

Baker College Developmental Education Appreciative Inquiry
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About the Project

Baker College is the largest private college system in Michigan with nine traditional campuses in addition to an online campus, a corporate services division, and a graduate school. In fall of 2004, enrollment was almost 32,000 students system-wide. The individual campuses are united as part of a system that allows the campuses to share resources and infrastructure, including a shared curriculum.

In the fall of 2003, Jim Cummins, the president of the Baker College system, approached Dr. Barbara Honhart, system vice president for academics, about developing a quality improvement initiative for developmental education. Baker College is an open admissions institution, and 80% of the entering students placed in one or more developmental education courses. Taken together, the number of credit hours that fall quarter in developmental education courses was larger than 4 of the Baker College campuses. (By Fall 2005, the number of credits in developmental education was larger than 5 of the campuses.) Clearly, developmental education was a major issue for Baker College.

Existing data analysis also indicated that the developmental education program was not being very successful. The four developmental courses (ENG098B College Reading, ENG099 English Review, MTH099A Basic Math, and MTH099E Pre-Algebra) all had some of the lowest student completion and success rates of courses at the college. In addition, institutional research had indicated that students required by placement exam to take either ENG099 or MTH099A did not perform as well in subsequent English or Math courses as those students who placed directly into the 100-level courses.

Dr. Honhart convened her staff including the Directors of Assessment, Curriculum, Effective Teaching and Learning, Institutional Research, and Teacher Education. Each of these directors was assigned an area for reviewing the literature and developing an action plan. The Director of Effective Teaching and Learning, Dr. Chris Davis, was assigned the task of looking at faculty development as well as other items.

The developmental education research literature provided a list of what faculty should know, but the decision was made by Dr. Honhart and Dr. Davis to not pursue a very directive approach to faculty development. Starting the previous year (2002), four of the campuses had contracted with a consultant to launch an initiative to improve student success in the MTH099A Basic Math course. After the first year of the project, faculty resistance to the project and the highly directive approach of the consultant was so great, that one of the campuses dropped out of the project. With this experience in mind, the

concern was that a directive, top-down approach to changing faculty practices would likely lead to resistance rather than change.

As part of the new emphasis on developmental education, Mr. Cummins requested that each campus create a new (and unbudgeted) position of Dean of Developmental Education on each campus. These positions were created and staffed by the beginning of winter quarter 2004. Previous to the creation of the new department of developmental education, staffing of developmental education courses was handled by the Dean of General Education. This transition also created a new grouping of faculty, instructors who teach developmental education courses.

The new Developmental Education Deans began holding quarterly meetings with the system academic staff along with two faculty representatives (a teacher of developmental English and a teacher of developmental math), a representative of the academic advisors/counselors, and a representative from the Learning Support Services Directors. Collectively, this group became known as “DEQIP,” the Developmental Education Quality Improvement Project.

Dr. Davis had become aware of Appreciative Inquiry as a process for organizational development. This approach fit the goals of the program by providing a structured opportunity for faculty to share best practices, to be engaged in the larger change program, and to take an active and direct role in determining future professional development. Working with the Deans, Dr. Davis developed a schedule for September 2004 to offer this session for faculty on each campus at least one. Since most of the faculty are part-time adjuncts, sessions were offered mornings, evenings, and Saturdays. After cancellations and changes, ten sessions were offered with over 100 participants from September 8 to October 23.

About the Protocol

The initial (and naive) vision was to accomplish all four stages of the 4-D Model of AI in one three hour session. At the first session, Dr. Davis realized that time was insufficient for the creation of provocative propositions. What’s more, most of the dreams also served as Design statements. About midway through the delivery of the sessions, Dr. Davis realized that what was really happening was that the groups were getting through Discovery and Dream, but not really addressing the later phases of the process. By the end of the process, he had realized that Design would be a great activity to kick-off winter quarter, and Destiny for spring.

Most (7 of the 10) sessions, a brief survey about views of teaching was used as an ice breaker and to get the participants thinking about teaching. The results and instrument used for this are at the end of this document.

Dr. Davis facilitated all sessions and began each session with a brief introduction on the importance of developmental education and DEQIP, which lead into review of the session goals. A very brief introduction and overview of AI was provided, and the

Discovery process was launched. Participants were split into pairs (and the odd 3-some) and told to interview each other. No specific time limits were set, and instead the facilitator monitored each pair's progress. The debriefing allowed each pair to share their findings, and a volunteer from the group served as recorder.

Typically a break was given between Discovery and Dream. The Dream phase was handled differently depending on the size of the group. For smaller groups (less than 6), this was facilitated as a whole group activity. Participants were asked to reflect and develop 3 items for change, and that was used as the basis for discussion. For groups 6 or larger, the participants discussed their dream's in pairs or small groups before the general debriefing.

Some of the early groups attempted the Destiny stage by using the list of change agents as a starting point for discussion.

The handout that was used follows.

Baker College Development Education Faculty Appreciative Inquiry Exercise ~ Fall 2004

SESSION GOALS

- Identify, share, and capture existing classroom best practices
- Develop a mutually supportive community of practice
- Foster the development of a shared vision for developmental education
- Allow faculty to plan future professional development activities

APPRECIATIVE INQUIRY

"Appreciative Inquiry is a form of personal and organizational change based on questions and dialogues about strengths, successes, values, hopes, and dreams. It focuses on the positive, not the negative.

Appreciation has to do with recognition - with valuing and with gratitude.

Inquiry is exploration and discovery."

--Whiteney and Trosten-Bloom, *The Power of Appreciative Inquiry*

4-D CYCLE

- DISCOVERY "the best of what is"
- DREAM "what might be"
- DESIGN "Provocative Propositions"
- DESTINY "what will be"

DISCOVERY

Find a partner, preferably someone you do not know very well and who teaches a different subject than you do.

Take turns asking each other the following questions:

- Think back on your experience teaching a developmental or other class. Locate a time when an entire class or even an individual student was truly engaged in the class and motivated to learn. What circumstances caused this to occur?
- Describe an incident when a student took accountability for his or her learning in one of your classes. What were the circumstances that led to this happening? What were the consequences?
- Describe a moment when you observed a student have that "a ha" moment when she or he experienced deep learning and understanding. What made that possible?

We will share your findings as a group and a recorder will record best practices.

DREAM

In small groups, discuss the following question:

If you could transform the developmental education learning environment at Baker College any way you wish, what would it look like and what three things would you change first?

Some questions you might want to consider include (from Senge, *Schools that Learn*):

- What are students doing in a typical class?
- What structures, practices, or behaviors (on my part and the college's part) help the students succeed?
- How are the instructional activities (the lessons, assignments, and conversations) organized?
- How do students interact with each other in the classroom? (Do they engage one another in solving problems and working together? How do they help one another learn?)
- How do they interact with me, the teacher?
- What kinds of information do I, as the teacher, convey directly to students?
- What kinds of information do they get from reading (and what do they read to find it)?
- What kinds of information do they get from learning experiences (and what kinds of experiences do they have)?

Be specific and use as much detail as possible. Don't limit yourself by what you perceive to be feasible. Remember that the title of this section is "dream."

Have a recorder write down your vision and list of items.

Have a spokesperson be prepared to share your group's vision and list.

DESIGN

Trade your vision and list with another group. Based on the vision and list you have received, write a set of Provocative Propositions. A Provocative Proposition is a statement that describes an ideal future to work towards that is based on what has worked in the past.

Each Provocative Proposition should meet the following criteria:

- Is it provocative? Does it stretch and challenge us?
- Is it grounded in examples?
- Is it what we want?
- Is it affirmative and in the present tense?

An example of a Provocative Proposition might be, "All students come to every class session engaged and prepared to learn."

Have a recorder write down your Provocative Proposition.

Have a spokesperson be prepared to share your group's list.

DESTINY

As a group, let's brainstorm what each of the following individuals or groups can do to towards the fulfillment of the Provocative Propositions:

- Baker College System
- Your Campus
- Your Dean
- Your Peers
- You

What faculty development activities would support you in your teaching?

A recorder will document our ideas.

ROADMAP

- September 2004: 15 Appreciative Inquiry Sessions
- October 2004: Integration of session outcomes into a single document/plan
- November/December 2004: Dean and Faculty review and campus discussion of the plan
- January 2005: Begin implementation of vision as called for in the plan

REFERENCES

The Power of Appreciative Inquiry: A Practical Guide to Positive Change
Diana Whitney and Amanda Trosten-Bloom, Berrett-Koehler, 2003.
ISBN 1576752267

Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education
Peter Senge, Currency, 2000.
ISBN: 0385493231

Appreciative Inquiry Commons <http://appreciativeinquiry.cwru.edu/>

About the Results

The results that follow are the unedited notes from each of the sessions. One of the disappointments of the process was that while individuals shared stories, the narrative stories were not captured in the note taking process.

Auburn Hills (am session)

Discovery

- Include with your syllabus a calculation sheet on the back of the syllabus
- Provides accountability for students' own grades
- Students can record points as they go along
- Engagement – hand the learning over to the students
- Hands-on learning/ interactive
- Work with Lego, straws, build something
- If you teach it, you learn it. Have the students teach something
- Groups – show someone else how to do something
- Algebra on overhead – Use colored Bingo chips +/-
- Trigger learning
- Problems on the board – have students explain – work with other students
- Boards all around the room. Could hang large sheets of paper
- Group laptop dry erase boards
- Concept maps – Monopoly board w/ math concepts
-Spider Web concept design
- Graphing in math – visuals
Draw graph on board. X and Y coordinates
Use colored markers
X comes before Y in the alphabet/negative = left, positive = right
Provide students with large graph paper (available on websites)
Teacher works on board together with students on the graph paper
- Share fears and hopes in class to find that there are common fears and hopes
- Bridging vast differences in developmental classes – in order to not lose some of the students while working on the basics. Allow those students who are beyond the basics to work on something else if they are ready to move on.
- Students may not realize their “aha” moments
- Developmental students (and others) may take longer to reach “aha” moments. The “aha” experience may be in subsequent classes. Follow up is important.
- It is rewarding for both teachers and students to reach the end of the struggle, and have that “Ah, I did it!” experience.
- Students who go beyond that they need into that “strange sense of satisfaction” over solving a problem or understanding a concept.
- “Aha” moments may occur later, even in capstone courses. Things make sense later, “delayed aha.”

- Sense of responsibility when a student makes the effort to contact an instructor to make-up work missed through absence.
- Allowing students to make up late work, late essays, late homework , so that the student does not feel defeated. Have a penalty, such as -20%, so that it is fair to the students who get their work in on time. Grade reduction for late work. Less excuses, less exceptions.

Dreams and Designs

- Smaller class size (no more than 15)
- Individualized program/instruction
- Learning Support Center at Baker is a good thing for students. Students need to be ready and willing to access the support services
- Teachers at Baker are caring, willing to meet with students, go that extra mile
- Clarify lessons with students
- Get to know students better
- Coat hanger/hook in the classrooms for instructors to hang their coats
- English Review – hold class in a computer lab so that students can actually have the experience of writing. Some students don't have computers at home. The students are worried about their handwriting, being graded on handwriting, the teacher not being able to read the handwriting. Labs give the change to practice writing.
- Contact time increased – require 2 quarters of English/writing or attend class twice as often, 8 hours a week rather than four
- More levels of class, for example at least 2 levels of English Review, one based on grammar and sentence/paragraph writing and an upper level based on essay writing. Could be based on COMPASS scores. Similar to Basic Math and Pre-Algebra sequence
- More integration between the developmental courses. An intensive cohort with shared responsibility. Shared planning and instruction with 2 or 3 developmental teachers
- Remove the stigma from developmental education. Developmental Education is FUNdamental. Students who seek assistance (LSS, etc) are the richer ones. Those who do not seek help do not get better. The Bill Gates philosophy.
- Students reaching mastery before moving on. Rather than an exit exam, what about an entrance exam. Entrance exam to COMP I, not an exit from English Review
- Mentor/Tutor - Less talented students are mentored by more advanced students within a class. Teacher assesses students and ask a student to be a mentor to other students. Builds confidence, helps both student with material. The student who need help, who is not up to par, has a plan in which the mentor sits next to the student in class, helps work out issues while the instructor is teaching. Ideas about how to implement in English, such as with peer review.
- Top ten kids in high school are those that need math tutors. Students who know where to get help do better. It is not a weakness to get help.

- Facilitate developmental students using the LSS/Writing Center
- Smaller class sizes – alternatives
 - Team teaching – 2 instructors per class
 - Break into groups according to ability levels
 - Students who need more instruction and guidance could sit in the front of the room. Students who can work independently can sit in the back of the room.
 - Provide faculty with more opportunities for sharing ideas with other instructors, hearing new ideas, cross disciplinary sharing of ideas, within campuses, across campuses.
 - Quantify differences in learning – do the numbers within a class make a difference? Does the amount of sharing increase or decrease with smaller or larger groups?
 - Importance of group work. Break down into smaller numbers in a large group
 - Value life experiences of the students. Do life experiences interfere with learning? How can life experiences enhance or contribute to learning? For example, returning to class after 3 weeks in jail. How to relate the life experience to learning
 - Past educational experiences gave messages
 - I can't do it.
 - I am going to fail.
 - I am not good at this.
 - Value the life experiences of the older student. They bring maturity, a sense of responsibility.
 - Math anxiety – lessen by becoming a motivational speaker. Share your own experiences. If I can do this, you can do this attitude. Use of personal examples. Show that the teacher knows what it is like to be a student, a parent, an employee, etc, juggling everything.

Destiny

- Advance the concept of team teaching
- Other teachers availability to substitute – contact list – substitutes do not have to be Baker teachers
- More opportunities for professional development
- More meetings with the developmental instructors during the year
- Day and evening sessions both – fed and paid
- Get word out about other campuses' professional development
- Campus development – professional development
- During quarters
- Between quarters
- What? – Training in team teaching/ sharing/ openness
 - How to use student mentors
 - Assessing students, knowing your students

Auburn Hills (pm session)

Discovery

- aha – light bulbs giving good examples, practical application, acknowledgment, benefit- how to use outside the classroom, sales tax, tips, relate to real world
- real world – research on faculty evaluations, effectiveness of instructor, biggest impact is how relevant course is to student
- employers – great technically, but students can't communicate (written/oral) in work world
- what kind of math is this? percentage...teachable moment is lost if not explained with real world examples
- teachable – student accountable when students were marketable – better in class – make more money – do better in career goals
- previous failures – teach to adults – fresh start – explain in a new way – students wanting to learn
- negative behaviors in developmental classes – traumatized by experiences in earlier education – baggage in the classroom
- everyone on different levels – challenging students – review vs. very low skills – feedback
- feel the impact – people with energy toward learning – caring – students ready to learn – exciting – sad – work harder
- students being ripped off in real life because of lack of basic skills
- meet the student where he/she is – take person to next level
- mentoring students – partner students in different levels – utilize front of room for those who need more direction – back of room for those who can work independently
- tutoring versus teaching – one-on-one versus groups
- how do you not make it seem juvenile?
- mad-libs – parts of speech – games math mad libs – fun/easy
- students who do go above and beyond the basic requirements to complete work/overcome obstacles to learning – cognitive and affective
- throw out a problem to students – let the students solve the problem – deadlines – surprises
- student asks a question – respond with a question to the student or the group – teacher knows the answers – let the students come up with the answers
- supportive students among themselves – a non-threatening environment- good communication

Dreams

- punctual students, who stay for the entire class, students do homework and come to class, group tests, all on same academic level, computers at all desks – interactive programs, students teach each other, all know multiplication facts, students complete class and master material
- smaller class size (15-20 students)

- visually appealing space, environment, room temperature
- designated wings/classrooms
- more whiteboard space/individual whiteboards
- more technology in classroom – even 2 or 3 computers
- individual cassettes – lab materials/reading levels
- use calculators for modules 4 (ratios, rates, proportions) and 5 (percents)
- real life problems-word problems-application
- user friendly-tables not conducive to groups-open space for movement
- audience response systems – technology in the classroom
- more student space
- revised practice tests/modules in basic math
- more flexibility in grading (basic math)
- math class that is fun-curriculum changes
- transportation issues for students taken care of-bus system, car pool
- pay staff for additional one-on-one help beyond just the one hour lab
- more time – 2 quarters for a course, or 8 hours rather than 4 hours contact time
- work and school connections
- daycare
- parking
- exit out of developmental classes
- pre-developmental math class or partnership with alternative adult education
- public school partnerships
- mentoring from business – students connecting, not just administration
- audit classes – sit in on class for experience for first time
- student-career mentors –groups of people in careers – advisory boards
- alumni mentors – student mentors
- individual staff to contact students who do not attend
- Montessori math manipulatives
- class times 6-8 one class and 8-10 one class, meet twice a week

Destiny

- environment not conducive to learning – 40 students, facilities, need larger whiteboards, 1 file cabinet drawer is not enough
- copy center
- basic math cabinet/locked/ with practice and modules tests, multiple copies – enough for all sections
- what is going to be done with all of these lists?
- need to assure that LSS tutors are able to pass the modules themselves 20/20 for tutor qualification/certification
- increase usage of LSS by developmental students-developmental students are not seeking assistance-achievement versus avoidance of failure
- use all textbooks, but use them in ways that work for individual instructor and students

- faculty development – VCR and DVD, visual
- view/observe other instructors in classes/cross disciplinary

FLINT 10/2/04

DISCOVERY

Engagement

- Integrating things connected to the student
- Bringing in real life situations
- Making meaningful activities
- Getting people up and moving around
- Partnering
- Listening activities
- Active things
- Games in the classroom (Jeopardy, Toss the Ball, 25 words in one sentence, humor, bingo), need goal associated with game
- Creating relationships
- Foster engagement
- Motivation of why they are there

Accountability

- Student responsibilities
- Stand behind standards
- Connection between grade, choice, and actions (ask students grade desired and what steps to get that grade)
- Day vs. night students
- Connection to career
- Intrinsic motivation (create the environment, students need to own it and act it)

Ah Ha!

- Visual representations
- Worked in assigned groups – use coaches
- Learning when explained by other students
- Getting someone's attention with something interesting
- Make it real life oriented
- How math is needed in their day to day experience
- Sense of humor
- Make it practical
- Keep at it—time can be a plus; it will eventually develop
- Different learning modes

DREAMING

- Instructors have a better idea of the student's skills

- Incorporate tutors sooner
- Breaks need to be more practical
- Class size is too large (10-15 ideal)
- Mandatory one on one tutoring for each student
- More frequent classes for shorter time
- Time management skills
- How to learn to learn skills
- Small group cohorts/buddy system
- Skills for students to critique themselves
- Cooperate and collaborate in groups
- Connect their major with math
- Water
- Want students to love reading
- Full-time instructors
- The first year experience (expand COL111A)
- Mentors
- Math lab/writing lab
- Every student gets a lap top
- Instructors get a lap top
- Faculty office space – respectful/comfortable/usable

DESTINY

- Make Blackboard more reliable
- Infrastructure
- Faculty sharing sessions
- Ongoing faculty in-service

Cadillac

DISCOVERY

- Tennis ball – relieve test anxiety
- Focus on what you don't know
- Walk out, walk around room – relieve test anxiety – candy at the end of the test
- Relate to the material – current events
- Give assignments at beginning that promote success and build on that
- Break the material into steps
- Note taking skills
- This will be the last time you have to take this class – belief in their abilities
- Validation of correctness
- Use games to deliver material (content)
- Pulling in real-life examples, testimonials, and sharing

- Give students self-esteem when they repeat classes so they know they can be successful
- Teaching is not just a job; you have to have the passion.
- Validation helped them know they are right. This creates accountability for students.
- Try to show them unconventional ways to do things.
- Tried something new
- Discover learning style of student
- Hands-on activities
- Meaningful to student (ownership)
- Reward was involved
- One-on-one with instructor
- Use different delivery methods

DREAM

- No grade inflation
- Options for students where college is not the option
- Class size (≤ 15)
- More class hours per week (i.e. 2 3-hour chunks), more contact time
- Mandatory learning support/tutoring (Plato)
- Specific testing
- Having a better sense of where student is at the beginning (assessment)
- Placement process reliable and valid
- Have access to student info when advised/placed
- Have right students in the right classes
- Meet with other instructors within same department, teaching same classes
- All faculty have the opportunity to talk with and bounce ideas off each other
- No online developmental education classes
- Developmental education exit exams
- All faculty are open to new ideas.
- Students have perfect attendance
- Students actively engaged in class materials
- Students feel that being in class is important
- Relate learning to real life – rather than just a textbook
- Peer teaching (cooperative learning)
- Different ways of interaction
- Laptops for students with interactive activities to reemphasize subject (tutorials)
- Class goes on Plato
- All students feel less intimidated

DESTINY

- System can buy into idea of change
- Faculty training on how to fill a 3 hour and 40 minute class period
- Deans hire instructors with heart for developmental education and commitment to Baker College
- Faculty need to learn to use systems like Plato

Flint

DISCOVERY

- Small class
- Working in groups
- Don't give answers too soon, don't worry about silence
- Comfortable – no stress
- Teachers should smile enough
- Learn from the students
- Engaged because of extrinsic motivations (returning, non-traditional students)
- PowerPoint enhanced learning environment
- Get past inhibitions/fear
- Group work
- Someone needs to enjoy the class experience
- “Ignorance on fire beats knowledge on ice”
- Clear instructions
- Personal one-on-one directions
- Discovery to find out something new
- Partnership in learning between teacher and students
- Trust and sharing
- First day of class important for flow of class – express levels of knowledge of students and teacher
- Right to teach; right to learn
- Spiral learning, responsibility for own learning
- Each course is different
- Advanced organizers (previews or guides of what's coming)

DREAM

- Even level of competencies
- Computers in the classroom
- Bottle water
- Extracurricular activities
- Mixed learners in room
- Flexible time (2-3 times versus 1)

- Better placement of students
- Writing center
- TLC program useful
- Screen covers whiteboard
- One template/lay-out for classrooms
- Pre-basic math classes; cut basic math into two classes; students seem to fail same 3 modules
- COL111 effective way to teach study skills, time management, classroom behavior
- Overlap between ENG098A and COL111 eliminated
- All students take COL111 right away
- Improved communication with deans and system
- Mentoring system for faculty and students
- More full-time faculty

Owosso

DISCOVERY

- Be enthusiastic to help students be excited
- Small groups for discussion
- Write agenda on board for class and mark off progress (students should always know the objectives and how we are meeting them)
- Important to help find the relevance of a topic or an idea to engage students (“How does this apply?”)
- Have students write on tests “I Love this subject” for 1 extra credit point
- Engage students in a way that they are doing the discovery
- Use pictures and visual aids
- The environment in the room makes a difference...a traditional classroom setting may make it difficult to engage some students
- Make the room safe...students know and trust each other; building relationships (using peer mentoring) reinforces learning; teaching it helps you learn it

DREAM

- Smaller class sizes
- Round tables
- Use only one of MLA and APA
- Student friendly teachers
- Encourage interaction
- 20 week courses
- Non-traditional assessment (concept map/artifact) to demonstrate learning
- Allow cheat sheets
- Better placement
- Tutors

- Faculty consultants to assist with special needs
- Peer assessment and mentoring
- Team teaching
- Full-time faculty
- Math/English lab for extra help
- Individualized instruction
- Separate classrooms for developmental education decorated to support learning
- Flexible classrooms
- Split the night classes
- Rearrange class times for what works best (i.e. NOT basic math at 8 am!)
- Mini quarters
- More detailed assessments for borderline students
- Create a mission for developmental education
- PD on peer mentoring and team teaching
- Make sure students know that they can use Word for papers
- File cabinet for resources faculty can share
- Night classes become hybrid classes
- Shorten evening classes (more days)
- Dress code?

Port Huron

DISCOVERY

- Make concepts concrete
- Overcome mental blocks
- Make it real; relate to the real world
- Put students at ease
- Build confidence
- Set the tone
- Show relevance to career
- Seek help immediately; tutoring on a regular basis
- Explain errors
- Use classmates
- Review similar to test
- Relate course to the next level course
- Communicate with all instructors

DREAM

- Sequence of English courses
- Extend developmental education courses more than ten weeks
- Different learning techniques; more activities
- Change basic math format

- Pair classes
- Counsel/mentor students
- Profile of students
- Assistant/tutor available in developmental education classes
- Supplemental instruction
- Better placement tests

DESTINY

- Additional PD
- All developmental education faculty to get together
- Reward system on campuses for faculty
- Regular departmental meetings

Clinton Township

DISCOVERY

- Asking student if they “gave it her best shot” to create accountability
- Relating learning to personal interests creates “a ha”
- Explicitly transition language from environment to classroom (such as taking song lyrics and making them grammatically correct)
- Relating problems like kilowatts on an electric bill creates memorable learning
- Relating from what is familiar (recent movies) to learning (Shakespeare) supports learning

DREAM

- Longer than 10 weeks for English review
- Reduce class size
- Remediation lab for developmental English and math
- Round table or u-shaped tables in classrooms
- Room for the teacher to move in classrooms
- Nonverbal students talk in class
- 4 hour review seminar for students who just miss cutoff on compass test to allow them to retake it
- Review class prior to taking compass test
- Set-up time for compass testing so that student can prepare
- Classes meet more than once a week (1 class meeting, 1 lab session)
- Require students to attend lab sessions minimum number of times before class is over
- Shorter class time (3 hours 40 minutes too long)
- Tell students (handout in admissions) what is on the compass test
- Allow students to re-take compass is they have had tutoring or other intervention (Clinton Township does not allow re-takes)

- Additional 5 minute break during evening classes
- Good tools to properly place students
- Competency tests given first night of class to assess where students are
- Additional English class that focuses on research and MLA/APA as bridge to Comp I
- Classes that utilize the student's every day life
- "News for You" incorporated into reading course
- Students know times tables or can create a table before test using skip counting to use on test
- More flexibility in grading in basic math (extra credit for homework, participation, etc.)
- Math manipulatives available
- Teaching to a lower level without letting students feel it is lower
- Relate teaching to student lives, work, etc.
- Overhead graphing calculator in each room
- Separate sections for ESL students
- More opportunities for teachers to get together
- Expanded learning center
- Students work in groups, use good students to help with other students
- Training to work with students with special needs
- Paid tutor in classroom
- Supplemental instruction
- Student accountability explained in orientation or admissions process
- Larger classroom space
- Document cameras in classroom

Allen Park

DISCOVERY

Engagement

- Getting engaged by having students write complaint letter to a company
- Using pizza imagery to connect to hungry students when teaching fractions
- Activities that are relevant, current issues. Students need to have a reason to be actively engaged. Talk about current movies and restaurants.
- Vocabulary games keep students motivated.
- Putting diagrams/problems on the board helps, and it is also helpful to make the students feel comfortable before going up to the board.
- Use riddles or personal anecdotes
- Food motivates students
- Students feel empowered if they catch an instructor's mistake. (Tell students you make intentional mistakes.)
- Incorporate current references

Accountability

- Poem – it depends on your visions, students come up with their own visions
- Use the physical division of the classroom (north/south, east/west) as teams. If the student is at the board, his or her team supports them
- Give students self-esteem. This leads to self-teaching with positive results. Get past self-defeat.
- The students realize that they are in college so they take more responsibility.
- There was only one student that has not come to class.
- Students use self-grading or self-critiques to take accountability for learning.
- Students may thank you in the future!

A-Ha

- Learned about what a median average is by looking at the median in a road
- Student challenged about punctuation in math and discovered that previous teacher was wrong in their instruction. Students found that teachers do not always know everything.
- Conversation in class when students find out what they did wrong. Everyone helping each other creates camaraderie. It is about being compassionate and willing to go the extra mile. Do not speak in a monotone!
- When a student learned to say “epitome”
- Using catch phrases to help students remember things
- Students often have a-ha moments when working in groups. Sometimes their peers know a better way to explain the concept.
- Hands-on experiences give students the a-ha.

DREAM

- Desire smaller, more hands-on classrooms
- Individual desks for comfort zone
- 16-20 students max
- Concurrent lab course (either 2 credits in addition to 4 or 2 hours class, 2 hours lab)
- Student accountability
- Ideal placement of students
- Foolproof assessments
- Course progression...are students ready for next class?
- No grade inflation...grades are consistently given
- Agreed upon rubrics
- Evening classes offered twice a week rather than once
- Round tables
- Some mechanism for faculty to share best practices
- Build files for classes that include useful handouts and supporting materials/resources/ideas that all faculty may access to facilitate lesson plan building

Muskegon

DISCOVERY

- Hands-on, tangible lab activities
- Measure diameter and circumference of lids to calculate pi
- Comma splices, run-ons using common objects as base of sentence (objects from instructor's pockets)
- Using amount of letters, words, sounds into sentences
- Self-confidence, self-esteem, caring, patient trusting teacher
- "Can't" is a 4 letter word – avoid allowing students to make the excuse for not trying
- Positive reinforcement
- Using paper sideways to use columns on page instead of rows
- Color code notes
- Summarizing – information tricks that teachers use that engage students in discovery and instruction methods
- "Perceive value of the class by the students"
- Explain-discuss instructor-observe
- How these courses build to the next course in sequence

DREAM

- Classroom/hands-on lab environment
- Small class size
- Instructional assistants (teacher prep students)
- Specific in-services for each discipline
- Length of class
- Pass vs. fail, non-graded – need adequate accountability, grade inflation, failure syndrome
- Individual student contact, learning lab, more time for one on one
- Faculty training of tutors
- Hands-on materials with manipulatives in class
- In-classroom lockers for teaching supplies
- Some students need 20 weeks rather than 10 weeks
- Skill reinforcement across all levels
- Course work in learning disabilities
- Individual whiteboards for students
- Classes 1 hour for 4 days; 3 class days – 1 lab day
- Involve reading and writing in math
- Word problems in basic math

Jackson

DISCOVERY

- Chunking concepts easier for students to understand
- Cooperative learning
- Instructor knowing student names builds sense of trust
- Connect concepts to their interests stimulates learning
- Make learning fun
- Faculty must be good listeners
- Students must be ready to learn
- Group activities, peer reviews
- Encourage students to develop self-worth
- When student teaches a concept, he/she learns better
- Emphasize the positive
- Use color to show math concepts
- Teach structure and mental models to students
- One-on-one instruction important
- Avoid the “parent” (authority) voice

DREAM

- Cooperative learning
- Faculty see teaching as an art
- 10 week terms should be 12 weeks minimum
- Build facilitation and assessment skills of faculty
- Use backward design to improve curriculum
- Integrate LSS, student advising, and learning to learn concepts across curriculum
- Institute continuous improvement more thoroughly
- Faculty better communication between and among those in related discipline – team approach
- Students – promote bonding within a program
- Before college Baker College (BCBC) – offer at least a year to make up deficiencies of high school education – make it exciting and inviting
- Smaller classes – more individual help (12-15)
- English Review – 2 terms
- Concrete group work ideas for ENG098
- Study groups, supplemental instruction
- List of tips to help new developmental education instructors
- Feedback from instructors who have students in future classes—where are students weak?
- Students comfortably interacting with each other and helping each other learn
- Reading class – require reading a novel
- More interesting ways to present vocabulary

In addition, participants expressed interest in additional professional development on their session evaluation forms as follows:

Flint

Teamwork for instructors
Adult Learners
Demographics of students and schools of origin
Classroom behavior

Clinton Township

Technology use
Learning Center
Discipline specific exchange (6)
How to engage students
Instructional strategies

Auburn Hills

Cooperative learning
Team teaching
In-class mentoring
Sharing

Owosso

Peer coaching
Sharing

Port Huron

Blackboard
College-level teaching
Teaching across generations

Cadillac

Sharing
Classroom Assessment Techniques
Defining Developmental Education

Allen Park

Blackboard
Online teaching “how to” training
Math lesson planning
Games to use for basic math and pre-algebra and in general (3)
How to engage students
Alternative assessment methodologies
Subject specific development education development
Hands on training of developmental education techniques

Jackson

Effective facilitation

Blackboard curriculum design

Assessment

What Next?

The next step will be to sort and categorize the data from the Discovery and Dream phases. Discovery items will be organized either by the three themes of the appreciative questions (engagement, accountability, deep learning), or through a structure that will emerge from the sorting. Dream will be sorted according to a concept map that has been created for the development education process (see below).

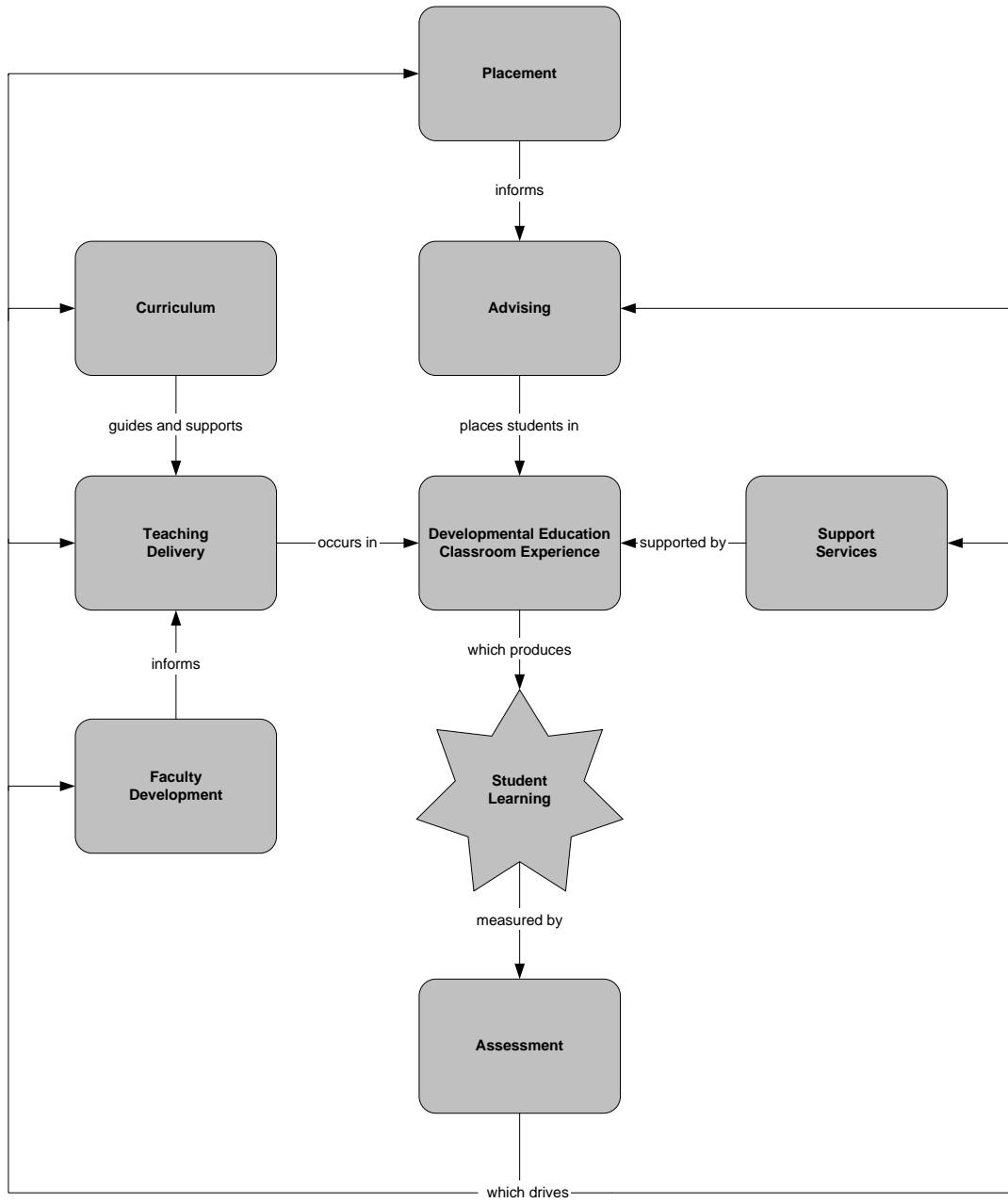
Discovery themes will likely be used to develop a proposal for faculty development to build on the strengths identified in these themes. Dream items will be used to draft provocative propositions that will be used as the basis for a follow-up survey. For each proposition, faculty will be asked to identify how important the proposition is and how present it is in the current environment. This survey will engage the participants in the Design phase and will provide data inputs in the Destiny phase.

For Destiny, the survey results from the Design phase will be analyzed to develop a gap analysis of what areas of the Dream need the most attention. Faculty focus groups prior to the start of spring quarter will be given the task of identifying what actions can be taken to promote the dream. Because this is part of a larger quality improvement initiative, we will likely be looking at pilot projects and other experiments to try out new strategies and policies to verify the viability of a change before full-scale institutionalization.

What has been the Reaction?

The reaction to the session has been incredibly positive. One of the questions we ask on our session evaluations is whether the participant would recommend this session to a colleague. The positive response for this session was 90%, one of the highest of any of the sessions that the Effective Teaching and Learning department has done. In addition, the word-of-mouth has been so great that a campus president called the facilitator to pass on the favorable comments that she had heard on her campus.

DEQIP Concept Map



About the Ice Breaker

This survey was inspired by the book *The Genealogy of Teaching* by Brent Davis. The following instrument was distributed as participants arrived for the session:

How do you view teaching?

Teaching is _____.

Mark the phrase from the list below that you feel best completes the statement above by entering a "1" in the space next to the left of the phrase. Put a "2" next to the item that you feel is next best and repeat until you have ranked all eight items. No ties please!

There are no wrong answers! Answer according to your own personal meanings of each of the items.

	educating students about a body of knowledge
	guiding students to develop an understanding of a body of knowledge
	instructing students how to apply a body of knowledge
	training students how to perform a skill
	facilitating student learning of a body of knowledge
	empowering student learning of a body of knowledge
	structuring learning experiences for students
	conversing with students to gain a shared understanding

These are the results from the survey:

Percentage (frequency) of each ranking (n=69):

	1	2	3	4	5	6	7	8
educating students about a body of knowledge	7%	10%	6%	10%	14%	22%	16%	14%
guiding students to develop an understanding of a body of knowledge	19%	23%	26%	12%	10%	4%	4%	1%
instructing students how to apply a body of knowledge	7%	4%	12%	22%	20%	12%	14%	9%
training students how to perform a skill	1%	6%	9%	9%	12%	12%	25%	28%
facilitating student learning of a body of knowledge	19%	25%	12%	14%	9%	10%	6%	6%
empowering student learning of a body of knowledge	39%	13%	12%	10%	7%	9%	6%	4%
structuring learning experiences for students	4%	14%	14%	6%	17%	20%	13%	10%
conversing with students to gain a shared understanding	3%	4%	9%	17%	12%	13%	16%	26%

Average ranking by all responses and for each campus:

	ALL	AH	AP	CT	FL	OW	PH
educating students about a body of knowledge	5.16	5.94	4.45	5.12	4.60	6.00	3.80
guiding students to develop an understanding of a body of knowledge	3.09	3.22	2.36	2.88	2.60	5.00	2.80
instructing students how to apply a body of knowledge	4.80	5.44	5.18	3.94	4.30	5.00	5.20
training students how to perform a skill	5.94	6.22	6.09	6.00	6.00	5.50	5.00
facilitating student learning of a body of knowledge	3.52	3.44	3.73	3.53	3.60	4.13	2.20
empowering student learning of a body of knowledge	3.04	2.22	3.91	2.76	4.40	2.25	3.60
structuring learning experiences for students	4.81	4.50	5.27	5.12	4.40	3.75	6.40
conversing with students to gain a shared understanding	5.64	5.00	5.00	6.65	6.10	4.00	7.60

For More Information

This is the first draft of the project report. I will be updating as the project progresses.

I am also planning on creating a mailing list and web site for the use of AI in higher education.

For more information, please contact:

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