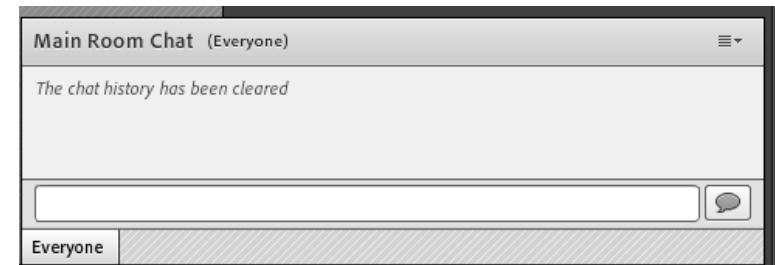
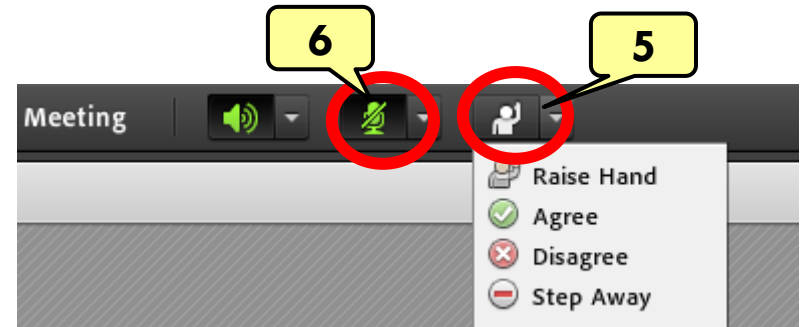
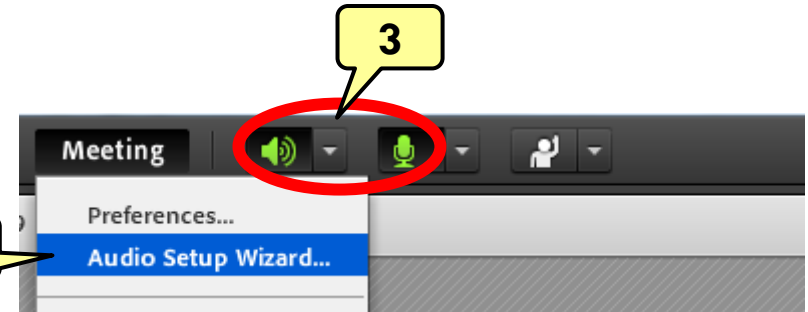


Welcome! As you enter the room, please...

- ❑ Plug in your headset (if available).
- ❑ Enable your speakers and mic (the icons on the top bar should be green).
- ❑ Run the audio setup wizard (see the “Meeting” menu on the left of the screen).
- ❑ “Raise your hand” by clicking the icon to let the hosts know you are ready to test your mic.
- ❑ After testing your mic, mute yourself by clicking the mic icon (to avoid background noise).

Feel free to use the chat at any time!





Start Recording!

ECE Virtual Community of Practice



Session 6

Creating a Positive and Inclusive Learning Environment

December 3, 2013

Tentative Agenda

- Logging in, welcome, session goals (10 minutes)
- Overview of mid-term VCP survey (20 minutes)
- Group Discussion of Deliverables (25 min)
 - ▣ Note different groups than last time
 - ▣ Breakout and report out
- Focusing on inclusive learning environments (25 min)
 - ▣ Breakout and report out
- Plans for Session 7 (10 minutes)

Rules of Engagement

Create your own bubble of solitude:

- ❑ Close your office door
- ❑ Use a “Do Not Disturb” sign
- ❑ Turn off e-mail
- ❑ Silence or forward phone
- ❑ Avoid any other potential distractions

ECE VCP Session 6 Goals

- Continue building our Community of Practice (CP)
 - ▣ As a whole (ECE VCP)
 - ▣ Within new breakout groups
- Share ideas and feedback on activities for Spring 2014
- Develop ideas that promote a positive and inclusive learning environment

Mid-term Survey Results: Quantitative

(N=14)

		Fully disagree	Somewhat disagree	Somewhat agree	Fully agree	Average Rating
Q1	The VCP experience has met my expectations so far.	0%	0%	50%	50%	
		0	0	7	7	3.5
Q2	I am learning new things from the readings.	0%	0%	36%	64%	
		0	0	5	9	3.6
Q3	I am learning new things from doing the assignments.	0%	7%	43%	50%	
		0	1	6	7	3.4
Q4	I am learning new things from the working group breakout discussions.	0%	7%	57%	36%	
		0	1	8	5	3.3
Q5	I am comfortable with the technology used for the VCP sessions.	0%	0%	29%	71%	
		0	0	4	10	3.7

Mid-term Survey Results: Qualitative



What is one thing you would NOT change about the ECE VCP? (10)

- Having the breakout groups has been a real benefit. It gives everyone the opportunity to speak. (4)
- The moderators are doing a great job.
- I like format - length is about right.
- The size of the group seems right. The length of the conference call also seems right.
- Group dynamics. I like the weekly meetings.
- The readings and the weekly meetings. Okay, maybe these are two things.
- Access to resources shared by other faculties.

If you could change one thing about the ECE VCP, what would it be? (10)

- Moderate the report backs more. Make sure participants understand that it should be a summary of what was discussed and not going through everything.
- Outline to participants how to summarize the results of a small breakout session. A number of people seem to just read through how each individual group member responded, which to me isn't a summary. This also somewhat discourages me from listening closely as most of the information is not especially interesting. A summary with the major highlights of the discussion would encourage me to listen closely to the things the group thought most interesting and useful.
- Adding a visual when people are talking would provide further engagement. More time to work out the plans we are proposing. Understanding how to utilize the chat window to further collaboration during meeting, without distracting (it is sometimes unclear when we should chat/about what and when we should not. Overall it seems to help to make more local connections which helps to build community. I would also make the website interface more inviting for usage - saving things in folders and using the blog is not very inviting, but it is functional. I would also start the group earlier in the semester. As the semester progresses, it is more crunch time and less time to devote to thinking through these things as I would like.
- More small group time for free discussion not directly related to the topic of the day.
- The VCP is taking more of my time that I first realized. I am not complaining because I am learning but it is impacting other activities. Perhaps the VCP should have been scheduled to last longer and have meetings every other week. (2 others commented on more time for readings/homework)

Polls!



- Spacing of VCP Sessions (for future groups)
- Volume of Reading

What are one or two topics you would like to cover that have not been covered so far? (11)

- The progression of topics has been very logical. Other topics: A discussion of higher level institutional support strategies (how to get institution to buy in to these instructional paradigms, where needed, and how to involve other/multiple professors). **Assessment** techniques and practical tools.
- **Assessment**, but that might be a whole other VCP. (3)
- Topics have been covered but I would like to learn **more detail**, examples: 1. How to implement group assignments in lectures; 2. How to create mechanisms to better **assess** individuals in teams and how encourage student accountability.
- Are there good ways for reducing the overhead for using some of the more involved active-learning techniques discussed. Two particular examples that come to mind are problem/project-based learning and flipped classes. -Is there any information about the additional benefit of the more involved techniques compared to some of the simple techniques discussed (such as minute papers and think-pair-share)?
- Interactive classroom, active learning - clickers/Learning Catalytics etc.
- How to transcend the classroom and make the learning life-long. What are examples of "techniques" that have been demonstrated to retain students? (not for the one class, but ... for life?)

What improvements could we make to the VCP to further support you in implementing evidence-supported techniques in your classes? (9)

- Support to help flesh out the details of implementing my plan. Ways to **assess** the impact of the plan once implemented.
- More data bases (for fields without one) to make it more practical
- Suggest general readings not part of our normal sessions - for further study.
- More discussion on **specific techniques**. The discussions were too general.
- Have more review of **electrical engineering courses** that have implemented such techniques.
- It could be helpful if someone (either inside or outside the group) who has tried a given technique could provide some of the **common pitfalls** of employing the technique for the first time and possible ways to avoid them. Also along these lines would be tips on important things to do to get the most out of the technique.
- I think the VCP idea is good and helpful but perhaps a face-to-face 2 day workshop on teaching techniques with sample cases and help to implement new activities in the classroom would be helpful. The VCP groups could ask NSF support to cover part of the costs and the institution administration to help with another part (I may be naive here!). Also, when asking the letter from the supervisor (chair, dean, etc) make sure you include a note of the expect time faculty will spend on this. I am not sure they understand...Thanks.
- Show the "good" and the "bad" of everything, not only how "good" these techniques are...

Polls!



- Scheduling and spacing of ECE VCP sessions for Spring 2014

Plan and Homework for Session 6

- Create a document answering the questions below, which you were asked to think about during the presentations. Upload your document to the portal.
 - Which participants plan to implement techniques similar to mine?
 - Which participants will be teaching courses similar to mine?
 - Which participants plan to implement techniques that I have used before? What advice/insight can I give them?

- Next week's focus: Creating a Positive and Inclusive Learning Environment
 - Read Chapter 6 of *How Learning Works*, "Why do student development and course climate matter for student learning?" (posted on the portal)
 - On the blog, describe something you already do to create an inclusive learning environment and something you could add/change.

- All homework due by *Monday, December 2*, at 12 pm EST.

New Breakout Groups this Week!

Group A – Polling/TPS

- Faramarz
- Liz
- Mary
- Nuri
- Sandra

Group C – Teams

- Alisa
- Harry
- Kennedy
- Nur
- Shiny

Group B - PBL

- Matt
- Nathalia
- Nisha
- Puteri

Group D – Teams/Unknown

- Aurenice
- Danai
- Raghu
- Tim

Breakout Group Tasks: #1

- Roles for today: Person with **first** name
 - ▣ **Last** alphabetically is the **scribe** to record discussion on electronic notepad
 - ▣ **First** alphabetically is the **reporter** to share important points
- In your group, brainstorm about your Spring 2014 plans/deliverable (**reporter starts discussion**)
- **Report out:** What is one thing we can do in Session 8 to help you finalize your deliverable?
- Time allotted: 20 minutes with 5 min report out

Breakout Group Tasks: #2

- Roles for today: Person with **first** name
 - **Last** alphabetically is the **scribe**
 - **First** alphabetically is the **reporter**
- In your working group, discuss (start with **scribe**):
 - Successes and Challenges in Creating a Positive and Inclusive Learning Environment
- **Report out:** What is **one success** and **one challenge** that your group discussed about creating a positive and inclusive learning environment?
- Time allotted: 20 mins in groups, 5 mins for report out

Plan and Homework for Session 7: Assessment!

- ▣ Next week's focus: Assessment
 - Read Chapter 5 of How Learning Works, “What kinds of practice and feedback enhance learning?” (posted on the portal)
 - Read “Exam Wrappers” appendix from HLW.
 - On the blog, describe the process by which you design one of your typical exams. How do you use resources such as the syllabus or learning objectives?

- ▣ All homework due by Monday, December 9, at 12 pm EST.