



SUMMER INSTITUTE
for TEACHING EXCELLENCE
new perspectives in faculty development



connect. grow. inspire.

*For the things we have to
learn before we can do them,
we learn by doing them.*

~Aristotle

First Annual SITE Workshop
VENTURA COLLEGE CAMPUS

*Opportunity is missed by
most people because it is
dressed in overalls
and looks like work.*

~Thomas Edison



MAY 23-27, 2011
With Participants From
Ventura & Oxnard Colleges



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Classroom Assessment Techniques

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“Increasing Student Motivation, Engagement, Empowerment, and Success with Brain-Compatible Teaching”

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Guest Speaker Dr. Ronald Riggio
“Transformational Leadership”
Your Plan for Implementation: 2011-2012
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PURPOSE OF THE SITE INSTITUTE

SITE, a project funded by a Title V grant for the next five years, will serve as a teaching and learning forum for Ventura and Oxnard College faculty. Through on-going leadership training, guided workshops, and collegial consultation, SITE will bring together experts in teaching and learning along with faculty from a variety of disciplines to generate and share ideas, develop initiatives, and implement new strategies to improve student learning and increase teaching effectiveness.

LEARNING OUTCOMES/LEARNING GOALS

- **Establish** a more effective partnership between instructional faculty and student support services to increase student success
- **Implement** on-going classroom assessment techniques to monitor student progress in the classroom
- **Apply** brain compatible teaching strategies that make it possible for every student to experience engaging, empowering, and successful learning
- **Explore** effective teaching and learning strategies that support all students, including those with differing learning styles and learning disabilities
- **Develop** effective and up-to-date computer skills and technical support systems to improve both online and on-ground classes
- **Discover** transformational leadership techniques to support student achievement

GUEST SPEAKERS

DR. RITA SMILKSTEIN

Increasing Student Motivation, Engagement, Empowerment, and Success with Brain-Compatible Teaching

Dr. Smilkstein speaks nationally and internationally on brain-compatible education. She has taught in middle school through graduate school, including 26 years at North Seattle Community College. She is currently Professor Emerita, North Seattle Community College, and invited faculty in Educational Psychology at Western Washington University’s Woodring College of Education, Everett Campus. Publications include numerous articles and books on brain-based curriculum and pedagogy. Her book We’re Born to Learn: Using the Brain’s Natural Learning Process to Create Curriculum (Corwin Press, 2003, 2nd ed., 2011) won the Delta Kappa Gamma International Society’s Educator’s Award of the Year, 2004. A new edition of her book Tools for Writing: Using the Natural Human Learning Process was published by ManyKites Press, 2010. She holds a B.A. (English, State University of Iowa), M.A. (English, Michigan State University), Ph.D. (Educational Psychology, University of Washington), and has received many teaching awards, including the National Institute for Staff and Organizational Development’s Excellence Award, 1991, 1995; the College Reading and Learning Association’s highest honor, the Robert Griffin Award, 2005. She was inducted as a Fellow of the American Council of Developmental Education Associations, 2006, the highest honor in the field of Developmental Education.

DR. RONALD RIGGIO

Transformational Leadership

Ronald E. Riggio, Ph.D. is the Henry R. Kravis Professor of Leadership and Organizational Psychology and former Director of the Kravis Leadership Institute at Claremont McKenna College. Professor Riggio is the author of over a dozen books, and 100 book chapters and research articles in the areas of leadership, assessment centers, organizational psychology and social psychology. Recent books include The Art of Followership, The Practice of Leadership, Jossey-Bass, 2008, 2007), and Transformational Leadership (2nd ed.), coauthored with Bernard M. Bass (Erlbaum, 2006).

INSTITUTE FACILITATORS

- Dr. Gwendolyn Lewis Huddleston
- Dr. Judy Garey
- Mark Bates
- Bola King -Rushing
- Sharon Beynon
- Erica Tartt
- Krista Wilbur

INSTITUTE PARTICIPANTS

- Gary Amar

Donna Beatty

Albert Chen

Matthew Cook

Sharla Fell

Ayanna Gaines

Jenna Garcia

Cecilia Milan

Steve Monka

Andrea Reynolds

Mariana Franco-Sommer

Larry Reynosa

Patricia Cowan
- Dr. Valerie Greenberg

Art Sandford

Dr. P. Scott Corbett

Richard Harnden

Shuba Simhan

Chris Cryer

Alejandro Hernandez

Emily Spitler

Tania DeClerk

Bea Herrera

Tom Stough

Margaret de la M

Andrea Horigan
- Anna Tivy

Aurora de la Selva

Larry Kennedy

Jennifer Tsai

Robert Dion

Henny Kim

Jaclyn Walker

Alex Kolesnik

Dr. Evangeline Wilkes

Christiane Mainzer

Pamela Williams

Jenchi Wu

WEEK AT-A-GLANCE

MONDAY, MAY 23

Getting to know Student Services
Classroom Assessment Techniques

TUESDAY, MAY 24

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“Transformational Leadership”



MONDAY, MAY 23

Getting to know Student Services
Classroom Assessment Techniques

AGENDA

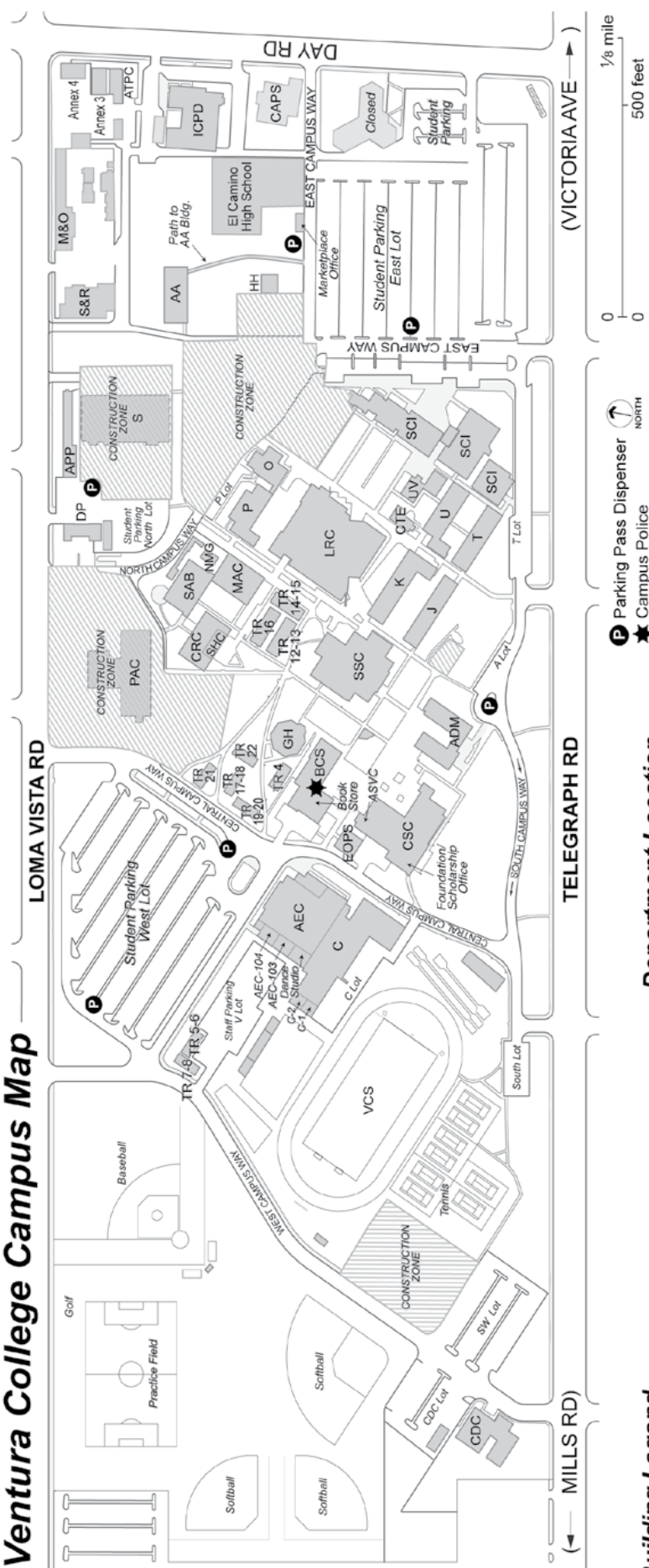
MONDAY, MAY 23, 2011

8:30-9:00 am	Gathering and Continental Breakfast	Tutoring Center
9:00-9:30 am	Welcome, Introductions, and Organization	Tutoring Center
9:30-12:30	Scavenger Hunt to Student Services	Campus
12:30-1:30 pm	Lunch	Guthrie Hall
1:30-2:45 pm	Discoveries about Student Services	Tutoring Center
2:45-3:00 pm	Break	
3:00-3:30 pm	Classroom Assessment Techniques	Tutoring Center
3:30-4:00 pm	Assessment: CAT for the day’s work: “Directed Paraphrasing”	Tutoring Center

GETTING TO KNOW STUDENT SERVICES

STUDENTSERVICE	CONTACT	LOCATION	FIND OUT
Admissions and Records	Susan Bricker – VC Susan Cabral - OC	SSC – VC SS&A - 134 - OC	When students register for fall semester 2011, when do they have to pay for the classes? What are their options?
Matriculation and Assessment	Steve Manriquez – VC David Lopez – OC Suzette Williams- OC	SSC –VC SS&A - 149	You are a student who tested into English 2. You believe you should be placed in English 1A. What do you do?
Counseling/Transfer Center	Marcelino DeCierdo-VC Ralph Smith - OC Cesar Flores - OC	SSC – VC SS&A - 240,254 - OC	For your discipline, find out who your counselor would be. Get an AA/AS check sheet and figure out what classes you need for an AA/AS in your discipline.
Library	Peter Sezzi – VC Tom Stough - OC	LRC - Library Reference Desk – VC LRC - OC	Find the call number for your textbook at the reference desk. Find out how can the librarian facilitate learning in your discipline?
Learning Resource Center	Sandy Hajas – VC Sandra Allen - OC	LRC – 115 - VC LRC - OC	Obtain a print card and print out a list of the library data bases. Sign up to have your class come to pullout room 128.
Tutoring	Antonio Huante – VC Jose Cornelio – OC	LRC – Tutoring Center - VC LRC - OC	You need tutoring in math - how do you get it? You want to be a tutor - what is the process and what are the qualifications?
Reading and Writing Center	Sharon Oxford – VC	LRC – Reading and Writing Center VC	Find the referral form that must be completed by an instructor for students to gain lab access and fill it out. Locate the DVD library and find one film you could use.
Educational Assistance Center	Steve Turner – VC Cathy Mundy - VC Leo Orange – OC	EAC – Administration Building - VC SS&A – 118 - OC	How do students get assessed for learning disabilities and what services are available to them?
CalWORKS	Dennis Harvey – VC Letty Mojica - OC	EAC – Administration Building - VC CSSC - OC	What is CalWorks and who do they serve?
EOPS	Paula Munoz – VC Ana Maria Valle – OC	EOPS Building - VC CSSC - OC	Who qualifies for EOPS services and what services do they receive?
Foundation Scholarships	Jovita Valdez – VC Connie Owens – OC	Campus Center - VC CSSC – OC	How and when do students apply for scholarships? What are educational enhancement grants for faculty and when are they due to the foundation?
Associated Students	Rick Trevino – VC Dennis Marletti	Campus Center –VC CSSC - OC	Obtain a faculty ID card.
Welcome Center/ Outreach Information Center	Gema Espinosa - VC Barbara Barajas – VC Valerie Lee – OC	Campus Center Info Counter	What services does the welcome center or information center provide?
Bookstore	Susan Royer – VC Diane Rausch – OC	BCS – Bookstore – VC OE – OC	Where does the bookstore profit go?
International Students	Rosie Stutts - VC	BCS	What is an F1 VISA and how many students on campus have them?
Financial Aid	Alma Rodriguez – VC Linda Robison - OC	BCS SS&A - 140	What is a FAFSA - who should fill one out and when? Do you need to be a full-time student to get financial aid? What percentage of our students have BOG fee waivers?
Children's Center	Robin Douglas – VC Kim Karkos - OC	Children's Center – VC CDC - OC	Find and experience the sensory garden. Name the of the children's classrooms. Who is eligible to apply to the children's center?
Health Center	Elaine Tennen – VC Mary Jones – OC	CRC – Health Center – VC SS&A - 162	What services does the health center provide for students and faculty? What free samples are available?

Ventura College Campus Map



Building Legend

DEPARTMENT	
AA	Agriculture/Construction Technology
ADM	Administration
AEC	Athletic Event Center (Large Gym)
Annex 3	Continuing Ed. Classrooms
Annex 4	Continuing Ed. Classrooms
APP	Apprenticeship
ATPC	Alternate Text Production Center
BACS	Bookstore & Campus Services
C	Physical Education (Small Gym)
CDC	Child Development Center
CRC	Creative Resources Center
CSC	Campus Student Center (Cafeteria & Student Activities)
GTE	Business, Career and Technical Ed.
DP	Business and ESL
EOPS	EOPS
GH	Guthrie Hall
HH	Head House
ICPD	Institute for Community and Professional Development
J	Classrooms
K	Classrooms
LRC	Library & Learning Resource Center
MAC	Media Arts Center
M&O	Maintenance & Operations
NMG	New Media Gallery

Department Location

BLDG	DEPARTMENT	DEPARTMENT	BLDG
O	Nursing	Admissions & Records	SSC
P	Paramedic/Home Economics	Alternate Text Production Center	ATPC
PAC	Performing Arts Complex (under construction)	Assistive Technology Training Center	LRC (1st Floor)
		Art Gallery 2	CRC (1st Floor)
S	Auto/Manufacturing/Welding (under construction)	Assessment	SSC
		Associated Students of Ventura College (ASVC)	CSC
SAB	Studio Arts Building	Athletics	AEC
SCH	Sciences & Mathematics	BEACH (Learning Center)	LRC (1st Floor)
SCI	Student Health and Psychological Services (CRC Bldg.)	Bookstore	BOS
SSC	Student Services Center	Braille Center	ATPC
SAR	Shipping and Receiving	Business (CTE Division Office)	CTE
T	Business/Computer Labs	Business Services (Vice-President)	ADM
TR 4	Multimedia/Graphics	Calateria (Main)	CSC
		Calateria (Satellite)	UV (adjacent)
TR 5-6	Trailer Classrooms	CalWORKS	ADM
	(Near Baseball Fields)	CalWampus Center Conference Room	CSC (off dining)
TR 12-15	Trailer Classrooms (Between MAC & SSC Bldg.)	Campus Police	BOS
		Canon Copy Center	CSC
TR 16	Nursing Skills Lab (Between MAC & SSC Bldg.)	Career Center	SSC
TR 17-22	Performing Arts Trailers	Career & Tech. Education Division Office	CTE
U	Business	Central Coast Biotechnology Center	SCB-226
UV	Lecture Halls	Child Development Center	CDC
VCS	Ventura College Sportsplex	Civic Center Office	AEC
		College Technical Services	CSC
		Communication & Learning Resource	
		Division Office	LRC (3rd floor)
		Community Education	ICPD
		Counseling	SSC

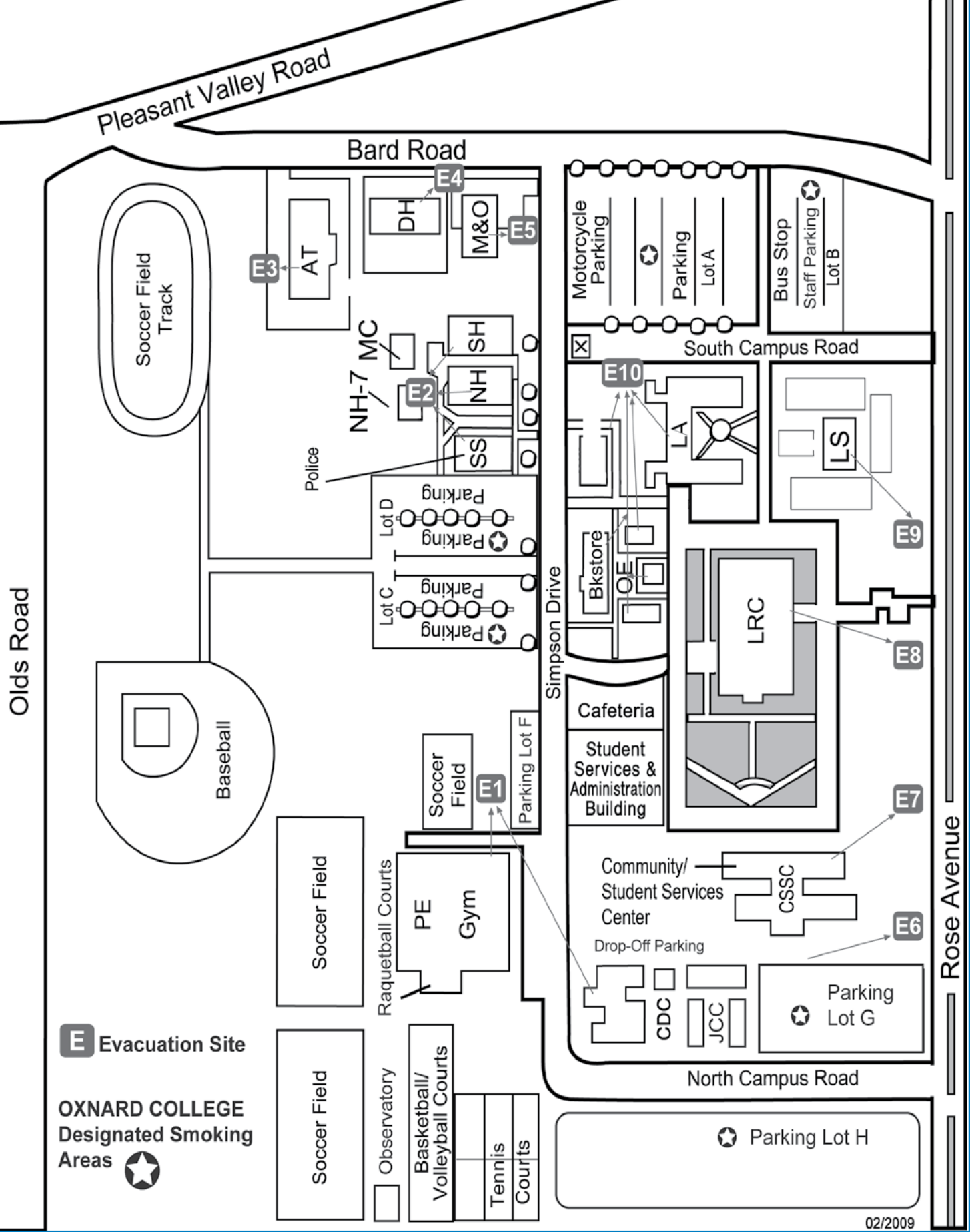
★ Campus Police

DEPARTMENT	BLDG
Disabled Students Programs & Services (EAC)	ADM
Economic Development	ICPD
English Com. & Learn. Res. Division Office	LRC (3rd floor)
EOPS	EOPS
Executive Vice President's Office	ADM
Financial Aid	BSC
Fitness Center	ASC
Foundation	CSC
Health Sciences	O
Humanities Division Office	LRC (3rd floor)
Institute for Community and Professional Development	ICPD
International Student Center	BSC
Learning Center (BEACH)	LRC (1st floor)
Library	LRC (2nd floor)
Lost & Found (Campus Police)	BSC
Maintenance & Operations	M&O
Market Place Office (Adjacent El Camino High)	East Campus Way
Math Division Office	SCI (3rd floor)
Matriculation	SSC
Media Services Center	LRC-155
Multimedia/Graphics	TR-4
Music/Humanities Division Office	LRC (3rd floor)
New Media Gallery	NMG
Physical Education Division Office	AEC
Police (Campus)	BSC
President's Office	ADM
Performing Arts (Humanities Division Office)	LRC (3rd floor)

Campus Emergency Numbers

From any pay phone on campus	#9
From off-campus phones	642-7000
Campus Police Business Office	x5486
Student Health Center	x5346
For 911 from on-campus phones	9-911
TTY (Hearing Impaired)	654-6498

DEPARTMENT	BLDG
Registration	SSC
Scholarships/VC Promise	CSC
Science Division Office	SCI (3rd floor)
Science Conference Rooms	SCI - 332/333
Shipping and Receiving	SSR
Small Gym	C
Social Behavioral Sciences Division Office	LRC (3rd floor)
Staff Resources Center	LRC-132
Student Activities Office	CSC
Student Business Office	SSC
Student Health and Psychological Services (SHC)	CRC (1st floor)
Student Learning (Exec. Vice President)	ADM
Student Switchboard	ADM
Technology (CTE Division Office)	CTE
Theater	PAC
Transcripts and Records	SSC
Transfer Center	SSC
Tutoring Center	LRC (1st floor)



NOTES ON STUDENT SERVICES:

CLASSROOM ASSESSMENT TECHNIQUES (CATS)

A Selection of Classroom Assessment Techniques and how to implement them

ONE SENTENCE SUMMARY

What is this? Challenges students to answer the questions “Who does what to whom, when, where, how, and why? (WDWWWWHW)

About a given topic: Collect the data: Ask students to synthesize those answers into a single, informative summary sentence that includes all the “W”s

Analyze the data: Determine how many components of the information the students retained and whether they understand the relationships between them.

Respond to the Data: Share results with students. Use results to determine instructional strategies.

DIRECTED PARAPHRASING

What is it? Particularly useful in fields where success depends upon the ability to translate highly specialized information into language that clients or customers will understand, this assessment is designed to help develop that valuable skill (also good for understanding Shakespeare and other difficult poetic works of literature).

Collect the data: Give students a specific topic aimed at a specific audience for a specific reason. Have them summarize important information or concepts of that topic in their own words, either verbally or in writing, so that members of that audience will understand it.

Analyze the data: This will tell you how well students have understood and internalized the information. It will alert you to what phrases and concepts they are unable to understand and restate.

Respond to the data: Share results with students. Use results to determine instructional strategies.

MINUTE PAPER - RETENTION

What is this? Find out if students have retained what is significant.

Collect the data: At the end of a topic, ask students to respond to the following question: “What is the most important thing you learned during this topic, class, lesson?” Give them one minute to write.

Analyze the Data: Determine how many students retained what you consider to be the main point, how many perceived it to be something else, and how many didn’t get it at all.

Respond to the data: Share results with students. Use results to determine instructional strategies.

MINUTE PAPER – QUESTIONS

What is this? Ascertain what questions students have about a specific topic.

Collect the data: At the end of a topic, as students to write down the answer to this question:

“What important questions remain unanswered concerning this topic, class, lesson?” Give them one minute to write.

Analyze the data: This will ensure students’ questions are raised and alert you to what they did not understand. Their questions can guide how you proceed with the topic; what needs to be reviewed before proceeding.

Respond to the data: Share results with students. Use results to determine instructional strategies.

APPLICATION CARDS

What is it? This gives you a way to determine whether students understand the real world application of what they are learning and can extrapolate concepts beyond the classroom.

Collect the data: After students have heard or read about an important principle, generalization, theory, or procedure, hand out an index card and ask them to write down at least one possible, real-world application for what they have just learned.

Analyze the data: This allows you to see whether students understand the relevance and application of what they are learning, and whether they can, as a consequence, connect prior knowledge to new knowledge. It will alert you to find ways to help them make that connection if they are not readily seeing it.

Respond to the data: Share results with students. Use results to determine instructional strategies.

BACKGROUND KNOWLEDGE CHECK

What is this? Before introducing a new concept, find out what students already know about it.

Collect the data: Prepare and distribute 2-3 short answer or 5-10 multiple choice questions about the topic, making sure students realize this is not a test!

Analyze the data: Sort responses: (you do this or have students do it)

No background knowledge

Erroneous background knowledge

Some background knowledge

Significant background knowledge

Respond to the data: Share results with students. Use results to determine instructional strategies.

EMPTY OUTLINE

What is this? Find out if students understand how parts of a topic are organized.

Collect the data: Prepare an outline of the information you want to check. Be sure it is divided into specific topics, subtopics and supporting details as you see appropriate. Then drop out the words and give the students an outline form that consists only of empty lines indicating main topics, subtopics and supporting details. Have them complete the outline, filling in and organizing the information.

Analyze the data: How many students got the main topics, subtopics, details? Were topics, subtopics, and details organized correctly?

Respond to the data: Share results with students. Use results to determine instructional strategies.

MUDDIEST POINT

What is this? This will tell you what students find the least clear or most confusing about a particular lesson or topic.

Collect the data: At the end of a class, ask students to write down a quick response to one question: “What was the muddiest point in _____?” referring to a lesson, topic, assignment or such.

Analyze the data: Place similar responses together to determine what points were least clear to students. This will tell you what needs to be clarified before proceeding.

Respond to the data: Share results with students. Use results to determine instructional strategies.

CATEGORIZING GRID

What is this? A way to find out if students are sorting items into correct categories

Collect the data: Present students with a grid containing 2-3 important categories along with a scrambled list of subordinate terms, images, equations, etc. that belong in these categories. Give them a limited time to sort the subordinate items into the correct categories on the grid.

Analyze the data: This will tell you if students know “what goes with what”. Determine which sub items were placed correctly and incorrectly to establish which relationships need to be further reinforced.

Respond to the data: Share results with students. Use results to determine instructional strategies.

PRO AND CON GRID

What is it? We use this in life when trying to think more clearly about a pressing decision. It shows you students’ depth in analysis of the pros and cons, costs and benefits, advantages and disadvantages of a specific issue.

Collect the data: Present students with an issue and ask them to list 3-4 arguments, verifications, or substantiations for either side. Ex: “Make a list of the pros and cons of Hamlet murdering his stepfather Claudius”. Give them a finite amount of time to do it.

Analyze the data: Reading the students’ responses will tell you important information about the depth and breadth of their knowledge of the subject and their analysis of it. It will tell you what lines of reasoning they comprehend and what needs further discussion.

Respond to the data: Share results with students. Use results to determine instructional strategies.

CONCEPT MAP

What is it? Good for visual learners, this involves students drawing diagrams that show the relationship between concepts they have learned.

Collect the data: Have students draw a diagram, map or other similar visual representation showing the patterns of associations they make in relation to a given concept. You can give them a list of items and see how they make connections between them through a visual schema.

Analyze the data: This will help you see the degree of “fit” between the students’ understanding of conceptual relationships and yours. Determine what correct associations students are making and where they need help in how concepts relate to each other.

Respond to the data: Share results with students. Use results to determine instructional strategies.

INVENTED DIALOGUES

What is it? A way for students to synthesize knowledge of issues, personalities, or historical periods by creating a structured, illustrative conversation

Collect the data: This can be done in several ways - in groups or individually. Have students assume specific personalities and weave together quotes from primary sources, or invent dialogue representative of characters in a specific context. Have students engage with each other in dialogue between a variety of characters.

Analyze the data: This will show you how well students capture the context of a topic; their understanding of theories, controversies and opinions will be expressed through this dialogue. It will show you if students can extrapolate beyond material they have studied and will alert you to factual and conceptual misinformation they may have.

Respond to the data: Share results with students. Use results to determine instructional strategies.

CATS FOR LARGE CLASSES

THINK PAIR-SHARE OR THINK PAIR SQUARE

What is it? This is a way to get students in large classes working in pairs (2) or squares (4) to achieve more student engagement and immediate feedback in large lecture classes.

Collect data: After you lecture for a period of time, pose a question or issue for students to consider individually (the think phase). Then individuals turn to a person nearby and share their response with that person (the pair phase). Pairs then share their responses with another pair (the square phase). Have each group briefly share their results with the whole class.

Analyze the data: Based on the level of understanding this feedback provides, you then shape the continuing lecture based on the responses you get.

Respond to the data: Share results with students. Use results to determine instructional strategies.

CONCEPTTESTS

What is it? This is a way to engage students and check on their attention and retention throughout a lecture class.

Collect the data: About every 15-20 minutes within a lecture, pose a multiple choice question that requires conceptual understanding. Students write down their answers and indicate their level of confidence in the answer. They then work in pairs convincing each other of their answers; then they each answer the question a second time. Poll the whole class and use the information in structuring the remainder of the lecture.

Analyze the data: This will allow you to see if students are understanding concepts and to correct misconceptions right away.

Respond to the data: Share results with students. Use results to determine instructional strategies.

SCRIPTED COOPERATIVE LEARNING

What is it? This is a way for students to help each other in the learning process.

Collect the data: After 15-20 minutes of lecturing, pair students to compare each other's class notes, taking turns as recaller-summarizer, and checker. The recaller summarizes the content of the lecture, and the checker assesses the summarizer for accuracy and details. After determining the accuracy of their notes, students work jointly on developing strategies to help them remember the content, such as constructing examples, or developing mnemonic devices to assist in long-term retention. Pairs can report to the class what they learned from each other.

Analyze the data: This will help you see what students learn individually and how it is strengthened or weakened by working with another student.

NOTES ON CLASSROOM ASSESSMENT TECHNIQUES:

[illegible]

TUESDAY, MAY 24

Guest Speaker Dr. Rita Smilkstein

"Increasing Student Motivation, Engagement, Empowerment,
and Success with Brain-Compatible Teaching"

AGENDA

TUESDAY, MAY 24, 2011

8:30-9:00 am	Gathering and Continental Breakfast	Tutoring Center
9:00-9:15 am	Welcome, Report on yesterday's CAT	Tutoring Center
9:15-12:00 noon	Increasing Student Motivation, Engagement, Empowerment, and Success with Brain-Compatible Teaching, Dr. Rita Smilkstein	Tutoring Center
12:00-1:00 pm	Lunch	Guthrie Hall
1:00-3:15 pm	Interactive demonstration of a classroom-proven method for developing brain-based, natural-learning curricula/lessons. interactive pedagogies that engage and empower students Dr. Rita Smilkstein	Tutoring Center
3:15-3:30	Break	
3:30-4:00 pm	Assessment: CAT for the day's work:	Tutoring Center

MINUTE PAPER: RETENTION, QUESTIONS

Increasing Student Motivation, Engagement, Empowerment, and Success with Brain-Compatible Teaching

This interactive workshop presents classroom research about how students naturally learn and research about the brain's innate learning process. The session will provide a classroom-proven guide to help faculty develop and deliver curricula that make it possible for every student to experience engaging, empowering, successful learning.

MORNING SESSION

- Participation in interactive research about how people learn, which participants can then share with their own students as empowering metacognitive knowledge
- Discussion of cutting-edge research about how the brain learns, including how emotions affect the brain's ability to learn, think, and remember

Interactive discussion of the implications of this converging research for developing and teaching curricula/lessons that empower and engage students

AFTERNOON SESSION

- Interactive demonstration of a classroom-proven method for developing brain-based, natural-learning curricula/lessons and interactive pedagogy that engage and empower students
- Hands-on participation, role-playing as students, in interactive lessons in different disciplines, e.g., reading, math, grammar, history, science
- Opportunity for participants to begin work on a lesson they can use with their own students

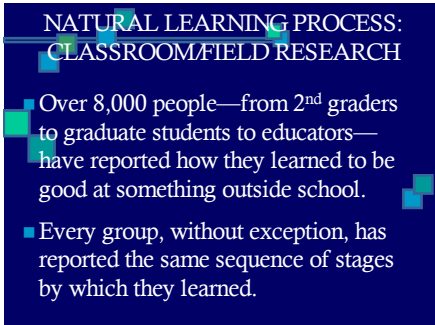
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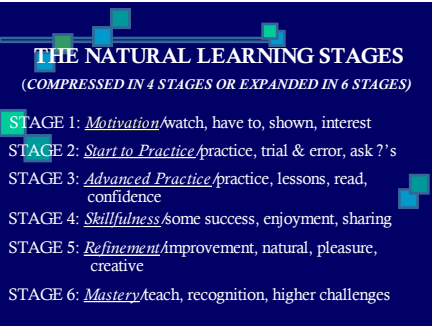
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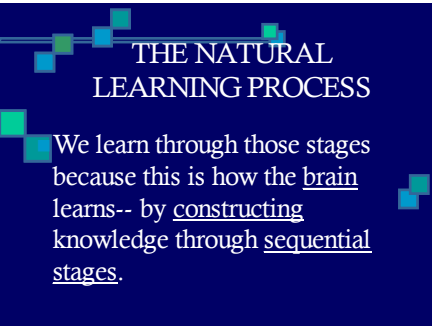
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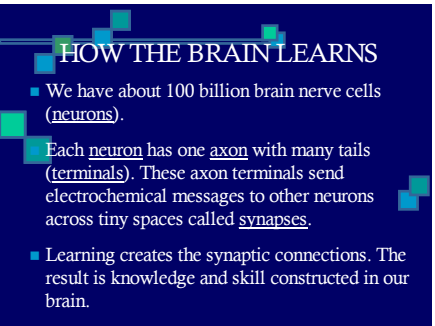
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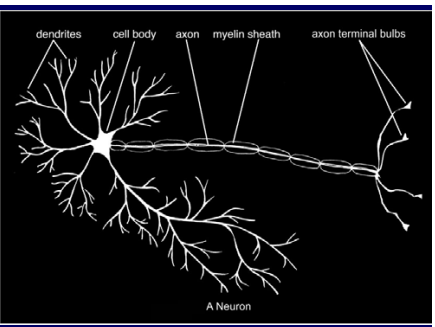
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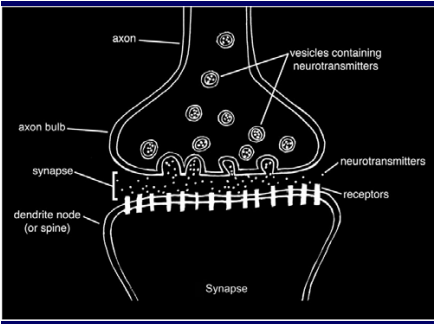
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Slide 7



Slide 8



Slide 9

EMOTIONS AFFECT LEARNING

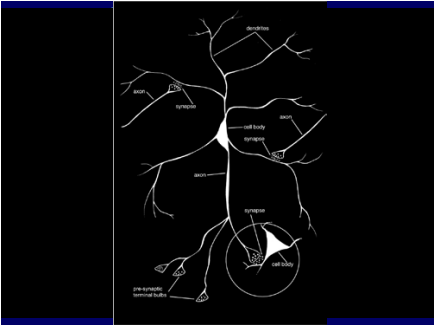
- When learners feel unconfident or anxious, certain chemicals flow into the synapses to shut them down: "Danger! No time to think! Just run away!" This is the flight reaction. Students mistakenly think they have a poor memory, but it is their emotions that are sabotaging them.
- When learners feel confident, different chemicals flow into the synapses that make them work quickly and well: "I can handle this." This is the fight reaction

Slide 10

HOW THE BRAIN LEARNS

- Each neuron has thousands of dendrites (like tree branches and twigs--"dendrite" means "tree-like") which receive chemical-electrical messages from other neurons' axons across the synapses.

Slide 11

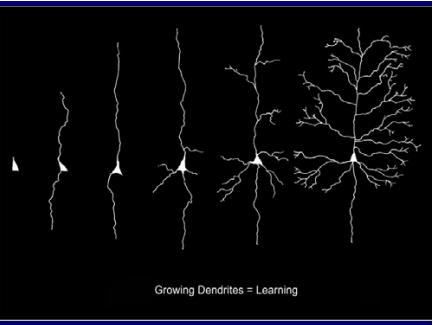


Slide 12

THE BRAIN'S CONSTRUCTIVE LEARNING PROCESS

- Like twigs on a tree that can grow only from a twig or branch that is already there, so dendrites can grow only from a dendrite that is already there--from something the learner already knows.
- Then, like twigs growing on a tree, learning is constructed, higher and higher, skill and understanding increasing.

Slide 13

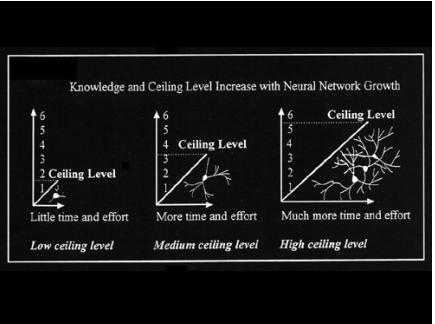


Slide 14

HOW THE BRAIN LEARNS

- As we learn (as we experience, practice, process), specific dendrites grow so that specific neurons connect at specific synapses to create larger and more-complex specific neural networks.
- These networks are what we know.
- *The more we grow, the more we know, i.e., our ceiling level rises.*

Slide 15



Slide 16

HOW THE BRAIN LEARNS

- Specific neural networks, which might include as many as 10,000 neurons, are what we know and can do.

Slide 17

THE BRAIN'S CONSTRUCTIVE LEARNING PROCESS

- As a learner goes through the stages of this natural learning process, the learner's brain constructs its neural networks from the lowest twig up.
- Thus, the first lesson must be a no-fail activity to which every student can make a personal connection to a twig already there, to something already known.

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THE BRAIN'S CONSTRUCTIVE LEARNING PROCESS

- Here is an example of a first lesson, a no-fail activity to which every student can make a personal connection:
 - You are a college student. You find out that the head of the mafia in your city has killed your father and married your mother. But you have no proof. What will you feel? What will you do?

Slide 19

THE BRAIN'S CONSTRUCTIVE LEARNING PROCESS

- The students now read Hamlet and can personally connect to it. They can think and talk about it with understanding.
- Here is another example:
 - It is 2055. Your family is jobless and starving, as are many other people in your country. But your government has no concern for any of you. Some people want to revolt. Will you? Why or why not?

Slide 20

THE BRAIN'S CONSTRUCTIVE LEARNING PROCESS

- The students now study the Russian revolution of 1905 and can think and talk about it with understanding.

Slide 21

USING THE NATURAL LEARNING PROCESS FOR ACTIVE, STUDENT-CENTERED LEARNING

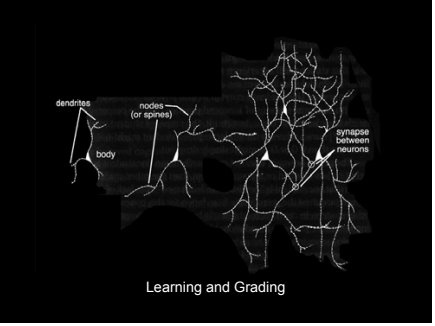
- For all lessons, students first do their own thinking and then share and discuss in pairs or small groups. Finally, they participate in a whole-class discussion.
- After this, the teacher might want to add something—and the students will be eager to hear and discuss it.

Slide 22

IMPLICATIONS

- Students who have had the opportunity to construct a foundation of the specific prerequisite dendrites for a specific skill or subject—or for school learning in general—will be able to catch on in class. They will be the A or B students.
- Students without this opportunity, even though capable and intelligent, won't be able to catch on as easily and quickly. They will be the F, D, or C students.

Slide 23



Learning and Grading

IMPLICATIONS

- If students haven't had the opportunity to grow the foundation dendrites for a new topic or skill, they don't have the basis from which to grow—on which to connect and construct—the dendrites for the higher levels of skill and knowledge.
- Should we judge them as incapable or of less intelligence or talent and throw them and their potential away because they never had that opportunity?

Students with Special Learning Needs

- Special learning needs are varied and can be mild to severe. All the causes are not known. However, we do know a possible cause for students who have reading and writing problems.
- When children walk early, their creeping and crawling networks do not have the chance to develop fully. Since these networks are the foundation for the language networks, the result is that early walkers might not have the foundation for constructing their language—reading and writing—networks/skills.
- The Developmental Movement and Education Center in Seattle helps these students do exercises that construct their basic movement networks. It works.

Students with Special Learning Needs

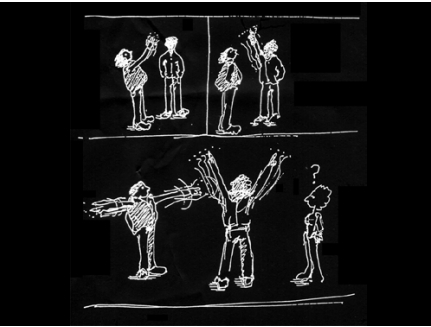
Each individual's special learning needs might be different from any other individual's and difficult to diagnose. For example, when my granddaughter went to first grade, we thought she'd be a great reader. Her parents always read to her, and she could read her books. No, she had memorized them.

Her first grade teacher told us that she had ADHD and wanted her to take ritalin. I said no and began to tutor her. I quickly saw that she couldn't remember a word from one minute to the next. She was dyslexic. The teacher thought she had ADHD because whenever she would have to show she couldn't read, she got up and ran around. It was better to be bad than stupid.

She could ask me, her loving grandmother, "Why am I so stupid?" With help from the Developmental Movement and Education Center, she is now a college student and an excellent reader.

IMPLICATIONS

- Students from different cultures have different experiences and learn different things, grow different neural networks.
- However, we all learn by the same brain-based natural-learning process.
- When students have this metacognitive knowledge, they are curious about what and how other people learn rather than disrespect them for being ignorant or wrong.



STUDENTS AS EMPOWERED, ENGAGED, SUCCESSFUL LEARNERS

- When students self-evaluate how much their dendrites have grown, they see that they are in control of their learning.
- They know their learning (ceiling level) increases as they put in more time and effort.

ceiling level

Little time and effort

ceiling level

More time and effort

ceiling level

Even more time and effort

STUDENTS AS EMPOWERED, ENGAGED, SUCCESSFUL LEARNERS

- Learning is all about empowerment.
- The brain is our survival organ. It is born to learn, is impelled to learn.
- The brain produces endorphins, the pleasure hormone, when it is learning.
- What if we had a way to help students, in any class, be the motivated, engaged, natural learners they are born to be?

ESSENTIAL TRUTHS ABOUT LEARNING AND TEACHING

- The brain starts all learning from where it is and constructs the new from there.
- The seven magic words that are the mating call of the brain are, "See if you can figure this out."
- When these magic words are implicit or explicit in any lesson, the brain says, "I want to do that!" and the learner is motivated, engaged, and empowered.

Slide 32

ESSENTIAL TRUTHS ABOUT LEARNING AND TEACHING

- When learners have all this invaluable metacognitive knowledge, they are empowered to be self-responsible and to have self-efficacy.
- When teachers have this knowledge, they can better help their students become the natural, motivated, successful learners they are born to be.

Slide 33



FACES

Behind every face is a brain that puts the look in the eye, the expression on the face, the words that come out of the mouth—and has these innate needs:

- Figure it out (Fairness/Justice)
- Acceptance (Affirmation/Respect)
- Community (Connections/Constructivism)
- Empowerment (Engagement)
- Safety



NOTES ON BRAIN COMPATIBLE TEACHING:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

WEDNESDAY, MAY 25
Experiential Learning

AGENDA

WEDNESDAY, MAY 25, 2011

8:30-9:00 am	Gathering and Continental Breakfast	Tutoring Center
9:00-9:15 am	Welcome, Report on yesterday's CAT Introduction of Experiential Learning	Tutoring Center
9:30-10:45 am	Interactive Pairings Presentations	Library, SAB 3, TC
10:45-12:00 noon	Interactive Pairings Presentations	Library, SAB 3, TC
12 noon – 1:00 pm	Lunch	Guthrie Hall
1:00-2:15 pm	Interactive Pairings Presentations	Library, SAB 3, TC
2:15-2:30 pm	Break	
2:30-3:30 pm	What did these interactive pairings model about experiential Learning, learning communities, multiple intelligences, and different learning styles	Tutoring Center
3:30-4:00 pm	Assessment: CAT for the day's work: "Application Cards"	Tutoring Center

CONCEPTS RELATED TO EXPERIENTIAL LEARNING

MULTIPLE INTELLEGENCES

Howard Gardner (1943-) of Harvard identified seven distinct intelligences. According to Gardner's theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves." Each individual utilizes these intelligences differently to process information, accomplish tasks, and solve problems.

Gardner says that these learning differences “challenge an educational system that assumes that everyone can learn the same materials in the same way. As currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well”. He argues that “a contrasting set of assumptions is more likely to be educationally effective. Since students learn in ways that are identifiably distinctive, they would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means.”

As teachers, our question for each student should not be, "Are you intelligent?", but rather "HOW are you intelligent?"



THURSDAY, MAY 26

Distance Education and Web-Enhanced Learning

AGENDA

THURSDAY, MAY 26, 2011

8:30-9:00 am	Gathering and Continental Breakfast	Tutoring Center
9:00-9:35 am	Welcome, Report on yesterday's CAT Overview of Distance Ed and Web-Enhanced Learning	Tutoring Center
9:45-10:45 AM	Breakouts: Basic D2L; Advanced D2L1	LRC Beach/Classrooms
10:45-11:00 am	Break	
11:00-12:00 am	Breakouts: CCC Confer; Discussion Pedagogy	LRC Beach/Classrooms
12:00-1:00 pm	Lunch	Guthrie Hall
1:00 -2:00 pm	Breakouts: CCC Confer; Mobile Learning, Student Response	LRC Beach/Classrooms
2:00-2:15 pm	Break	
2:15-3:15 pm	Breakouts: CCC Confer; Mobile Learning, Student Response	LRC Beach/Classrooms
3:30 -4:00 pm	Wrap-up and Assessment: CAT for the day's work: "Clickers"	Tutoring Center

DISTANCE EDUCATION & WEB ENHANCED LEARNING

WHAT IS DESIRE TO LEARN (D2L)?

Desire2Learn is the course management system currently used by the Ventura County Community College District to provide students with distance education for fully online courses as well as hybrid and web enhanced classes. Desire2Learn allows faculty a platform to replace the teaching methodology of a traditional face-to-face course through tools such as an assignment drop box, lecture notes, discussions, quizzes, and other features. Additionally, some faculty members who teach face-to-face use it as a way to supplement and enhance their classes by posting lecture notes, study guides, presentations, and announcements.

HOW DO I CONVERT A CLASS TO D2L, AND/OR USE IT TO ENHANCE A FACE-TO-FACE CLASS?

Each campus has its own unique process for using D2L.

For information about D2L at Ventura College contact Krista Wilbur or Erica Tartt.

For information about D2I at Oxnard College, contact Bola King-Rushing.

WHAT WILL WE COVER ABOUT DISTANCE EDUCATION AND WEB-ENHANCED LEARNING?

The day devoted to Distance Education and Web-enhanced Learning will begin and end with whole-group sessions, including a short overview of what distance education is, myths surrounding distance education, common problems and solutions, and demographics regarding students taking online classes. Several guest speakers will make presentations on topics such as CCCConfer, Mobile Learning, and Student Response Systems. There will be breakout sessions on creating engaging discussion threads, the basics of Desire2Learn tools, and advanced Desire2Learn tools.

PRESENTERS WILL INCLUDE

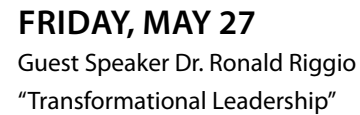
Blaine Morrow & Michelle Taramasco (CCCConfer)

Amy Jones, 451 MEDIA, and Author of Pirate Soup will present: *Out of the class teaching, “flip” teaching, Social media for the classroom, Distance is closer than you think, Skype, Twitter, and Make it your own Mobile. Resource handout will be provided at time of Lecture*

Raeann Koerner (*Student Response Systems*)

Bola King-Rushing, Erica Tartt, and Krista Wilbur.

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FRIDAY, MAY 27, 2011

8:30-9:00 am	Gathering and Continental Breakfast	Tutoring Center
9:00-9:15 am	Welcome, Report on yesterday's CAT	Tutoring Center
9:15-12 noon	Understanding Transformational Leadership, Ronald Riggio	Tutoring Center
12noon-1:00 pm	Lunch	Guthrie Hall
1:00pm-2:30 pm	Transformational Leadership: Application and Assessment, Ronald Riggio	Tutoring Center
2:30-3:00 pm	Assessment for today's work: "Think pair Share/Square CAT for a large group	Tutoring Center
3:00-3:45 pm	Plans for implementing the Institute's work in the coming school year	Tutoring Center
3:45-4:00 pm	Wrap-up/Evaluation	Tutoring Center

Ron Riggio, Ph.D.

To help faculty understand their multiple roles as leaders and engaged citizens of the college/university.

To understand, assess, and develop faculty's transformational leadership skills.

This workshop will include power point presentation, interactive discussion in large and small groups, a brief self-assessment, and hands-on exercises to develop transformational leadership skills/potential.

- A. The Multiple Leadership Roles of Faculty
- B. Defining Transformational Leadership (TL) The Four “I’s”
- C. Exploring the Components of Transformational Leadership (Interactive)

A. Applying TL Components (Small Group Discussion & Reports)

A. Self-Assessment, Scoring, and Discussion

- A. Creating a Personal Mission
- B. Creating a Self-Development Plan
- C. Exercises in TL Self-Development

V. Wrap Up and Follow Up

NOTES ON TRANSFORMATIONAL LEADERSHIP: _____

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