President's Message

Thank you for Teaching Me

Annie Soisson, Ed.D. - NEFDC President

Reflecting on the past two years, it's remarkable how much I have learned and grown, and how grateful I am for our community and the people I have the privilege to work with. I became the President of the NEFDC not long after I became the Director of the Center for the Enhancement of Learning and Teaching (CELT) at Tufts University. I had been on the NEFDC Board for several years, and had been at Tufts for thirteen years, but when COVID hit, it was like a tidal wave - I know you all know exactly what I mean. Add to that the ongoing disturbing racial violence and a tumultuous political scene, and it was the perfect storm as we labored to support faculty in their teaching.

The stress and amount of work to do was daunting, and I, like many, worked 10-hour days at the beginning. And it was kind of exhilarating, too - learning how to navigate Zoom, finding out that faculty development could work online and we could work reasonably well even when remotely, feeling appreciated by the faculty we work with, and seeing so many new faces because the geographic barrier to participation had been removed. These were all positive aspects of the sudden shift to remote teaching and working.

But I learned much more important things about people.

First, that Maya Angelou had it right. "*People will forget what you said, people will forget what you did, but people will never forget how you make them feel.*" It has been easy to feel out of our depth over these past two years with a constantly changing educational and world landscape. I learned that patience, kindness and compassion were just as important to share as any knowledge we have. This has made the work so much more meaningful and connected and has hopefully helped to shift the faculty-student relationship as well. I have felt respected, cared for, and part of a larger community of dedicated and talented educators and learners.

Second, that my colleagues on the NEFDC Board and at my Center are more amazing and thoughtful people than I could have imagined (and I already thought they were great). Without being asked, everyone stepped in, stepped up, and did what needed to be done to support our faculty and NEFDC members. While I have had many good colleagues across my career, it really felt like true shared leadership and, dare I say, a work family - without all of the dysfunction, of course.

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Third, I re-learned that laughter is truly the best medicine. There's a lot to be heavy about right now in the world, but there is so much to be joyful and hopeful about as well. And they don't cancel each other out. We need, our students need, to feel hope, joy and optimism - and to laugh. I feel grateful for the laughter and the joy that the NEFDC membership and Board embrace, while they do exceptional work in teaching the next generation.

I have thoroughly enjoyed the past two years as the NEFDC President, but the credit for creatively responding to the pandemic's challenges goes to everyone who is part of this leadership team, this community, this family. So, thank you for how you have made me feel. I will never forget it.

Annie Soisson

Annie Soisson

Save the date for the Fall 2022 NEFDC Conference!
Friday, October 21, 2022 @ Holy Cross University

AUTHENTIC LEARNING: DEVELOPING STUDENTS AS INDEPENDENT THINKERS

KEYNOTE SPEAKER: DR. JOSÉ ANTONIO BOWEN

Author of *Teaching change: How to develop independent thinkers using relationships, resilience and reflection, and Teaching Naked: How Moving Technology out of Your College Classroom Will Improve Student Learning.*
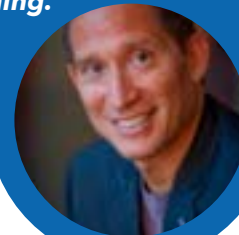
NEFDC EVENTS 2022-2023

October 21 Kickoff for the year: Fall Conference @ Holy Cross Keynote: Dr. José Antonio Bowen

January 13, 12-2 p.m. Authentic Learning Workshop I

March 3, 12-2 p.m. Authentic Learning Workshop 2

April 12 or Mar 23, 12-2 p.m. Authentic Learning Workshop 3

Congratulations and welcome to our new members of the NEFDC Board who start their term of office July 1, 2022.

Amely Cross, Asnuntuck Community College
Teaching and Learning Consultant for the Statewide Center for Teaching

Ye Liu, Boston University
Lead Instructional Designer
Office of Distance Education

JT Torres, Quinnipiac University
Director of the Center for Teaching and Learning

A Faculty Learning Community on Assessment and Equity

Carie Cardamone Ph.D., Desen S. Ozkan Ph.D., Diren Pamuk Turner Ph.D., Lauren Crowe Ph.D., Amy Hirschfield M.A., and Rebecca Shakespeare Ph.D. - Tufts University

Since March 2020, increased online and hybrid learning and a focus on anti-racist policies and pedagogy have led many faculty to experiment with and adapt the ways they think about and use assessment, grading, and evaluation of learning. For faculty, developing and grading assessments can be one of the most time consuming and less fulfilling parts of teaching. Yet assessments are a critical component of a student's experience of a course, as they facilitate student learning, provide feedback on their progress, and shape their perceptions of the course environment. Moreover, assessment has been directly connected with issues of inequity in the literature (Montenegro & Jankowski, 2017, 2020). Studies have shown how assessment practices, such as multiple-choice timed tests and other scalable assessments yield inequities across racial and class lines in students (Ployhart & Holtz, 2008). While much scholarship has been published in the space of equitable assessment (Fuentes et al., 2021; Montenegro & Jankowski, 2017, 2020; Nieminen & Lahdenperä, 2021), there are few resources and sources of institutional support for faculty seeking ways to broaden the discussion around, plan, and implement equitable assessments in their classrooms.

We created a learning community to support faculty in sharing their experiences and exploring innovative assessment practices that support learning and increase equity. Faculty learning communities (FLCs) provide a group of faculty with a structure for the extended time and engagement in learning, collegial discussions, and self-reflection necessary to facilitate changes in belief and practice (Austin & Sorcinelli, 2013; Henderson et al., 2011; Prebble et al., 2004). They have broadly been shown to engender long-term change in faculty instructional practices (Cox, 2001; Tomkin et al., 2019; Whittaker & Montgomery, 2014).

Learning Community Structure & Format

Our learning community meetings used a two-part structure to bridge the gap between education research and practice. The first part was a reading discussion where faculty learned from the literature. In the second part, faculty learned from colleagues' ideas and classroom practices through a process

we called a 'Step Back Consultation', described in more detail below. Meetings were held twice a month for ninety minutes via Zoom.

Example Readings & Discussion Questions

Chapter 6 from *Ungrading* - Let's Talk about Grading by Laura Gibbs

- Are there any Ungrading practices in the chapter you have tried? Which have stuck? Which ones not so much, and why?

- What practices from this chapter resonate with you, enough that you might be interested in piloting one in a future course?

- How do we develop or sustain a classroom culture where making mistakes (teacher/student) is a way to learn rather than pass shame?

Taras, M. (2008) Issues of power and equity in two models of self-assessment. Teaching in Higher Education, 13(1), 81-92.

- Could a single activity serve both formative and summative purposes? Why or why not?

- To what extent is shifting power important to implementation of self-assessment or other innovative assessment techniques that include "the principle of student-centered learning and direct involvement with assessing"?

For the reading discussions, one faculty member would select a reading and pose a few discussion questions to guide the conversation. Some examples are shown in the box above. While faculty could draw widely from the literature, the fall 2021 readings were typically from the book Ungrading: Why rating students undermines learning and what to do instead (Blum & Kohn, 2020). Discussions started with the reading, but there was space to go in different directions based on what was happening on campus or in an individual's classroom. Notes on the discussions were taken collectively in a shared Google Document.

- The presenter speaks for 5 minutes to introduce the course and an assessment question or challenge, providing enough information so that the others in the group can discuss.

- The group takes a few minutes for clarifying questions and then the presenter "steps back".

- For the next 20 minutes the rest of the group takes ownership of the question or challenge. They speak about the question or challenge in the first person and do NOT direct any comments to the presenter. The presenter is now an observer, and their job is to remain silent and actively observe, taking notes of ideas and their reaction to the group's discussion.

- In the last 5-10 minutes, the presenter is brought back into the conversation and asked to comment on what they heard. How did it feel? What did the discussion lead them to think about and what did they learn?

- After the step-back, the presenter produces a short write-up (1-2 paragraphs) about what they learned from the activity to be shared with the group by the following meeting.

A Step Back is a structured brainstorming process grounded in a faculty's reflection on an assessment experiment they would like to modify or to try for the first time. The goal of the Step Back is for new ideas to emerge. An overview of the step back is shown in the box above. Prior to the meeting, the faculty member shares a written plan of what they will present and the questions they will pose to the group with the facilitators. During the session, the faculty member introduces their assessment and their questions in the first five minutes. Then, they 'step back' by turning off their camera and muting their microphone. For the following twenty minutes, the other faculty in the group take on the assessment as their own challenge. Collectively, bringing their expertise and experience from a variety of disciplines and schools at Tufts, they work to reimagine and reshape the assessment. At times, the faculty presenter may feel that those responding need more details or might wish the others understood the class context better. However, we emphasize the importance of listening to understand and being open to the new perspectives that might arise.

Leader & Participant Reflections on the Learning Community

Seventeen faculty joined this community, with attendance at each meeting typically varying from 9-13 individuals. Twelve faculty came from the arts, sciences, and engineering schools, and five were from the professional schools (e.g., the School of Dental Medicine and The Fletcher School of Law and Diplomacy). Although all faculty at Tufts University were invited to join, a majority of those who did join identified as female and held non-tenure track positions. In our experience, it is not uncommon across faculty development programs for most participants to hold instructor/lecturer roles and identify as women. Some participants noted similar demographics among their departmental diversity equity, and inclusion work.

In shared reflections, the facilitators observed how the participants' sense of community and willingness to engage in conversations helped shape the learning community. The facilitators also recognized that beginning the session with the reading discussion created a nice 'warm up' to conversations and a clear endpoint as we transition to the step-back consultation. At times, there was a tension between big picture ideas (assessment and grading practices in theory) and classroom practice (how to implement an individual idea within a given course or within departmental requirements). However, the nature of the learning community was organic, and time and space were made for issues that arose in an individual's classrooms or campus-wide events. For example, in the meeting after the accidental death of an undergraduate student, the faculty came together to talk about its impact on them and share ideas about how to support their students. This situation particularly impacted faculty who had planned assessments in the days following the student's death and led them to reconsider their course grading and assessment policies and the flexibility of those policies to address students' needs in a compassionate and equitable way. Following the discussion, the community wrote a letter to the campus Mental Health Taskforce, reflecting on the experience for instructors and noting ways the university might better support faculty and students in the future. By the end of the first semester, it began to feel like a participant-designed space working towards a "bottom-up culture change," as individuals built and reflected on the assessment practices of their peers.

At the last meeting of the fall semester, the learning community engaged in a full-group debrief and planning session. In this reflection session, participants noted that they liked the fre-

quency of meetings and the structure provided by the format. They raised an important, but perhaps unexpected, parallel between the accountability to do the readings and students needing a test to motivate themselves to study. The step-backs created opportunities to explore the assessment ideas of others with a "firehose" of ideas. Faculty noted how they didn't always have time to reflect on the reading questions before the meeting but still saw them as a useful resource to guide their reading. Participants drew constructive parallels between their experience in the FLC as learners with limited time and other responsibilities and their students' experiences of their courses. Most importantly, faculty noted that the equity piece of the conversation was lost at times for conversations about 'ungrading' techniques – perhaps due to the nature of the text used in the fall readings. There was concern that without deliberate attention to and centering of equity in our conversations, we could simply be creating a different system that perpetuates the inequities from which we were trying to shift away.

Changes Faculty made to their Assessment Practices

One goal of the learning community was to support faculty in exploring assessment practices that support learning and increase equity. The reflective narrative in the box to the right demonstrates the way that the learning community is supporting faculty in exploring both their beliefs and practices about assessment. Conversations also returned to ever evolving definitions of equity as we discussed ideas such as sharing power and being vulnerable and as we examined potential inequities of each assessment we explored. We also see evidence of change through examples of activities that faculty have created or modified in their classes. Some of these include:

- Taking an opportunity to listen to student perspectives about an exam format and grading instead of just deciding 'this is good for you.'
- Balancing structure and grading while keeping students motivated to keep up with coursework through instructor comments and engaging students in conversations about their work.
- Letting go of 'detailed feedback' on very large discussion forums for peer-group accountability in in-class exchanges by substituting a letter grade for a pass/fail participation grade.
- Sharing power in the classroom by giving students responsibility for assigning their own grades through structured self-reflection.

Rubrics, Points, and Grading: One Faculty Participant's Assessment Change

After our first few Ungrading reading conversations, I realized that giving students points for assignments did not align with my assessment philosophy. I require resubmissions for assignments not completed up to designated standards–and I had been using a rubric with points to grade. Students who got less than a ten out of ten needed to resubmit. While this felt fine to me when they had a nine, it felt like a burden for them when they had a two. After the meetings, I felt empowered and just took points away altogether. Instead of using a rubric with aggregate points, I switched off the "use rubric for grade" in the learning management system (LMS) and started using complete/incomplete as the grading scale. While I still don't love the language, it did change the signal that students either did or did not need to revisit their work, with the same message going to folks who would have had a nine and the ones who would have had a two. I found that it was less distressing to grade (so did my TA!) and it felt like students started to view incomplete assignments as a task to revisit their learning (as I intended) and not a judgement of their character or performance.

The FLC conversations continue to push me to reevaluate what I'm doing. As was in this case, I'm finding it helpful to revisit changes I previously made to try to reduce the power of grades over student learning–particularly when I realize that there are still more steps to take. It's helpful to have these ongoing conversations to keep this top of mind and to keep myself critical, and so I do not sit back and decide "well, I already adjusted my assessments, they're all great now" when indeed, there is still work to do.

Another goal of our learning community was to create social connections and support for faculty's work with assessment. Participants viewed the FLC as an institutional structure supporting their work and noted the importance of the collegial conversations and connections in sustaining their work. This support is particularly important because faculty face uncertain responses from departments and can be vulnerable to the effects of students' course evaluations, another assessment practice in higher education that is often inequitable (Basow et al., 2013). The FLC provides a way to experiment with non-traditional assessment ideas before implementing them in the classroom.

Looking Ahead

The facilitators of this community are also engaging in a participatory research model to better understand three themes around assessment and equity:

1. What are faculty views on the purpose and practice of assessment?
2. What is the role of assessment in cultivating equity?
3. How do these perspectives change from experiences in this Faculty Learning Community?

To explore these questions, the facilitators will continue to record their reflections after each session, and following the FLC's completion in May 2022, will analyze the results of the focus group and faculty interviews about their experience in the learning community. Importantly, the faculty themselves are invited as partners in this research as they were in this article. Through their agency and participation, they are helping to shape not only the structure of the learning community but also the research questions and knowledge stemming from it.

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Swimming With Students: Organizing Effective Fishbowl Discussions

Boyd P. Brown III and Michael E. Neagle, Ph.D. - Nichols College

Effective teaching isn't just about sharing knowledge and skills. It's also about listening and getting students to learn from each other.

Case in point: In the Fall of 2014, after a particularly spirited discussion in a class about the War on Terror, a student wistfully commented that he wished the entire Nichols College community could be a part of the conversation. That got us to thinking: why not? After all, this was a conflict that had encompassed the living memories of most students – and would continue to do so for the foreseeable future.

The biggest challenge was how to incorporate all the voices on a campus of roughly 1,200 undergraduates. Our solution was a "Fishbowl" format. In this scenario, we could have meaningful exchanges among a small number of discussants. Students would sit at a table in the center of the room in which they could have a free-flowing dialogue with one another. To encourage wider participation, discussants could leave the table once they had finished their point(s). This opening would allow for anyone else in the audience to take an empty seat at the table and join the conversation either to follow up on previous points or raise new ones. We determined this would be the most effective way to maximize ideas and perspectives.

Our expectations were modest. We initially thought this would be a one-off event about the War on Terror. But the response was overwhelming. Approximately 125 students attended and the feedback we received was almost uniformly positive. We heard comments from a few who wished we could have had similar conversations about other topics. This encouragement compelled us to turn the Fishbowl into a series in which we could address different contemporary topics of interest. The series, held each semester since Spring 2015, has addressed topics including gun control, immigration, the #MeToo movement, social media, and presidential elections. While we have not shied from addressing charged topics, we have found that discussions have been largely respectful if occasionally contentious.

Our Fishbowl approach is based on models described by Silberman (1996), Young (2007), and Miller and Benz (2008). However, whereas their approaches emphasize small group discussions in a high school environment, we have tailored the Fishbowl for a larger community conversation among college students, staff, and faculty.

For our events, a topic is identified several weeks in advance. The moderators then identify three or four students to serve as our "initial fish." These students are given a series of questions related to the topic to help them prepare. When the event starts, one faculty moderator explains the Fishbowl model to the audience, indicating a row of open seats they can fill if they would like to join the conversation. The other faculty moderator gives a broad, brief overview of the topic, then asks one of the starter questions for the students to begin the conversation.

Unlike other models that divide participants into multiple smaller groups, our discussions focus on a single topic with the entire audience. It is our experience that, in a collegiate environment, this approach provides fertile ground for viewpoints from a diverse set of academic disciplines and backgrounds. It also makes facilitation easier for the moderators.

Of course, a student-led discussion needs, well, students. One aspect we thought might help with attendance: free food. To that end, for the first Fishbowl, we obtained funding from the College's Fischer Institute to provide pizza and soda in the campus auditorium for attendees, as well as publicity in the form of flyers and emails. This contribution led to the branding of the event that has been known henceforth on campus as the "Fischer Fishbowl."

But more than the free food, the incorporation of the Fishbowl into our course curricula has helped to ensure robust attendance. For example, in our Fishbowl on "Fake News," students in a media and politics seminar attended and participated in lieu of going to our regularly scheduled class that day. Likewise, our Fishbowl on "Black Lives Matter" was considered a class event for students in a U.S. survey course. As a result, campus participation in the series has been strong with an average of 85 attendants in each session, and a high of 156 when we addressed climate change.

Such tactics, though, do not account for all attendants. Many others have participated because of their personal interest in the topic and to hear others' perspectives. For example, following a Fishbowl on the 2016 presidential election, one student wrote, "I liked to hear everyone's beliefs on politics, even if they didn't agree with my own." Another who came to the Black Lives Matter discussion commented, "I love attending these every year."

Favorable publicity also has helped to sustain the series. A reporter from the *Webster Times,* part of the Stonebridge Press family of Central Massachusetts newspapers, attended the Spring 2019 Fishbowl on "Fake News." The subsequent article accurately captured many of the points raised by students and faculty. (Steeves, 2019) Not only did it bring welcome attention to the Fishbowl series, but it portrayed the College as a thought-leader, which dovetailed with one of the institution's broader objectives.

Being mindful of those institutional objectives has had a couple of benefits, as well. First, it has helped to ensure continued administrative support, which has been crucial to the

Fishbowl's endurance. Second, it has shaped our pedagogical approach to the series. In fact, three of our College's five stated outcomes – communication, civic and social engagement, and critical thinking – are embedded into the Fishbowl's structure.

For example, Fishbowl topics have been chosen to encourage and enhance student communication. Our goal is to foster an open conversation about a challenging or controversial topic. We see our role in this as facilitators, not shapers. During the conversation, we deliberately step back and let students drive the discussion. Occasionally, we have had to fact-check comments or redirect the conversation if it strays too far off topic. But beyond that, the facilitator role is ultimately to create a climate in which an organic discussion – the direction of which is determined largely by the students – can occur. This approach has presented challenges. We have had Fishbowls that students have taken in directions we did not anticipate nor were we prepared for. Yet we have found a student-centric approach provides the most fertile ground for active and fruitful communication.

To facilitate civic and social engagement, Fishbowl topics have reflected some current or trending issue or event. Our approach also relies on collaboration with colleagues from multiple disciplines. We have had faculty and staff from economics, sport management, earth sciences, and the College's Institute for Women's Leadership serve as "co-moderators." In this way, we hope to engage the students and the topic from a wider perspective than our own disciplines and expertise.

Finally, our emphasis on critical thinking is reflected in our approach to the Fishbowl's organization. Students who serve as initial discussants are carefully selected among those who have demonstrated an interest in the topic. Our question to open the conversation is always framed to encourage multiple responses. Furthermore, by its very nature, the Fishbowl attracts students from across the campus and all our academic disciplines. The result is that students are often exposed to content from areas of study they are not familiar with and see how that content relates to the topic. In this way, students are often compelled to reassess their attitudes or opinions in light of information they had never before encountered.

The Fishbowl event has proven successful at creating an environment for students to engage in reasoned, respectful, and open dialogue about challenging topics. Like any other pedagogical approach, it is not perfect. Although we do our best to recruit a diverse panel of students to start the event, it can be a

challenge to ensure voices from every campus community are heard. This is because, while we encourage everyone to speak, we never compel anyone to do so. In this way, we agree with the shortcomings Young (2007) pointed out regarding limited participation. However, because our events are meant as community conversations rather than classroom discussions, we believe the benefits far outweigh the limitations.

Like Miller and Benz (2008), we find that many students are more engaged and willing to participate in the Fishbowl than they are in classroom discussions. While these observations are anecdotal, based mostly on student responses or reaction papers after the event, they are an encouraging sign of the effectiveness of the Fishbowl model. We have found that the Fishbowl events have fostered meaningful discussion on our campus and have become an integral part of the student experience at Nichols College.

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Designers and Deliverers: Undergraduates Co-Creating a Flipped & Blended College Course

Robert W. Maloy Ed.D., Sharon A. Edwards, Alexandra Gearty M.Ed., with Katie Allan, Brendan Lee, Carly O'Connell, Meghan O'Rourke, Devon Wallman, Deven Ruberti, Madeline Hill, Olivia Johnson - University of Massachusetts Amherst

The most important measure of how good a game I played was how much better I'd made my teammates play.

Bill Rusell, 11 time NBA Champion and First Black NBA Coach

We all, faculty and students, have something to teach and learn and it is our shared responsibility as faculty and students to exchange our knowledge. While faculty know what to teach, students might know better how they learn; hence, they can and should play an active role in the decisions about what and how to learn.

Alison Cook-Sather, Catherine Bovill, & Peter Felten (2014)

Expanding student participation in course design and delivery has become an important goal for college and university faculty from multiple academic disciplines (Pelletier, et al, 2021; Hendricks, 2017; Cook-Sather, et al, 2014). The advantages of participation can be enormous for students and faculty alike. As the authors of the "Students as Partners Model" website at Elon University note: Active student participation in creating some or all of class learning experiences means that:

1. students and faculty are more engaged;
2. students demonstrate greater motivation and ownership of their learning;
3. students have increased self-confidence; and
4. students benefit from collaboration with different people who offer different perspectives.

In this paper, we show how a four credit course, Tutoring in Schools (Education 497I), taught every semester in the College of Education at University of Massachusetts Amherst, incorporates a small team of 8 to 11 undergraduates designated "site coordinators" who act as student co-designers and co-deliverers of face-to-face and online learning experiences. We highlight the site coordinators' different roles: 1) helping faculty to organize large and small group learning experiences, 2) conducting small group meetings and discussions with peers, and 3) developing and conducting online course activities. As members of the class instructional team, site coordinators combine academic and leadership learning as they experience the before-class, during class, and after-class dynamics of teaching

a college course.

Education 497I (Tutoring in Schools): A Flipped and Blended Learning Course

TEAMS = Together Everyone Achieves More Success	
1. Tutoring Others	**2. Tutoring Yourself**
Tutoring 20 hours during the semester someone else	Tutoring 20 hours during the semester learning something you choose
3. Online Assignments	**4. Weekly Class Meetings**
Writing/creating/responding to weekly readings, doing and viewing	Attend every Tuesday 4-6:30pm ILC Room N 111

Education 497I (Tutoring in Schools) is taught every semester, enrolling 40 to 50 undergraduates from more than a dozen different majors each term who engage in tutoring of students in local schools and after-school settings as well as self-tutoring in a self-chosen area of personal growth and enrichment. Undergraduates also attend a weekly seminar that explores issues of teaching and learning in K-12 schools, including the impacts of class, race, gender, and exceptionalities on student learning. Education 497I was entirely online both semesters during the 2020-2021 academic year. During fall 2021 and spring 2022, the course maintained its flipped classroom model of before-class online learning assignments while returning to in-person weekly class meetings.

In Education 497I's flipped and blended instructional format, undergraduates first complete a series of online activities before coming to face-to-face class meetings. Before-class online assignments include short readings, videos, and interactive learning activities along with reflection questions to be answered in writing and submitted to the course faculty instruc-

tors. In-person class time is devoted to large and small group interactive workshops organized to expand the understanding of themes and issues presented in weekly online readings and viewings. The course wiki page for TEAMS Tutoring in Schools can be found at:

http://teamstutoringinschools.pbworks.com/w/page/125897387/Education%20497I%20Tutoring%20in%20Schools

Designing and Delivering Roles for Undergraduate Site Coordinators

Undergraduate site coordinators are students who completed our Education 497I course in a previous semester. Site coordinators enroll in a 3 credit course (Leadership in Multicultural Tutoring) in which they collaboratively plan and facilitate weekly learning experiences through collaborative involvement in multiple aspects of course design and delivery. In so doing, site coordinators function differently from undergraduate teaching assistants (TAs) found in many college courses who follow protocols pre-set by faculty instructors and often grade papers and perform other administrative tasks related to a class. In contrast, site coordinators fulfill roles as course co-designers and co-deliverers by engaging in four primary roles:

1. Co-Designing Online Learning Experiences;
2. Co-Planning Before Weekly Classes;
3. Co-Facilitating In-Class Activities and Discussions;
4. Co-Researching New Course Content and Developing New Activities.

Role 1: Co-Designing Online Learning Experiences

During the 2020-2021 fully online year, site coordinators were directly involved in the co-designing of online learning activities. They prepared slides for half-hour online Zoom meetings with small groups of students, a positive development since they brought a student perspective to how online meetings could happen most productively. For example, one site coordinator created a Kahoot game complete with a timer and a competitive format so that reviewing Zoom slides became more exciting for everyone. Site coordinators also visited each other's online site meetings to increase participation by speaking aloud to start conversations.

Co-designing online learning has continued this year, although to a lesser extent, as the course resumed a blend of online and in-person activities and site coordinators have larger roles during the in-person classes. We have site coordinators com-

plete online activities along with the students in the class and provide feedback about the structure and presentation of those activities. They help revise reflection questions asked students about online readings and viewings to ensure clarity. They evaluate the reading/writing workload expected each week so that assignments are not too large or too insignificant. Importantly, they contribute to redesign the look and style of the online activity pages and in-class Powerpoint slides to ensure that presentations are accessible and engaging. All of these contributions are essential to managing active engagement by those taking the class for the first time.

Role 2: Co-Planning Before Class

Site Coordinators and course faculty meet every week before the in-person class to review and refine the day's learning activity plans. We rehearse each part of the class schedule, practicing what to say as introductions, transitions, and conclusions. Changes are regularly made to the plans for the day based on the feedback of site coordinators who consistently provide a student-centered perspective about how to most fully engage and inspire undergraduates in class learning activities. Everyone meets again after class to review what happened, make suggestions for improvements, and begin the review of the next week's activities.

One workshop, "A Walk Back in Time," serves as an example where the site coordinator group reviewed and made refinements and improvements to the learning plans before class
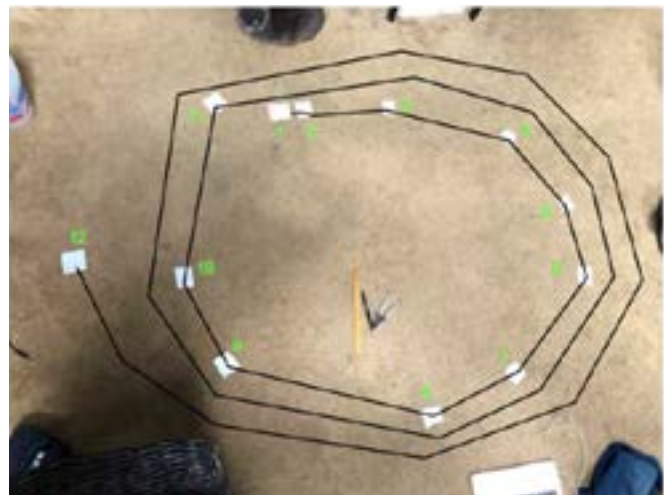
This is an ant sized model of the walk back in time made by site coordinator, Cam Smith.   *2 inches = 10 million years*

started. "Walk Back in Time" is designed so students walk outside and experience first-hand the scale of geologic time in the history of the earth as each step equals 10 million years. A site coordinator re-designed the activity on a microscale so it could happen inside during COVID or poor weather instead of outdoors as had been previously done.

In another example, site coordinators worked with us to re-work slide decks before class to add pictures, backgrounds, memes, or attention catching visual features to make students laugh, comment, or ask questions about the material. The goal of co-planning before class is to review the ways all of us as a teaching team are conveying to students the key (STICKY, memorable) ideas, concepts, and details of the course as well as ways to have educational experiences that produce the CURI-OSITY to learn more. Reviewing workshop plans, site coordinators offer a student-centered perspective on how to implement the plans to achieve memorable learning.

Role 3: Co-Facilitating In-Class Activities and Discussions
Each week during the in-person class, site coordinators have opportunities to lead small group discussions and interactive learning activities. In so doing, they function as instructors for portions of the class, experiencing in real-time the demands of teachers facilitating learning for students. Class 4 is an example of the outline for an in-person class meeting for the topic of Tutoring Reading that is organized using a One/Two/Three workshop format.

1/2/3 Time Workshops for Class 4: Tutoring Reading
Workshop: Reading No Word Picture Books and Radio Reading Strategies
Workshop: Learning Challenging Vocabulary using Kid-Accessible language
Workshop: Digital Tools to Support Reading Comprehension

The in-person class begins with an "Opener," a whole-group experience designed to launch explorations of the weekly topic using multimedia resources and small group discussions. The

class then engages in a One/Two/Three schedule where students rotate through three separate learning workshops, one of which is conducted by site coordinators -- here the third workshop focuses on interactive technologies that tutors and teachers can use to support reading by youngsters of all ages. Using a rotation of three small group workshops gives site coordinators the opportunity to conduct an activity three times for different groups of students. They experience revising their activities in real-time, often finding that the second or third time through the activity is very different (and much clearer in focus) than the first time. Site coordinators also conduct "Site Meetings," an end-of-class time where they discuss the topics of the day as well as the tutoring experiences of a group of 5 to 7 students. We review small group learning activities after class, asking site coordinators to assess the workshops in terms of what worked and what could be done differently to produce more engagement, further learning and elicit students' ideas.

Role 4: Co-Researching New Course Content and Developing New Activities
Since the Tutoring in Schools class focuses on what is currently happening in K-12 schools, there is always new information to add to the course. Site coordinators act as an ongoing research group, constantly looking for new materials and learning resources to add interest to the class workshops. They locate news articles, online resources, and topics for discussion and bring those to us so the group can decide on what and how to add material to one of the week's topics.

Experimenting with new digital tools for learning has emerged as one of the key areas for course content research by site coordinators. As individuals who have grown up using media in many aspects of their lives, they both know how to use digital tools and do not know how technology can promote learning for students. As an opportunity for their own personal learning as well as for new course content, we ask them to research new tools like Voice Typing, Immersive Reader, Re-wordify, Stop Motion Studio, and more. What site coordinators learn, they convey to each other, students in course, and course faculty as well.

Assessing Student Learning for Site Coordinators
How do faculty know that students are benefiting and growing as learners from their experiences as course designers and deliverers? Answering this question is a fascinating challenge. One essential strategy is to have students create their own written self-evaluations. We ask site coordinators: "What have

you learned about learning?" "Have your beliefs about learning changed and how?" "What ideas and information from the semester will you utilize in the future for your own work and learning?" We require written evaluations so that student site coordinators take the time to reflect on the semester and formulate personally meaningful responses.

In addition to student self-evaluations, we consider objective information e.g., weekly attendance, active participation and collaboration, assignments completed in full and on time. In our course, site coordinators participate in a weekly planning meeting on ZOOM as well as attend every weekly meeting of the course. Active engagement correlates with deeper learning and we see the growth in students' voice, confidence, and participation as the semester unfolds. Finally, because students are active partners in course design and delivery, we as faculty get to interact with them in different settings, from formal meetings to informal conversations. We learn what interests and motivates each individual and we strive to tailor our responses to promote growth and development. Some students need more encouragement, others need more independence. We are constantly assessing our own interactions with students to ensure that we as teachers are providing them with what they need experientially to expand what they know and are able to do with what they are learning from their roles as designers and deliverers.

Conclusion

Faculty constantly seek a balance between maintaining and revising course materials and content. We want to retain

what works academically while recognizing the need for new activities to enhance engagement and improve learning. In our course, Tutoring in Schools, site coordinators, performing the roles of Co-Designers, Co-Planners, Co-Facilitators, and Co-Researchers, help us to continually decide what to keep and what to change academically and experientially for students. They provide a first-hand, real-time, student-centered perspective of what is working and what can be improved. They add thoughtful voices to the course in planning, delivering, and assessing learning outcomes. They are constantly on-the-scene human resources in making our course happen. By playing these active and vital roles as designers and deliverers, site coordinators generate expanded and empowered learning experiences, for themselves and the students in the course.

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Subverting The Dominant Paradigm: Holistically Fostering Transformative Learning

Nikki Anderson, M.F.A. - Nichols College.

Introduction

Like many of my colleagues, I often find myself on the receiving end of too many excuses, not enough effort, and lack of time management on the part of my students. Let's be honest, I could use more time management skills myself. I am tired:

the baby has kept me up all night or I am drowning in essays. Choosing to offer my students grace in spite of the excuses and to remain positive through repeated lack of effort is not an easy approach, but it is important to two main elements of my pedagogy: transformative learning and holistic education. Holistic

education asks that the educator approach learning as student-centered while educating the intellectual, social, spiritual, and emotional needs. Transformative learning (TL) asks that the educator empower learners to ethically, critically assess their preconceived notions in light of new information and requires emotional support from the instructor while navigating the processes. When we choose to take a holistic approach by educating the whole student, these techniques naturally foster transformative learning (TL).

Transformative Learning

Transformative Learning is a theory originally developed by Jack Mezirow that specifically applies to young adult/adult students. The main objective is to create autonomous thinking (Mezirow, 1991). It considers how the adult learner can make sense of their previously conceived notions, their learned and shared experiences, how social structures influence the way they perceive interactions, and how all the dynamics involved create meaning into our inner selves. Three key elements to the TL process (critical reflection, discourse, and perception transformation), discussed below, become integral roles in the student's learning. In taking a holistic approach, guiding the student through these three elements becomes a more natural process for the educator in leading the student to free thinking.

Holistic Education

The holistic approach asks the educator to consider a shifting paradigm: bring your entire self to the classroom. Not just your academic self, a holistic education asks the educator to encourage self-expression in addition to the rigorous review of self. This can seem deceptively simple; cultivate the creative self as carefully as the academic self. It is true that academia prizes traditional processes of thought, yet it is also true that the concepts of transformative learning and holistic education are, slowly but surely, knocking at the doors of academia. Often, academics are so well-trained in cognition and objectivity that we fail to remember the most basic of concepts: when we teach, we are teaching who we are (Palmer, 1997). Our inner identities, comprised of so many moving parts, are complex. The inner self is valuable, full of knowledge, and compassionate. Once trust is formed, the student can accept the educator as a guide in developing their inner self – bit by bit, over time, all the while encouraging critical reflection, authentic discourse, and perception transformation.

Critical Reflection

Critical reflection is integral to student development, and goal 1 of transformative learning (Mezirow, 1991). Students will be able to identify and assess their convictions. One of my favorite things to say to my classes is: Your convictions are real, and your truth may exist. But how can you stand firm in those convictions if you don't know why they exist in the first place? In encouraging critical reflection, I offer the students something controversial – this semester, for example, they are taking the Harvard Implicit Association Test. This test was developed by Drs. Anthony Greenwald, Mahzarin Banaji, and Brian Nosek, mid-1990s, in efforts to examine an individual's unconscious biases and automatic assumptions of people in different contexts such as race, skin tone, weight, appearance, and gender (Sleek, 2018).

I have found that many students are confused and conflicted over their results. I ask that each student write an informal paper detailing the history of the IAT, what it is designed to measure, and an argument as to whether this is a good educational tool or not. Credible sources are always required. In assigning something that questions the student's own convictions, students are engaged. We spend time as a class talking about the process – taking the IAT, the feeling of judgment the test can create, where that perceived judgment is coming from, controversies surrounding the IAT, and letting facts be the basis of convictions. Reflective journal entries allow the assessment of the student's thinking and further guide the critical reflection process. With this assignment, I have provided the disorienting dilemma needed to challenge previous assumptions, and an avenue for further discourse.

Discourse

Discourse can be as simple as an authentic conversation, and is goal 2 in the TL process (Mezirow, 1991). Fostering true discourse can be achieved by starting small: create a positive classroom atmosphere where all students feel valued. Take time and spend the first class asking their names, their opinions on current events, what they're interested in studying. Provide contact information and try to be accessible. Share who you are and where your interests lie. Be aware of cultural issues. Do what you can to show your students they are more than yet another body passing through the system. The goal to effective discourse begins with a safe, supportive classroom space (Bhavasar, 2020). Share more than skills. Share ideas with one another. Kindness, even on the worst of days, goes a long way in building the trust required to offer emotional support.

Using the holistic approach here is a constant, consistent choice. One thing I do is play music as the students enter the classroom. I use the time to take attendance, write an agenda

on the board, and drink some coffee. The students seem to appreciate the "human minute" before class begins. Taking a moment to share music, a universal interest, can help develop the communicative trust integral to both TL and holistic education. Another technique I employ is to sit down every so often while lecturing. It can help shift the power dynamic that is a barrier to forming a partnership. Internal and external conflicts can be resolved with rational, logical discourse rather than inauthentic, forced interactions. (Mezirow, 1991). In sharing who you are with your students, it becomes easier for the student to authentically engage. It becomes easier for the instructor to gauge the level of authentic perception transformation when in a position of knowing the student's previous assumptions.

Perception Transformation

Perception transformation is goal 3 of transformative learning (Mezirow, 1991). As might often happen for the student researching their own interests for the first time, new information can change the way we view things. Learning a personally-held conviction does not have roots in fact can be devastating. A crucial component of TL is navigating the emotional aftermath of learning a previously held idea may be dysfunctional (Mezirow, 1991). It is here, when the students' ingrained beliefs fall, that both emotional and intellectual support have to be offered (Kitchener & King, 1994) for the student to completely experience transformational learning. In practicing a holistic approach, the educator is already in a place to support the student as they become aware of valuable, credible perceptions outside of their previously-constructed boundaries.

Training students to be objective is difficult. Continue to engage in all forms of discourse, allowing the student to lead. Integrate current events into the curriculum where you can. Guide, prod, and poke in the right direction, but let the student find the answer. Transformative learning has not happened if the student has not truly accepted change (Baumgartner, 2019). With the means and the motivation to critically assess themselves, students become lifelong learners. The transfer of knowledge from one discipline to another will serve the student useful in a continually-evolving world.

The questions then become: how does one assess TL? Is it possible to even assess such a thing? How can the educator ensure the learner is not simple parroting back what the instructor would like to hear?

Assessing Transformative Learning

Consider formative assessment, a means of determining and enhancing knowledge. Consider that Dewey (1963) theorized that knowledge can be constructed through reflective thinking, critical inquiry, and through the synthesis of existing convictions. By nature, formative assessments such as a dialog journal can measure transformational learning. Entering into these types of authentic, communicative discourse allows the educator to see exactly what the student's thoughts are and respond appropriately. Reflective essays are a practice many students do as a habit of practice; take the time to explain Gibb's reflective model and encourage reflection as a three-part process of experience, reflection, and learning.

Another useful assessment technique is role-play. Put students into real-life situations, and assess their response (Bhavasar, 2020). Art-based activities encourage creativity and offer another avenue in which the educator can determine the level of critical reflection the student has undergone (Baumgartner, 2019). Consider creating academic escape rooms where the students need to enter into difficult conversations or solve increasingly complex problems to escape a series of lockboxes (Stone, 2016). In assessing transformative learning, get creative. Alternative assessments are helpful when catering to a diverse field of learners.

Conclusion

The student feels valued when they feel heard. Research shows when individuals feel accepted and heard, they become more engaged and likely to speak up about their opinions (Ezarek, 2021). As educators, we know engagement is key to success and the sharing of opinions is vital to learning. Educating the student as a whole is more time and energy on the part of the educator. Ensuring TL has taken place is even more time and more energy. The paradigm asks that we become 100% teachers in a job where 100% teaching is often not required, and it can feel as though 100% of our time is needed in so many other areas. However, always remember: students are an extension of us – we are who we teach.

Putting holistic education techniques and concepts into practice will eventually create a habit of practices that become second nature in fostering transformative learning. We're tired. We're drowning in essays to grade, our kids keep us up all night, and it's all too early that another day has started. Do it anyway. Practice holistic education to educate the whole student; practice holistic education as a guide to transform learners into rational, critical, autonomous thinkers. In today's world of social media falsehoods, echo chambers, and fake news, we need all the critical thinkers we can get.

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Additive Assessment

David L. Stoloff, Ph.D. – Eastern Connecticut State University

As the pandemic begins to wane, will educators modify their philosophies and practices to meet the learning needs and styles of students whose lives have become even more connected online? In a time of individualized instruction and community unrest about what is taught and how learning will be assessed, educators will increasingly need to justify their curricular and assessment decisions to students, colleagues, and accreditation agencies. Following is a short review of the changing role of the educator, best practices in curricular implementation and assessment, followed by the introduction of Additive Assessment, a grading system for our pandemic times.

Theory behind Additive Assessment:
The Role of the Instructor
A common expression among university educators, is
I used to be a Sage on the Stage
Now I am a Guide on the Side.

Morrison (2014) notes that King (1993) made use of this phrase in an article when internet resources were becoming popular.   Morrison suggests that the idea of a guide on the side as "a learning-centered model is a better characterization for any number of reasons, not the least of which is that both teachers and students are learners, both constituencies trans-

form information into knowledge and, arguably, motivations and strategies for those transformational processes flow in both directions." Stanton (2019) adds that "the phrase 'guide from the inside' as an alternative that emphasizes educators' participation with their students." I propose to modifying the phrase to:

I used to be a Sage on the Stage
I was a Guide on the Side.
Now I am an Elder as Melder.

An elder is a more experienced person who is assumed to have the wisdom of a lifetime of living although a chronologically younger person may be an elder in a specific topic or skill. A melder is someone who shares their life experiences and wisdom with another. The Elder as Melder pairing synthesizes information to create knowledge for the future.   Both educator and student in this pair are learners, learning from information that they gather from observations and experiences, and, most importantly, from each other. The most pleasing part of being a professor is learning with and from my students and watching them learn with and from each other.

In this role of "elder as melder", one challenge is determining how to assess learning when these boundaries between learner and teacher are fluid.

Alternative Assessments

If the goal for our students is their development as innovative practitioners and citizens in their disciplines and communities and as independent critical thinkers, then in our courses we might encourage them to develop their own interests and projects in ways they believe best serve their professional development. Johns, Williams, & Ben-Avie (2019) describe their practices of enhancing student agency. They note that since "the faculty controlled all learning objectives, pedagogy, assignments, and grading, ... limiting 'self-agency' betrayed our goal of creating a 'communities of practice' where all members work to shape the community." Using their Metacognitive Assessment Inventory, they found gains in student agency when they invite students to "co-create policies and assessment plans, chose readings and writing prompts, and help determine the day-to-day management of activities."

DeSilva, Gibbs, and Barthelmes (2020) suggest that to increase the opportunity for learning, "an instructor can incorporate frequent, low-stakes assessments, which facilitates learning in general, but also has the secondary positive effect of mitigating unnecessary stress for students." This strategy may support the learners' "growth mindset" (Dweck, Walton, & Cohen, 2014) by helping students understand that each assessment "is an opportunity to learn and improve, a way of thinking that has positive effects on wellbeing."

Scholars discussing post-pandemic assessment have focused on both the design of assignments and the grading process itself. For example, Siscoe (2020) posited that some "assessment best practices that can bolster student outcomes in the upcoming semester" and suggests that faculty focus on 4 goals when thinking about course structure and assessment:

1. Think About Who You Want Your Students to Become,
2. Link Your Assessments with Your Goals,
3. Focus on Measuring Student Transformation,
4. Give Feedback Quickly and Efficiently

As one strategy for giving feedback more quickly and efficiently, Rapaport (2011) presents a 'triage' theory of grading where only 3 grades are used: "full credit if and only if it is clearly or substantially correct; minimal credit if and only if it is clearly or substantially incorrect; and partial credit if and only if it is neither of the above."

Gamification in grading has also been suggested as a means of motivating students to develop self-agency. Dougherty (2015)

suggests that "teachers can structure gradebooks as an 'experience point' system.... At the beginning of the year, each student starts at level 1 with zero experience, but can earn experience and level up through 'quests' like homework or assessments. ... In addition, a well-constructed, gamified grading system will show students exactly what they can do in order to reach that "A". In this mindset, each assignment becomes an opportunity, rather than a risk." Gamification can also involve competitions between teams of students or the integration of assignments that foster interaction between students (Teaching & Learning Center, Universtiteit Van Amsterdan)

Schnee (2020) finds that

As evident from the above, scholars and other practitioners are exploring alternative assessment systems during these challenging times. This faculty member has had some success, measured by student achievement and course evaluations, with a technique called Additive Grading for over a decade. Additive grading is "an interestingly flexible approach to grading that might be especially well-suited for a time in which we might expect a higher likelihood of disruption to our students' lives" (Schnee, 2020) such as our current post-pandemic educational lives.

Additive Grading: Method

I have developed an additive assessment system that relies on summing points documented by learning in a manner similar to a gamified system that also incorporates the components of self-agency, choice, and interaction discussed previously. I have instituted this in both undergraduate and graduate level classes. The "game" that participants in my classes are enrolled in is one of obtaining points that are connected to the letter grades that the university expects me to award at the end of finals. Students earn points by responding to project prompts – I call them explorations to emphasize the open-ended, inquisitive nature of a quest or challenge – and by participating in online or in-class discussions (depending on class format). I also encourage students to propose alternative explorations – projects they would like to pursue to advance their professional development. There are no tests in my courses.

Explorations are due once a week and are discussed online for the remainder of the week. The instructional prompts for the explorations provided links to web resources or online electronic texts available via the university library and contain descriptions of the expectations for successful completion of the exploration such as number of references, expected word-count, and learning goals to achieve. Explorations are assessed by objective measures developed from the instructional prompt.

For those few students who are not thriving in this course flow of weekly submissions of explorations/projects followed by discussion for the remainder of the week, students would have until the end of the discussion time to submit their exploration. If not submitted at that time, students were asked to go onto the next exploration with the rest of the class. Submitting one or more days late reduces the expected credit by one point per day; a penalty of one point is minimal when 372 points earns an A in the course. This is in recognition that we all have busy, unpredictable lives, but that we are also in a learning community that expects weekly participation. In this way, perhaps these few students will grow to understand that learning is only valued if it is shared and that there is a flow to the development of our course's learning community.

Points missed by not submitting within the assignment window may be earned later through continuing to actively participate in the course and/or to suggest alternative, student proposed explorations later in the course. Students may earn alternative credit by proposing projects that might be of greater use for their professional development, like developing their own Personal Archive for Learning (PAL, an electronic portfolio), reviewing a specific text, articles, or film or TV program, reflecting on supervised field experiences, participating in video conferencing – what we call Intercultural Connections among Universities (ICUs) – with students and faculty in other universities in India, Taiwan, Pakistan, and other nations, or proposing other projects based on their interests and ambitions. There are plenty of opportunities to succeed through engagement and discussion.

Each student's current score – the number of points they have earned – is readily available and calculated in the individual's online gradebook system in the Learning Management System. Obtaining 372 points earns an A in the course.

Assessment and Next Steps

It has been difficult to assess the effectiveness of this system for there is little variability in student grades. Most students earn A's in my courses and they rate the course highly when they use the online course evaluation system. Those few who do not thrive may not have been able to put in the effort to succeed during their current life circumstances.

There have been several interesting, unanticipated, positive outcomes to the use of this additive grading system. Since the explorations precede the online discussions, the quality of the discussions has improved because students have prepared their

ideas about the information, an expectation in the flipped curriculum model. When life happens for the course participants, they have control over missing assignments and proposing new projects later when the situation settles for them. Explorations can be submitted late within a window of time with a small late penalty, so students do not have to share any excuses about missing due dates and experience less stress around their education/life balance.

On the other side, some students have trust issues in this form of assessment. When they obtain the 372 points required to earn an A, they still worry that their grade is not secured. Some students continue to submit projects, earning way beyond 372 points, indicating an enthusiasm about the topics in the course and their own conscientiousness.

A few students have commented that they had to learn everything by themselves in the course. As an instructor who believes in freedom to learn and that learners should manage their own individual learning, I am not dismayed that the course participants feel that they owned their own learning and, in fact, appreciate the comment. Further, I recognize that while students felt they were learning on their own, the course learning experiences were structured through the design of the explorations by the instructor. I welcome the development of critical thinkers who will be skilled in managing their own learning and joining in the development of a better world for us all.

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Quick Tips for Teaching & Faculty Development

Our goal at The Exchange and the New England Faculty Development Consortium is for faculty, faculty development staff, and administrators to share and exchange ideas to promote teaching and learning at our home institutions. To further that mission, The Exchange will be experimenting with a new "Quick Tips" feature in our next issue.

Quick Tips are short, quick-to-read, easy-to-share tips and techniques to improve teaching and learning or to provide a faculty development opportunities. A key feature is that quick tips should also be easy to implement at another institution.

Please consider submitting your own "Quick Tip" for our 2023 Spring Issue. Quick tip submissions should be under 500 words, have a clear objective and a short description of an easy-to-implement methodology.

Faculty Helping Faculty: Ten Minute Takeaway

Heidi Burgeil, Ph.D., M.Ed. & Matt Boyle, M.S. – Lasell University

In response to the COVID-19 pandemic, Lasell University adapted a simple "ten-minute takeaway" format to design faculty professional development. These sessions were typically:
- **Brief:** five minutes of presentation followed by five-minute Q&A
- **Remote:** presentations were given over Zoom
- **Recorded:** for later review
- **Down-to-earth:** reports focused on day-to-day class room struggles and strategies

This practice was low-effort but popular and effective. In Spring of 2020, our two-day faculty institute included two such sessions. In one, faculty presenters spoke briefly about challenges they had faced during the first semester of the pandemic. In another, faculty showcased techniques they had found most effective. With multiple faculty presenting in each session, no single individual was over-burdened. Recordings were available to faculty who were unable to attend. These presentations by faculty were better appreciated, better grounded in classroom practice, and better attended than staff-run workshops. The same was true for ten-minute takeaway sessions in our fully remote January 2021 mid-year meeting.

These sessions led to ongoing benefits. Session slides and recordings contribute to our collection of best practices for our campus. Faculty excitement about techniques and tools showcased in the Spring 2020 sessions fueled demand for staff-led workshops and increased participation in summer professional development, preparing our faculty for flex instruction in the fall. The focus on single learning objectives or tasks aligns with best practice for chunking instructional videos. Finally, during a time of isolation, these ten-minute takeaways re-connected faculty with their peers.

Recorded, remote ten-minute takeaways provided flexible, convenient, and impactful professional development through the pandemic. We look forward to more of these in the future.

Board of Directors