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Envisioning Ourselves as Educators: Practices for Student Affairs

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Workshop 1 – Envisioning Ourselves as Educators: Practices for Student Affairs

WMU Assessment in Action Conference

Vicki L Wise, PhD

*T*hank you all for attending!

*T*hank you Karen, Jennifer, Derek, Bryon
and the planning committee*!*

Me & My Journey

Oregon

Portland State University
Student Affairs

Oregon State University
Public Health Assessment
and Accreditation

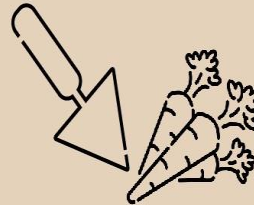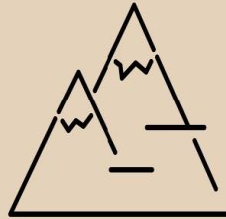**Nebraska**

Gallup Organization

Millard Public Schools

Virginia

James Madison University
Center for Assessment and
Research Studies

Institutional Research

College of Education

What I like to do:

Our journey together today

We must be intentional in the structure of our programs and services so that we reach all students and ensure they are able to navigate information and be empowered for next steps. This fosters learning…This is inclusivity…This enables impact.

Intertwining teaching, learning, and assessment are at the heart of effective educational practice.

My philosophy. Having worked in a number of areas in higher education, my understanding of how students learn and what good program design looks like has changed over the years. Now I consider what I know about effective teaching, learning, and assessment in the structure of all programs and services for maximum learning and maximum access to learning.

I am asking you to consider what it means to you to be an educator?

Learning outcomes for our time together

Expand perceptions and perspective of self as an Educator

Review relevant teaching and learning research/theory

Acquire foundational knowledge for effective and inclusive practice

WHY we have our programs and services is for our students! Students are at the heart of all we do.

WHAT we do and **HOW** we do it is up to us.

As educators, there are some key ways to create optimal and inclusive learning environments for all our students, regardless of where we work in the university.

Our programs, like classrooms, have specific content we hope to convey to students so that they may be better equipped to navigate the experiences they will encounter at the university.
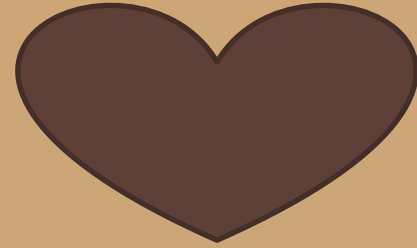
Our wish for students is that they feel that they are in inclusive spaces that foster their success both in and out of the classroom.

How we design our programs and services <u>matter</u> for student learning, engagement, and inclusion.

Effective Practices

We can design our programs and services for student learning, engagement, and inclusion.

Here I will cover three options.You may elect to do one or all, given your context, but they are interrelated.

Action 1: design for access and inclusion

Action 2: plan through backward design

Action 3: create a learning roadmap, where applicable

If we do these, we ensure more effective teaching and learning environments that can be effectively assessed.

Action 1: Design for access and inclusion

Universal Design for Learning (UDL) was first created to increase access for those with disabilities, and UDL's success has benefitted us all. It has since moved beyond providing accommodations to providing access to information and learning to all.

Effective content design and delivery allows for minimal barriers and maximum learning*

Making content accessible to the broadest possible audience is the right thing to do!

Next, let's move the focus away from training faculty members about UDL. Let's also train the people who support them: IT departments, teaching and learning centers, media services areas, academic department staff, and the help desk.

-Thomas Tobin

(*CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.)

What is UDL for inclusive learning?

- UDL creates multiple ways to keep learners engaged,
- UDL provides content information via multiple channels, and
- UDL allows learners to show their knowledge/skills in more than one way.

This applies to our teaching methods, teaching materials, program content, program delivery methods, websites & social media outlets.

Video (~5 minutes): https://youtu.be/VwA8cQ2xA9o

UDL can limit these barriers

Barriers	
In Goals	Make course (or program) goals flexible. Be open as to ways students can meet goals and how they will demonstrate knowledge.
In Methods	Some teaching methods can pose barriers to learning for some students. Think about the typical methods you might use to teach. Ask yourself: What is the learning context (location, grouping), the presentation format (oral, written) and the instructional format (lecture, reading); and what skills and abilities do these require?
In Materials	Some materials used to impart knowledge can present barriers to learning for some students. All materials require students to have certain skills to make meaning. For example, text requires a person to be able to decode the text. The skills required by materials can present barriers for some students.
In Assessments	Determine the goal(s) of the assessment (the construct being measured). What do you want students to know and demonstrate? Consider multiple ways to accurately measure the student's ability to demonstrate the construct or goal of the assessment. A single means of assessment may prevent accurate measurement of all students' understanding.

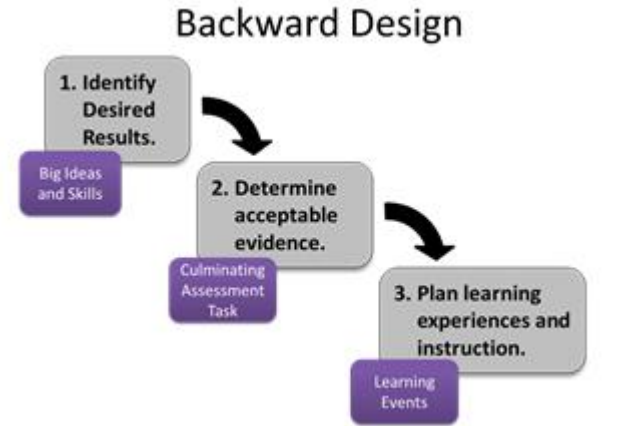UDL Professional Learning: http://udlpd.weebly.com/barriers-to-learning--methods.html

Action 2: Plan backward

We start with the end in mind - the intended results- and build the teaching and learning environment around these efforts.

Backward Design

1. Identify Desired Results.
Big Ideas and Skills

2. Determine acceptable evidence.
Culminating Assessment Task

3. Plan learning experiences and instruction.
Learning Events

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design.* Association for Supervision & Curriculum Development.

Stage 1 – Identify the learning outcomes. What should students know and do as a result of the learning experience?

Stage 2 – What students must do to demonstrate attainment of learning outcomes. What is acceptable and meaningful evidence? How will you measure it? Does it build in UDL in demonstrating and assessing learning?

Stage 3 – Plan and deliver learning experiences that align to the desired knowledge and expected outcomes.
- Does the learning actively link to the outcome and assessment? Pay attention to taxonomy of learning.
- Does the learning experience promote equity, diversity and inclusion?
- Does it build in UDL, and allow for the multiple ways students learn?

Action 3: Create a learning syllabus

With backward design in mind, create a learning syllabus for you as an educator and as a learning roadmap for students.

A syllabus can take a variety of forms, some view it as a learning map, some a learning contract. Essentially it guides students as to what is expected of them in your program/service. You will note that assessment planning is part of this. It makes learning expectations transparent and provides the students with a roadmap.

When reading a learning-centered syllabus, students learn what is required to achieve the course objectives, and they learn what processes will support their academic success. - O'Brien, Millis, Choen and Diamond, 2008

An effective syllabus is a powerful teaching tool.

- Listing learning outcomes helps students understand what is expected of them.
- Assignments aligned with learning outcomes and accompanied by rubrics can help students understand what skills they need to demonstrate.

An effective syllabus motivates students to learn. A well-organized and clearly communicated syllabus empowers your students to plan their time and energies.

The more students believe they operate under their own control, the greater is their learning motivation. - Hativa, 2000

What are the Syllabus Elements?

1. Information and contact

- Your address, office hours, email address, phone number
- Your preferences for best contact
- Specify availability

2. Course description and purpose

- What is the course (program/service) about?
- Why is it relevant, interesting, or significant?
- How does the course fit into the larger goal of the division and/or university

3. Course polices: attendance, behaviors, engagement

4. Timelines

5. Learning goals and learning outcomes

      6. Assessment of outcomes and standards for performance

           7. Feedback process

Items 5 through 7, uses a backwards design process.

7. Reading materials and resources to facilitate learning:

**8. Out of course resources/support**

UDL shapes this whole process too!

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Activity in assigned groups (10 minutes). And for your use going forward.

Now that we are towards the end of this session, does it now mean anything different for you to be an educator?

Think about what you might do differently to facilitate student learning?

Does anyone want to share out in the chat? If so, I will read out a handful of these.

Me Now
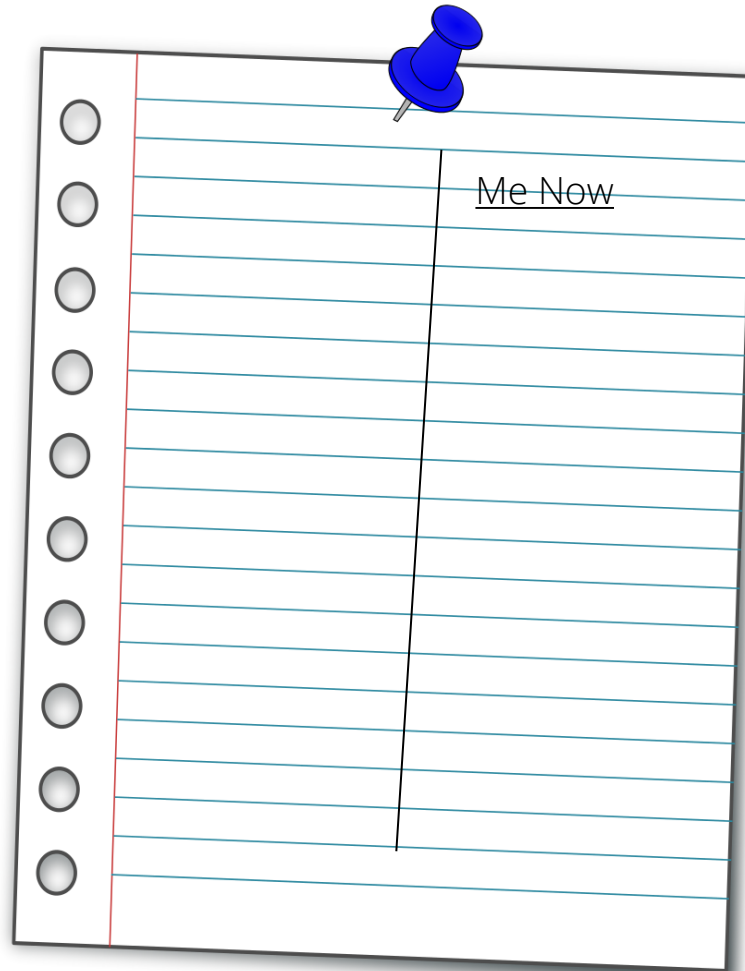
In the chat...

What questions remain unanswered?

Any muddy points?

You can reach out to me at vickilwise@gmail.com if you have further questions.

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