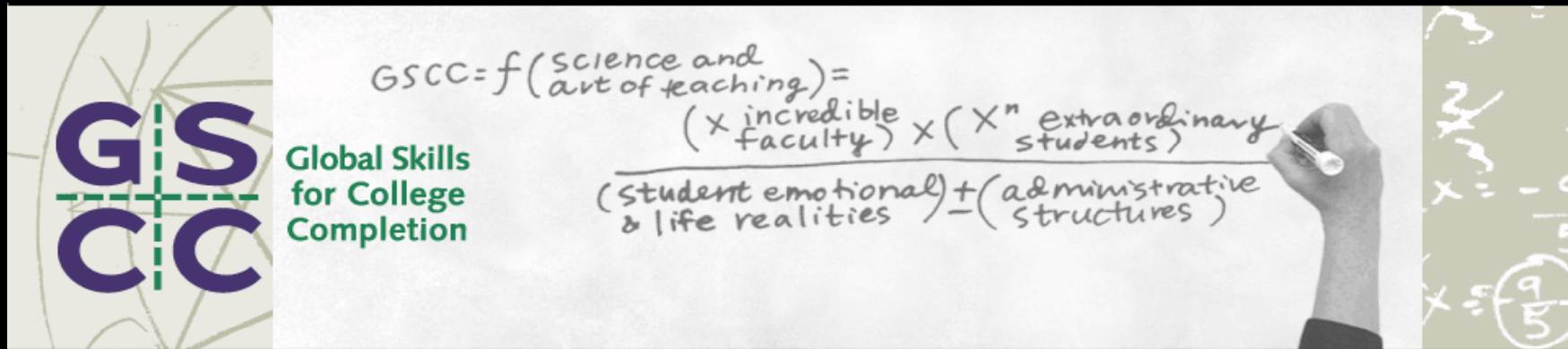
This has been an entirely new experience for me! I have never done anything like this before online. I didn't even know what a tag was before our Baltimore meeting! It has been very helpful to have the guide we were given as a resource. I have it copied and hanging in front of me on my bulletin board. I find myself thinking more deeply about themes and tags now. I especially appreciated the wiki-opportunity we had to contribute to the definitions and revise them. I agree with what others have said about perhaps even having a list of examples for each of the tags or themes--what fits where. I found it interesting in Baltimore and in my own portfolio that we sometimes have different interpretations of which tags are appropriate given what we are doing in our classes.

Pedagogy Patterns

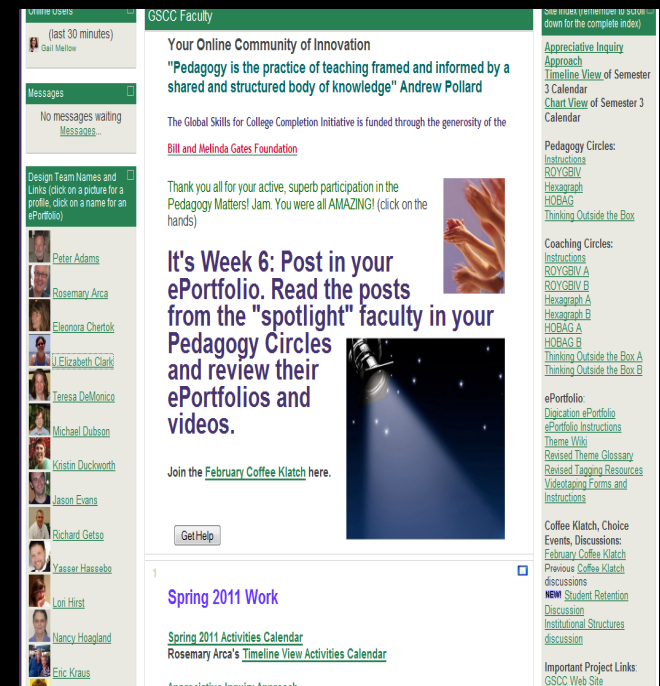
Pedagogy and teaching patterns (practices?) are always in a state of development and growth. I do find it useful to engage in a dialogue with colleagues about what they see vs. what I intend. I guess I would like some more clarification on what you all are thinking of in the phrase "pedagogy patterns." Is this finding patterns in the way we teach? I assume this changes from instructor to instructor, from college to college, and from target class to target class. Patterns I use in one semester may not work the second.

Most important to me is the consistent reflection on what I am doing, on what is and is

Reflection



- Polilogue Tool: Managed digital environment
 - Collaborative Workspace with changing set of routines
- Polilogue Routines:
 - Pedagogy Circles
 - Coaching Circles
 - Coffee Klatch
 - Choice Events





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Tools & Routines

- Coaching Circles
- Pedagogy Circles



Re: Coaching Circle

by Rosemary Arca - Monday, 24 January 2011, 11:47 PM

I'll echo Terry, brave first soul, and note that the bar is set way high in this coaching circle for sure! I'm still wrestling with timing and infrastructure issues but my real focus this quarter is on the following, since these will be areas of growth for me:

Persistence and Intentionality: What I'm trying to do this quarter is to provide more rapid feedback (direct quote from glossary). My first pass at that was the Writing RoadMap I used in Week 2. I'm also trying to structure opportunities for students to work at their own speed by creating choices in activities in a given class. For example, today I had students working in pairs OR conferencing with me as needed. We called that Essay Triage.

Assessment: I'm trying to be more overt about this with the assessment also serving as teachable moments. Again, the Writing RoadMap will scaffold this as well as Lori's Edit Marks sheet which I've adapted to use not only as a reference but also as a series of lessons in grammar and mechanics. We'll use it on Wednesday as a Peer Response lens so that in this third draft of the essay due Friday, students will help each other look for patterns of error and revise.

Structure *nee* Direct Instruction (I think): This concept of providing logical progression and models of skills came up in several of our Ped Circles since I seem to default to inductive learning. I'm trying this out but cannily assigned students to develop short presentations on specific punctuation issues (the ones listed in our course outline of record.) My thinking was 1) students learn when they teach so they could devise a short, 8-minute lesson on comma splices and explain how to fix them AND 2) the variety of student presentations will keep students focused. I hope. This is a new idea so we'll see how it goes.

My plan is to post to your eportfolios in the next few days and meet back here before the weekend. Meanwhile I'm screening the MANY apps for the ONE new English position we have here. Looking forward to "seeing" you all!

[Show parent](#) | [Reply](#)



Re: Coaching Circle

by Terry Shamblin - Monday, 24 January 2011, 01:15 AM

Hello, friends,

Let me start by saying it is an honor to be included in this particular coaching circle, a feeling reinforced for me last night as I began reviewing this term's e-Portfolios. I'm so impressed by the structure and the clear expectations set up by Rosemary and Teresa, areas on which I plan to focus this semester. I'm not sure clarity is a tag anymore, so I'm going with **structure**, which I plan to achieve through working on clearer communication and deepening the scaffolding I already use.

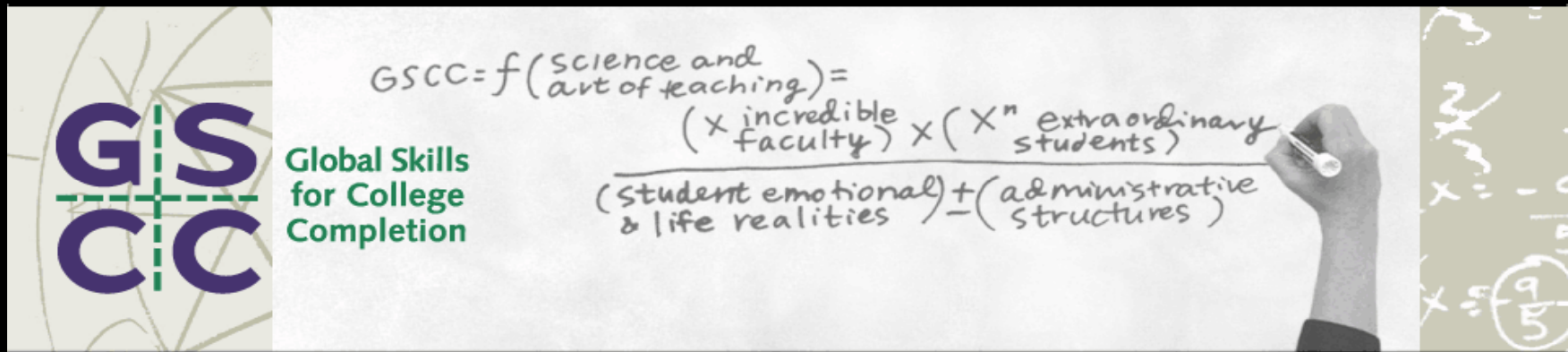
Since Liz doesn't start until March, I perused some of her past work and was blown away. Already I'm planning to steal her writing prompts for description (favorite food, unnamed room, and Craig's list ad), because they're cool and they'll provide the **contextualization** I'm looking to include this semester. I'm hoping to improve in this area by using more technology and tying all the writing assignments to real world applications. Any help here would be greatly appreciated as I think this is the area I need to work on the most.

This focus on structure and contextualization will hopefully lead to higher expectations, but the last area that I'd really like to work on is deepening my use of **reflection/metacognition**. I think it's the key to cementing learning. Hopefully I can accomplish this in more structured ways that allow the students to inductively connect course content to their present lives and their future careers.

Even though I mention many tags here and in my e-P, these are my top three for this semester: structure (clarity), contextualization, and reflection. I see great models in the work of my circle mates, and I look forward to our continuing discussions.

**GSCC COFFEE KLATCH WORD CLOUD – 250 WORDS
FROM 145 PAGES OF TRANSCRIPT**





Knowledge Tags:

- More than keywords or terms
- A type of metadata that **captures knowledge** in the form of descriptions, categorizations, classifications, semantics, comments, notes, annotations, hyperdata, hyperlinks
- In GSCC themes are knowledge tags



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Tools & Routines

Tagging

- A new way to think and look

Reflective Description

Near the start of the semester I like to provide the students some context for how to approach college writing and reading processes. (Writing and reading skills are both outcomes of this course.) Experience has taught me that even though this is a class at the end of the developmental sequence, what you and I take for granted about how to approach college writing and reading can be totally new to a great many students. I have found that tips/strategies I give them through these opening brief lectures can go a long way toward putting them on the road to success early on. (Presenting Information)

See **Materials and Resources** for my three Power Point presentations.

These are given on two separate days so as not to overwhelm the students. The "lecture" is very interactive. Throughout, I ask the students many questions about how each slide relates to them: e.g.

- What process did you go through to get here today? (process)
- Do you dress the same for an interview for a good-paying job as you do when you go to the club? (audience and purpose)
- Do you use the same language to your friends as you do to your grandmother or your pastor? (audience)
- Describe your reading/study environment at home.

Students tell me that these tips or tricks--such as working toward focus and detail in an early draft, or reading whole to part, not part to whole--make sense and help them do work for their other classes as well. (Connections)

Feel free to use any part of these you like. I encourage you to get students involved in the discussion. Ask them to relate to the ideas; ask them what they think.

I use the quizzes to ensure they are understanding basic college writing terminology (planning, pre-writing, drafting, revising, editing) and college reading terminology (annotating, summarizing), not simply enjoying the conversation. (Test Accuracy)

Tag

Tag



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Tools&Routines Pathfinder

- a searchable compendium of tagged classroom practices

Pathfinder

Current list of **themes**

(Please remember that the following themes are now defunct: autonomy, clarity, inductive approach, learning activities, patience and time, presenting information, and test accuracy.)

Faculty: If you are searching for examples of a particular theme, we recommend using the simple search (make sure to UN-check the Advanced Search box). [More in this post.](#)

Need help searching Pathfinder? Try our [instructions](#) (as seen at Camp Tag-a-lot), or our [Jing video](#).

[View list](#) [View single](#) [Search](#)

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Title	Posted By	Forum/Thread	Themes
10 question problem set (assessment from first day)	Eric Kraus	PIKO: Returning to my teaching roots, part 3	
Assessment Rubric for Academic Writing	Robin Ozz	Comity Club: Handouts for Beginning of Semester	
Campus Assessment	Robin Ozz	Choice Events: Maricopa Summer Institute For Developmental Educators	
Characteristics of a passing exam	Michael Dubson	Comity Club: Handouts for Beginning of Semester	
College Prospectus	Robin Ozz	Choice Events: Maricopa Summer Institute For Developmental Educators	
Delta College Dev Ed Program	Katrina Nichols	Choice Events: Transitioning Developmental Students into the College Culture	
Delta College Dev Ed Program (powerpoint)	Katrina Nichols	Choice Events: Transitioning Developmental Students into the College Culture	
Elements of effective writing	Michael Dubson	Comity Club: Handouts for Beginning of Semester	
ePortfolio in the Basic Writing Classroom, part 1 of 4	J. Elizabeth Clark	Comity Club: ePortfolio and the Basic Writing Classroom	

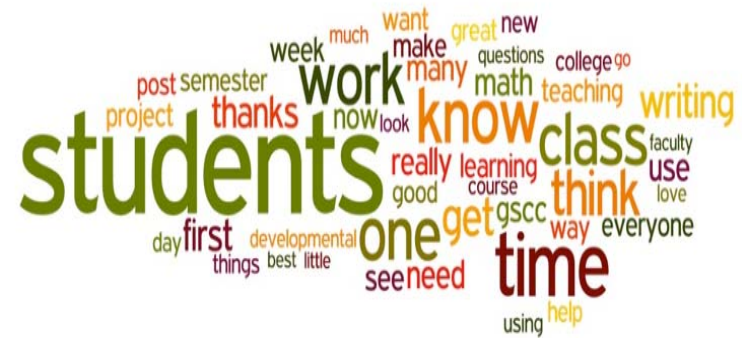


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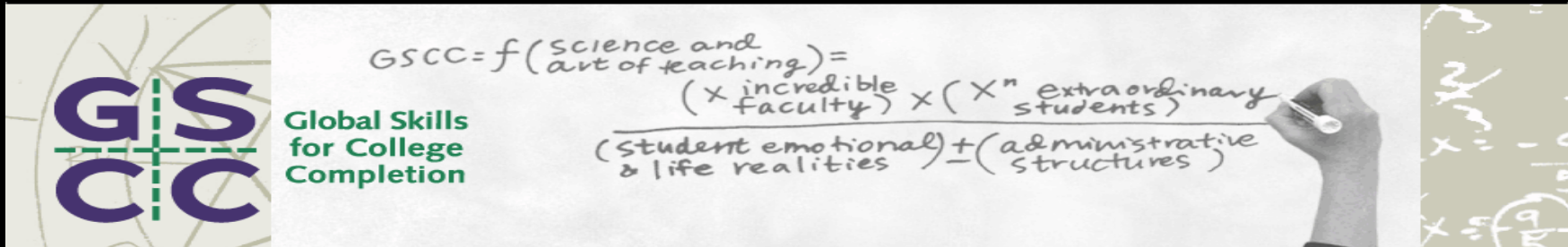
Tools&Routines

- Winnowing to Fewest & Most Critical
- Nuanced and self-directed
- Inspiration and Visionary faculty



EVALUATION

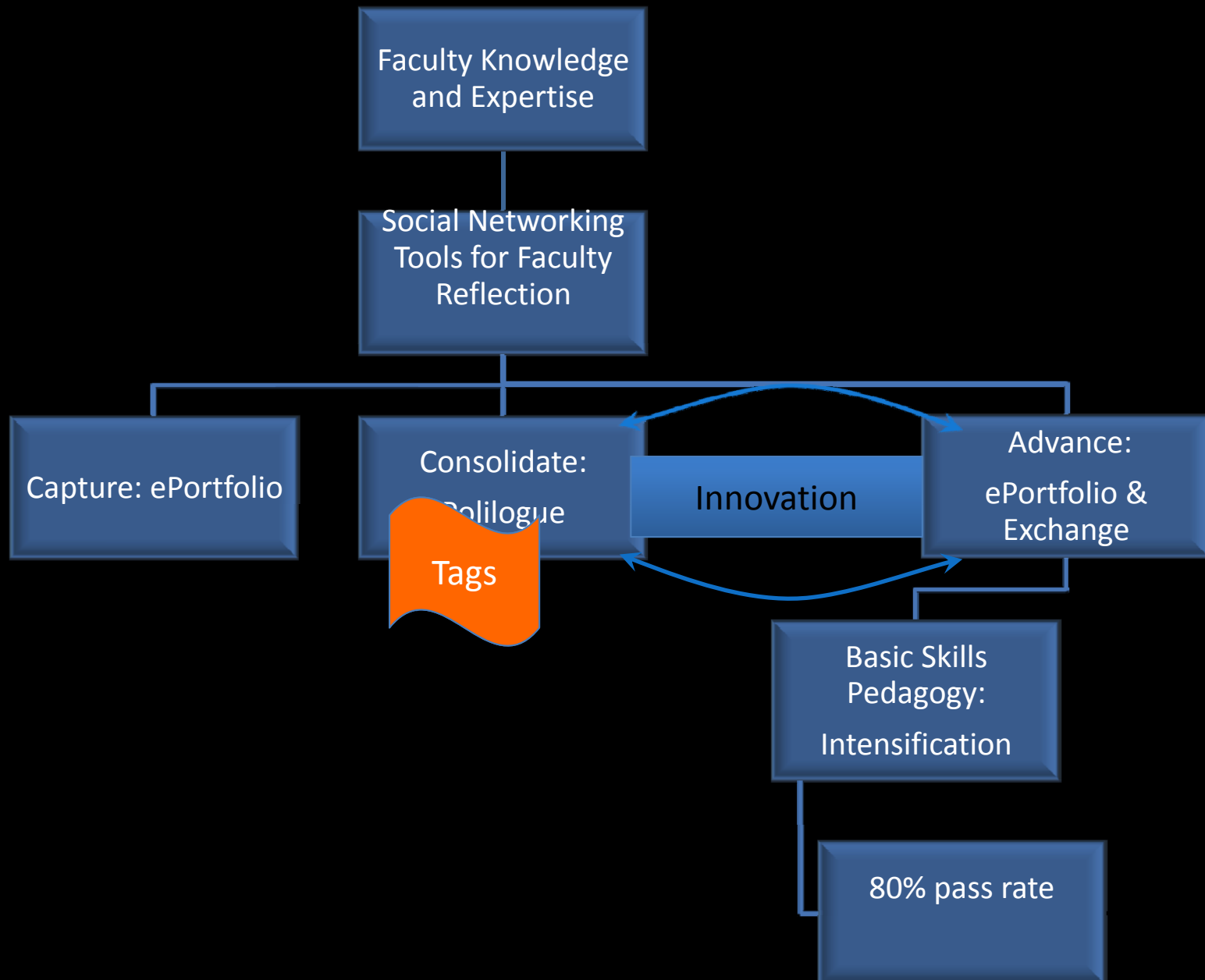
Formative Evaluation



Overview of Formative Evaluation:

- Establish the GSCC PD System theory of change:
 - Provides a starting model against which to track design and development progress
- **Provide design support:**
 - To help develop the GSCC professional development system
- **Conduct focal evaluation:**
 - To provide early data on how elements of the system are working

GSCC's Theory of Change



Tags: A central element of the GSCC PD System

- Tags support:
 - “Capturing” Pedagogy:
 - Faculty tag pedagogical approaches that they use in weekly lessons in a course over an academic period
 - “Consolidating” Pedagogy:
 - Faculty debate and discuss tag definitions
 - “Advancing” Pedagogy:
 - Seeing their “patterns” in tag usage, faculty decide to try a different pedagogical approach or refine an existing approach
 - Faculty use tags to borrow and use each other’s ideas
 - Faculty substantiate tagged lessons with frequent formative assessment

Formative Evaluation Tasks

Semester 2

- Support System Design:
 - Define the tags based on analysis of faculty practice and developmental education literature review
 - Set up initial process for tagging practice
 - Cluster analysis to develop pedagogical patterns for advanced faculty reflection on pedagogy
- Focal evaluation:
 - Validate tag accuracy and usage by faculty
 - Review consistency of online interactions with capture-consolidate-innovate TOC continuum

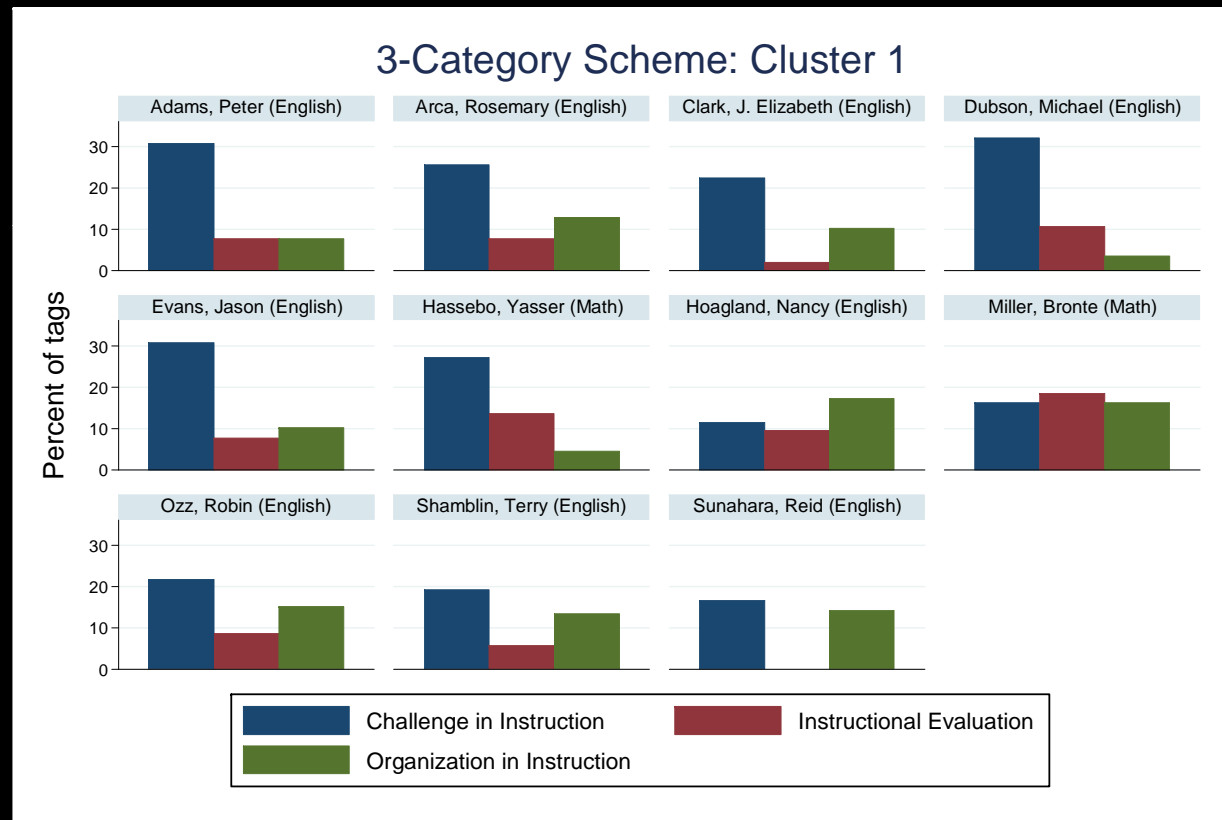
Design support: Tag definition

- Procedure: Bottom-up analysis of faculty online interactions and ePortfolios and dev ed lit review
- Results: 26 tags defined for Semester 2; Organized tags categories addressing developmental educators' instructional priorities, such as:
 - improving student confidence (5 tags)
 - building a positive classroom climate (3 tags)
 - organizing content (3 tags)
 - varying content presentation modalities and activities (4 tags)
 - offering optimal learning challenges (3 tags)
 - And others...

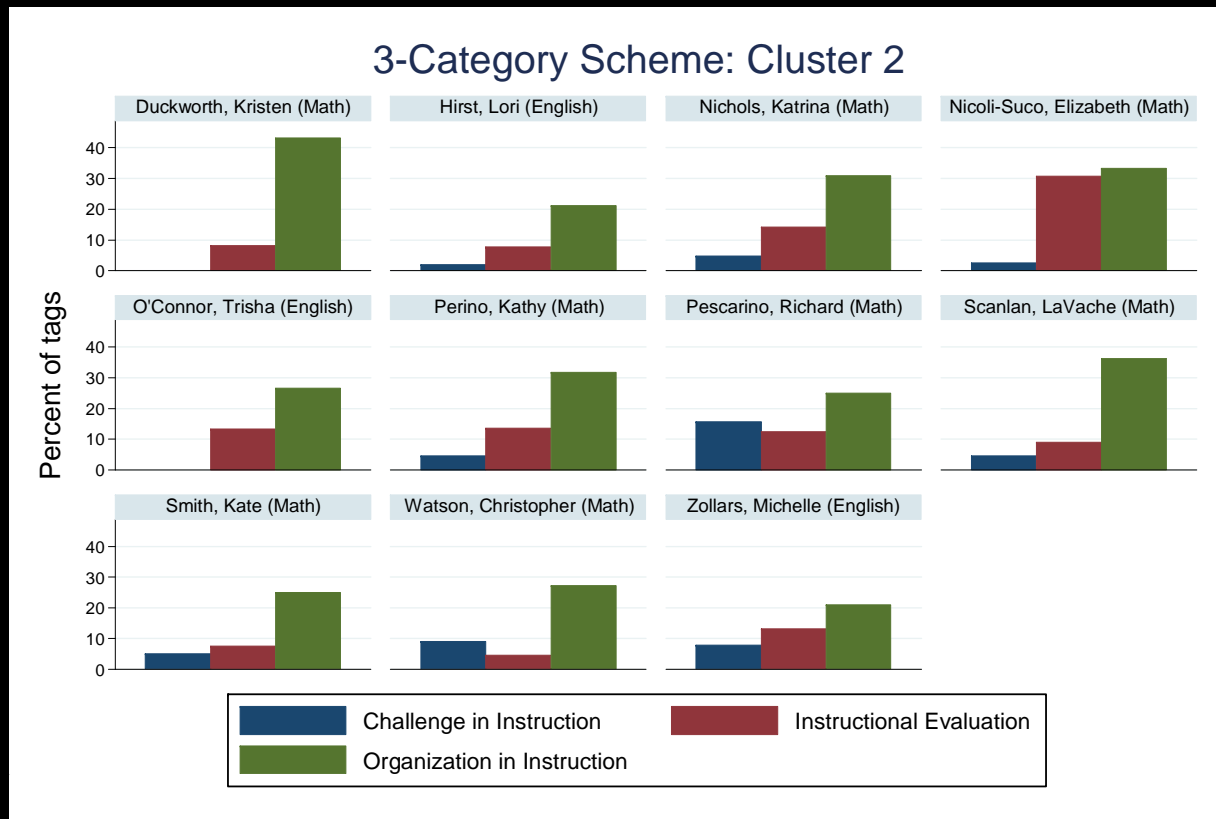
Design support: Finding pedagogical patterns

- Aggregated online tags across 25 faculty over 16 weeks
- Used exploratory **cluster analysis** (Everitt, 1993) to discover latent categories in tag data
 - Finds patterns of similarity across individual instructors, grouping them into faculty families
- Initial analyses run on Semester 2 data
 - Began with 6 categories comprising 90% of tags used by faculty; faculty reviewed
 - Most recent cluster analysis features 10 categories based on faculty review/input, which we've reduced to 3

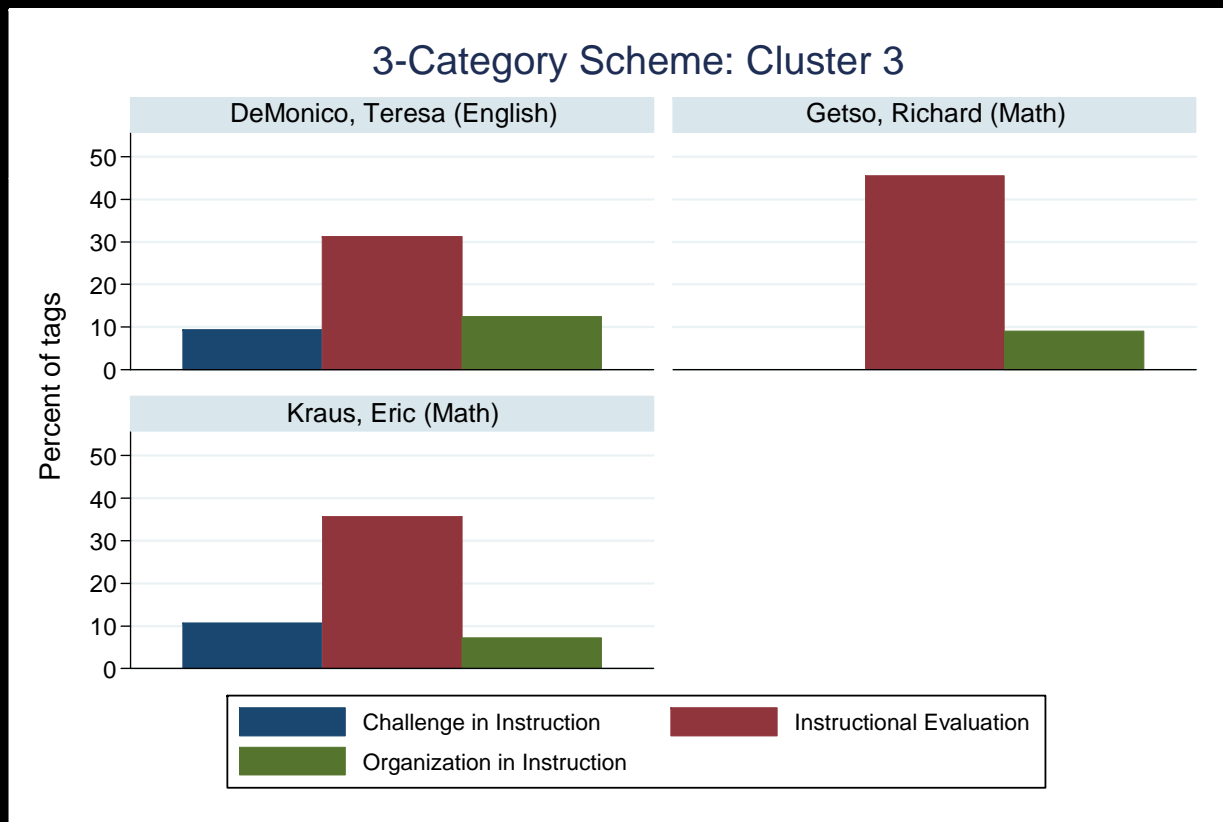
Design support: Finding pedagogical patterns



Design support: Finding pedagogical patterns



Design support: Finding pedagogical patterns



Design support: Finding pedagogical patterns

- Findings: Developmental faculty members differ in how much they emphasize 3 pedagogical approaches:
 - Strong organization of content (math faculty here)
 - Frequency of assessment (Mix)
 - Use of challenging activities (English faculty here)
- Developmental faculty members share these pedagogical approaches:
 - Building individual student study skills/confidence
 - Building a supportive classroom climate
 - Use of group activities and varied ways of presenting content

Formative Evaluation: Next steps

- Design support:
 - Number of tags has been increased to 31
 - Categories and tag definitions continue to be refined based on empirical data
 - Faculty will use as many tags as they feel are applicable, not just 3 (as in Semester 2), per lesson
 - Will re-do cluster analysis; conduct factor analysis

Formative Evaluation: Next steps

- Tag validation:
 - Video validation of self-tags
 - Review of evidence that indicates if tagged pedagogical approaches result in learning and/or engagement
- Analysis of interaction:
 - Examination of faculty reflection/use of tags
 - Review of how much are faculty borrowing/trying out each other's instructional ideas
 - Are they using alternative pedagogical approaches than what they usually do?
 - Are they pursuing variations and refinements on their usual pedagogical approaches?

Thank You

Email

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