Guide to Building a Faculty Learning Community

The Role of an Interdisciplinary Faculty Community of Practice to Facilitate the Adoption of Adaptive Courseware

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Personalized Learning Consortium Adaptive Courseware Grant

Colorado State University · Association of Public & Land-Grant Universities · everylearner everywhere

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This guide is a collaboration between Colorado State University (CSU), the Personalized Learning Consortium at the Association for Public Land-grant Universities (APLU) and the Every Learner Everywhere Network.

About the Supporting Organizations

Colorado State University (CSU) is a four-year public research university located in Fort Collins, Colorado. Its student body consists of 34,200 students, 28,900 of which are served on-campus. 25% of CSU students are first-generation college students, and 22% are Pell grant recipients. The undergraduate student population is 70% white, 15% Latinx, 5% two or more races, 3% Asian, and 2% Black. Colorado University was awarded the Accelerating Adoption of Adaptive Courseware Grant in 2016 to scale the use of adaptive and other innovative technologies in order to improve student success in general education courses. The grant is administered by the Personalized Learning Consortium at the Association of Public and Land-grant Universities (APLU).

Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 244 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 5 million undergraduates and 1.3 million graduate students, award 1.3 million degrees, employ 1.3 million faculty and staff, and conduct $49.2 billion in university-based research.

Every Learner Everywhere is a network of 12 partner organizations that collaborate with higher education institutions to improve student outcomes through innovative teaching strategies, including the adoption of adaptive digital learning tools. Evidence demonstrates active and adaptive learning has the potential to improve course outcomes and digital solutions lower the cost of course materials, particularly for low-income students and students of color. Our network partners represent leaders and innovators in teaching and learning. We have specific expertise in the adoption, implementation, and measurement of digital learning tools as they're integrated into pedagogical practices. Learn more at everylearnereverywhere.org.

Citing this Playbook

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Introduction

Improving student learning and student pass rates has become an increasing objective of higher education administration and faculty concerned with student debt and inequity in post-secondary degree attainment. Faculty who want to make their teaching more effective, particularly for Black, Latinx and Indigenous students, poverty-affected students, and first-generation students, do not need to do this work in isolation. The formation of Faculty Learning Communities and Communities of Practice provide a framework to support faculty.

Faculty Learning Communities

Definition and Benefits

Faculty learning communities (FLCs) are groups within an institution who meet to discuss, plan and implement instructional techniques to improve learning. These groups can transform our colleges and universities by facilitating interdisciplinary conversations and encouraging changes in the classroom that benefit Black, Latinx and Indigenous students, poverty-affected students, and first-generation students. FLCs facilitate faculty development, and over time can revolutionize teaching and learning at the institution. Further, they provide a space for support among faculty members with similar discipline or teaching assignment interests (Cox, M.D.).

FLCs often involve the formation of smaller groups, or **Communities of Practice (CoPs)** sometimes within a larger University framework. With a smaller group, an FLC may be a CoP. These CoPs have positive effects on the faculty, in some cases proven to improve student performance. These groups are found internationally and are being studied extensively (Lum, A.K.M., 2016). The increasing imperative on faculty to reform the curriculum and improve teaching outcomes can be ineffective if not paired with support for faculty. Many times, new teachers have not taken education classes and draw only from their personal experience, which can lead to uneven teaching outcomes. CoPs are often of particular benefit to new teachers to have effective, engaging and proven pedagogy to draw from at the beginning of their teaching careers (Heath, M. et al., 2017).

Why Do Faculty Like Engaging in a Learning Community?

Faculty want to improve learning at their institutions, but may not always be provided tools to accomplish this goal. Faculty learning communities are a way to effectively support the professional development of teachers and improve student learning and retention. They provide a forum for not just engaging with faculty in other disciplines (or their own), but they provide a safe and encouraging space for developing and discussing useful techniques in the classroom, all of which makes the experience of teaching even more satisfying. (Daly, C.J., 2011). The social aspect of these Communities of Practice helps to engage and retain the interest of faculty, while successes in the classroom reinforce the professional utility of these groups. This combination of social and professional aspects keep faculty involved in the CoPs (Teeter, C. et al.).

Forming and Sustaining a Community

Universities have many ways to approach the formation of faculty learning communities. One intervention designed to encourage the exploration and use of a variety of pedagogical techniques by faculty is the formation of small groups of six to eight faculty. These Communities of Practice groups read about and analyze a series of pedagogical techniques and committed to introducing at least one technique into their courses to further explore the techniques. Faculty are able to use the opportunity to experiment with techniques with the support from their colleagues in their groups. In several studied CoPs, measures of student success, satisfaction, and interest increased and were accompanied by a robust increase in the campus-wide retention rates (O'Dell, C.D. et al., 2019).

Forming these groups with incoming faculty can be particularly useful to aid in a smooth transition into the role of faculty and promote consistent use of proven techniques across the institution (Brannon, M.L. et al., 2014). Groups can be organized according to discipline, by similar teaching assignments (high-enrollment classes, introductory or survey classes, labs, etc.), or across the institution. Institution-wide gatherings of faculty yield a larger pool of individuals, each with unique skills and experiences, to learn about and discuss the implementation of new techniques in the classroom. FLCs have been successfully formed in large research universities, in environments that are not always viewed as valuing the teaching role of faculty. At UC San Diego a group of seven teaching faculty across different disciplines (including Biology, Structural Engineering, Political Science and international education) but with similarly large teaching assignments and professional expectations spent a year collaborating and working on improving their teaching. They felt overwhelmingly positive about this experience (Brydges, S. et al., 2012).

The Role of a Faculty Learning Community

Wenger, McDermott and Snyder (2002) describe communities of practice as:

> Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis... (As they) accumulate knowledge, they become informally bound by the value that they find in learning together. Over time, they develop a unique perspective on their topic as well as a body of common knowledge, practices, and approaches. They also develop personal relationships and established ways of interacting. They may even develop a common sense of identity. They become a community of practice. (pp. 4–5).

The essential elements of a Community of Practice are defined by Wenger (1998) as:

- a domain of knowledge that creates a common ground and sense of common identity,
- a community of people who care about the domain and create the social fabric of learning, and
- a shared practice that the community develops to be effective in its domain.

Facilitating Change through a Community of Practice at Colorado State

Colorado State University (CSU) is an R1 university located in Fort Collins, Colorado, sixty miles north of Denver. CSU serves an undergraduate population of over 26,000 students and a total student population of over 33,000. In 2016, CSU was one of eight public and land-grant institutions in the Accelerating Adoption of Adaptive Courseware grant sponsored by the Personalized Learning Consortium (PLC) of the **Association of Public and Land-grant Universities (APLU)**. The grant supported data collection for four academic year cohorts ending in May 2020 and required 15%–20% of the general education enrollments be taught with an adaptive courseware component. A primary objective of the grant was to further knowledge on the use of adaptive courseware in high-enrollment, general education courses.

Adaptive courseware is a learning platform that tailors the delivery of course content to individual students by assessing their current knowledge through a series of assessment activities to determine mastery of course concepts. The analytic data collected by the platform can be used by teachers to make instructional decisions related to course content and student engagement (Gebhardt, 2018). Faculty were allowed to choose from a list of twenty-one pre-approved adaptive learning platforms including those developed by textbook publishers and platforms that are content-agnostic, and instructors at CSU chose publisher developed courseware including McGraw-Hill LearnSmart with Connect, Pearson MyLabs, Wiley-Plus Orion, MacMillan Learning Curve with LaunchPad, Inquizitive, and CogBooks (Buchan, et al., 2020).

Course Redesign Process

An **instructional design (ID)** team from the **Institute for Learning and Teaching (TILT)** recruited faculty to adopt an adaptive courseware or adaptive learning platform to deliver course content. Per grant requirement, the ID team contacted faculty teaching high-enrollment, general education courses to invite them to participate in the grant opportunity. Early in the grant, the ID team focused course redesign consultations for the individual faculty member or instructional teams to facilitate:

- Adaptive courseware selection,
- Backward course design to ensure alignment of course objectives between course content and assessments, and
- Incorporation of research-based instructional practices.

During the initial design consultations, grant participants asked similar questions, discussed parallel challenges, and often asked how other instructors were addressing these concerns. After a few meetings, it was apparent that faculty would benefit from participating in a CoP related to the implementation of adaptive courseware.

The Adaptive Courseware Community of Practice at CSU

The **Adaptive Courseware Faculty Collaboration Group (FCG)** was organized and facilitated by the instructional design team. All grant faculty were invited to attend the meetings. Participants met 2-3 times per semester over the three-year grant project.

The meetings were designed to:

- Allow faculty to share success and challenges related to the integration of adaptive courseware,
- Promote collaborative problem solving related to platform selection, courseware integration, grading practices, and the use of the learning analytic dashboard,
- Discuss equity issues related to the incorporation of adaptive courseware (e.g., cost of courseware, access to technology, accessibility of courseware content, etc.),
- Foster cross-discipline collaboration related to in-class teaching practices,
- Engage faculty in just-in-time professional development grounded in research-based teaching practices through mini-workshops and modeling, and
- Recruit prospective and welcome participants by showcasing the opportunity to "talk teaching" and engage in a community with other faculty focused on improving their teaching practice.

Incentives for Participation

Faculty are extremely busy and participating in the grant was typically an extra commitment for their already overloaded schedule. In an effort to honor their limited time, the ID team wanted to ensure that FCGs were perceived as "time well spent." The ID team made a concerted effort to ensure the FCG sessions included the following elements:

A Shared Meal

FCG meetings were organized around either a breakfast or light lunch. Hosting meals provided faculty with the following opportunities:

1. network in an informal setting,
2. save time in the morning or at lunchtime, and
3. engage in informal community building around a shared meal.

Cross-discipline Collaboration

The multidisciplinary nature of the grant provided an opportunity for faculty to partner with and learn from colleagues across the university. Faculty from course-based project teams brainstormed and partnered with colleagues from other teams as well as peers who were working on the project alone.

Opportunity for Individual Faculty to Work with Others

The FCG provided a forum for faculty participants working on the implementation of courseware to engage in community and collaborative experiences with other faculty working alone or in teams.

Align with Compatible Campus Initiatives

The adaptive courseware grant's alignment with the CSU Student Success Initiative 2 (SSI 2) was highlighted at the onset of the grant. The SSI 2 is "a multi-pronged effort to create equitable educational environments inside and outside of the classroom, resulting in increased graduation rates and the complete elimination of opportunity gaps for first generation students, students of color, and students from limited-income backgrounds." The implementation of adaptive courseware and its related

FLC provided an opportunity for faculty to measure their impact/contribution to the larger university initiative.

In 2018, TILT rolled out the **Teaching Effectiveness Framework (TEF)**. The TEF outlines evidence-based teaching practices within seven Teaching Effectiveness Domains: Curriculum/Curricular Alignment, Classroom Climate, Pedagogical Content Knowledge, Student Motivation, Inclusive Pedagogy, and Feedback and Assessment. The FCG provided a good forum to pilot content related to the TEF due to its grounding in research-based teaching practices, including those that particularly benefit Black, Latinx and Indigenous students, poverty-affected students, and first-generation students.
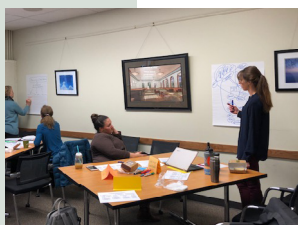
Experience Research-based Teaching Practices as Learner

The FCG meetings provided an opportunity for faculty to experience a variety of teaching practices in the role of a learner and determine if the practice modeled by instructional designers might work within their own classroom setting. While all TEF domains were pertinent to the goals of the grant, faculty were most interested in learning about teaching practices related to Feedback and Assessment and Instructional Strategies.

Logistics

Strategic Meeting Schedule

Meetings were scheduled with high sensitivity towards our faculty participants' teaching schedules. Meeting invitations were typically sent 30-days prior to the meeting date and to ensure the maximum number of faculty could attend the FCG, IDs used a Doodle poll to determine the best time. As the program grew to over 30 faculty participants in the third year of the grant, Instructional Designers offered two sessions to accommodate faculty teaching Monday/Wednesday/Friday courses as well as Tuesday/Thursday courses. While it made each of the sessions slightly smaller, running two sessions increased overall faculty participation.

The First Meeting

The breakfast meeting was attended by five faculty, three prospective participants, the ID team and the Executive Director of TILT. The first FCG meeting included:

- a video welcome by the Vice Provost for Undergraduate Affairs discussing the grant's mission and how this initiative could assist the CSU Student Success Initiative,
- an overview of the grant goals,
- faculty project introductions, and
- a survey to collect implementation challenges, successes and future faculty needs.

Subsequent Meetings

The three meetings each semester followed a similar rhythm. Early in the semester, the organizers designed activities to set goals for the semester. Mid-semester meetings focused on sharing ideas for what was working and what was not. End-of-semester meetings promoted syntheses of the data and reflection on how well the goals were met. Within this broad rhythm, prepared content in the meetings varied. Some meetings were explicitly focused on the adaptive courseware. In year 1, adaptive courseware meetings focused on choosing platforms and getting started with implementation. In year 2, discussions shifted to details of implementation and how to increase student engagement and benefits. Year 3 meetings focused on assessment and the use of platform dashboards to evaluate student use and learning. Other meetings in those years introduced faculty to the science of learning and active learning principles, and more broadly related to best practices in pedagogy (see topics in Table 1). The Appendix contains sample agendas for meetings that illustrate the structure of the meeting.

Faculty Feedback & Testimonials

As demonstrated in the comments below, faculty appreciated and enjoyed FCG meetings, finding value in both the workshop activities and informal networking.

> "I thought they were great. I liked the mix of informal conversations & specific topics to focus on."

> "I get new ideas every time!"

> "I really liked the structure where there was some lesson then activities. I was able to learn from instructors from many departments and it helped me think more critically about what I do and how I could improve my teaching and my students' experience. Also – loved the lunch."

> "Practical tips – things I can use immediately"

> "Just in general, I'm becoming much more comfortable with implementing these types of things in the classroom and it's been really helpful!"

> "I have had students comment that they tried some of the techniques I tout in class since they had other faculty at CSU (in other departments) encouraging them to try the same things. They figured that if more than one instructor recommended these things, they just might be worth trying. I am convinced that these other classes were likely taught by part of my FLC cohort. These students let me know that it motivated them to hear ideas about learning in more than one class and reported success when they applied these techniques."

> "It was very helpful to meet with colleagues from other departments to learn what's working well in their classes."

As these faculty testimonials indicate, faculty felt that ideas introduced in FLCs allowed them to learn about and encouraged them to implement new and effective strategies in the classroom. This change in classroom approach can have a positive cascade effect for an instructor. Improved instruction leads to better learning in the classroom, Improved classroom experience can lead to better classroom evaluations. Student evaluations may not be required as a part of faculty annual evaluation processes but can help to support claims of an effective classroom environment.

Participation in FLCs increases awareness of techniques and resources available in other departments. Discussions in FLCs can increase opportunities for interdepartmental collaboration, more communication throughout the institution, and can be a useful indicator or engagement on individual annual evaluations. Engagement within FLCs can frame intra- and interdepartmental conversations about how to support student learning with a consistent approach and can help connect faculty to departments within an instruction (such as TILT at CSU) to improve instruction across the institution.

Table 1: Adaptive Courseware Grant Faculty Collaboration Group Agenda Topics

SEMESTER TIMING	MEETING AGENDAS	SEMESTER
Early (typically week 2 or 3)	• Grant introduction and course design planning • Student access concerns (courseware cost, technology, accessibility, etc.)	1st semester
	• Establishing group norms • Progress on implementing adaptive courseware, connections to grant goals, and student access concerns • Identifying strengths & growth areas of participants to prioritize activities	2nd semester
	• Recap of what faculty tried during First Four Weeks of class • Active learning group reading activity: Activating prior knowledge, chunking, practicing metacognitive awareness	3rd semester
	• First Four Weeks strategies brainstorm on a Graffiti Wall • Tools for courseware analytics	4th semester
	• Preliminary results of student perception surveys • Connections to science of learning principles of frequent feedback, chunking, retrieval practice • Success and challenge troubleshooting to formulate action plan	5th semester
	• Formative vs. Summative Assessment • Classroom Assessment Techniques	6th semester
Middle (typically week 9 or 10)	• Implementation discussion - successes and challenges • Student access concerns	1st semester
	• Aligning course objectives, module objectives, daily objectives, concepts to help students make meaning • Strategies to evaluate student progress through formative feedback techniques: Fist of Five, Thumb-o-meter, Muddiest Point, So What Paragraph, i-Clicker Quizzes, Concept Map, Sketch, Flow Chart • Providing Feedback: Reteaching, showing good work, peer teaching • Student access concerns	2nd semester
	• Including introverts in class discussion • Active Learning Strategies: Note catchers, think-pair-share & think-pair-write, Linoit, thumb-o-meter, Kahoot	3rd semester
	• Science of Learning strategies: Writing test questions, clicker questions, study guide questions vs. bullet points • Concept map for planning class session & gallery walk to give feedback	4th semester
	• Engaging students from day 1 • Science of Learning strategies: Integrating interleaving and spaced practice • Dashboard challenge	5th semester
	• Canvas Learning Analytics • Teaching Practices Inventory self-reflection • Follow-up on Classroom Assessment Techniques • Follow-up on Dashboard goal	6th semester

Table 1, continued

SEMESTER TIMING	MEETING AGENDAS	SEMESTER
Late (typically finals week)	• What went well & areas to improve: Courseware use, High Impact Practices activity, feedback or evidence, student access concerns • Ideas for TILT support	1st semester
	• Workshop on First Four Weeks: Build sense of connection between faculty and students, set expectations, give early feedback so students can correct	2nd semester
	• Active Learning Strategies: Gallery walk • Science of learning workshop • <u>Setting a teaching goal</u>	3rd semester
	• Enhancing/developing student self-efficacy and motivation • Facilitating discussion in class	4th semester
	• Review Dashboard challenge logs (see Appendix B for a sample log) • Administering the Student Perception Survey • Research on grant • <u>Teaching Practices Inventory survey results</u>	5th semester
	• What went well recap • <u>Student Perception Survey results</u> • Goal setting for next semester	6th semester

Conclusion

The formation of Faculty Learning Communities and Communities of Practice provide a framework to support the exploration of new and new-to-the-instructor approaches to teaching and learning. Agendas for these FLCs and CoPs can be varied to meet the specific needs of the group involved and the time of the semester in which meetings are held. FLCs and CoPs are a popular and proven structure to connect instructors and develop improved student learning.

Annotated Bibliography

Brannon, M. L., Zappe, S. (2014) New Faculty Development: Creating a Community of Practice, 978-1-4799-3922-0/14

Synopsis: In the College of Engineering at Pennsylvania State University, the orientation activities for new faculty include using an instructional support specialist who helps to organize CoPs as a part of an intensive semester-long training program. It is now a regular part of new faculty development, forming a Community of Practice among the participants.

Brydges, S., Chilukuri, L., Cook, G., Feeley, M., Herbst, M., Tour, E. and Van Den Einde, L. (2012) Building a Faculty Learning Community at a Research University. Currents In Teaching and Learning, 5(1&2), 17-35.

Synopsis: At UC San Diego a group of seven teaching faculty across different disciplines (including Biology, Structural Engineering, Political Science and international education) but with similarly large teaching assignments and professional expectations spent a year collaborating and working on improving their teaching. Their specific approach is discussed in detail.

Buchan, T., Kruse, S., Todd, T, and Tyson, L. (2020) "A Transformative Approach to Incorporating Adaptive Courseware: Strategic Implementation, Backward Design and Research-based Teaching Practices," Current Issues in Emerging eLearning: Vol. 7 : Iss. 1, Article 3.

Synopsis: CSU took a three-pronged approach to the integration of adaptive courseware: 1) strategic implementation of courseware, 2) backward course design, and 3) incorporation of research-based teaching practices. Data indicates that simply adding adaptive courseware is not enough to impact student success. It is the combination of: 1) strategic implementation of courseware, 2) backward course design, and 3) the incorporation of research-based teaching practices that has the most potential to impact student success.

Cox, M. D. Faculty Learning Communities: Change Agents for Transforming Institutions into Learning Organizations, To Improve the Academy, Miami University.

Synopsis: Introduction to and descriptions of various types of faculty learning communities and discussion of the ways that they can transform our colleges and universities. Discussion of learning organizations and how faculty learning communities facilitate this. One appendix is a list of books used for faculty retreats (given out in May, read over the summer, discussed in the fall).

Daly, C. J. (2011) Faculty Learning Communities: Addressing the Professional Development Needs of Faculty and the Learning Needs of Students. Currents In Teaching and Learning, 4(1), 3-16.

Synopsis: A discussion of the ways in which Faculty Learning Communities assist faculty in meeting goals for improved teaching and learning in their classrooms. FLCs aid in self-assessment of current skills, provide a framework for growth, support for exploration, and tools for determining success. Seven institutions utilizing FLCs were studied and are discussed.

Heath, M., Leiman, T. (2017) Chapter 9 Choosing Change: Using Community of Practice Model to Support Curriculum Reform and Improve Teaching Quality in the First Year, in Implementing Communities of Practice in Higher Education, DOI 10.1007/978-981-10-2866-3_9

Synopsis: A discussion of the initiation, development and achievements of a Community of Practice working with teachers of first-year law students. The CoP was formed with hopes that it would support a research-based first-year teaching experience, and support implementation of a new curriculum and major changes in University policy. In this context, the strategy was effective in reaching these goals.

Lum, A. K. M. (2016) Do Communities of Practice Enhance Faculty Development? Health Professions Education 2, 61-74.

Synopsis: A systematic literature review of 24 articles (internationally published) with a focus on health-professions education. The study determined that the formation of CoPs influenced teaching practices in the classroom, and in some cases is proved to have increased performance.

O'Dell, C. D., Hoyert, M. S. (2019). Developing Faculty Communities of Practice to Expand the Use of Effective Pedagogical Techniques. Journal of the Scholarship of Teaching and Learning, 19(1), 80-85. Doi: 10.14434/josotl.v19i1.26775

Synopsis: An intervention designed to encourage the exploration and use of a variety of pedagogical techniques by faculty. Small groups of six to eight faculty read about and analyzed a series of pedagogical techniques and committed to introducing at least one technique into their courses to further explore the techniques. Faculty were able to use the opportunity to experiment with techniques with the support from their colleagues in their groups. Measures of student success, satisfaction, and interest have increased and have been accompanied by a robust increase in the campus-wide retention rates.

O'Sullivan, P., Voegele, J., Buchan, T., Dottin, R., Goin Kono, K., Hamideh, M., Howard, W.,.; Todd, J., Tyson, L., Kruse, S., de Gruyter, J., and Berg, K. (2020) "Adaptive Courseware Implementation: Investigating Alignment, Course Redesign, and the Student Experience," Current Issues in Emerging eLearning: Vol. 7 : Iss. 1 , Article 6.

Synopsis: In this paper, four institutions share student and faculty feedback on the implementation of adaptive courseware through a common case study of biology for undergraduate non-majors as well as a second case study of their choice. The research team discusses the student perception of the benefits to the implementation of adaptive courseware, and how the deliberate alignment between adaptive courseware and course organization and structure impacts student experience.

Teeter, C., Fenton, N., Nicholson, K., Flynn, T., Kim, J., McKay, M, O'Shaughnessy, B, Vajoczki, S. Using Communities of Practice to Foster Faculty Development in Higher Education from Collected Essays on Teaching and Learning, Vol. 4

Synopsis: At McMaster University, four communities of practice with varying focusses were formed to help foster the needs of first year teaching faculty. This paper discusses the ways in which these CoPs helped to regenerate student learning and meet the needs of new faculty and engage them across various disciplines.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge University Press. https://doi.org/10.1017/CBO9780511803932 (see we discuss this above?)

Synopsis: Communities of practice are an important part of shifting our understanding of learning as based on individual mental capacity to participation in the social world (for both teachers and students). Though often overlooked because they are all around (but not formally recognized) they are an essential part of the environment for learning.

Wenger, Etienne, et al. Cultivating Communities of Practice: A Guide to Managing Knowledge. Harvard Business School Press, 2002.
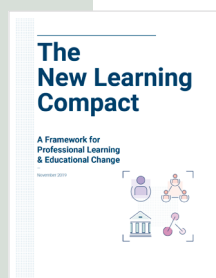
Synopsis: Communities of practice are of great value in many different contexts, ranging from manufacturing to gang membership to academic environments. Healthy growth of learning communities can be fostered by taking certain steps to cultivate their formation, operation and effectiveness. Long and short-term effects of benefit to the community members and the organization are reaped by intentionally nurturing these communities.

Additional Resources through the Every Learner Everywhere Network

Adaptive Courseware Implementation Guide ⧉

A guide to implementing adaptive courseware and other digital learning tools in an equity- and student-centered way.

The New Learning Compact ⧉

The New Learning Compact (NLC) Framework is grounded in the premise that neither change in individual practice nor structural change are by themselves sufficient. This framework seeks to advance effective use of professional learning and educational development to support learning-centered and equity-minded educational change.

Creating a Positive Courseware Adoption Experience ⧉

Certain institutional, course-level, and faculty-level characteristics have a significant impact on the likelihood of a positive courseware adoption experience, while others have minimal effect. For the best chance of success, examine these factors as they present themselves at your institution.

Appendix A - Sample Agendas

April 5, 2018 — Faculty Collaboration Meeting   **Theme:** *No Hand Raising…*

Settle in - 10:45	**Name tents**
Introductions - 10:50	**Welcome & introductions**
Warm Up - 10:55	**Kahoot! On brain research - 5 questions; Email Linoit link to attendees**
Mini workshop - ***No Hand Raising*** **11:00 – 11:50**	**Part 1: Read Article & Take Notes (10 minutes) - print a few copies of article & notes, 3x5 cards** • Active Learning book: *"How Do I include Introverts In Class Discussion?" (Pg 17-21)* • Offer 3 different note catchers — blank, graphic organizer, guiding questions **Part 2 - Common Themes (10 minutes)** • Compare notes — same/different • What were common themes in your notes? • Think pair share **Part 3 - Activities to get all students participating (10 minutes)** • THEME: No Hand Raising — Not just large class discussion, our goal is getting **all attendees involved and engaged in today's work** but it doesn't necessarily mean that everyone is raising their hand to participate. • What types of activities have worked in the past & what ideas did you get from the article? • Brainstorming - Think pair write • *"Cool calling" — share when we're done — Tonya and Jen prompt people to share after discussion* **Part 4 - The Reality of Student Participation…(15 minutes)** • In an ideal world, the norm would be that all students participate in class discussion. With that in mind, what could we do on day one, and the first couple of weeks to establish that as a "norm?" — without overwhelming or scaring the introverts too much? And what would work for you as an instructor? • **Linoit** **Part 5 - Your Experience today (5 minutes)** • We made sure everyone participated today. What was that like for you? What do you think it would do for your students? • **Thumb-o-meter** ----- Questions — just in case.. • If you were the author of this article about introverts, what else would you have included in the article? • What are two more things related to this article that you'd like to learn about? • What might introverts be missing out on because they are not engaging in discussion during class?
Lunch & TILT Summer Conference **11:50 – 12:15**	**Tie-in to TILT Summer Conference** • Presenter on Active Learning in Large Classrooms on Weds • Lightning round session • Presentation proposals **3 x 5 index card — What questions do you still have about active learning and engagement in large classrooms? (send to presenter for May 17)**

Appendix A - Sample Agendas

September 5, 2019 Faculty Collaboration Meeting

Time	Teaching Effectiveness Framework Focus: Feedback & Assessment	Who & Materials
7:45–8:05	Outcome: faculty will use formative assessment techniques… **Admin** (9 attendees (2 dashboard challenges) as of 8.28.19) • Eating, settling in **[Small group discussion]** • What is assessment? • Why assess students? • How assess students? • What do you do with the assessment results?	Google presentation link
8:05–8:25	**Formative vs. summative pre & post [Pretest]** (colored squares to vote) Some of you may have heard this before. Examples of types of assessments (use colored square to vote) Want to get an idea of where your group is in your comfort or understanding of these terms…Your students may not feel comfortable when hearing/voting on terms they don't know but that's ok… In your group, did anyone talk about formative vs. summative? If so, what did you say Look at infographic https://www.bookwidgets.com/blog/2017/04/the-differences-between-formative-and-summative-assessment-infographic [On the whiteboard table] • With your group, answer the questions through each of the assessment (formative & summative) lenses? • What is assessment? • Why assess students? • How to assess students? • What do you do with the assessment results?	markers class poll tool PPT slide with table

Continued on next page…

Time	Teaching Effectiveness Framework Focus: Feedback & Assessment	Who & Materials
8:25–8:55	**Feedback & Assessment** - Outcome: Use formative assessment ... Identify a way to assess students and provide feedback regularly 1) What content do you want to target in your class? • Think of essential information/content students NEED to know in order to grasp subsequent content - maybe a misconception or something many students often miss. Jot down the first 3 that pop into your head. 2) Introduce CATS document - bring attention to the CATS we've used during the workshop so far and how the CATS document is a place to get started with formative assessment. 3) [Individually] Complete worksheet with content, dashboard and CATS *Match assessment with the content - Method to assess students (CATS or Dashboard)* • What specific tool (ie., dashboard or other) or strategy (CATS ideas) will you use? • **What is your goal for doing this assessment?** Will the results inform your teaching? Give feedback to students? Or both? • What exactly do you want to know...from the dashboard? From the assessment? • Will it take class time? How much? • Will you need to implement classroom management strategies. • If giving feedback to students, what will this look like? 4) Set goal: a. Which CATS or dashboard tool will you try between now and mid-October? b. Identify how you will integrate it into your teaching. More than once? If so, will you use the same assessment method or a different one each time?	Whiteboard CATS books Copies of CATS documents Worksheet - 3 content areas, 3 dashboard possibilities, 3 CATS possibilities
8:55–9:05	Share out - goal or thoughts about goal	
9:10–9:15	Wrap up Post assessment - Formative vs summative	Colored squares sheet Assessment list on slides

Appendix B - Dashboard Challenge Log

Goal: Accountability to use dashboard
Incentive: a prize for completing the challenge — fill out google form by last week of classes.
Platforms: LearnSmart, ALEKS & Wiley

Sample Dashboard Challenge Log

INSTRUCTOR NAME	COURSE NAME	PLATFORM NAME

Date	Time	Data Collected	Intervention	Result	NOTES
Feb. 4, 2019	10 mins	Email from McGraw-Hill that 11 students were still using the courtesy code through inclusive access.	2.8.19 Posted message in Canvas Announcements	2.26.19 - Email from McGraw-Hill said 3 students about to expire, 3 have expired & to check the roster. Accessed roster in LS and 2 students didn't have access. Emailed 1 student to reminder her to obtain access, the other had dropped.	Hi all, I just received a notice that 11 of you have not yet used the access code that came with LearnSmart Connect- if this is you, be sure to register ASAP! Otherwise, you will lose your access to Connect and will not be able to complete the assigned activities. I don't have a list of students who have/have not used their code so I can't tell you which category you fall into, sorry. If you haven't already used your code, be sure to use it today!
Feb. 11, 2019	10 mins	Performance > At-Risk Student Report	2.11.19 Sent individual messages to 8 at-risk students (4at-risk & 4 keep watch) through Canvas mail. Downloaded list of names		Hello, According to the LearnSmart Connect program, it appears that your use of the system is inconsistent. LearnSmart is an important component of the course and allows you to review material that determines that you may struggle with. Connect is a small but important part of your grade and I hope that you will consider completing this part of the course. If you have any questions about LearnSmart, be sure to let me know. Take care!
Feb. 25, 2019	10 mins	Performance > At-Risk Student Report	2.28.19 Sent individual messages to 8 at-risk students (4at-risk & 10 keep watch) through Canvas mail. Downloaded list of names added list of names	Compared results between the last report. At-risk =4, Keep watch = 10, Safe = 10	Feel like I'm getting lost in the reports. I find a report but can't always figure out how to navigate back to a particular report.
Feb. 25, 2019	30 mins	Performance>LearnSmart>Most Challenging Objective	2.28.19 Posted an announcement to all students.		Hi all, I have been looking at reports from LearnSmart regarding Chapters 16 & 17. According to the report, it looks like students have found the concepts below to be most difficult. You may want to pay close attention to these terms. Let me know if you have any questions. Tonya *Chapter 16: Making a Living* Recall the environments in which foraging survived into modern times. p299 Understand the potlatch. p316 *Chapter 17. Political Systems* Define superordinate and subordinate. p332 Compare the concepts of the public transcript and the hidden transcript. p335