**TNDY 430**

**Transdisciplinary Changemakers
Justice-Centered Frameworks for Education**

Assignment Textbook

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##### **Contents**

[Chapter 1: Overview 4](#_Toc140946400)

[Assignment Presentation Format 4](#_Toc140946401)

[How To Get the Most From Your Assignments 4](#_Toc140946402)

[An Overview Map of Your Assignments 4](#_Toc140946403)

[Assignment Submission Overview 5](#_Toc140946404)

[Chapter 2: Ungrading Self-Assessment and Achievement Standards 5](#_Toc140946405)

[Self-Assessment 1 8](#_Toc140946406)

[Instructions: Self-Assessment 1 8](#_Toc140946407)

[Submission: Self-Assessment 1 9](#_Toc140946408)

[Self-Assessment 2 11](#_Toc140946409)

[Instructions and Submission: Self-Assessment 2 11](#_Toc140946410)

[Self-Assessment 3 12](#_Toc140946411)

[Instructions: Self-Assessment 3 and Grade Proposal 13](#_Toc140946412)

[Chapter 3: Portfolio 15](#_Toc140946413)

[Instructions for Portfolio Set-Up and Development 16](#_Toc140946414)

[Submission: Portfolio 17](#_Toc140946415)

[Success Criteria (Rubric): Portfolio 18](#_Toc140946416)

[Chapter 4: Philosophy Development 19](#_Toc140946417)

[Instructions: TPS & DVS Worksheets 20](#_Toc140946418)

[Submission: TPS and DVS Worksheets 20](#_Toc140946419)

[Worksheet: Teaching Philosophy Statement 21](#_Toc140946420)

[Worksheet: Diversity Statement 22](#_Toc140946421)

[Instructions: Final Philosophy Reflection 23](#_Toc140946422)

[Submission: Final Reflection 23](#_Toc140946423)

[Success Criteria (rubric): TPS and DVS Worksheets 24](#_Toc140946424)

[Success Criteria (rubric): Final Reflection on Philosophy Development 24](#_Toc140946425)

[Chapter 5: Journal 25](#_Toc140946426)

[Instructions: Journal 26](#_Toc140946427)

[Submission: Journal Extracts 27](#_Toc140946428)

[Success Criteria (rubric) Journal Extracts 27](#_Toc140946429)

[Instructions: Team Reflection 28](#_Toc140946430)

[Submission & Responding to Team Reflections 29](#_Toc140946431)

[Success Criteria (rubric): Team Reflection and Community Conversation 29](#_Toc140946432)

[Resources for Journaling 30](#_Toc140946433)

[Chapter 6: Active Learning 1: Designing Lessons 32](#_Toc140946434)

[Instructions: Design A Full Lesson Plan 33](#_Toc140946435)

[Instructions: Design a 15-Minute Lesson Plan 35](#_Toc140946436)

[Lesson Plan Templates & Examples 36](#_Toc140946437)

[Glossary of Design Categories 37](#_Toc140946438)

[Examples of Lesson Plans 38](#_Toc140946439)

[Submission: Lesson Plans 43](#_Toc140946440)

[Success Criteria (rubric): Full Lesson Plan 44](#_Toc140946441)

[Success Criteria (rubric): 15-minute Lesson Plan 45](#_Toc140946442)

[Instructions: Peer-Review of 15-minute Demonstration Plans 46](#_Toc140946443)

[Submission: Peer Review 47](#_Toc140946444)

[Success Criteria (Rubric): Peer Review of Demonstration Lesson Plan 47](#_Toc140946445)

[Chapter 7: Active Learning 2 - Field Observation 48](#_Toc140946446)

[Instructions: Teaching Observation 49](#_Toc140946447)

[Resource. How to Read (observe and analyze) Teaching 50](#_Toc140946448)

[Resource: Observing Classroom Contexts & Processes 52](#_Toc140946449)

[Submission Worksheet: Teaching Observation 53](#_Toc140946450)

[Success Criteria (Rubric): Teaching Field Observation 55](#_Toc140946451)

[Chapter 8: Active Learning 3: Teaching Strategies Collection 56](#_Toc140946452)

[Instructions: Teaching Strategies Collection 57](#_Toc140946453)

[Worksheet: Teaching Strategies Collection 58](#_Toc140946454)

[Submission: Teaching Strategies Collection 59](#_Toc140946455)

[Success Criteria (rubric): Teaching Strategies Collection 59](#_Toc140946456)

# Chapter 1: Overview

This book contains all assignments: Descriptions, instructions, resources, templates, and rubrics.

## Assignment Presentation Format

Each assignment is presented using a transparent design format:

1. Assignment overview – what it is, outcomes - what you gain from doing it.
2. Instructions to guide you from start to finish.
3. Resources and/or templates.
4. Submission instructions.
5. Success checklist (rubric) to self-check in planning and completing your work.

## How To Get the Most From Your Assignments

Your assignments are not “just for the professor”. They are tools to build your future practice.

You can engage in 2 key processes that bring your assignments together: Developing a Portfolio and keeping a Journal. Your Portfolio is something I hope you can use well into the future, expanding it as you go. Your Journal is a process of active reflection that I hope becomes a lifelong practice as a teacher-scholar. The assignments are designed to help you explore, discover, develop, and integrate a living philosophy with methods for engaging in equity-minded, future-focused teaching.

No assignment stands alone. They are integrated – the tasks and reflections in the course book for class preparation, in-class writing and activities all generate the material you need for your assignments. Follow these principles to help you optimize time, resources, and collaboration:

1. **Get the big picture** to optimize time and resource management, and collaboration.
	1. Look at all the assignments descriptions so you can see how they help each other.
	2. Read the assignment success criteria or rubrics to plan your work, self-assess, and seek support as you do your work.
2. **Use your Journal as a gathering space.** Doing all your preparation and in-class work in your Journal keeps everything in one place so you can work effectively.
3. **Work incrementally.** The assignments cannot all be done in linear pieces at the end. There are no final papers. Rather, you engage in a developmental process, exploring, reflecting, collaborating to gather ideas and strategies. Some ideas might change. To get the most from your assignments, work incrementally using your Journal. Do all your preparation and in-class work in it so everything is in one searchable place. You will be able to use this material in multiple assignments.
4. **Seek support or a sounding board.** Talk to me and your TA if there is anything unclear, if you need help, or just want to brainstorm ideas. Early consultations mean stress-free success.
5. **Co-create.** Learning is powerful when done collaboratively. Some assignment tasks are designed to be done as a team. And you also can choose to do more work collaboratively with a peer or your team. See the options in each assignment description.

[*Back to Contents Page*](#_Contents)

##

## An Overview Map of Your Assignments



Your assignments are integrated, and you can use material generated in one area to apply and optimize work and time management in another area:

1. Journaling is at the center as a way to gather, explore, and articulate ideas about inclusive, equity-minded teaching and learning.
2. The input for this comes from active use of the Course Book in doing Tasks and Reflections, In-Class Work, and any notes and ideas you add on your own.
3. The Journal gives you material to complete your 2 main assignments Teacher Identity and Philosophy, and Active Learning Application.
4. All of this work is gathered and organized into your Portfolio that you can sustain and expand as a teaching record and resource base as you take your teaching practice into the future.

## Assignment Submission Overview

Submit each assignment on Canvas in the assignment module.

1. **WHERE:** Assignment submissions are integrated within each week’s module to help you track for convenience. You can also access all assignment submissions in the Assignment Module.
2. **SELF-ASSESS:** With each submission, submit a copy of the assignment rubric indicating your self-assessment and any comments or questions. Self-assessment using given criteria deepens your learning, helping you develop metacognition of the structures of thought and design you are learning.
3. **SHARPEN:** We will provide feedback. You can revise and resubmit based on feedback to sharpen your work.
4. **DEADLINES** help you organize and bring your best self to your work. There is flexibility if you need it. Please communicate as early as you can if you need more time. This also helps you manage your time and energy more effectively.
	1. Note that over-extending flexibility often leads to a massively mangled mess. Only draw on extensions if you have to. Look at your schedules and responsibilities early – remember that as we move semester’s end, there is less room for flexibility.
	2. Work closely with us to manage your work. Keep us informed and consult with us on organizing or modifying the work.

Specific details and rubrics are provided in each assignment’s guidelines.

*[Back to Contents Page](#_Contents)*

# Chapter 2: Ungrading Self-Assessment and Achievement Standards

In your own work for this course, you will experience a formative learning development and assessment method based on an approach called “ungrading”.

This approach has emerged from the research and practice of educators concerned about the negative impact of grades on student engagement, motivation, and learning achievement. [Jesse Stommel](https://www.jessestommel.com/ungrading-an-introduction/) has been a strong advocate, as well as scholars such as [Susan Blum](http://www.susanblum.com/blog/ungrading), [Alfie Kohn](https://www.alfiekohn.org/article/case-grades/?ref=jessestommel.com), [Peter Elbow](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1011&context=eng_faculty_pubs&ref=jessestommel.com) who have explored ungrading methods that reduce anxieties, remove barriers, and address biases of grading.

Ungrading moves the punitive judgement of grades out of the learning space, focusing instead on formative work with feedback and standards to guide, support, and expand learning. It also builds learning metacognition by engaging learners in self-assessment so they are empowered in a productive struggle; they can take risks, fail, and improve. No matter what we teach, ungrading principles help us design and practice flexibility, choice, and co-creation with students to develop authentic, meaningful assignments. As long as students are working toward course goals with clear criteria, we can differentiate some work so that they are not locked into all doing the exact same assignment using the same modalities. Rigid standardization is removed while inviting students holistically into meaningful learning – *you will read more in your course book.*

1. We focus on learning through assignments with Achievement Guidance Standards, formative feedback, and self- and peer-review.
2. The achievement standards or success criteria help you plan your work to demonstrate knowledge and skills as you move through the course, as well as build metacognition of learning as you assess and shape your own work.
3. You will engage in 3 self-assessments that will help you track yourself as you go and propose your final grade at the end of the course. You will be guided through this process.

**WHY Achievement Guidance Standards?**

Achievement guidance standards are success criteria focused on learning.

1. No competition for scores and grades.
2. Checkpoints are indicators of skills and competencies to achieve and demonstrate.
3. Focus on formative work processes and learning; all feedback is formative.
4. Self-and peer-assessment rather than testing and exams.
5. Encourages revision toward mastery.

The points associated with them are not grades; they are checkpoints to indicate evidence of learning or work needed to strengthen learning.

**Impact & Outcomes**

1. Eliminates grade anxiety.
2. Refocuses us on learning and doing work to improve.
3. Work becomes meaningful.
4. We experience productive struggle to grow and expand knowledge and skills.
5. We develop metacognition of learning; we learn how to learn.

|  |
| --- |
| **“**My favorite bit of feedback I've ever received from a student was that my course was “one of the hardest they'd taken, but it was an easy A.” Hard, I think, because they were challenged in ways they wouldn't have otherwise been with “clear” guidelines and an objective rubric; easy, because “where they stood” in the course never felt arbitrary or mysterious.” – [Jesse Stommel – How to Ungrade](https://www.jessestommel.com/how-to-ungrade/)*There is no failure; there is only practice.*Resmaa Menakem. June 2020. *On Being. With Krista Tippett* (podcast) |

**Guidelines = Maps & Tools**

Read your assignments early, so you have a map of the process you will follow and can work proactively. You will be building your assignments through the course rather than at set points at the end.

* Explains the project and why you are doing it.
* Provides instructions in detail.
* Provides resources – templates and materials you need.

***READ THE GUIDELINES. PREPARE PROACTIVELY. ASK QUESTIONS***



**Rubrics = Compass or GPS**

Achievement guidelines rubrics work like a compass or GPS

* Sets standards or goals you plan to reach.
* Helps you plan your work and provides feedback as you go
* Helps you self-assess that you are heading in the right direction

***USE PROACTIVELY TO PLAN & TRACK YOUR WORK***



**Standards = Tracking Progress**

The points in the standards are not scores towards a grade.

* They are indicators of competencies you are developing.
* They are indicators that you are making progress.
* They are formative – you can revise and improve.

***MISSED A POINT? – WORK WITH US TO GROW TOWARD IT***

Links to Image Sources: [Map](https://unsplash.com/photos/3OiYMgDKJ6k) • [GPS](https://unsplash.com/photos/wcBFtctph_M) • [Pins](https://unsplash.com/photos/Z8UgB80_46w) • [Clock on a Path](https://unsplash.com/photos/0rTCXZM7Xfo)

## Self-Assessment 1

Your goal in this first self-assessment is to think about how you have set up and begun your journey, especially with your journal and portfolio work.

Remember the following:

* This is not a summative assessment, i.e., there is no grade attached. The point attached to this submission is to indicate that you have taken the time to pause and reflect on your progress.
* This is a purely formative exercise – a moment to pause and gauge how you are doing. Self-assessment early in the course helps you ensure you are set up for success.

* My interest in your self-assessment is to create a moment for connection and communication so I can better support your learning process.

### Instructions: Self-Assessment 1

**For each Goal or Task item** – indicate the following:

DONE = You have completed it (*will only apply to a few things as this is a process-based project)*

STEADY WORK = You are on it and working steadily to keep this up.

PATCHY = You are working on it – more sporadically. It’s not yet a regular thing.

NOT YET = You have not begun YET and mean to.

**In the Comments column**, add any notes to explain your progress. Remember to acknowledge where you are flourishing and doing well as well as where you need clarity and support.

**At the end, write a short summary** of the learning you are experiencing – both in concepts and frameworks for ethical education as well as your exploration of the internal landscape of who you are as a teacher-scholar and leader. See the prompt below.

### Submission: Self-Assessment 1

Fill in the table. Write your summary. Submit to the Canvas assignment for Self-Assessment 1. Please submit the table and reflection response in a single document.

Indicate progress for each item. Add brief comments as needed to clarify or ask questions. Much of this is about setting up to ensure you’re on track. Let’s move away from perfectionism. **It is OK to not have done it all yet. This compass will help us navigate.**

|  |  |  |
| --- | --- | --- |
| **Goal or Task** | **Indicate Progress.****Highlight as appropriate** | **Comments****Strengths – Gaps – What I Need to Work on. What support I would like.** |
| **PORTFOLIO & JOURNAL** |
| I have set up a Portfolio with key documents and folders.  | Done, On it, Not Yet |   |
| I have downloaded and saved the course book and assignment book | Done, On it, Not Yet |   |
| I have set up a Journal document.  | Done, On it, Not Yet |   |
| I have read through the assignment book and have a clear sense of the work to do.  | Done, On it, Not Yet |   |
| I am working with my team to add to our Teaching Strategies Collection document  | Steady Work, Patchy, Not Yet |   |
| I am gathering resources and organizing into topical folders as I go.  | Steady Work, Patchy, Not Yet |   |
| **REFLEXIVE PRACTICE**  |
| I add to my Journal in class preparation and thinking about teaching and learning  | Steady Work, Patchy, Not Yet |   |
| I am managing to do most of the tasks and reflections in the course book  | Steady Work, Patchy, Not Yet |   |
| I write in my Journal during in-class reflections.  | Steady Work, Patchy, Not Yet |   |
| I have started responding to questions in the Teaching Philosophy and Diversity Statement worksheets.  | Steady Work, Patchy, Not Yet |   |
| **TEACHING FIELD OBSERVATION SET UP**  |
| I am making arrangements to observe an undergraduate class session.  | Done, On it, Not Yet |   |
| **CLASS WORK**  |
| I am able to explore class preparation materials before each class session   | Steady Work, Patchy, Not Yet |   |
| I am engaging with pre- and post-class tasks on Canvas  | Steady Work, Patchy, Not Yet |   |
| I am contributing to class Chats and collaboration work  | Steady Work, Patchy, Not Yet |   |
| My team and I are communicating and collaborating either asynchronously and/or in our default meeting time. |  |  |

**Self-Assessment 1: Summary**

**Write a summary reflection – about 250-300 words (just a guide). You can write your response in the space below – use lists and bullet points if you like. This is NOT formal writing at all.**

**PROMPT**

Think about your overall progress in 2 explorations – the external landscapes of education to understand and connect the ideas and key concepts, and your internal landscapes of values, beliefs, assumptions, and goals. Also consider the learning and teaching processes you are experiencing.

**What has piqued your interest and curiosity? What big ideas have you connected with that will help you as an ethical educator and leader? What have you most enjoyed? What has been challenging (this can be the same as the things that pique interest and that you enjoy). What are you looking forward to in your learning process for the rest of this semester? What concerns do you have about your learning and progress that we can help you with?**

*If you would like to have a conversation for support and feedback on achieving specific goals, please let me or your TA know.*

## Self-Assessment 2

This is your second stopping point in your journey - to pause, reflect on your learning, teacher identity, and celebrate strengths. It is also a point at which you can address gaps and reach out to us for support, as well as provide feedback that will help me continue to develop this course.  Your goal is to take charge of your learning journey to ensure you will build strong applications of the ideas from this course in items that will further your growth and teaching into the future.

### Instructions and Submission: Self-Assessment 2

Here are our course and capacity development outcomes. To what extent has your learning journey in this course so far helped you understand and reach some of these destinations or piqued your motivation to do these things?

**Copy the outcomes to a document**. Write a short overall paragraph (between 150-200 words) to sum up how you are doing in achieving or strengthening these outcomes. OR Annotate items in the outcomes to explain.

**Submit a single document in Canvas.**

**Course Learning Outcomes**

1. **Equity-Minded Questioning. Critically assess assumptions of legacy teaching** in teaching documents and facilitationthat block, marginalize, and oppress learning and learners in current and emerging contexts.
2. **Intentional Inclusive Design. Apply active learning and design thinking principles** to design, observe, and facilitate inclusive, equity-minded, and future-focused learning that empowers learners and learning.
3. **Principled Methods. Integrate learning science and transformative pedagogy** to explain learning barriers and justify inclusive, equity-minded engagement and learning in teaching design and learning facilitation.
4. **Co-Creative Approach. Collaborate within and across disciplines** to develop transdisciplinary principles for ethical, future-focused teaching and learning.
5. **Reflexive Grounding. Demonstrate reflexivity** in identifying, addressing assumptions, and justifying your beliefs, values, and goals at disciplinary and personal levels as a future-oriented, inclusive, and agile educator.

**Capacity Development Goals**

1. **Literacies for learning and growth**. Develop specific information literacies in analog and digital form that will help you gather, curate, structure, and organize your knowledge and tools to effectively develop your knowledge and practice as a teacher-scholar.
2. **Metacognition and learning how to learn.** Develop a practice of reflection, self-assessment, seeking and using feedback in formative ways to transform perfectionism and fear of errors into positive growth-seeking.
3. **Ontological and epistemic humility**. A plural and open understanding that there are multiple knowledge worlds and ways of knowing beyond your own. In action and interaction, this means embracing different and new ideas through radical listening, critical questioning, intentional exploration, and integration of multiple perspectives.
4. **Dissonance tolerance.** Become comfortable with the dissonance of not knowing and emerging situations as part of working with change and transformation.

**In looking at these outcomes, if you would like to discuss any aspect of your work and learning journey or plans for the future, please let me know and we can have a conversation.**

## Self-Assessment 3

*and oh dear...  a final grade*

The essential question for your final self-assessment is: **Who are you now as a teacher in relation to who you were when you entered the course? What are you able to do?**

***Learning is not linear, and meaningful learning resists being quantified.***

Our assessment approaches should create space for learning, not arbitrarily delimit it. How, for example, can we “test” whether a student has had an epiphany? What standardized mechanism can account for a student learning experience we (and they) couldn’t have anticipated? How can we evaluate (with a percentile) the significance of a student changing their mind about something? How can a letter grade account for the complexity of failure, struggle, or even success? These kinds of questions call for a pedagogy that is less algorithmic and more human, more subjective, more compassionate.

**Jesse Stommel.** [**Ungrading: An FAQ**](https://www.jessestommel.com/ungrading-an-faq/)

**Reflect on your journey.** Think back to the first day and starting this journey to learn about transformative, culturally sustaining pedagogy to bring learner centered changes to teaching and learning. Consider transdisciplinary mindsets – systems-complexity, design, co-creative, ethical, and reflexive thinking - and how you have developed or strengthened them.

**Not doing ALL of it does not mean you “performed” poorly**.

You might not have written a ton of reflections, but you might have done more reading, thinking, or talking/writing in class. You might have had more interest in some areas more than in others or had more time for some topics than others. Each person engaged and grew differently. Life might have thrown up challenges and barriers.

**Consider the shift and difference between how you entered and how you are learning.**

Consider the level to which you were able to engage, what you brought with you that was deepened or challenged by the ideas in the course, what you discovered about pedagogy and yourself.

* You might have come in with teaching experience and been able to go deeper.
* You might have entered with little or no teaching experience and found yourself encountering new ideas and concepts.
* You might have entered with habituated or conditioned thinking and assumptions about teaching and learning and found yourself re-thinking some things. The level of complexity and challenge is different for each one.
* This assessment is NOT about whether you learned an objective number of ideas and mastered them all, whether you turned in work, or whether your work met deadlines, as that would (wrongly) measure and judge circumstances.
* This is about whether your process – within the context of your full life - helped you to gain an explicit awareness of your values, beliefs, and goals as an educator and put together strategies and a humanizing approach to intentionally center learners and learning.
* If you feel you have more to learn that is a positive indicator and not that you didn’t learn everything; as a lifelong learner, you want to feel there is room for more expansion and growth.

### Instructions: Self-Assessment 3 and Grade Proposal

 *NOTE: This exercise is a focus on learning ultimately and not a grade. Proposing a grade is a way for you to make a final determination of learning as part of the experience of self-assessment in this course.*

1. **Look at your self-assessments 1 and 2** for statements about how you gauged your engagement and progress through the course. What stands out for you in terms of strengths and learning?
2. In the light of the above, think about these statements indicating engagement and growth:
* I expanded my ideas about teaching and learning.
* I developed an explicit awareness of my values and goals as an educator.
* I developed specific principles and approaches to teaching that align with my values.
* I used the rubrics and feedback to sharpen my articulation of the above.
* I openly considered ideas and feedback I received and learned from them.
* I contributed during class time and group work (*remember – contribution includes supporting others, speaking, writing in chat, working in small groups and pairs)*
* I have selected and gathered resources and work from class to support my teaching in the future.
1. **WRITE a short paragraph describing the extent to which you feel you can claim these statements. You can add more statements to the list that is relevant for you. If you feel you cannot claim some of these fully, please say why.**
2. **At the end of this summary, write what grade you would give yourself.**

To help with thinking about a grade, consider the following:

**A** – you easily meet all of these statements.

**B** – you meet most of these statements, but there are between 2-3 you cannot claim.

**C** – you meet many of these statements, but there are more than 3 you cannot claim.

If you find it easier to think of grades more quantitatively, here is the guide from our syllabus based on achievement guidance standards.

**A -** all standards reached.

**B** - Up to 20 standards not reached (across more than one assignment set)

**C** - between 21 and 39 standards not reached (across more than one assignment set)

**D** - more than 40 standards not reached (across more than one assignment set)

1. **Submit your document in Canvas.**

This is harder to do than to be given a grade by the teacher.

But that is precisely why this exercise is important. The real success you experience in this course is your self-knowledge and awareness of what **you** have engaged with and are taking away with you.

If you would like to discuss your self-assessment, please let me know and we can do that.

# Chapter 3: Portfolio

We are a collage of our interests, our influences, our inspirations, all the fragmentary impressions we’ve collected by being alive and awake to the world. Who we are is simply a finely curated catalogue of those.

 **Maria Popova**. Bulgarian American writer known for her blog [The Marginalian](https://www.themarginalian.org/)

**What is This Assignment?**

Develop a portfolio where you gather and organize teaching resources and strategies, and the work you create such as your assignments. You will:

1. Set up a Cloud-based folder as your portfolio that you will share with us.
2. Develop a coherent organization of course materials, class work, journal, and assignments.
3. Develop a practice of gathering and organizing a teaching toolkit of materials you can use and further expand in the future.
4. Use your portfolio as part of your self-assessment and grade proposal at the end of the course.

**Why Develop a Portfolio?**

This assignment supports the development of information literacies to establish and expand your teaching capacity into the future. As a knowledge management process and tool, a portfolio helps you document and organize knowledge, completed – and work-in-progress to support scholarly and professional work:

1. **Information Literacy for Knowledge Management and Retrieval**. A portfolio is a repository and documentation of work organized topically so you can easily find and retrieve things.
2. **Long Term Resources Development.** You create an organized, easy to use teaching strategies collection to take with you for use and to which you can add and expand.
3. **Reflexive Practice and Deep Growth.** Portfolio work develops metacognitive skills. As you gather and organize work, you engage in selecting, naming, and categorizing items. You become aware of what you have, what you’ve done, and especially, gaps to work on.
4. **Professional Development Tool.** Your portfolio showcases your skills, artifacts for teaching, and knowledge base. In a teaching career, you maintain and submit a portfolio of your work as part of the tenure and promotion process. In non-academic careers, a portfolio also helps with promotion and career development, and client confidence.  Developing information literacy skills in knowledge management through portfolio work helps you do this effectively.
5. **Foundation for the Inclusive Excellence Teaching Certificate.** If you take PFF 531 *Teaching Practicum and Portfolio* to complete the Certificate, your Portfolio can be further developed and expanded to include a showcase section of your teaching documents that will be useful for promotion and tenure purposes.
6. **Foundation for a Professional Website.** Your Portfolio forms the basis of good content you can use to develop a professional website – a digital portfolio.

[*Back to Contents Page*](#_Contents)

## Instructions for Portfolio Set-Up and Development

You have two goals:

1. To gather evidence of work and learning to support your self-assessment and grade proposal.
2. To develop the beginnings of a good teaching knowledge base and strategies that you can continue to expand as you move ahead in teaching.

**Create a Cloud-based folder – *Portfolio-Your Name****.* You can use OneDrive or Google Drive. You can also use Evernote, OneNote, Dropbox.

**Create your portfolio structure.** The main folder is your Portfolio. Within it set up sub-folders to organize resources. Create a structure that you will find easy to develop, manage, and use. Keep it simple with no more than 2 layers of sub-folders. For example:



Within the main sub-folders (blue), I can add individual items (documents, slides etc.) and maybe another set of folders to categorize items if I have many.

The actual folder structure and how you organize your collection and work is of course up to you. This is just an example of one possibility.

It’s easier to work if you keep the Journal, Course Book, Assignment Book, and course syllabus in the main folder outside of any sub-folders.

**Add Your Guiding Documents.**

1. Download the documents you need from Canvas. Then from your Downloads folder, you can drag and drop into your Portfolio folder in the Cloud.
2. In your Portfolio folder, create a new document to use as your Journal. Please use file name protocol: *Journal-Your Name.*

**Develop Your Portfolio Through the Semester.**

1. Add items to your portfolio as you move through the course. This will save you hours of time at the end of semester.
2. Gathering and organizing as you go engages you in a knowledge creation and organization process that deepens learning. Organizing right at the end - in a rush - has little utility beyond creating order. You lose out on a lot of learning.

**Build your Teaching Toolkit and Knowledge Base**: You can do this as a team and make sure everyone has copies to add to their own Portfolios.

**Teaching Toolkit**

* **Teaching Strategies Collection**. This is part of your Active Learning Application assignment. Save the *Teaching Strategies Gathering* worksheet into your Portfolio. You will work on this with your team to submit (so one team member will share a copy for all to work in). At the end of the semester, make sure you have your own copy in your Portfolio.
* **Examples of Teaching Transformations**. As we develop inclusive, equity-minded teaching and learning, save examples of the work you have done, especially the collaborations we do in class to create outcomes, analyze syllabi, transform course policies, develop authentic assessments etc. You can also gather and save useful templates from your course book or from class work. Your goal is to put these samples, examples, and templates into one easily accessible place for later reference and use.

**Knowledge Base**

* **Class slides Reorganized Topically**. From each class session slides, you can select and organize topic resource slides – e.g., learning theories, assessments and feedback, key frameworks etc. While you might also want to save the session slides as they are for your record. Beyond this semester, saving them as “Session 2 slides” is not helpful in retrieving specific information.
* **Curated Resource List.** Set up a document to which you can add references and weblinks you want to save. These might be sources that I or your peers share in class, or selected references and weblinks from your course book. Rather than having to look for things in multiple places, put together your favorite items in one document. ***Better still, use a citation manager like Zotero to curate your teaching-learning resources. Ask me about this if you are interested.***

### Submission: Portfolio

1. Submit on Canvas.
2. Create a share link to your Portfolio to submit. Set share permissions to allow editing. Your portfolio will only be visible to me and your TA.
3. With each URL submission, submit a document into which you have copied and pasted the success criteria rubric, and indicate achievement of each criterion and any comments or questions for us.
4. There are 2 submissions:
	1. **Early semester** to check and confirm Portfolio set-up. Submit URL only.
	2. **End of semester** - Final Portfolio submission. Submit the URL and write a short response about your process and future use of your portfolio in a Community Discussion post.
5. **Portfolio Response Post**. Write a short response to the prompt below – about 400 - 500 words.

In building your portfolio what did you learn about knowledge curation, development, and management? How could portfolio-based learning be useful in your own practice – as a scholar and as a teacher? Explain how learning theories support portfolio-based teaching and what information literacy skills portfolios, and why this is important. **Share as a post in a Community Discussion.**

[*Back to Contents Page*](#_Contents)

### Achievement Guidance Standards - Success Criteria (Rubric): Portfolio

Use these success criteria to guide your work and to self-assess and make sure you are meeting all the standards. Indicate that you have achieved the standard for each category by adding a checkmark or + to the DONE column. Use the Comments column to add notes for further development or about your process. We will use this rubric as a basis for final assessment as well.

|  |  |  |
| --- | --- | --- |
| **Criteria. Total 6 Standards** | **Comments** | **Done** |
| **Sharing = 1 standard*** You submitted your Portfolio URL.
* You set your share link to allow editing.
 |   |   |
| **Naming Protocols = 1 standard*** File and folder names are meaningful indicating clearly what the item is.
 |   |   |
| **Contents Page = 1 standard*** Contents page is inside the main Portfolio folder not sub-folders.
* Contents page list of items are hyperlinked to relevant folders and key documents in the Portfolio.
 |   |   |
| **Portfolio Contents = 3 standards*** You have organized all your material into key sub-folders so that you can easily find and refer to them later on. *NOTE. This is your organization that best suits how you think. There is no “correct” way.*
 |   |   |

|  |  |  |
| --- | --- | --- |
| **Criteria. Total 4 Standards** | **Comments** | **Done** |
| **Response Post = 2 standards*** You have addressed the key ideas in the prompt to clearly communicate your experience developing a teaching portfolio and possible applications in scholarship and teaching.
 |   |   |
| **Peer Responses = 2 standards*** You have engaged substantively with your peers’ posts, addressing at least one post to add ideas, to offer a divergent perspective, to raise a question, to make connections to learning science and inclusive pedagogies etc. In your assertions in responding to peers, you always explain why and how, I.e., you justify your responses.
 |  |  |

[*Back to Contents Page*](#_Contents)

# Chapter 4: Philosophy Development

**What is This Assignment?**

1. **Teaching Philosophy Statement (TPS) and Diversity Statement (DVS) Worksheets**. Gather ideas and insights and consolidate them on the TPS and DVS worksheets to develop a living philosophy as an equity-minded and future-focused educator.
2. **Final Reflection**. Write a short response to a question about your philosophy development process and submit a metaphor about teaching and learning.

**Why Develop a Philosophy?**

Developing your philosophy is an integrative process of weaving together the inner and outer landscapes of being a teacher-scholar. In doing this, you develop the following capacities:

1. **Preparation to write essential career documents.** As an educator, you will be asked to submit a teaching philosophy and/or diversity statement in job applications and in promotion and tenure.
2. **Rehearsal for talking about your perspectives.** Even if you do not write a formal teaching statement, the process of articulating your ideas in a worksheet format helps you build explicit awareness of your positionality, values, beliefs, goals, and methods. This helps you field questions and articulate ideas more effectively not just in interviews but in any situation.
3. **Embodied knowing for authentic practice.** The process of working on your TPS and DVS explicitly connects your identities, experiences, values, and goals with conceptual knowledge about ethical education. This builds an explicit and coherent sense of who you are as a teacher-scholar and ensures that your practice reflects your values and mission as an educator.
4. **Ethical self-knowledge and response.** Building reflexivity helps to recognize, question, and affirm or revise assumptions, values, beliefs that have been deeply conditioned through your own schooling experiences and social conditioning. This helps you sustain ethical action as you encounter new situations.
5. **Transformative practice capacities:** Understanding who you are, your positionality, and especially your goals and values as part of developing transdisciplinary mindsets helps you work transformatively in recognizing and addressing inequities.
6. **Growth mindset for lifelong learning.** Critical introspection keeps you exploring, discovering, and constantly learning. You avoid complacency and rigid thinking.  You also have a foundational set of philosophy notes you can update and expand as you grow in your teaching practice.

[*Back to Contents Page*](#_Contents)

## Instructions: TPS & DVS Worksheets

**Use the TPS and DVS worksheet questions.**

* Respond to the main questions.
* The sub-questions help you unpack and brainstorm different aspects of the main question for deeper critical introspection. You do not have to write responses to them for final submission.

**Respond as you go. Draw from your Journal and Group Reflections**

It is a lot easier to sketch responses to questions as you go through the semester. You then only have to review and modify at the end. Use ideas and insights from your journal. Some tasks and questions in the course book, as well as some Team Reflections are directly related to your TPS and DVS worksheets.

**Question responding tips.**

1. **Be reflexive. Explain your responses.** Don’t merely describe things or state ideas – always explain. WHY do you hold these ideas? Use ideas you have learned in class to justify your ideas. Connect as much as you can to your values and goals as an educator.
2. **Collaboration is encouraged.** Feel free to get together with peers and work on questions together. This work is not a test but a deep exploration. Working with others allows you to gain deeper insights to yourself as well as learn from each other.
3. **No strict length limits.** You do not have to write a lot. Aim for 3-5 sentences per question. (Of course, if you have a lot to say … have at it! This is your space).
4. **Not formal academic style.** Bullet points, “I” statements, and short sentences are fine. This is a working document to capture and organize your thoughts.

### Submission: TPS and DVS Worksheets

1. Submit both worksheets in the Canvas assignment.
2. Add the success criteria rubric to the end of your document indicating that you have achieved all the success criteria and with any comments or questions.
3. There are 2 submissions:
	1. Mid-semester TPS and DVS worksheets as a check in to get formative feedback so you can improve your work.
	2. Final submission at the end of semester.
4. File Naming Protocols: Teaching Philosophy-Your Name, and Diversity Statement-Your Name. For final submission: Teaching Philosophy FINAL-Your Name, Diversity Statement FINAL-Your Name.

[*Back to Contents Page*](#_Contents)

### Worksheet: Teaching Philosophy Statement

Respond to the main question in bold. The sub-questions are there to help you unpack your ideas.

1. **What is my mission as a teacher-scholar?**
	1. What are my disciplinary goals (what I want to achieve in teaching my subject area)?
	2. Beyond subject mastery, what skills and capacities do I want my students to achieve that will help them succeed and flourish in their futures?
2. **What is my WHY? Why do I have this mission?**
	1. What values and beliefs inform my teaching mission or goals?
	2. What do I believe are the most critically needed changes in my discipline in order to honor and embrace diversity and to design teaching in inclusive, equity-minded ways?
	3. Why is this mission important in the larger current and future global contexts into which my students will enter?
3. **HOW do I approach teaching?**
	1. If I had to give my pedagogical approach a name – what would I call it? Write a short descriptive paragraph about it.
	2. What are my top three overarching pedagogical principles?
	3. Why have I chosen these – Why are they important?
	4. How do they support me in and teaching in inclusive, equity-minded ways?
	5. How do learning sciences support these principles?
	6. List some specific examples of how you apply (or will apply – if you are not yet teaching) these principles. Consider curriculum content and resources, designing course syllabi and LMS, creating community and empowering learning environments, and facilitating engagement and deep learning in class.
4. **What is my assessment philosophy and practice?**
	1. What is the purpose of assessment in promoting learning?
	2. What does assessment look like in my classes? How do I eliminate or reduce learning anxiety when it comes to assessment? What inclusive and equity-minded principles and strategies support my students in formative assessment toward growth?
5. **How do I assess my teaching to continue to grow as an educator?**
	1. How do I stretch to expand my knowledge and practice of equity-minded teaching – i.e., what are my own formative assessments to continue growing as an educator?
	2. How do I reflect and self-assess as part of teaching – in documenting and reflecting on my teaching, and engaging formal/informal methods for student feedback and ideas?
	3. How do I engage with other educators within and beyond my discipline, and seek out informal and formal development of knowledge and practice?
6. **Write a short elevator pitch or summary of your teaching philosophy**, stating what it is overall and the outcomes or impact that teaching in this way would have for your students. *Imagine you have been asked at an interview what your teaching philosophy is and you have just a few moments to communicate it. This elevator pitch is also something you can add to your professional website.*

### Worksheet: Diversity Statement

Respond to the main question in bold. The sub-questions are there to help you unpack your ideas.

1. **How do I define the concepts of Diversity, Equity, and Inclusion in education?**
2. **What changes in education do I see as important as we address issues of diversity, equity, inclusion in striving for justice in teaching and learning?**
	1. What must change in how my discipline is taught? Where are the barriers, exclusions, or oppressions of learners and learning that we must change?
	2. What must change in our legacy teaching methods? How do current methods exclude many learners or block optimum learning? What do you know from learning science that supports your perspectives?
3. **How do some of my own experiences inform my stance on diversity, inclusion, and equity in education?** How did I come to be aware of my positionality (privileges, oppressions, opportunities, barriers)?
4. **How do I practice justice in education in my approach to designing curricula, learning environments, and processes in teaching my discipline?**
	1. What are my guiding values and principles?
	2. What specific strategies do I use to ensure all voices are invited, honored, and supported in my curricula materials and class engagement?
5. **How do I engage with DEI work beyond the classroom at campus level as well as in scholarly or professional spaces?**
	1. How and why do I engage formally and informally with campus resources and initiatives that support DEI?
	2. In what ways am I an ally to students and an advocate for greater inclusion and equity on campus?
	3. What are some issues with respect to DEI in my discipline with regard to research/scholarship and in teaching?
	4. As an educator in my discipline, how do I keep myself informed of conversations about and professional development in ethical teaching innovations?
	5. As a scholar and researcher, how do I engage DEI principles in methods and in representing broader populations and ways of knowing and articulating scholarship?
6. **Write a short elevator pitch or summary** of your stance in addressing issues of Diversity, inclusion, and Equity as an ethical educator. *Imagine that you have been asked at an interview what your position is about diversity, inclusion, and equity and you have just a few moments to communicate it. This elevator pitch is also something you can add to your syllabus and to your professional website*

[*Back to Contents Page*](#_Contents)

## Instructions: Final Philosophy Reflection

This final reflection comprises the following parts:

1. A metaphor reflection on teaching and learning.
2. A final reflection on the process of developing a philosophy.

**Metaphor on Teaching and Learning**

Find a metaphor that visually encapsulates your teaching philosophy. You can revise any of the metaphors we explored in class or look for a new one.

1. Draw or find an image for your metaphor.
2. Write a short explanation (no more than 200 words), showing how the different elements of teaching are represented by the different elements in your metaphor.

**Reflection on Developing a Teaching Philosophy**

Write a final reflection of about 300 – 500 words about the process of developing an explicit and intentional teaching philosophy and diversity statement.

**Reflection Prompt:**

Your philosophical position informs your thoughts and actions. This integration comes from reflexive introspection of positionality, assumptions, values, beliefs, and goals. In journaling, engaging in team reflections and community conversations, and developing your TPS and DVS worksheets, you connected your conceptual and personal knowledge to embody and ground your perspectives and actions in who you are.

**Write about your experience of this process.** What did you learn about yourself in relation to transdisciplinary mindsets and principles of transdisciplinary pedagogy? What was affirmed, challenged, or transformed? Which TD mindsets and principles are most salient for you as an ethical educator and why? How might you continue aspects of journaling in your life and work – as a researcher’s journal, to reflect on teaching, or to use with your students?

### Submission: Final Reflection

Submit in Canvas

1. Create a single document for the metaphor and reflection: Use the file naming protocol: *Final Reflection-Your Name*.
2. Add the following items to your document in this sequence. Use page breaks to begin each new section on a new page.
	1. Your Metaphor Reflection – image and explanation.
	2. Your Final Reflection response.
3. Add the success criteria rubric to the end of your document indicating that you have achieved all the success criteria and with any comments or questions.

**Alternative Modalities**

You can submit this in alternative modalities/formats. For example, you can create a narration over a set of PowerPoint slides, a Padlet with video, texts, and images, a collaborative submission with a partner or team where each shares their metaphors and responses as part of a panel discussion, a poster (solo or collaborative) that shows your metaphor and ideas from your final reflections. This can include some embedded video if you like. Please discuss with me or your TA to brainstorm this if interested.

[*Back to Contents Page*](#_Contents)

### Achievement Guidance Standards - Success Criteria (rubric): TPS and DVS Worksheets

Use the same criteria with each worksheet.

|  |  |  |
| --- | --- | --- |
| **Criteria: Total – 6 standards (per worksheet)** | **Comments** | **Done** |
| **Completed Responses = 1 standard**You have responded to all the questions.  |   |   |
| **Substantive Responses = 3 standards**You go beyond mere description or statement of facts to justify and explain your responses in one or both of the following ways:* You integrate who you are (values, beliefs, goals) in presenting your philosophy and methods. Your philosophy is grounded in you.
* You bring in frameworks and concepts from the course in explaining and justifying your ideas.
* Where relevant, you provide specific examples of your approach to support your ideas.
 |   |   |
| **Elevator Pitch = 2 standards**Your final summary statement accurately represents who you are and philosophy and approach to teaching.  |  |  |

### Achievement Guidance Standards - Success Criteria (rubric): Final Reflection Philosophy Development

|  |  |  |
| --- | --- | --- |
| **Criteria: Total = 4 standards** | **Comments** | **Done** |
| **Metaphor for Teaching and Learning = 2 standards**You have a metaphor for teaching. You trace and explain how and why the different elements of your metaphor encapsulate your values, principles, and goals as an ethical educator. |   |   |
| **Final Reflection = 2 standards**You have fully addressed the final reflection about the process of developing a philosophy. Your reflection is substantive – you move beyond description and assertions to support and explain your ideas. And demonstrate double loop thinking. |  |  |

[*Back to Contents Page*](#_Contents)

# Chapter 5: Journal

**What is this assignment?**

1. **Keep a Journal** as a space to think aloud, explore your curiosities, wonder, express yourself. Use your journal to do the tasks and reflections in the course textbook for class preparation, for in-class writing activities and notes, and anytime you have an insight or idea about transdisciplinary thinking and ethical pedagogy.
2. **Team Journaling.** Share and co-create ideas with peers that brings in everyone’s voices in your team to share with the whole class. Individually respond to another team’s collaborative post.
3. **Use your Journal to do other assignments** such as your TPS and DVS worksheets and final reflections. Ideas from your journaling can also be gathered to create lists of strategies, a values and principles collection to add to your Teaching Toolkit in your Portfolio.

Journaling is a powerful information and knowledge development process that materializes thinking so that you can retrieve ideas later to synthesize build knowledge. Journaling is a metacognitive process.

**Why develop a journal?**

1. **A process and tool** for developing a living, explicit philosophy that makes space and time for you to develop your voice as a scholar-practitioner in a grounded and mindful way.
2. **Establish a personal reflexive practice** that you can continue beyond this course and into the work you go on to do both as a researcher and an educator.

**Why do team reflections?**

1. **Cultivate** [radical listening](https://drsaraschung.medium.com/radical-listening-to-improve-understanding-of-system-dynamics-f1bacee8c875#:~:text=Radical%20listening%20requires%20you%20to,and%20how%20others%20experience%20it.), i.e., listening without judgment or response to give full space to others, with all preconceptions suspended in order to understand, and with deep humility in welcoming both convergent and divergent ideas.
2. **Represent** all voices in responding to an idea, question, and issue.
3. **Sense-make both convergent and divergent ideas** – find connections, coherence, organize alternative perspectives so that the set of ideas are organized to create a holistic response.

Doing the above rehearses your ability to ground your practice in who you are and to work with multiple perspectives and individuals.

Whether you’re keeping a journal or writing as a meditation, it’s the same thing. What’s important is you’re having a relationship with your mind.

[Natalie Goldberg.](https://nataliegoldberg.com/) Author and teacher of writing

Through reflection, [a practitioner] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience. … Reflective practice is a dialogue of thinking and doing through which I become more skillful.

Donald Schon. [The Reflective Practitioner](https://graysreadinggroup.wordpress.com/2012/12/18/the-reflective-practitioner-by-donald-schon/)

[*Back to Contents Page*](#_Contents)

##  Instructions: Journal

**Set up your journal.**

Set up a document in your main Portfolio. Naming protocol: *Journal-Your Name.* This helps us tell whose document we are looking at in providing feedback.

**Use your journal.** Build a habit of using your Journal often:

1. **Class preparation.** Your course textbook has tasks and reflection questions designed to create moments of pause and deeper thinking, so you actively engage with the ideas. Jot your thoughts down in your Journal rather than let them vanish from memory.
2. **In-class writing.** Use your journal for in-class writing tasks and general note taking.
3. **Canvas discussions**. Draft your posts for Canvas discussions in your Journal.
4. **Doing other assignments**. Search your Journal to gather ideas for your TPS and DVS worksheets, to add to teaching strategies gathering.

**Do not worry about formal writing style.**

Your Journal is a thinking space. In addition to writing in narrative style, you can make lists, use bulleted points, add images, draw etc.

**Organize chronologically or topically.**

Organize chronologically with the latest entry at the top to make it easy to add. Use dates as a way to keep track of the different sessions or chapters from which you take notes. Or you might prefer topic-based organization with sections for each topic area, e.g., *In-Class Writes, Systems and Complexity, Creating Community, Teaching Strategies* etc. If you use heading styles you can create a contents page so you can easily jump to a section to add an entry. ***Please ask me how to do this if you want to learn this neat feature.***

**Can I use a paper book / journal?**

YES. However, you will have to take photos of sample pages to create your final submission of extracts from your journal.

*NOTE*: While you are welcome to use a paper journal, learning to write, take notes, and gather ideas in a single soft document means you are better able to review and move ideas around to organize, and also to search and find ideas. This is good practice for a researcher’s journal and ongoing teaching development.

**Who will see my Journal?**

Only I and your TA will see your Journal and even then we will only look at the extracts you have chosen to submit for formative feedback and the final submission. Your Journal is your private space for thinking. When we look at your Portfolio at the end of semester, you can temporarily remove the full Journal and just leave the extracts there if you do not want to share the full Journal.

[*Back to Contents Page*](#_Contents)

### Submission: Journal Extracts

You will only submit a selection of entries from your Journal rather than your entire Journal.

There are 2 submissions:

* **Formative:** Selected pages for feedback to deepen and push reflexive thinking.
* **Final Submission**. Selected pages different to the pages you submit for formative feedback.

**How to submit:**

1. **Choose between 6 – 8 pages to share**. If you have made a variety of entries other than just writing, you might want to share a bit of that range to show this.
2. Make a separate document – rather than share the whole journal. File naming procotol – *Journal Extracts Draft-Your Name*.
3. In creating the final extracts document, select different extracts to the ones you used for the formative draft and create a new document. File naming procotol: *Journal Extracts Final – Your Name.*
4. **Annotate your extracts** to indicate different aspects of your reflexive work: where you are critically questioning assumptions in education and your discipline; critical introspection to raise and examine your own values, goals, conditioned thinking, assumptions; connecting and integrating ideas and frameworks across topics and with your own lived experiences.
5. **Copy and paste these extracts into a separate documen**t to submit in Canvas.

### Achievement Guidance Standards - Success Criteria (rubric) Journal Extracts

|  |  |  |
| --- | --- | --- |
| **Criteria: Total = 2 standards** | **Comments** | **Done** |
| You have submitted between 6- 10 sample pages from your Journal.The extracts and annotations demonstrate Reflexive thinking and your articulation of yourself as an educator – critical introspection that shows you articulating your values and goals, making connections, justifying ideas, questioning assumptions. |  |  |

[*Back to Contents Page*](#_Contents)

## Instructions: Team Posts

**Build your team post response.**

1. Read the post prompts in Canvas.
2. Prepare by making your own notes – look through your Journal to find ideas that help you respond to the question. Bring something to contribute so all voices are integrated.
3. Discuss the question with your team.
	1. **Process.** We will try and make time in class to get the process started, which you will continue after class – either through a shared document to which team members can add during and after meetings. Or you can use your default team meeting time.
	2. **Post Lead.** Pre-arrange who will be Post Lead for each reflection. The Post Lead’s role is to ensure everyone contributes to the team reflection, and to organize and create the post to share with the class in Canvas.
4. Look at the Success Criteria (rubric) for the standards to guide you in this assignment.

**Writing Your Post**

1. **Team Information:** At the top of the document write: Team Member Names – Indicate who is the Post Lead.
2. **Indicate representation of each team member -** use a color code or make marginal annotations to indicate who the ideas are from. Your goal is to ensure that each person in the team had opportunities to voice their ideas and feelings in response to the prompt.
3. **Avoid groupthink. Look for convergent and divergent perspectives and represent both. Organize your writing to show where perspectives connected, and alternative ideas entered.**
4. **Length**. Aim for about 1-page single-spaced with 11- or 12-point font. This is not a strict limit; use it as a guideline.
5. **Other formats.**You can also create a team video response if you like no longer than 10 mins.

**NOTE**: Reflexive writing is critical analysis to surface assumptions and unexamined ideas, to respond to a prompt specifically and with justifications connected to knowledge as well as to your lived experiences and emotions.

Use "I" and "we" to ground your responses in your embodied knowledge and experiences.

While you will generally use paragraphs, it is ok to use numbered or bulleted points as well. Your goal is to create a concise and thorough communication of your response to the prompt.

[*Back to Contents Page*](#_Contents)

### Submission & Responding to Team Posts

There are 2 tasks – one by the team and the other individually.

**Submitting the Team Post (TEAM)**

1. The Post Lead should submit the Team Post to the designated assignment on Canvas.
2. Feedback will be given to the whole team so that if you need to revise your reflection you can do that easily together.

**Community Conversation (SOLO)**

Each person does this part of the assignment individually.

1. Read the other teams’ posts in the Canvas discussion.
2. Respond to ideas from at least 1 other team’s post. Here are some approaches to use:
	1. Look for connections and ways to amplify and expand their ideas.
	2. Share perspectives that are different to open up and expand thinking.
	3. Link to articles or videos, artwork, websites – with a short explanation – to expand, raise a question, offer a different perspective.
3. There are no specific requirements on how many responses you should make – aim to respond to at least 1 team outside of your own and to another individual classmates.
4. There are no specific requirements for the length of your responses – make this a conversation. Be concise but express yourself fully.

### Achievement Guidance Standards Success Criteria (rubric): Team Post and Community Conversation

Note the same rubric will be applied to each reflection and community conversation.

|  |  |  |
| --- | --- | --- |
| **Criteria: Total – 6 standards** | **Comments** | **Done** |
| **Team Integration – 1 standard**The team reflection reflects all group members’ voices integrated into the collective response.  |   |   |
| **Response to prompt = 3 standards**The collective response fully addresses the prompt. The response explains and justifies ideas – it is more than descriptive assertion of ideas and facts.The response integrates concepts and frameworks we have explored and connections with values, beliefs, and goals. |   |   |
| **Individual response to peers’ posts = 2 standards**You have responded to at least one other team’s post.Your response is substantive in making connections, amplifying, sharing different perspectives to open up thinking, or linking to resources that support or illuminate the ideas in the post.  |  |  |

[*Back to Contents Page*](#_Contents)

## Resources for Journaling

**What is Reflexive Thinking and Writing?**

* **Going beyond description.** Reflexive writing goes beyond just stating facts or idea and includes writing about why you are bringing in these facts or ideas. It is more than stating WHAT you will do; it extends to WHY you make this choice.
* **Critical questioning of self – dismantling conditioned thinking**. Reflexive writing asks questions about yourself to question long-held ideas and assumptions and write about how and why you (or others) hold these assumptions and beliefs, and what new insights tell you about emerging perspectives and goals.
* **Affirmation of what you bring**. Reflexive writing helps you articulate and affirm your values, beliefs, and goals as an educator.
* **Connect inner and outer landscapes.** Reflexive thinking finds connections between who you are (your perspectives, lived experiences, values, aspirations, goals) and the conceptual material we explore about ethical education. This helps you ground your teaching knowledge base into your authentic self which enables you to sustain a living and intentional philosophy.

**How to Optimize Reflexive Practice**

**Intentionality. Make time each week to add to your Journal**. Deep learning, embodiment, and integration of conceptual ideas with your emerging awareness of internal values and mission come from regular and explicit reflection practice (rather like nurturing a plant of developing a muscle).

* **Use your course book.** Includejournaling as part of class preparation and do some of tasks and reflections in the coursebook. While do not have to write in response to each question – some are great to just stop and think through – select a few to respond to explicitly in your Journal. Which tasks or questions really resonate with you – or which truly challenge you? – those are the good ones for reflective writing.

**It does not always have to be narrative writing**. You can make lists, add tables, scribble, doodle, draw, and mind map. If you do any of this on paper, take a photo and add to your digital Journal. You can find images online or quotes from your favorite authors to add to your Journal as well and write a few short lines to explain what they mean to you.

**Link to things.** If you add things with which you might later want to connect with, remember to add a link if available so you can find it again. Truly sad is a mind-blowing quote and a mystery as to it’s origins.

[*Back to Contents Page*](#_Contents)

**Ideas for Journaling**

Your Journal is your space for articulating learning and to explore and define your emerging identity and mission as an educator. Make this a rich and connective collection that will remain meaningful and useful as you move forward and that will form the basis for further growth.

***write, rave, rant, envision how things could be, be inspired, be furious, be curious, think aloud, dream aloud, draw, doodle, add images, quotes, extracts …***

* **Respond to course materials** as you prepare for class. What connections do you see to your values, principles, and lived experiences as learner and teacher? Explore hidden assumptions, ask questions …  Respond to in-class and post-class reflection writing.
* **Important frameworks and models** about aspects of teaching and learning.
* **Creative writing and visualizations** about teaching and learning – your own creative work or things you find.
* **Inspirations -** significant extracts and quotes, images, songs etc.
* **Mind maps** of ideas and thoughts about teaching and learning.
* **Drawings, doodles, images** … metaphors of teaching and learning, pictures of inspiring scholars who form your intellectual and pedagogical mentors, images of aspects of teaching to remind you of your perspectives, values, and goals
* **Images of books** that have influenced you or that you intend to add to your teaching library. You can set up a teaching library section in your journal.
* **Lists** …of watchwords that inspire you, illuminating values, goals etc. Listing is a great way to explore and develop your ideas. Returning after some time to earlier lists will reveal new ideas and revision of old ideas.
* **Elevator pitches** – summary overviews of your perspectives on aspects of teaching. You can set up a “Potential Interview Questions” page and write responses. Coming back to these later will reveal gaps and affirm strengths.

… and anything else you are moved to do in your journal.

*[Back to Contents Page](#_Contents)*

# Chapter 6: Active Learning 1: Designing Lessons

####

**What is the Assignment?** There are 3 parts to the Active Learning Application assignment:

1. **Design 2 inclusive active learning lesson plans** for your discipline at undergraduate level using the templates we provide.
	* A plan for a full class session in your discipline.
	* A 15-minute demonstration plan that showcases your active, inclusive facilitation skills. This can be a chunk from your full lesson plan or something just for the demonstration.

You may use a course you are currently teaching or have previously taught. Your course for which you design your lesson plan and demonstration plan must be at college level. If you are certain that you will be teaching outside of college level, in K-12, corporate, or community spaces, please speak with me first.

1. **Do a peer-review for your 15-minute plan** with a partner and then submit a summary of the review comments you received with annotations in your lesson plan, as well as a short reflection about the peer-review process.

**WHY design and observe lesson plans?**

1. **Connecting theory to practice**.In the design process, you apply and practice key concepts of inclusive, active learning to reinforce and confirm understanding and competence in effective learning facilitating.
2. **Apply backward design to begin with the goal or end in mind.** In putting together your lesson plans, you are connecting an overarching outcome/s with your teaching-learning activity.
3. **Analyzing a lesson plan to “Read teaching”**. In analyzing to give and receive feedback to a lesson plan, you apply your knowledge of inclusive active learning. This develops your ability to identify and explain aspects of effective classroom facilitation which deepens awareness of your own competencies and knowledge areas.
4. **Reflexive development.** In analyzing teaching, getting feedback, and annotating a lesson plan, you build awareness of teaching and learning as a fluid process where you continue to learn.
5. **Practice for actual demonstrations.** The format and process prepare you for teaching demonstration practice in the Practicum course for the Certificate or in a job search. You will have a lesson plan that you can tweak as needed and will understand what it means to plan your time for a short demo.

[*Back to Contents Page*](#_Contents)

## Instructions: Design A Full Lesson Plan

Design a lesson plan for a full class session at undergraduate level in a subject area you will teach.

Practice using Design Thinking to intentionally center learners and learning – Empathize and Define, and then Ideate.

**EMPATHIZE AND DEFINE** – Explore the contexts and learners engaged in your class session.

1. **LESSON LENGTH**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Plan for a full lesson in a typical time frame in your discipline – an hour, 2 hours etc. If you are unsure, plan a 90-minute lesson.

1. **TOPIC**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose your subject matter and a specific topic area to teach. You don’t have to complete a whole topic in one lesson. Given your lesson length, determine what part of a topic you can teach in the time.

1. **COURSE LEVEL**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What level is the course? We recommend designing a lesson plan for an introductory course as this is the level you most likely will begin teaching. Also, an intro course tends to be larger, with many first-year students new to college learning, and students who have not declared majors. Learning to design for this really stretches your application of equity-minded, inclusive teaching strategies.

1. **CENTER THE STUDENTS.**

Who is likely to be in your class?  Brainstorm the diversity of identities, histories, [dis]abilities, life roles, ages, and lived experiences of your students.

1. **SETTING**.

What might be the setting for this lesson – lecture hall, large room with tables and chairs in rows, a circle seating, small seminar room, access to take lessons outdoors etc.? What time of day is the class – early morning, right after lunch, evening after working hours? *While much of this is out of your control, being aware of these factors help you design lesson facilitation taking contexts into consideration.*

**IDEATE AND PROTOTYPE:** Create your lesson plan based on contexts you have defined above.

1. **LESSON OUTCOMES:** By the end of this **lesson**, what will students be able to do?

Plan 1-2 outcomes max. for a lesson. Write these in specific action-oriented language that makes the learning visible:

* “*Students will understand supply and demand*” – this does not say how this understanding will be visible to the students.
* “*Students will be able to demonstrate the law of supply and demand using real life examples*” - learning is expressed in visible terms. This outcome tells students how they will know that they understand. It also articulates the active work they will do.
1. **LESSON CHUNKS. Create a draft sequence of lesson chunks or segments**.

In the time that you have – e.g., 90 minutes – roughly determine how many chunks or segments you will have. Designing using chunks make it less likely to end up with too much content (mostly transmission) and not enough learning. You also begin developing an acute sense of timing.

* **Input** chunks - lecture, discussion, writing, materials (video, text etc.)
* **Active process** chunks – students do something with the input to build knowledge and skills.
* **Checks for understanding** chunks - quick polls, quizzes, writing, etc.). Sometimes the processing of input is itself a check for understanding.

Use these chunks in a modular way, e.g., a 90-minute class session might be designed as 1 input chunk – 2 active process – 1 input – 1 check for understanding – active process – final input – final check for understanding … or any variation like this. The principle to remember is balancing input with doing and making time to check for understanding.

Review your notes on active learning in the course book.

1. **TEMPLATES. Use the template we have provided**. (below).
	1. The template also contains a sample lesson plan so you can see the level of detail to aim for. This focuses you on developing metacognition of the active learning structures and processes in your teaching. A practice goal is to ensure that someone reading your lesson plan will be able to get a good sense of the instruction and learning in this lesson
	2. **Why do we require you to use the template?** The different elements of the template structure and help you demonstrate your thinking and competencies with active learning design. This also makes a good sample to share in a job or promotion portfolio. In your own practice, your lesson plans are mostly for you and do not have to be as detailed in writing them out.

[*Back to Contents Page*](#_Contents)

## Instructions: Design a 15-Minute Lesson Plan

1. Take a chunk from your full lesson plan OR plan something else entirely. It’s good to pull an extract from your full lesson plan so that if needed in an interview, you can speak about how the lesson will continue. However, depending on your full lesson plan, you might not have a chunk that stands alone; in this case, design something different.
2. Use the template we have provided (see below). Fill in all the columns to demonstrate your analysis and design of your lesson.
3. Design active learning processes balancing teacher-time and student time. In a 15-minute chunk, you get to practice paying attention to your use of time in building this balance.
4. Consider where you will do a check for understanding. Sometimes, the active student-do also checks for understanding. For example, if part of the lesson is problem solving based on teacher input, that itself serves as both students do and check for understanding. And sometimes, the check for understanding comes after, e.g., a short poll after a mini-lecture chunk.

**You are NOT compressing a full lesson into 15 minutes.**

* Do not try and cram a full teaching session into 15 minutes. Your goal is to share a slice out of a larger lesson to showcase your inclusive facilitation abilities.
* Create something complete in and of itself in 15 minutes - a chunk that is clearly part of a larger lesson. For example, show a discussion where you engage students to unpack a definition of something. Imagine that we will peek into your class and see this 15-minute segment that is part of a longer arc of learning where they will then use their analysis to evaluate something.

**It’s about facilitation and not subject expertise.**

* Your goal is to showcase how you facilitate active inclusive learning and check for understanding in that process. Even if you do a 15-minute lecture chunk, design an active learning interactive lecture to show inclusive design and active, constructive engagement of all students.
* In an actual job search demonstration, the search committee already knows your subject mastery having selected you from a pool of candidates. Now, in the demonstration, they want to assess how you engage students actively and inclusively to facilitate learning.

**Your audience are not all familiar with the subject.**

* When doing practice demonstrations – either in the Practicum Certificate course or by booking a session with CAFE - you will teach a general or lay audience of peers from different disciplines.
* In actual job search demonstrations, your search committee can comprise experts in your subject area and lay audiences, or a mixed group of students.
* Therefore, teach something that does not require special knowledge to engage.

**Your audience cannot prepare.**

* Teach something that does not require any reading or preparation before your demonstration and does not assume any prior knowledge of the subject.

[*Back to Contents Page*](#_Contents)

### Lesson Plan Templates & Examples

**Lesson Design Template – Full Lesson Plan**

Build your lesson plans right here in these templates. Your lesson plan does not have to fit into one page. Allow it to take the space it needs for you to articulate the process clearly and comprehensively.

**Lesson Student Learning Outcomes**: you need just 1-2 outcomes per lesson:

SLO 1:

SLO 2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Checking for Understanding** | **Thinking Process** | **SLO** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Lesson Design Template – 15-Minute Plan**

*Note this template different to the full lesson template in the addition of the last column on the right.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Check for Understanding** | **Thinking Process** | **Inclusive Active Learning Explanation** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

[*Back to Contents Page*](#_Contents)

### Glossary of Design Categories

**FORMAT =** the different configurations in the teaching-learning process: solo, pair, small group, whole class. It also includes formats for the information being used – lecture, speaking, video, drawing, images etc. This helps you track whether you are creating different ways for students to learn co-creatively and whether you are bringing in a range of input and working methods.

**TIME** = time allocation for each part. While we plan ahead, note that it helps to overestimate a little or to be prepared to modify as you teach depending on the actual time students need. If a discussion is proving deeply engaging, it is worth taking more time for it than planned and modifying something else. Adjusting as we go is part of the art of teaching and comes with practice.

**FACILITATION & CHECKING FOR UNDERSTANDING** = specific description of steps you and the students will use. Think of this like a recipe or a set of instructions to yourself as to what will happen in the lesson. For the purposes of review and feedback, (and good practice to share with a search committee), give sufficient detail so we can visualize and understand the sequence of activities. This is where you can state the specific activities you will use, e.g., interactive lecture on \_\_\_\_, think-pair-share about \_\_\_, group work to create \_\_\_ etc.

**THINKING PROCESS** = the cognitive-affective processes students are using as a result of your facilitation strategies. This helps ensure you are designing beyond the surface of visible action to identify what thinking and knowledge construction processes students are using. For example, “note-taking” is very opaque and an external action process. But depending on how you direct students, the thinking process is specific, e.g., “comparing and contrasting”, “calculating”, “generating ideas” etc.

Being able to identify the thinking and knowledge constructing process gives you a design edge to be more intentional in facilitation. Learning to be precise about the cognitive processes helps you better develop activities depending on what you want to foster with your students. This makes the learning visible to you in your design process and to then as they engage. It also moves teaching from a transmission-reception approach of relaying information to an active knowledge and skills construction process. You will be able to say precisely – and share with students - what cognitive processes are being developed. So rather than “you learned X”, you can say, “you generated ideas and justified their validity using evidence”. This also helps you write better outcomes in course and lesson design.

**INCLUSIVE ACTIVE LEARNING FACTORS (**Only in your 15-minute segment lesson plan). Explain the WHY of your facilitation strategies. What makes this facilitation sequence inclusive – what barriers are removed - and particularly to what type of learners? How is this meaningful and connected to their worlds and lives?

[*Back to Contents Page*](#_Contents)

### Examples of Lesson Plans

Below you will find examples of a 90-minute full lesson for undergraduates, and three 15-minute segments taken from the same lesson plan that have been developed in detail for teaching demonstrations.

But remember that you can design a completely different demonstration lesson if your full lesson plan is not suitable for a stand-alone demonstration plan.

**Lesson SLOs:** (lesson student learning outcomes)

The lesson example taken from this course is a single 90-minute class.

The 90-minute lesson has 3 goals or learning outcomes to focus the work that students will do in class. You can have 2 or even a single SLO for a lesson.

* SLO 1. Define “Storytelling”
* SLO 2. Analyze differences and similarities between ancient western (Greek and Roman) and Eastern (Indian and Chinese) storytelling traditions.
* SLO 3. Trace similarities in contemporary storytelling forms and practices.

#### 90 minutes. Full Lesson for Undergraduates

(Note: This example has two 15-minute samples to give you more examples. You only have to do ONE 15-minute plan. Also, your full lesson plan does not have to fit into one page. Allow it to take the space it needs for you to articulate the process)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Checking for Understanding** | **Thinking Process** | **SLO** |
| SoloPairsClassWriteSpeak | 15 mthis is for Demo 1 below | **Students DO: Inducting Understanding:** Quick write prompt: Based on the readings and your reflections on storytelling experiences in your own life (as teller, audience, formal/informal settings), define “storytelling” and list critical elements that define “storytelling”. Pair compare, group consolidate with prep. readings.  | Teacher Instruct and direct.Students – recall, define, consolidate | SLO 1 |
| GroupsClassDraw | 15 m | **Visual Extended Definitions**. Groups - Create a graphic representation or concept map to define storytelling in terms of its elements and processes. Use work done above - own definitions and consolidation with readings as sources. **Check for Understanding:** Gallery Walk to make comments and identify connections or disconnections.  | Students – Visualize, Synthesize, Create organized structure. Connect with literature | SLO 1 |
| SoloPairClassLectureQuiz | 15 mthis is for Demo 2 below | **Mini interactive lecture:** Traditional ancient, oral eastern and western storytelling. Storytelling images and artifacts.As part of lecture students work in pairs/groups – discussions to use a checklist to identify aspects or elements of storytelling in the images. Are there distinct patterns or differences between Eastern and Western storytelling practices?**Check for Understanding**: Quiz to consolidate understanding of difference between western and eastern forms. | Teacher – input lectureStudents – Compare, Categorize, Analyze similarities and differencesRecall and connect | SLO 1SLO 2 |
| GroupVideo | 20 m | **Project Work Part 1:** Groups focus on videos assigned to them – each group has a video from a contemporary storytelling practice. Analyze video in terms of elements from traditional practices that are used, what’s new and unique. Add notes to shared Google doc.  | Students – Apply, Analyze, Compare and contrast, Evaluate. | SLO 2SLO3 |
| GroupSpeak | 10 m | **Check for Understanding:** Check in with groups, instructions for further work on the project and upcoming deadlines.  | Teacher – framing,  |  |
| SoloWrite | 15 m | **Check for Understanding:** Exit ticket – make a list of things you know now about storytelling in eastern, western, and contemporary settings. What puzzles you? Students have access to an online self-check quiz that they can take multiple times with the highest score of their attempts counted for the overall quiz grade. | Student – reflect, check for understanding |  |

[*Back to Contents Page*](#_Contents)

#### Demo Example 1: 15-minute plan. Defining Storytelling.

Note: This template includes identifying inclusive, active learning factors. This lesson chunk addresses SLO 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Assessment** | **Thinking Process** | **Inclusive Active Learning Factors** |
| Solo Write | 5 m | **Frame**: Tell students they will be defining “Storytelling” **Solo Write**: [2 - 3 mins] Based on your storytelling experiences in your own life (as teller, audience, formal/informal settings), define “storytelling” and list critical elements that define “storytelling”. | Teacher - frameStudents- recall, reflect, connect to prior knowledge and lived experiences  | Inducting based on students’ own experiences of storytelling - invites students to bring in their lived experiences, cultures; communicates their ideas and experiences are important. Access to preparation readings - opportunity for those who did not have time to read to scan readings in class. But they are not required to use them. This might also prompt some to read after this session based on the work they do here. |
| Pairs Group Speak | 3 m | Build definitions.Pairs compare definitions and lists. Consolidate. 1 minute. Pairs join to form groups. Compare and consolidate. 1 minute | Students – compare and contrast, connect & synthesize | Peer learning in pairs and groups - active construction of knowledge - allows students less prepared to arrive on the same page. No one is spotlighted as all are in the process - shy students and English Language learners have opportunities to listen closely and/or practice speaking.  |
| Group | 5 m | Check definitionsGroups use extracts from readings to check definitions - noting what they came up with that is not in the readings. Share out to class - what did we think of that is not in the readings.  | Students – scan information, connectconsolidate | Peer learning in checking for understanding creates opportunities for students to connect with readings in a low-stakes environment. Busy students - working, parents etc. - who have not had enough time to read assigned material have another chance to interact with that material. Providing extracts supports focusing which minimizes distractions and supports collaboration among differently prepared learners. Asking what we came up with, that the readings did not have creates learner authority in helping build a sense of self-efficacy, values student input.  |

[*Back to Contents Page*](#_Contents)

#### Demo Example 2: 15-minute plan. Defining Storytelling (*online session)*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Assessment** | **Thinking Process** | **Inclusive Active Learning Factors** |
| Solo Write | 3 m | **Slide access**. Give share link so students can download the slides. **Frame**: Tell students they will be defining “Storytelling” **Solo Write**: [2 - 3 mins] Based on the readings and your reflections on storytelling experiences in your own life (as teller, audience, formal or informal settings), define “storytelling” and list critical elements that, for you, define “storytelling”. | Students: Recall and connect to life, prior knowledge connection, select defining elements | Brainstorming primes students for later teacher input. Inducting based on students’ own experiences of storytelling - invites students to bring in their lived experiences, cultures; communicates their ideas and experiences are important. Brainstorm without reference to readings includes students who might not have had time to prepare. Solo brainstorm allows all students especially those who are shy, English Language Learners – to engage with the topic |
| GroupsSolo | 8 m | Breakout RoomsInstructions on slide so students have access to recall the task while in breakout.**Groups** Students work in breakout rooms using Jamboard. I board per group. **Solo** - share definitions. **Group** - compare and consolidate. Create a final definition based on the individual ones. **Groups** use extracts from readings to check definitions - noting what they came up with that is not in the readings. Groups told to find one thing to share.  | Students: Active listening to compare and contrast student definitions and ideas from readings; Synthesize elements from all into a single definition, decision making – justifying selectionInterpersonal – listen, give, ask, find consensus | Peer learning in groups - active construction of knowledge - allows students less prepared to arrive on the same page. No one is spotlighted as all are in the process - shy students and English Language learners have opportunities to listen closely and/or practice speaking. Peer learning in checking for understanding creates opportunities for students to connect with reading extracts in a low-stakes environment. Busy students - working, parents etc. - who have not had enough time to read all the assigned material have a chance to interact with the key points from the material.  |
| GroupsWhole Class | 5 m | Question on Slide: what did we find in common, and what did we think of that is not in the readings?Explore group Jamboards. Students can put responses to the question in Chat | Students: Active reading – scanning for similarities and unique ideas, compare-contrast. | Asking what we came up with that the readings did not have, creates learner authority in helping build a sense of self-efficacy, values student input.  |

[*Back to Contents Page*](#_Contents)

#### Demo Example 3: 15-minute plan. Comparing Storytelling.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format** | **Time** | **Facilitation & Assessment** | **Thinking Process** | **Inclusive Active Learning Factors** |
| Whole class | 1 m | **Frame**: Tell students that they will be looking at 2 types of storytelling – western and eastern. Give out scaffolding worksheet divided into 2 columns to represent (Greek and Roman) and Eastern (Chinese and Indian) storytelling traditions, and a box to represent similarities across these traditions.  | Students: Focusing on instructions, observing formats | Scaffolding worksheet - helps students develop note-taking instruction and experience. Helps English Language Learners listen and take notes. Also includes students who have difficulty focusing. ALL students are guided to focus on the key information for the activity.  |
| Group Co-CreationLectureVisualWrite | 10 m | Students work in groups for the interactive lecture.Show images and artifacts on slides and analyze them, allowing pause for groups to record similarities and differences in elements and aspects of storytelling in Eastern and Western traditions on their worksheet.  | Students: Observe, compare and contrast, sort and categorize, analyze and evaluate | Pauses provide time to process lecture information and make notes - helps English Language Learners, students with focusing issues, students unused to taking notes. Group collaboration within lecture co-creates learning = peer learning scaffolds mastery of note taking as students share and learn from each other. |
| SoloPairLectureWrite | 3 m | **Summarize** the overall differences and similarities between western and eastern storytelling. Pair share to check for accuracy - use group notes on worksheet.  | Students: consolidate and summarize, categorize | All students get to check what they have discovered from the lecture and adjust as needed.  |
| SoloQuiz | 1 m | **Take lesson quiz** – section on storytelling elements in eastern and western practice. Depending on time, instructions only to do at home or as exit ticket item.  | Students recall, guess, check for understanding | Check for understanding in a safe quiz environment. Multiple attempts allow all to try at their own pace- fosters growth mindset. Students know they can complete and review this quiz online after class and retake it a second time to improve their scores. If there is no time, students can do this after class or use some time from the next segment as review. |

[*Back to Contents Page*](#_Contents)

### Submission: Lesson Plans

1. Draft each lesson plan using the templates provided.
2. Create 2 separate documents:
	1. Full Lesson Plan (File Name: Full Lesson Plan-Your Name.docx)
	2. 15-minute Demonstration Plan (File Name: Demonstration Plan-Your Name.docx)
3. Submit both to the assignment in Canvas.
4. We will give you feedback.
	1. At this point, the Full Lesson Plan is done. If you have missed some of the standards, you can revise and resubmit.
	2. The 15-minute Demonstration Plan will be used for the Peer Review assignment. Please see the Peer Review Assignment instructions for this.

[*Back to Contents Page*](#_Contents)

### Achievement Guidance Standards - Success Criteria (rubric): Full Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Criteria – 11 Standards** | **Comments** | **DONE/NA** |
| **Use of Lesson Plan Template = 2 standards**You use the lesson plan template and have filled in all the sections. If you used a different format, you **represent the same categories** as in the template. |   |   |
| **Format Specification = 2 standards**You specify the different formats used – in student configurations as well as in the different modalities of materials used or created.  |  |  |
| **Explicit Facilitation Description = 2 standards**Specific descriptions of facilitation steps – what teacher and students do - someone reading your plan can track the actions in the lesson. For example, "5 minutes - use slides to guide students through an empty outline" rather than "lecture 5 minutes" which does not give us a sense of the processes used. |   |   |
| **Thinking Process = 2 standards**You identify the internal cognitive processes students use (e.g., rather than “listen”, you specify the thought processes as they listen like “compare, look for connections etc.). You have designed the facilitation to engage a range of different thinking skills, especially higher-order thinking skills from Blooms and Finks taxonomies and the Essential Learning Outcomes. |  |  |
| **Connection to SLOs = 2 standard.**You link the different parts of your facilitation to the SLO it addresses.  |   |   |
| **Timing = 1 standard.**Time allocation is indicated and is reasonable - you have allowed sufficient time for directing or instructing students, and for them to do enough work to build their knowledge and/or skills.  |   |   |
|  |  |  |

[*Back to Contents Page*](#_Contents)

### Achievement Guidance Standards - Success Criteria (rubric): 15-minute Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Criteria. 11 Standards** | **Comments** | **DONE/NA** |
| **Use of Lesson Plan Template = 2 standards**You use the lesson plan template and have filled in all the sections. If you used a different format, you **represent the same categories** as in the template. |   |   |
| **Format = 2 standards**You specify the different formats used – in student configurations as well as in the different modalities of materials used or created.  |  |  |
| **Explicit Facilitation Description = 2 standards**Specific descriptions of facilitation steps – what teacher and students do - someone reading your plan can track the actions in the lesson. For example, "5 minutes - use slides to guide students through an empty outline" rather than "lecture 5 minutes" which does not give us a sense of the processes used. |   |   |
| **Thinking Process = 2 standards**You identify the internal cognitive processes students use (e.g., rather than “listen”, you specify the thought processes as they listen like “compare, look for connections etc.). You have designed the facilitation to engage a range of different thinking skills, especially higher-order thinking skills from Blooms and Finks taxonomies and the Essential Learning Outcomes. |  |  |
| **Inclusive Facilitation = 2 standards**You state how and why your strategies actively engage learners, how they are inclusive and what type of learners they support. |   |   |
| **Timing = 1 standard**Time allocation is indicated and is reasonable - you have allowed sufficient time for directing or instructing students, and for them to do enough work to build their knowledge and/or skills.  |   |   |

[*Back to Contents Page*](#_Contents)

## Instructions: Peer-Review of 15-minute Demonstration Plans

After you submit your 15-minute demonstration plan drafts to Canvas, we will organize Peer-Review Partners. You will be assigned your Partner’s 15-minute demonstration plan to review.

**How to do review your Partner’s lesson plan.**

Analyze your Partner’s demonstration lesson plan. You can annotate on your copy of your Partner’s lesson plan or write these on a separate document ready to share in the peer-review session.

1. Use the success criteria for the 15-minute demonstration plan to analyze the draft. What specific areas can be sharpened? Are there outright errors or misunderstandings to address?
2. What are the strengths in this lesson plan? Are there specific areas that are particularly strong? List the reasons why you think so.
3. What can be sharpened in this lesson plan? Consider different aspects of sharpening:
	1. **Clearer explanations that a reader can understand.** The ideas and processes might be crystal clear to the designer, but do they communicate to you as a reader? Note: while at the end of the day, our lesson plans are just for us, in this exercise we want to practice articulating our ideas for facilitation clearly.
	2. **Content amplification** – are there ideas you see implied from the lesson, for example points about inclusivity or thinking process that have not been stated but should be to expand the explanations and justifications?

**The peer review session.**

We will use some of a class session for peer review.

1. Come to class on peer review day with your Partner’s lesson plan and your notes. Also bring your own lesson plan so you can take notes from your Partner’s feedback.
2. We will work in breakout rooms.
	1. Each Partner will take a turn – decide who goes first.
	2. The Partner doing the review will give feedback, pointing out strengths and areas to sharpen with reasons and constructive ideas. The Partner receiving the review will listen and take notes. During this process, the receiving Partner does not say anything – no reasons, explanations, etc. This is deep listening time. This process is then reversed.
	3. When both Partners have shared, you are free to discuss, explain, ask more questions, and brainstorm. You will have heard ideas from each other that will help you revise your lesson plan. Take good notes.
3. When we return to the main class, we will debrief and go over the next steps to submit your Peer Review assignment.

[*Back to Contents Page*](#_Contents)

### Submission: Peer Review

1. **Summarize the main takeaways** from the peer review exchange - list the comments you received (strengths and places to improve). See the format below.
2. **Revise and annotate your 15-min demonstration plan** – annotate where you have made changes based on the peer-review process and explain how/why they improve your design. You can highlight and use the comment function to do this. Alternatively, you can make a list of changes you made and add that with your explanations to the bottom of your lesson plan document.
3. **Write a short analytical reflection about the peer review process** in response to this question:

What did you gain as a REVIEWER - in looking at someone else's thinking and planning - that helps you with your own design? How might you integrate this strategy of peer review in your own teaching? In what ways does peer-review help create a more inclusive process and take away learning barriers? Is there anything you would do differently or additionally in doing peer review work with students?

As a guide, try for ¾ - 1-page single-spaced text. You can also use bullet points in your response.

**FORMAT for Submitting Peer Review Revision**

Create a single document containing the following:

1. **Summary** or list of key points from Peer Review exchange.
2. Annotated 15-Minute Demonstration Plan. You can do this in 2 ways
	1. Highlight changed areas in the lesson plan – use document comment function to explain changes to improve the plan.

OR

* 1. Highlight changed areas in the lesson plan. Put list of explanations of changes to improve the plan at the bottom under the plan.
1. Reflection on the Peer Review Process.

Use file naming protocol: ***Lesson Plan Peer Review-Your Name***

### Achievement Guidance Standards - Success Criteria (Rubric): Peer Review of Lesson Plan

|  |  |  |
| --- | --- | --- |
| **Criteria. Total – 4 standards** | **Comments** | **Done** |
| **Peer review summary = 1 standard**You have summarized the key takeaways from the peer review exchange. The points you have summarized address both strengths and areas to sharpen.  |   |   |
| **Annotated plan = 1 standard**You have revised your 15-minute demonstration plan and indicated where you have made changes and explained the changes – why/how they improve your design.  |   |   |
| **Peer Review Analytical Reflection = 2 standards**You have clear and substantive responses to all parts of the reflection prompt. |  |  |

[*Back to Contents Page*](#_Contents)

# Chapter 7: Active Learning 2 - Field Observation

**What is this assignment?**

You will observe an instance of teaching and submit your analysis on a worksheet.

1. **Observe an undergraduate class in your discipline (online or on-ground**) OR if you are unable to arrange this, you can view a video from a list we provide. Equip yourself for this task by reviewing active learning in your course book and the resources below.
2. **Fill out a Teaching Observation Worksheet** to document and analyze your observations.
3. **Write a short reflection** on the process of observing teaching.

**Why do a Teaching Observation?**

1. **Develop teaching literacy**. You learn to “read” teaching, i.e., explicit recognition and interpretation of facilitation “moves” or strategies.
2. **Metacognition of teaching.** Teaching literacy strengthens reflexivity. You will be better able to reflect-in-action (as you teach) and reflect-on-action (looking back on teaching) so that you keep growing and improving as you teach. You are learning how to learn as an educator.
3. **Intentional teaching design**. The metacognition you gain will help you design your own teaching intentionally so that you can watch for and ensure that your teaching is active and inclusive.
4. **Preparing to be part of a connected teaching culture.** Teaching is still an overly isolated activity. Observation in teaching is still relegated to evaluations from administrators and our Chairs/Deans. Most other professions – scientists, craftspeople, artists, innovators – thrive on peer sharing and exchange. But rarely do educators have other educators observe as interested and learning peers who can share ideas and give us good feedback to help us grow. In practicing how to observe to learn, you prepare yourself to support and encourage the practice of peer sharing and exchange in your own teaching.

 [*Back to Contents Page*](#_Contents)

## Instructions: Teaching Observation

**Set up your observation.**

1. **Find a live class session to observe** – this can be an online or an on-ground session. Observing a live session helps you experience the class dynamics more fully. Especially if it has been some time since you were in an undergraduate classroom and if you are not currently teaching, you will feel better prepared to answer interview questions about teaching undergraduates and to begin your own teaching.
	1. Ask peers who are adjunct teaching or reach out to the [CGU Ethical Pedagogy Community](https://www.linkedin.com/groups/13884807/).
	2. Set this up early so you are all set for later.
2. **Do your Observation.** Take notes.
3. **Fill out the Teaching Observation Worksheet**.

**If you are unable to find a live session** to observe, you can view a video from this list. Chose a video to watch. You may view more than one to get a larger range of teaching strategies to think about pedagogy across disciplines if you want.

* [English Language 1](https://youtu.be/Kd4tfV8XqLU)
* [Chemistry](https://youtu.be/XidlMit9d9g)
* [Mathematics](https://youtu.be/QeTOglU8Kdo)
* [Humanities](https://youtu.be/OorU_amtjKA)
* [Social Science](https://youtu.be/sp5BZu3hepg)

**Descriptive observation first.**

When watching the videos or a class – use specific and descriptive language. Show, rather than tell. Do not use value words – do not judge.

Here are some examples of the difference between showing and judging:

* Judging: The instructor’s lecture seems dry and boring.
* Showing: (Neutral) No voice variation, slides- lots of text, students - side conversations.

Pay attention to what is actually happening rather than interpret or judge.

1. Observing concrete details trains you to notice specificity in strategies. In the example above, the specific details help you understand that effective facilitation is a function of voice variation, slide design, and ensuring students are focused and on task.
2. This improves your reflexivity in troubleshooting and helps you avoid jumping to conclusions about students or the instructor and the facilitation process.
3. Practicing this improves your own responsiveness in teaching.

**Analyze and interpret the session.**

After watching a class or video, review your descriptive notes and add notes on where the process was actively engaging and inclusive, where it might have left some students out, and what might be adjusted to improve engagement and inclusivity.

Doing this right after the session engages you in critical reflection to think about multiple possible reasons to explain what you saw. This deepens and sharpens your analytical process.

[*Back to Contents Page*](#_Contents)

### Resource. How to Read (observe and analyze) Teaching

**Analyzing Teaching - Glossary**

The following glossary of terms will help you think about processes you should pay attention to in designing effective lessons and in observing teaching.

**Teaching Presence.** A teacher has positive presence when she is engaged with her subject and her students as she teaches. Teaching presence comes from the dynamic interaction of a set of criteria that work holistically. For example, a pace that helps students process information might be the speed at which we speak, and use of pause, and voice energy.  Here are 4 categories of teaching presence:

1. **Affirmation.** You make effort to know students, to connect with them through office hours, to acknowledge their presence and responses in class.
2. **Physical Energy**. This includes eye contact, body language, movement, and gestures. Standing behind a podium or sitting behind a desk through a large part of the class creates a physical barrier between you and your students and reduces your presence. Proximity to students increases your presence and can help you connect more effectively with students.
3. **Verbal Energy.** Your presence is also a function of your voice. Can you be easily heard at the back of the room? Does your voice convey knowledge authority without being authoritarian? Does your voice communicate your engagement with your subject and your students? Do you design interaction to include students’ voices in dialogue so that your voice is not the only voice in the room for the majority of a lesson?
4. **Teacher Focus and Engagement**. Are you completely and fully present in the moment in your classroom through a lesson? Your presence is greatly diminished when you are distracted, anxious about the lesson, or unprepared.

To further granulate the above, consider the following:

1. **Audibility:** can be heard clearly at the back of the room.
2. **Comprehensibility:** can be understood. Factors that impact this: Pace, audibility, semantic load (lots of jargon that students cannot understand). Remember that this is not about accent as long as the accent does not impede clarity and, hence, understanding.
3. **Pace/Speed:** pace intersects with what students need to do – the pace needs to allow students to take notes, to think about what is being said, to understand instructions.
4. **Pause:** pauses help with sense-making. Pauses allow complex ideas to be processed, allow students to silently respond to ideas before elaborating, to give time to students to formulate thoughts in discussion/when the teacher asks questions etc.
5. **Voice Energy:** tone of voice is modulated. There is a sense of energy and enthusiasm. There is engagement with the subject and with students.
6. **Eye Contact:** eye contact is made with most of the students during the lesson.

**Aspects of Positive, Inclusive Facilitation**

1. **Student Connection:** names and specific student information in the process of teaching is remembered, e.g., that a student asked a question earlier. ]
2. **Movement/Proximity:** movement is smooth and used productively throughout spaces among groups, among students while lecturing.
3. **Knowledge Authority:** in command of material, flexibility in using material, confidence in engaging in areas that she/he might not know about.
4. **Framing:** Did the teacherclarify what they would be doing in the session? Did the teacher explain the goals or expectations for the lesson so students?
5. **Active Learning: (**teacher talk vs. student-process) Did the teacher make time for students to process input? If so, how? What was the balance between teacher-talk and student-process?
6. **Signposting**: Did the teacher provide explicit markers of information structure or lesson process to help engage students’ focus/attention, keep them on track, and help them anticipate for upcoming tasks or information? (Common tactics include: pre-alerting/pointing ahead, recapping, enumerating, transition marketing) If so, how?
7. **Semantic-Linguistic Clarity:** Did the teacher use intentional tactics to engage students with subject-specific language so students can work effectively with the material and tasks?  (This might include comprehension checks, jargon checks, quizzes etc.) If so, how?
8. **Visual Clarity**. Did the teacher use visual aids to clarify information or concepts? If so, how?
9. **Process Time:** Did the teacher provide explicit thinking/working time for students to process information, make connections, respond etc.? (This could be done through wait time to allow more students to think and respond before calling on individuals or supplying an answer, using questions in a lecture with wait time to allow students to mentally respond before proceeding with lecture, thinking and writing time before engaging students in discussion/verbal response etc.) If so, how?
10. **Meaningfulness:** Did the teacher make meaningful connections to help students engage cognitively and emotionally with material or lesson tasks? (Connections can be to prior knowledge, lived experiences, real world beyond students’ immediate lives, students’ emotions, values and beliefs, imagination and salient possibilities and potentialities, etc.) If so, how?
11. **Assessing Learning:** Did the teacher check for understanding and provide formative feedback? Did the teacher have activities or processes that made learning visible and helped the students and the teacher check for understanding? If so, how?
12. **Inclusivity**. Did the teacher use (multiple) strategies to ensure all students understood the lesson? Did the teacher encourage participation from all students, but not necessarily only by speaking? Did the teacher make use of Universal Design in Learning - multiple modes of representation, expression, and engagement? If so, how?

[*Back to Contents Page*](#_Contents)

### Resource: Observing Classroom Contexts & Processes

We can design a great lesson plan but must always remember that the lesson process has a context comprising the classroom setting and students. The following questions will help you pay attention to the contexts in which you observe teaching.

 **Classroom Set-Up**

1. What is the room set-up – rows of tables or chairs, seminar-style around a table, U-shaped arrangement? Note environmental factors – sounds, light, and size of the room. How might this have affected the teaching-learning dynamics? Could the instructor have made changes to improve this? What might you do if you were the instructor?
2. If online – how has the instructor set up the space for students to enter? Are they entering to a shared screen or to the open gallery view to see everyone before class begins? Does the instructor have any music? If entering to a shared screen – what is on the slide/screen? How would you have a pre-set space if you were teaching online?
3. Anything preset on the whiteboard before class? Could there have been? If so, what and why?

**Class Dynamics**

1. Where is the instructor before class begins – what are they engaged with? Is there any student-instructor interaction before class officially begins?
2. What happens as students begin entering the room? Note student clusters, do students chat with each other, are some students not interacting?
3. Do students seem to feel comfortable and/or safe in responding to each other and the instructor through the lesson?
4. Do any students seem to be on the edges of class connection and work – i.e., they are left out or seem to have taken themselves out of the process?
5. Are students generally on task through the lesson? How does the instructor facilitate student engagement and attention?
6. Does the instructor direct the use of digital tools? Do students independently use these as and when they choose? Can you tell if digital tools are used to learn or whether they are distractions?
7. How would you describe the tenor or tone of the class as a community?

[*Back to Contents Page*](#_Contents)

### Submission Worksheet: Teaching Observation

Use this worksheet to present your teaching observation analysis.

Please write the live session information:

* Course (what subject):
* Course Level:
* College:
* Online or On-Ground:
* If you used one of the videos, please state which one.

1. **List the overall methods the instructor used**. Review your Resources above so you can be thorough in identifying methods, - whether the teacher used lecture, modeling, a guided discussion etc.
2. **Modalities and Tools.** List the modalities and tools used in the session. For example, speaking, video, visuals, guests, websites, podcasts, whiteboards, post-its etc.
3. **Student Do.** What thinking/learning processes or strategies did the instructors use to actively engage students? These can be overt activity structures like think-pair-share, debate, answer questions. They can also be invisible, e.g., rather than “note-taking” name the cognitive process the instructor used: compare-contract, calculate, categorize, sort, justify, choose etc.
4. **Checks for Understanding**. How did the instructors ensure students were “getting it”? How did they ensure students could gauge their own understanding and mastery?

**Inclusivity and Engagement**

1. **Inclusion.** Consider your observations above. In what ways were the processes used effective in ensuring a diversity of learners would be engaged and successful?
2. **Exclusion.** Who might have been left out or felt disengaged and why?
3. **Further Sharpening.** What strategies could have been used to make the lessons more inclusive and engaging?

**Instructor Presence**

1. What are the instructors’ strengths that give them presence in their classroom?
2. How might they amplify their presence in the classroom to better connect with students and build trust and confidence?
3. **Overall Reflection**. Write about 200 – 400 words.

**Prompt:** By observing others teach, what did you learn about your own teaching values, personality, and identity as an educator – what connected with you and what bothered you? Outside of formal evaluations, what is the value of watching others teach for yourself and for the general improvement of the profession?

[*Back to Contents Page*](#_Contents)

### Achievement Guidance Standards - Success Criteria (Rubric): Teaching Field Observation

|  |  |  |
| --- | --- | --- |
| **Criteria Total = 20 standards** | **Comments** | **Done** |
| **Observation Questions = 18 standards**You have answered all the questions in the worksheet. Your responses demonstrate teaching literacy in being able to both describe and analyze your observations:* **Describe** clearly and specifically, the strategies, processes, and tools you observed. You are able for the most part to name the strategies you observe e.g., scaffolding, reflective pause, think-pair-share, student choice etc.
* **Analyze** your observations explain how and why the strategies and tools you observed are inclusive and actively engage learning OR why they are not.
 |   |   |
| **Observation reflection = 2 standards**You have written a short reflection between 200-400 words in response to the final overall question. In your reflection, you are able to integrate pedagogical reasons and goals with your philosophy as an educator (values, goals, beliefs) |   |   |

[*Back to Contents Page*](#_Contents)

# Chapter 8: Active Learning 3: Teaching Strategies Collection

**What is this assignment?**

You will gather, organize, and annotate strategies you can use to help students prepare for class, and in facilitating class session work. Your annotation should explain how these strategies work inclusively, connect with learning theories, and/or how to sharpen the strategies.

**Why Create a Teaching Toolkit?** In doing this task, you develop awareness of methods in connection with your own teaching practice.

* + 1. **Metacognition of teaching strategies**. Intentional attention to observe, identify, and explain teaching strategies develop an explicit awareness of teaching-learning processes and how they connect with inclusive pedagogies and learning sciences. Observing learning and teaching sharpens your ability to “read” teaching and see nuances without judgment.
		2. **Analytical capacity development.** You develop the ability to analyze teaching-learning processes using learning science and inclusive pedagogy principles.
		3. **Counter Mapping capacity development**. In doing the above, you are better equipped to transgress, transcend, and transform how we teach and learning toward positive, future-focused outcomes that help all learners flourish.
		4. **Expandable resource development.** In using this course process to set up a teaching toolkit, you are taking away useful strategies to use in your own teaching. Establishing a knowledge base of strategies that are organized enables you to keep gathering ideas as you practice in more effective ways. The learning is less likely to dissipate. This also helps you to share and mentor others in inclusive methods.
		5. **Creative development** in being able to apply and expand strategies to improve them and adapt to your own contexts of teaching.

[*Back to Contents Page*](#_Contents)

## Instructions: Teaching Strategies Collection

**Organizing to Collaborate**

1. Assign a Strategies Point Person whose role is to ensure that strategies are being gathered.
2. Use the *Teaching Strategies Collection Worksheet*.
3. Work on ONE single document as a team. The Strategies Point Person can save the worksheet and share it with editing permissions with the team.
4. At the end of semester, make sure each team member has a copy to add to their own portfolios.

**Gathering strategies:**

1. Look for strategies. These can be from:
	1. Preparation instructions that support learning and engagement.
	2. Strategies used in Canvas to support learning.
	3. In-class facilitation processes.
	4. Ideas from readings and the coursebook.
	5. Strategies in your own practice.
2. Indicate who contributed each item and analysis by adding their initials at the end of a strategy description or annotation and/or in the “contributors” column.
3. If you are unsure what to call a strategy, make one up that makes sense, or ask us.
4. In the worksheet Notes column, jot down brief notes on any or all of the following:
	1. What educator values and goals the strategies imply.
	2. How/why the strategy includes and empowers all learners.
	3. Connections to inclusive pedagogies and learning science principles.
	4. How you might adapt it to your own teaching area and levels.
	5. Ideas for sharpening the strategy.
5. Work with your team through the semester to gather strategies to add to your *Teaching* *Strategies Collection Worksheet.* Aim to gather at least every 2 weeks – either by all team members asynchronously adding 1-2 strategies or use your default team meeting time.

[*Back to Contents Page*](#_Contents)

### Worksheet: Teaching Strategies Collection

*Set up a document using this template. Or create your own organization format – as long as you have all 3 elements – the strategy name and description, notes using the criteria above, and an indication of who the contributors are.*

*For the assignment, you need to submit a minimum of 10 strategies distributed across the three areas. Of course, you can gather more – these are for YOU.*

**Facilitating Class Process Strategies**

|  |  |  |
| --- | --- | --- |
| **Strategy**  | **Notes**  | **Contributors**  |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**Canvas LMS Strategies**

|  |  |  |
| --- | --- | --- |
| **Strategy**  | **Notes**  | **Contributors**  |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**Preparing for Class Strategies**

|  |  |  |
| --- | --- | --- |
| **Strategy**  | **Notes**  | **Contributors**  |
|   |   |   |
|   |   |   |
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[*Back to Contents Page*](#_Contents)

### Submission: Teaching Strategies Collection

1. Submit to the assignment in Canvas. File naming protocol: ***Teaching Strategies-Team Number***
2. You can submit a draft anytime around mid-semester to make sure you are on the right track and doing good analysis.

### Achievement Guidance Standards - Success Criteria (rubric): Teaching Strategies Collection

|  |  |  |
| --- | --- | --- |
| **Criteria – 8 Standards** | **Comments** | **Done/NA** |
| **Gathering and annotating a basic minimum – 1 standard**You have gathered at least 10 different strategies and annotated them.   |  |  |
| **Good distribution – 1 standard**Your 10 strategies cover the three areas – Preparation, Canvas, In-Class Facilitation.   |  |  |
| **Strategy annotation – 6 standards**Your annotations analyze the strategies in each of the three areas using any of the 5 areas listed in the instructions. 1. What educator values and goals the strategies imply.
2. How/why the strategy includes and empowers all learners.
3. Connections to inclusive pedagogies and learning science principles.
4. How you might adapt it to your own teaching area and levels.
5. Ideas for sharpening the strategy.
 |  |  |

[*Back to Contents Page*](#_Contents)