

Evaluating and Adjusting to Change in Real Time

Presenters/Facilitator
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The Agenda of the Presentation

Goal: *See Signals and Adjusting in Real Time*

Objectives

- 1) The Role of the Syllabus
- 2) Core Course Concepts & Content Management
- 3) Learning from the Students' Perspective
- 4) Signs of Institutional Change
- 5) Signals and Adjusting in Real Time



Putting it all Together

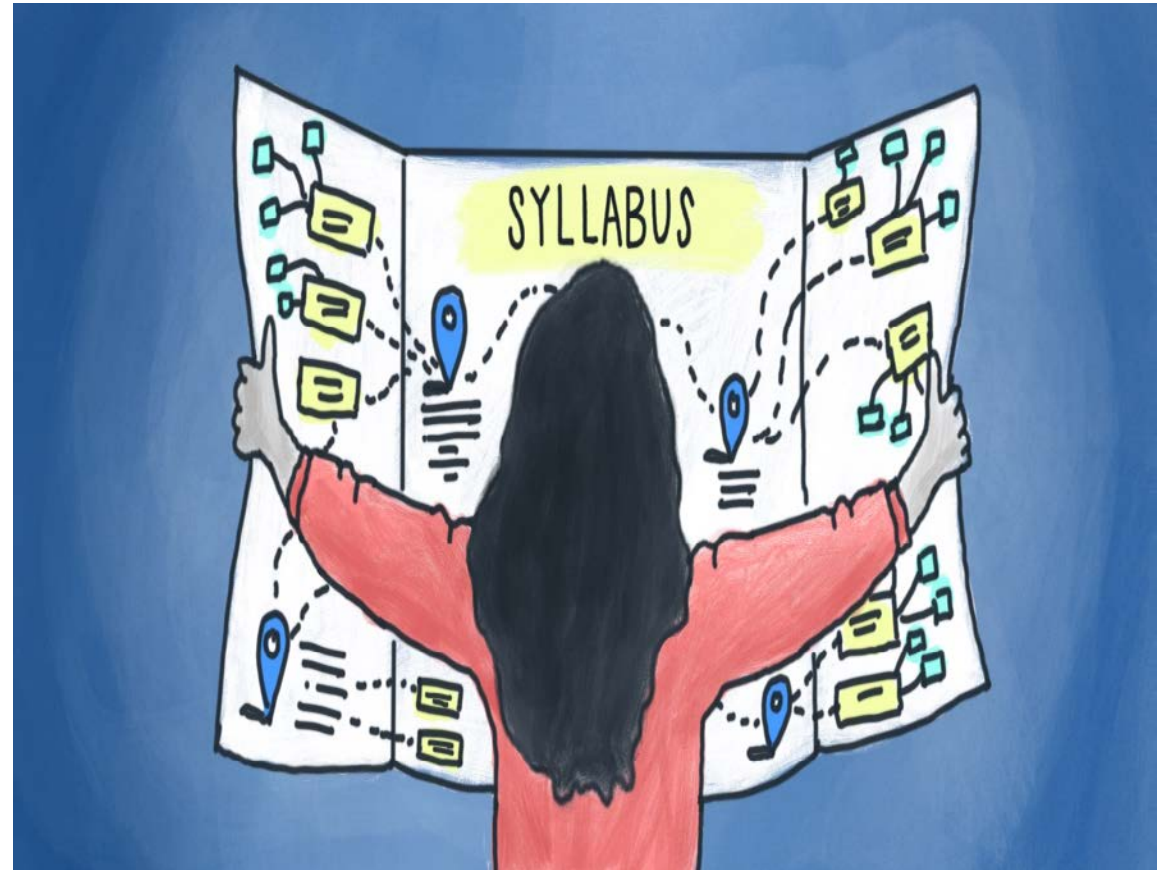
- Team Discussion and Break Out
- Group Report Out



Opening Comments and Questions

Opening Questions

- What is a syllabus?
- What role does it (the syllabus) play in the initial phase in student learning?
- How well does it reflect the content that will be covered?
- How flexible should it be?



What is a course?

Comments

- The purpose of a course and its relationship to the discipline...
- The core concepts that are foundational to the course...
- Alignment between the course and students' knowledge and skills...
- Early Signals of Challenges



The Only Time I'll Say the Word "Assessment"

...To support learning, assessments must evolve from being *isolated occasional events attached to the end of teaching to becoming an ongoing series of interrelated events that reveal changes in student learning over time.*

(Stiggins 2008)



Learning from a Students Point of View

Where am I
going?

Where
am I
now?

How can
I close
the gap?



Note early (often embedded) challenges:

- Fear of the course subject
- Motivation for learning the subject
- Sense of belong
- Imposter Syndrome

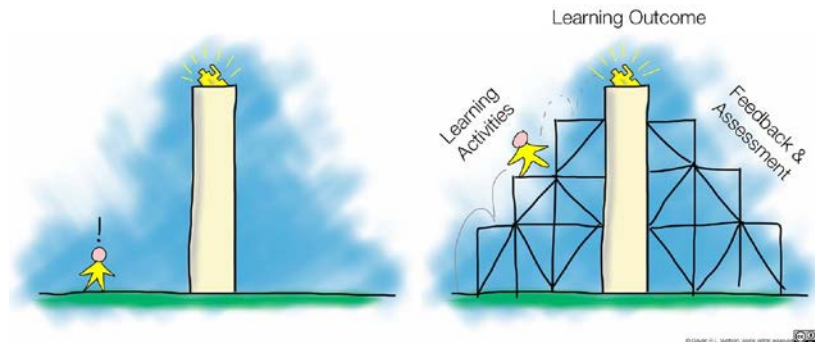


Transitioning to Signals

Design lessons to focus on one learning target or aspect at a time (if possible)

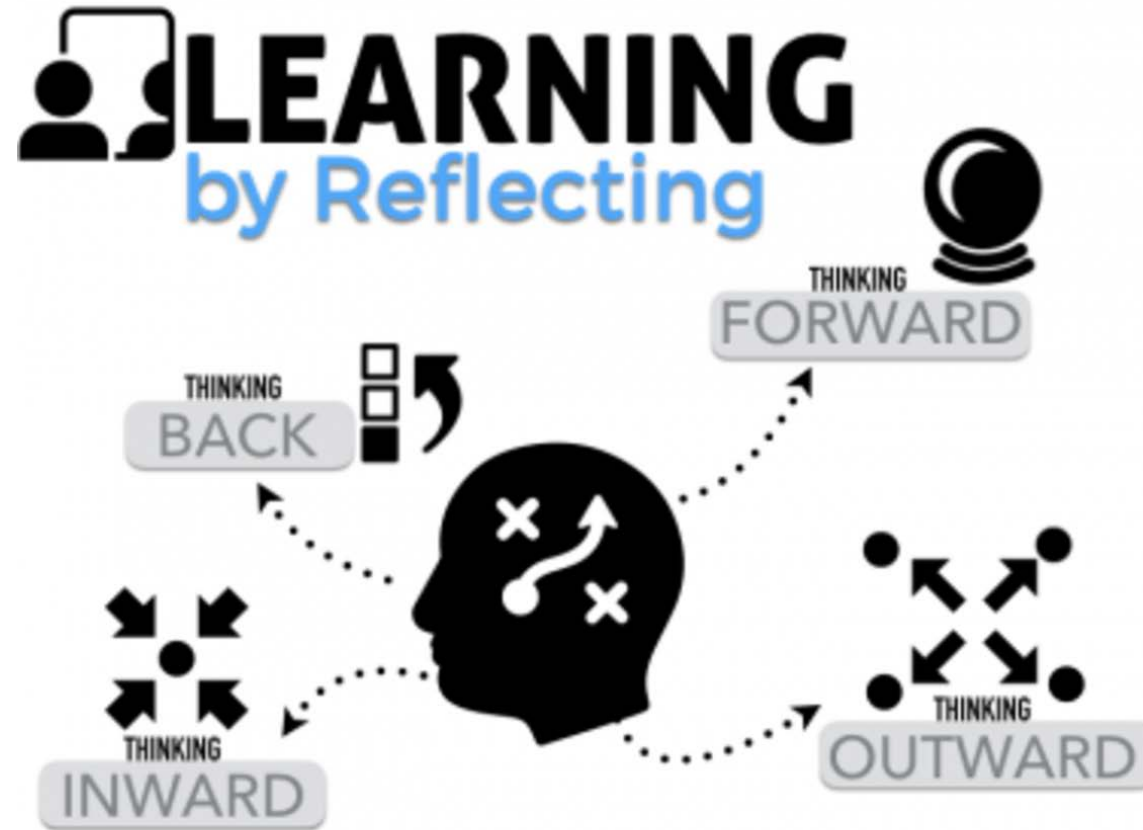


Structure more complex lessons based on foundational concepts and earlier lessons



Transitioning to Signals

Engage students in self reflection and let them keep track of and share their learning.



based on Four Dimensions of Reflective Learning by Karen Barnstable

Silvia Rosenthal Tolisano- globallyconnectedlearning.com



Signals and Adjusting in Real Time

What are signals?

- Mostly informal, real-time data that students are learning (or not)
- Ongoing and continuous process of interactive feedback between the instructor and students
- Can be difficult to see since not all learning comes with visual cues....(Most do)



Team Discussions and Break Out Session

What are signs of institutional change?

What are signs that you are making progress or encountering resistance?

What key evidence are you looking for when viewing change?



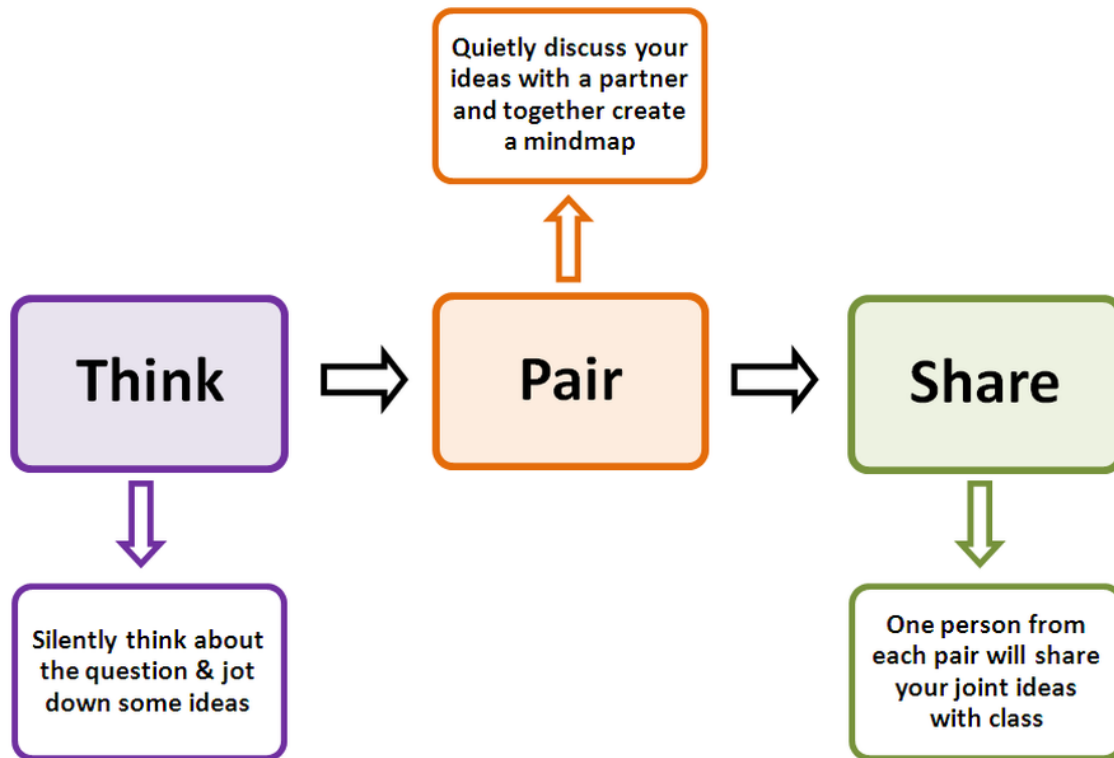
Early Signals and Adjusting



- First day expectation reflections
- Questions during lectures,
- Discussions,
- Ungraded homework
- Student reflections (one minute papers)



Activities that Produce Signals



THINK-PAIR-SHARE

The instructor asks a question, and students write down their answers. Students are then placed in pairs to discuss their responses. Teachers are able to move around the classroom and listen to various discussions. **It lets them gain valuable insight into levels of understanding.**



Activities that Produce Signals

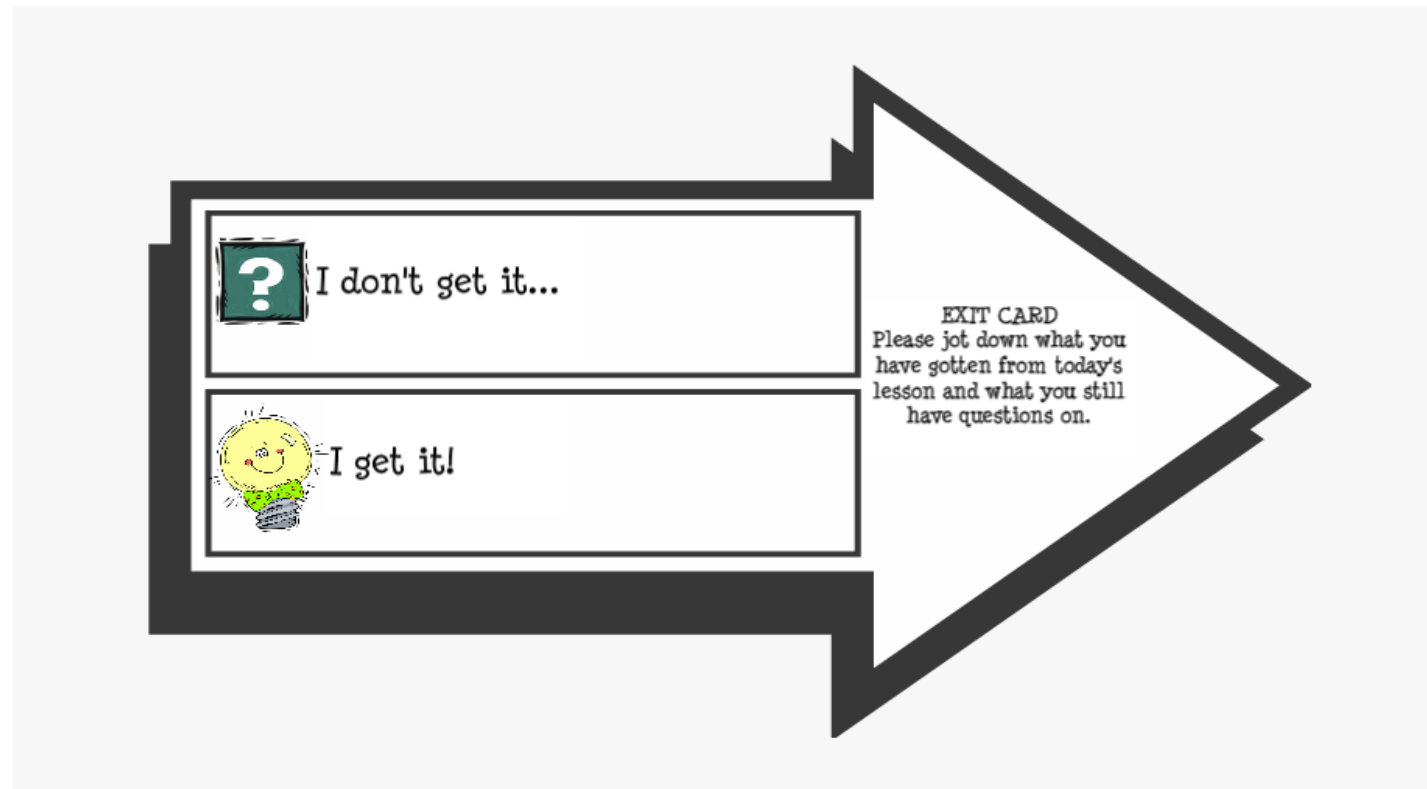


Polls let students give responses quickly and accurately. **A silent poll is perfect for those "shy" students who have trouble speaking up.** These are also a quick way to check understanding using mobile technology. Try tools like ***GoSoapBox.com & Poll Everywhere***



Activities that Produce Signals

Exit cards are written student responses to questions posed at the end of a class or learning activity ...



Producing Signals - Discussion

What administrative activities could be used to help signal change?



Thank You

I want to thank Jeff Osborn, Lynn Gazley, Mosen Auryen, HHMI and the PIC 14 Cluster for this amazing opportunity. Thank you for letting me join the conversation.

