

Turning it “On”

Onboarding New Learning Community Faculty and Staff

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Beginning with the End in Mind

- You are here with a team of your colleagues to work collaboratively to strengthen the **culture of teaching and learning** that currently exists on your campus
 - through **student learning communities (NSILC)**
 - some kind of **sustained T&L intervention (TLNI)**
- Towards that end of strengthening the culture of teaching and learning, you are currently creating a **2-year action plan** to bring back to your campus and implement beginning **fall 2019**
- Your team looked through the list of concurrent sessions and decided you would attend this session for **“Just in Time” learning**;
- Something in the description made you and your team say, **“this session will have important information for our action plan”** and they chose YOU for this honor.



Write Down the End You Have in Mind

- What kinds of information or strategies do you need from this session to take back to your team?
- “Just in Time” Learning about ... *Onboarding*
 - **Your Big Picture Goal:** Strengthen the culture of teaching and learning on your campus
 - **The Method:** Student learning communities (NCILS), professional learning communities (TLNI) or some kind of instructional intervention (TLNI)
 - **Your Immediate Learning Goal:** Bring back information to inform your 2-year action plan.



Individual Reflection

- What kinds of onboarding opportunities are currently available at your institution regarding teaching and learning?
- Take a few moments to generate as much information as you can:
 - **Audience** (i.e. new faculty, all faculty, staff, librarians)
 - **Modality** (online, face-to-face, hybrid)
 - **Frequency** (stand alone event, monthly, quarterly)
 - **Duration** (half day, full day, week long)
 - **Type** (Faculty learning community, Institute, Mentoring program, etc.)
 - **Topics/information/activities/themes** (i.e. creating equitable learning environments, assessment practices, OERs, backwards design, assignment charrettes, etc.)



Table Discussion

- How well do your current institutional onboarding opportunities serve to strengthen the culture of teaching and learning on your campus?
- Are there enough onboarding opportunities available? Should there be more?
- Does every important audience have opportunity and access to onboarding (i.e. adjunct faculty)?
- Are the modalities chosen because they create the ideal learning environment for participants? Or, are they due to efficiency and cost?



Larger Goals of Onboarding

- Create and foster a shared language – a *lingua franca*.
 - in Washington State: working towards a shared understanding of “equity”
 - at Cabrini University – establishing a shared understanding of integrative learning
- Investment in the “why”
 - example: student learning communities
 - does the “why” differ depending on the audience?
- Individuals, departments, and programs
 - design responsively with the learning outcomes at the course, program, and degree levels (CPD)
 - communicate and collaborate to offer curriculum and co-curriculum that achieves learning outcomes – especially at the program level



On-Boarding as the Beginning to a Paradigm Shift

Our Argument:

- On-boarding is a PRIME opportunity to make these cultural shifts—paradigm shifts— whether you are here to create student learning community programs (NSILC) or address a teaching and learning issue that has showed up in your data (TLNI)
- How does this fit into your larger 2-year action plan?



Program = Paradigm Shift

- Assessment in short represents a paradigm shift in education because it shifts the focus from the teacher to the program, or to the curriculum understood not as the random result of courses that don't speak to one another, but as a collective product that needs to be orchestrated or even scripted like a theatrical performance. Imagine if a college were to think about an academic semester as something it put on rather the way an acting troupe performs a play or an orchestra performs a symphony.
 - Gerald Graff, “Why Assessment” (Talk Version)



What Do We Mean by “Program Level”?

- “Assessment asks us to think of teaching as an organized team effort rather than a set of virtuoso performances in the classroom by isolated soloists. Indeed, assessment threatens the very idea of “the classroom” conceived as a sanctified private space that even our colleagues, much less outsiders, have no right to intrude on. It asks that we think beyond the walls of our own classroom and get on the same page with our colleagues as regards the “learning outcomes” we can agree we collectively want for our students.”
 - Gerald Graff, “Why Assessment” ([Talk Version](#))



Example: The State of Cabrini University

- Onboarding can not occur with out the establishment (and buy-in) and existence of shared, measurable learning outcomes
- Cabrini University's learning community program seeks to achieve three learning outcomes annually:
 - *Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*
 - *Adapt and apply skills, abilities, theories, or methodologies gained in the dynamic interplay between the curriculum and the co-curriculum*
 - *Observe and articulate connections across LC coursework, disciplines, and perspectives.*



Example: The State of Cabrini University (Continued)

- Onboarding is an ongoing process
 - Learning Community Council – serves as a shared space to review (in a structured format) student work
 - Learning Community Faculty Retreats (August, January, and May)
- Assessment
 - Integrative Learning Pre- and Post-Survey
 - Integrative assignment as a learning community capstone
 - AAC&U Integrative Learning VALUE Rubric (adapted version)



Threshold Concepts

- “A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress. As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be sudden or it may be protracted over a considerable period of time, with the transition to understanding proving troublesome. Such a transformed view or landscape may represent how people ‘think’ in a particular discipline, or how they perceive, apprehend, or experience particular phenomena within that discipline (or more generally).”
 - (Meyer and Land, 2003b: 1).



What Beliefs Drive Your Culture of T&L?

Status Quo

- Focus on the Teacher
- “the classroom” as sanctified private space
- Set of virtuoso performances in the classroom by isolated soloists
- Curriculum understood as a random result of courses that don't speak to one another

Educational Reform

- Focus on the Program
- Think beyond the walls of individual classrooms
- Organized team effort
- Curriculum understood as a collective product that needs to be orchestrated or even scripted like a theatrical performance



Design Charette

- Collaboratively (with 3 “college strangers) design the ideal on-boarding opportunity.
- Things to consider:
 - Strengthen the culture of teaching and learning
 - Intentionally leverage the liminal state of participants
 - Pose “threshold concepts” such as thinking programmatically
 - Create a shared language
 - Foster an assessment literacy (responsive design at the program level)



Charrette

- **SHə'ret/ *noun***—An intense period of design or planning activity



Charrette Overview

- **Stage One**

- Ensure your team is 3 people from 3 different colleges. Decide who will go 1st, 2nd, 3rd. Everyone has **3 minutes silent reflection** to review the task.

- **Stage Two**

- Each person gets **5 minutes to talk, write, or sketch ideas** on the flip chart paper. Group members listen only. **1 minute of silent reflection** between each 5 minute round.

- **Stage Three**

- After every team member has had time to talk, sketch, write ideas for 5 minutes, **the team has 10 minutes to rapid prototype the ideal on-boarding experience. Write or sketch your combined ideas on a new piece of flip chart paper.** When time is called, **post the assignment in the designated space.**



Get Ready ...

- Ensure your team has 3 people from 3 different colleges
- Decide who will go 1st, 2nd, 3rd



Get Set ...

- Everyone has 3 minutes to silently reflect and prepare for the task:
 - the ideal on-boarding opportunity.
 - things to consider:
 - Strengthen the culture of teaching and learning
 - Intentionally leverage the liminal state of participants
 - Pose “threshold concepts” such as thinking programmatically
 - Create a shared language
 - Foster an assessment literacy (responsive design at the program level)

GO! Round 1

- 1st person gets 5 minutes to talk, write, or sketch assignment ideas on the flip chart paper
- Other group members listen only
 - DO: Practice “deep listening”
 - DO: Smile, nod, exhibit encouraging body language
 - DO: If you get ideas from what the person says, write them down so you don’t lose them!
 - DO NOT: interrupt (even to agree).
- Jen will mind the time
 - 1 minute left
 - 30 seconds left
 - Hard Stop

1 Minute Silent Reflection

- Write down ideas that occurred to you during your deep listening

GO! Round 2

- 2nd person gets 5 minutes to talk, write, or sketch assignment ideas on the flip chart paper
- Other group members listen only
 - DO: Practice “deep listening”
 - DO: Smile, nod, exhibit encouraging body language
 - DO: If you get ideas from what the person says, write them down so you don’t lose them!
 - DO NOT: interrupt (even to agree).
- Jen will mind the time
 - 1 minute left
 - 30 seconds left
 - Hard Stop

1 Minute Silent Reflection

- Write down ideas that occurred to you during your deep listening

GO! Round 3

- 3rd person gets 5 minutes to talk, write, or sketch on the flip chart paper
- Other group members listen only
 - DO: Practice “deep listening”
 - DO: Smile, nod, exhibit encouraging body language
 - DO: If you get ideas from what the person says, write them down so you don't lose them!
 - DO NOT: interrupt (even to agree).
- Jen will mind the time
 - 1 minute left
 - 30 seconds left
 - Hard Stop

1 Minute Silent Reflection

- Write down ideas that occurred to you during your deep listening

Collaborate

- Your team has 10 minutes to collaboratively design this ideal onboarding experience
- **Write** or **sketch** your *combined* ideas on a new piece of flip chart paper
- When time is called, **post** your on-boarding experience in the designated space



Use to Think/Now I Think

- Complete the following sentence:

Before this session I thought...

Now I think...

So, now I will...

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