

Las Positas College
Teaching Institute - May 4, 2017

Agenda

1. Ice breaker (Elena) 6 - 6:25
2. Habits of mind (Howard) 6:30 - 7
3. Activity for Dinner groups – student readiness & engagement (Frances) 7 - 7:45
4. Share posters 7:45 - 8:25
5. Closing/ evaluations (Frances/ Howard) 8:25 - Close

Student Readiness and Engagement – Sharing Group Discussions

Group 1

Student Readiness:

- writing prep
- Varied levels of ability
- understand how they should be in college-level class
- pay attention to syllabus
- Late to class
- reading
- showing up to every class
- implementing proper sources citation
- Education systems before LPOC vary
- readiness to learn, don't see it's related to future career
- Ability to persist

Engagement:

- Online engagement in teams
- Group work
- On cell phone/ laptop
- Short attention span

Solutions:

- Post syllabus, etc. to canvas
- Small group work
- Asking questions
- Engaged (as teachers) – be big!
- Move into a U-shape/ pods for interaction
- TED

- Apply to outside
- Mentors
- Have them use cell phone class
- Timed activity and ‘forced’ to present
- Disrupt the pattern in class
 - Small group, answer questions, lecture, speakers
- Have students go to conferences

Group 2

- Should we stop giving homework?
- Work at home > jobs > need for homework
- Lifelong learning > need to do homework encourage habits of initiative, prioritizing, organizing
- Consistency > same homework due every Thursday (Joyce) (Routines)
- Problems with online classes
 - Too easy to search for answers
 - Students who game the system
 - Works against habits of mind
 - Good match for a niche of students
 - Platform for best practices would be a good idea (Maureen)
- How to deal with students who don’t seem ready?
 - Homework > Prepares to talk about reading and for writing (Elena) > doesn’t collect > students have pride about journals
- *The Journals are for them them* The homework is meaningful
- Benefit of experience reading without teacher’s guidance
- Joyce > Extract meaning and present (Sentence structure activity)
 - Can only answer one question – it better be important > motivates them to do the reading because the questions are about what they don’t understand
- Students seem less patient
- Sense of entitlement (Howard)
 - What are the things we can catch them up with?
 - Happy medium (Maureen)
 - Let them fail < > hand –holding
 - “all of nothing” effort (Elena)
 - All students can give effort (equity)
 - Students don’t have a good sense of failure
 - Dealing with excuses from students (death, sick, life issues)
 - Dropped tests

- Late pass
 - We believe in you
 - Elena – student who just shows up
 - Kristi – student who needed routine (recovering heroin addict)
- How do you get to know your students?
 - Kristi – write an email about + and – experiences in education
 - Journals at the end of each unit (Maureen)
 - Regular, ongoing practice of reflection
 - Find their motivation. Joyce > women in STEM
 - Kristi – ice breaker > Make a bubble map about themselves and their interest. > do it as a teacher
 - Introverted students vs. extroverted students
 - *Students not reading books*
 - Generation of instant gratification

Group 3

Concerns:

- Not reading before coming to class
 - Group responsible for 1 topic/3 articles = read and share with group in class
 - takes time
- Not watching assigned film and answering questions/ online assignments
 - Points Assigned; point out point value
 - Clickers- answer honestly/anonymous
 - Ask students how to change/improve the outcomes of class
- Won't do work unless points are given
 - Immediate consequences/ lost points
- Flipped classroom, not working-students don't come prepared
 - Pointing out how topics/ skills are related, build on the other
- Explicit directions aren't followed, verbal or written
 - Ask what part of the instruction are confusing; analysis of what was difficult/ strategies they tried
- Learning is not valued/ has intrinsic value; only counting external pressure
- Not being resourceful- not looking for answer on their own
 - Do not respond!
 - Make a friend/share contact info
- Wanting extra credit options when regular work isn't completed
- Not focusing or prioritizing on the right things
- Students take notes in class
 - Write summary (can't listen so long)
 - Break lecture

- Back row computer users/ phones are unexcused
 - Students with computers sit up front
 - Peer pressure
 - Establish norms at beginning of semester
 - Ask permission/ lose privileges
 - Flexibility / open policies
 - Participation point to be engaged/ present
 - Class activities
 - Their responsibility/ not your parent
 - Have advanced students model “good” leaning skills
 - Make classes engaging, incorporate contemporary issues
 - Drawings help conceptualize