

# Teaching for Transformation Workshops

**Who:** New to AC faculty

**When:** Academic Year 2022-2023

**Books Used:**

- 1) Enhancing Adult Motivation to Learn, by R. J. Wlodkowski and M.B. Ginsberg
- 2) How Learning Works, by S. A. Ambrose, M. W. Bridges, et. al.

	Title	Workshop description	Learning Outcomes
1	Our AC Story...	<p>To change a culture or shift a paradigm is not an easy feat. Eight years ago a culture change started at Amarillo College. Through the Culture of Carin and the initiatives that came with it (8-weeks, wrap-around student support, co-req, and more) AC was transformed into a top 10 Aspen school, 2 years in a row. In this day long workshop faculty take an indepth look at Amarillo College's past, present and future. We explore the Culture of Caring and what it takes for the community college student to be successful. However, the future is coming - fast! There is a major paradigm shift happening in higher education teaching and learning. Over the next 7 workshops faculty will develop transformational teaching strategies and tools to create learning experiences for the students of today to be successful tomorrow.</p> <p>Pre-Readings Include:  <a href="#">Colleges Are No Match for American Poverty - The Atlantic</a>  <a href="#">Amarillo College Accepts 'No Excuse' in Pursuing it Anti-Poverty Mission</a>  <a href="#">Loving Students to Success - Amarillo College, 2021 Aspen Prize Rising Star</a>  <a href="#">Leading Culture Change</a>  <a href="#">AVID Professional Learning</a></p>	<p><b>Describe</b> the history of the Culture of Caring at AC  <b>Identify</b> AC's Core Purpose, Vision, Mission, and Values  <b>Explain</b> Guided Pathways, AC Communities, being a data-informed institution  <b>Outline</b> the No Excuses 2025/Strategic plan and it's initiatives; Love x Learning  <b>Apply</b> strategies for building relational capacity with other faculty and with students</p>
2	The Brain and Learning	<p>Why is one strategy better than another? What makes one method work and another one less successful? The answers to both questions lies in brain-based learning. Emerging research from neuroscience explains how the brain learns best. Neuroscience has begun to inform our understanding of how a person learns, what motivates them, and how culture plays an integral role in learning. Faculty identify the parts of the brain involved in learning and motivation, then how to create learning</p>	<p><b>Discuss</b> the wins and challenges with students, learning, and relationship building in your course so far.  <b>Analyze</b> neuroscience and brain form and function and it relates to learning and retention of knowledge.  <b>Choose</b> 3 Brain-based learning strategies best suited for your content.  <b>Develop</b> an understanding of how the brain affects a students motivation to learn.  <b>Apply</b> 2 interactive teaching strategies using the AVID 10-2 lesson structure.</p>

		<p>experiences to enhance students' learning in their courses. In addition, we explore how aging, motivation, and culture can be challenges and opportunities for robust learning.</p> <p>Pre-Readings Include: <i>Enhancing Adult Motivation to Learn: Chapters 1 and 2</i></p>	
3	Adulty Motivation to Learn	<p>Adult learning is possible, but there are challenges - time, confidence, money, to name a few. Therefore, adults who do committ to learning deserve learning experiences tailored to them. The 7 principles to adult learning and understanding how they help students learn are foundational to their success in the classroom. Add in the 4 pillars of adult motivation to learn and students can achive success. Faculty examine the pillars of adult learning and the factors that enhance an their motivation to learn. Then identify the best strategies for their content area to implement into their teaching.</p> <p>Pre-Readings Include: <i>Enhancing Adult Motivation to Learn: Chapters 3 and 4</i> <i>How Learning Works - Chapter 3</i></p>	<p><b>Discuss</b> the wins and challenges of implementing the AVID 10-2 leson structure.</p> <p><b>Identify</b> the barriers to learning and how to overcome them for the Amarillo College student</p> <p><b>Describe</b> the 7 principles of adult learning and how the affect teaching and learning in your content area.</p> <p><b>Identify</b> the 4 pillars to enhancing adult motivation to learn and how they connect to teaching and learning in your content area.</p> <p><b>Apply</b> 2 or more of the Writing, Inquiry, Collaboration, Organization Reading strategies presented during the workshop.</p>
4	Culturally Relevant Teaching	<p>Faculty have great influence over the climate of their classroom. Knowing the students not just students, but also understanding that they are intellectual, social, emotional, and cultural beings. They bring many different knowledge bases and perspectives to the classroom and their learning. Faculty develop and apply strategies for positive attitude, inclusion, developing meaning, and competence into the classroom. In addition, faculty explore how incorporating strategies for diversity, equity, and inclusion into teaching and learning can reshape the climate of the course as well as the confidence and ultimate success of all students.</p> <p>Pre-Readings Include: <i>Enhancing Adult Motivation to Learn: Chapters 6, 7, 8, and 9</i> <i>How Learning Works - chapter 6</i></p>	<p><b>Discuss</b> the implementation 2 or more strategies of WICOR in your teching.</p> <p><b>Explain</b> The Cultural Framework (Positive Attitude, Inclusion, Developing Meaning, and Competence) and how it applies to your students.</p> <p><b>Identify</b> Culturally Relevant Teaching and Diversity, Equity, and Inclusion strategies for the Amarillo College student</p> <p><b>Apply</b> 2 strategies related to Diversity, Equity, and Inclusion into your teaching.</p>
5	Prior knowledge	<p>Does prior knowledge affect learning? The simple answer is, YES. In this workshop new faculty explore the critical ground work prior knowledge plays for new learning. Gaps, insufficiencies, wrong application, incorrect context use, and more can lead to students not understanding and/or interfere with incoming new knowledge. Faculty design learning experiences to help their students revise inaccurate knowledge and form accurate and</p>	<p><b>Discuss</b> the implementation of your chosen Diversity, Equity and Inclusion strategies.</p> <p><b>Analyze</b> how prior knowledge affects learning in your content area</p> <p><b>Choose</b> strategies to uncover prior knowledge, gaps, misconceptions.</p> <p><b>Design</b> a learning experience to uncover prior knowledge, gaps, misconceptions.</p>

		<p>robust mental models of new knowledge.</p> <p>Pre-Readings Include: <i>How Learning Works</i> - Introduction and Chapter 1</p>	<p><b>Apply</b> 2 strategies for uncovering prior knowledge, misconceptions, or gaps in knowledge.</p>
6	How to organize knowledge	<p>Learning is not just about the content, but it is also how we organize the content. Research shows experts and novices organize knowledge in very different ways. Knowledge organization is not linear, but an interconnected bits of information that can support meaning and transfer of knowledge. Faculty develop methods and techniques to use while teaching to help their students move from novice organization structures to more expert knowledge organization structures. Building instruction for students that allows them to see the interconnections and the relationships will lead to better retention and helps them develop a more flexible and effective knowledge organization structure.</p> <p>Pre-Readings Include: <i>How Learning Works</i> - Chapter 2</p>	<p><b>Discuss</b> the implementation of your 2 strategies for uncovering prior knowledge, misconceptions, or gaps in knowledge.  <b>Identify</b> why knowledge construction is important  <b>Compare and contrast</b> expert vs. novice knowledge construction  <b>Construct</b> learning experiences to interconnect and organize knowledge  <b>Apply</b> 2 strategies to help students better organize and interconnect their knowledge.</p>
7	Practice, Feedback, and Mastery	<p>The authors of <i>How Learning Works</i> outline “the critical features that make practice and feedback most effective” to student success. Practice and feedback should work together so that students are continually working toward a focused goal. Faculty explore the concepts of metacognition, mastery, content, and feedback to make the learning-teaching cycle not only more effective but also more efficient.</p> <p>Pre-Readings Include: <i>How Learning Works</i> - Chapters 4 and 5</p>	<p><b>Discuss</b> the 2 strategies you used to help students better organize and interconnect their knowledge.  <b>Identify</b> the elements students need in order to develop mastery.  <b>Identify</b> the key features of that make practice and feedback most effective.  <b>Identify</b> the key features of effective feedback.  <b>Apply</b> 2 strategies to give effective feedback to students as they practice and develop mastery.</p>
8	Putting it all Together	<p>Over the past 10 years the student we have has changed. Their needs have changed. They study, read, and learn different from the majority of the faculty at AC. No longer can we teach how we were taught, new tools, strategies, methods, and technology are required for many of the students we have to be successful. Transformational teaching begins with understanding this new student, their needs, and the strategies and tools that work best for them. Over the course of the year, faculty develop and implement these new tools, strategies, methods, and technology for the students in their classes.</p>	<p><b>Discuss</b> 2 strategies to give effective feedback to students as they practice and develop mastery.  <b>Discuss</b> key take aways from the year and areas of growth.  <b>Identify</b> challenges that still exist and what do you need next.  <b>Evaluate</b> Love x Learning, Retention, Transfer, Anti-Racism, Earn and Learn, Industry 4.0, the online student, and the 3 lanes of education.</p>

		<p>Pre-Readings Include: <i>Enhancing Adult Motivation to Learn</i>: Chapter 10 <i>How Learning Works</i> - chapter 7 and conclusion</p>	
--	--	--	--