Learning Assistance is Backwards...Designed!

Adapting Innovative Training Practices to Empower Student Learners and Leaders

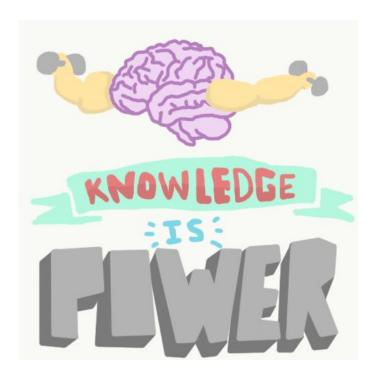
Presented by Christina Trujillo, Instructional Aide Timurhan Vengco, SI Program Services Coordinator



Audience Check-In

Workshop Objectives

- Identify institutional, programmatic, and personal goals your program/dept have to meet
- Reflect on the trainings you provide for your student leaders
- Use Backward Design to strategize how to revise trainings to best meet the needs of student learners and leaders, programs, and institutions



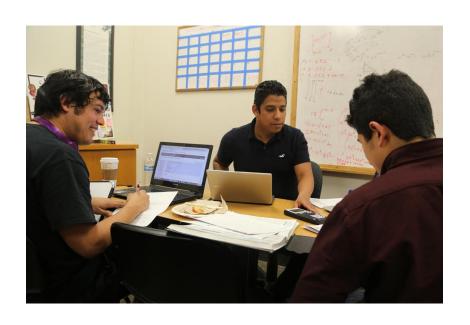
Skyline College's Learning Commons

- Composed of 2 Floors:
 - 1st Floor: The Learning Center (TLC)
 - 2nd Floor: Library
- Unified, technology-enhanced academic support space for students
- TLC serves approximately 2850 students each semester, with more than 39,000 student transactions logged per semester.



Tutoring

- CRLA Certified Peer tutoring
- 4 Tutoring Labs:
 - Writing and Reading
 - English for Speakers of Other Languages
 - Science and Social Science
 - Math
- Multiple levels:
 - Professional tutoring
 - Embedded tutoring
 - Conversation groups
 - Online tutoring
- Spring 2018:
 - 45-50 peer and graduate tutors





Supplemental Instruction (SI)

- UMKC Model
- Supports historically difficult courses in English,
 Math, Chemistry, Biology, Physics, Social Science,
 Accounting, Business, and Economics
- Spring 2018:
 - 43 SI Leaders
 - 49 in-person courses supported

Peer Mentoring

- Peer-to-peer support
- Help students increase knowledge of campus resources, achieve academic/professional/personal goals, build sense of belonging, and increase academic engagement
- Piloted 2017-2018 to support efforts of Basic Skills Retention Specialist and Skyline College Promise Program
- Spring 2018
 - 8 Peer Mentors
 - 63 students participating





Other Services

- General floor support via Student Assistants
- Academic Skills Workshops
- Open study spaces
- Computers
- Printing

Backward Design



The method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment.

Wiggins, Grant and Jay McTighe. "What is Backward Design?" Understanding by Design. Merrill Prentice Hall, 1998.

Traditional vs. Backward Design

Traditional Design	Backward Design	
 Select topic to cover Consider learning activities Tendency to start w/ particular texts, lessons, activities Teach/Train 	 Consider the learning goals Analyze what knowledge and skills students need to have learned Identify what assessment tools/strategies are needed to ensure goal completion 	
THEN	THEN	
 Assess and analyze results Draw connections to learning goals 	 Plan learning activities and experiences Teach/Train Assess and provide feedback 	
INPUT DRIVEN	OUTPUT DRIVEN	



Identify the desired learning results.



Look at the content you're supposed to teach and determine the important ideas students need to understand.



Think about what students need to be able to do, in the long term, with their learning. Use that to identify knowledge and skill objectives.





What is worthy and requiring of understanding?

Also consider: What Institutional, Programmatic, and personal goals/needs does your training need to meet?

Skyline College's Goals

Mission Statement	To empower and transform a global community of learners.
Institutional Student Learning Outcomes (ISLO's)	Critical Thinking: Students will be able to demonstrate critical thinking skills in problem solving across the disciplines and in daily life Effective Communication: Students will be able to communicate and comprehend effectively.
The Learning Center's Program Student Learning Outcomes (PSLO's)	Increase awareness of strengths and challenges in academic work Increase personal development in areas such as self-monitoring, time management, persistence, and academic proficiency
Connections to Campus and Statewide Initiatives	Professionalization for student staff Equity and Social Justice awareness

HANDOUT: Pg. 1 Setting Goals

What goals/outcomes do you have to meet?

Determine the acceptable evidence.



You should assess students using measures that show that students really understand.

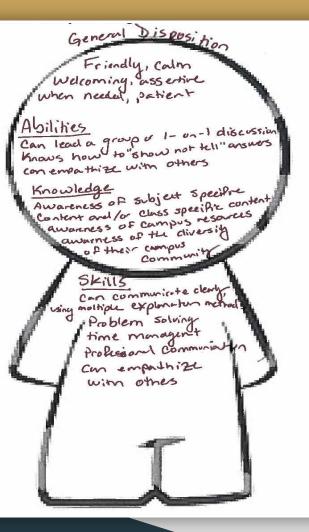




Ask What is evidence of understanding?

What kind of student leader does Skyline College's Learning Commons need to meet its goals?





HANDOUT: Pg. 2 Who do you need?

What kind of student leader do you need for your program(s)?

Activity	Time
Introductions and Overview of Training Agenda: Have all staff (SA, tutors, grad, full time) introduce themselves and give one fun fact about what they will be doing over the summer session Let student staff know about the main components of the agenda	9:00-9:15pm (15 minutes) Everyone leads
Breakout Groups: Split students into four equal groups Accudemia priorities The Accudemia Intake System Accudemia Appointments/Sessions Directed Learning Activities (DLA) Groups will be given a section of the agenda to go over with their peers to teach back Students have 15 min to plan how they will present the information	9:15-9:30pm (15 minutes)
Group Presentations Each group will have ten minutes to present their section and answer questions that may come up.	9:30-10:10pm (40 minutes)
Short Break:	10:10-10:15 pm (5 min)
General Learning Center Policies and Professional Expectations No food or drinks at computer stations. Please enforce this and don't set a bad example It is ok to have a closed container drink and a snack at tables that are away from computers Professionalism: Review dress policy: (don't distract from the learning environment) Review Student conduct policy: Tutor MUST promptly report all issues regarding student conduct immediately. Review missing shifts and responsibilities, use all tutor email to contact other tutors, save this email and use it first Only use SMCCD email	10:30-11:00pm (30 minutes)

Socializing on or off shift: this is a work environment, don't interfere with other people who are working	
Review breaks, lateness, attitude, displaying unprofessional behavior not having a student to tutor does not mean there is nothing to do Review things you can do: create a list with input from group Tutors write down on whiteboard what they can do when not tutoring	
Tutoring Contract and Policies: Tutoring Contract covers important policies for students using the Learning Center	11:00am-11:30am (30 min)
Review the policies *Discuss importance of making sure contract is covered and signed before tutoring session can begin * SA: if you just helped a student sign up for the class, give them the contract (ask if they are getting tutored today) *Explain why the contract is so vital to overall success in TLC. Strictness of Electronic policy for WRL/ESOL 1. Pedagogical reasoning 2. Asking students to print, etc. a. What to do if student refuses to print (more later)	
Review and sign Tutor Contract, Confidentiality Agreement 1. Discipline/dismissal procedure: (verbal warning, written warning, dismissal) 2. Tutors sign contract Tutor/Tutee confidentiality	

Past Tutor Training Agenda

Activity	Time
Arrival and Contract:	9:30-9:50 (20 min)
While students arrive and have breakfast, they will read through, initial, and sign the SI leader contract. I will write the agenda on the board for the morning like you would in an SI session (make sure to mention this). Take some time to emphasize some of the more important points in the contract, such as confidentiality and email communication.	
Introductions:	9:50-10:00 (10 min)
Have all new leaders introduce themselves, as well as any returning leaders that may be helping with training, including the course and instructor for which they will be a leader. SI Coordinator (SIC) should also introduce themselves. If time, the SI program could be briefly summarized here.	
Ice breaker (Logic Puzzle):	10:00-10:20 (20 min)
Students will work on the logic puzzle in groups of four for ten minutes or until someone comes up with the solution. After the solution is either discovered or given by the SIC the leaders can engage in the discussion questions at the bottom of the puzzle concerning working collaboratively. The discussion of the puzzle creates a nice transition into talking about SI specifically. Most incoming leaders will have either a general sense of SI either from participation or from the interview process.	
Discussion:	10:20-10:40 (25 min)
Draw a two column chart on the board. Label one side "what is SI?" and the other side "what isn't SI?" Have students brainstorm. Sometimes it is easier to have them start with what SI is not. If incoming leaders are stuck, rely on returning leaders to help them along. Refer to key terms from	
the manual (page 2).	
Breaking the Dependency Cycle (page 7-8): Think, pair, share. Refer the leaders pages 7-8 in the manual. Have them read quietly about the concept of the dependency cycle of education. When finished reading they can free write for 3	10:40-10:55 (15 min)
minutes, and then turn to a partner or their groups to discuss their observations and reactions. After a few minutes ask the leader for ideas they came up with on how to break the dependency cycle, and how this may be done through SI. Write ideas on the board, or ask one of the returning leaders to do this.	
Break	10:55-11:05 (10 min)

Breakout session group work:	11:05-11:35 (30 min)
Review key strategies of SI from page 23. Break into 3 small groups, and assign each group a	
different strategy (either wait time on page 24-25, redirection on pages 26-29, or checking for	
understanding on pages 30-32). Have at least one veteran leader with each group.	
and cristalians on pages so self that car least one receiving additional state can be suppr	
Groups will take a large poster paper and some markers and find somewhere to review, discuss,	
and visually break down the concept. They will also come up with a skit that demonstrates how	
the strategy is used.	
3 (4.1)	
Presentations:	11:35-11:55 (20 min)
Groups will reconvene in the training room to present their strategy and poster to the other	
groups. They will also act out their short skit.	
0 - 1 1	
Not: Posters should be left up for the duration of training and then relocated to the walls of the	
SI workroom. I put new ones up every semester.	
Designation of the Heat Control of the Control of t	44-55 40-40 (45)
Review planning flexibility (page 33-34):	11:55-12:10 (15 min)
Briefly go over the importance of being flexible in a session. Brainstorm ways to do this with new	
leaders and ask veteran leaders for their advice. Note: If the group is large, enough you can fold	
this into the above activity and have a group make a poster and act out a skit for this concept as	
well.	
35.65(3)	93
Lunch Break	12:10-12:50 (40 min)
SI session Structure:	12:50-1:00 (10
	minutes)
Set a new agenda for the 2 nd half of training. Reiterate the importance of setting the agenda	
every session. SI sessions have 3 basic parts:	
1. Set the agenda/break the ice	
2. Main activity (bulk of SI session)	
3. Closing/checking for understanding	
Go over briefly what all these mean, but main focus will be on activities.	
Activity Cards:	1:00-1:20 (20
Pass out LIMAKC activity eards and avalain what they are Break into small arrows Fight	minutes)
Pass out UMKC activity cards and explain what they are. Break into small groups. Each group has	
to go through and come up with classifications for each color. They will explain and debate the	
purpose of each color-coding. Write the consensus on the board in match marker colors	

Past Supplemental Instruction Leader Training Agenda

SWOT ANALYSIS: Skyline College's TLC Trainings

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STRENGTHS	WEAKNESSES		
*Focused on individual programmatic needs *Student leader participation and ownership of modules *Strong focus on individual goals, professional expectations	*Each group trained separately *Program specific, less cross-team collaboration *Less overall unity of goals *Less overall understanding of overall programmatic goals between groups *Trainings not long enough to address all topics and questions		
OPPORTUNITIES	THREATS		
*Reflection on our current training models (e.g. are we covering the right things, etc.) *Normed professional expectations and procedures across positions/programs *Deeper understanding of shared programmatic and institutional goals as they relate to students' roles	*Fitting in time to focus on specialized responsibilities of each roll *Longer training days with the potential for less by-in from student leaders *Budget *Space		

*Potential to emphasize transferable skills (e.g.

professionalism, equity/social justice

HANDOUT/GROUP ACTIVITY: Pg. 3 - 4

SWOT Analysis of Your Student Leader Training(s)



Plan learning experiences and instruction.



Share with students an authentic and relevant purpose for the learning to bring far-away facts to life.



Ask What learning experiences and teaching promote understanding, interest, and excellence?

Source: From Understanding by Design, by G. Wiggins and J. McTighe, 1998, Alexandria, VA: ASCD.

What activities, trainings, etc. would ensure students are helping your program meet its needs and goals?

Overarching Themes, Aspects, and Activities between ALL TLC Programs

Positives:

- Most programs' trainings focus on leaders' development, skills, etc.
- Modules are interactive and have students working together

• Needs:

- More training time needed to address ALL students' questions, better preparation for semester
- Build more opportunities to model and practice strategies
- The need for all-department trainings, involving all TLC programs, in order to:
 - Build community within the team
 - Spread awareness of different roles and purposes
 - Ensure ALL programs had same standards for professionalism and quality of work
- Help student leaders develop transferable skills related to professionalism, promoting equity and social justice

TIME	LOCATION	EVENT + Description	
11 am – 12 pm	BLDG 4, Rm. 4-170	Learning Commons Sexual Harassment Prevention Workshops	
70		Facilitated by Mwanaisha Sims, Director of Policy, Training and Compliance from the district office. Workshop will cover sexual harassment prevention	
		including details on Title IX, bullying, sexual assault, and proper reporting. This training is especially important, as we must remain hyper-vigilant in our	
4		roles to prevent unlawful behavior and spot potential issues before they grow into serious problems.	
12 pm – 1 pm	The Learning Center	Transition to/from Lunch	
0	BLDG 5, Floor 1	The Learning Commons will be providing lunch in the Learning Center.	
1 pm - 3 pm	TLC	Lab and Program Specific Trainings	
		Math/SCI Lab – SI Room B	
		Student Assistants – Math Lab	
		WRL/ESOL Lab – 5102	
		Peer Mentors – SI Room A	
		SI Leaders - Library	

New Training Agenda: Overview of an all-staff training

Activity	Time	
Introduction and Workshop Rationale Introduce facilitators and role within the Learning Commons Since everybody works in the same space, it's essential to have universal expectations of professionalism across all student positions in the Learning Commons. The Learning Commons staff's expectations are similar to the expectations students will face in future jobs, careers, etc.	10 minutes Facilitators thru-out 10/11: Timurhan Vengco Christina Trujillo Hong Guo	
Creating a Community Definition of Professionalism Set up a concept map, with "Professionalism" written in the center circle Ask students how they define "Professionalism." A community definition of professionalism will remain on the board throughout the workshop for the group's reference. As students throw out idea, connect key words to the central idea Responses should relate to: Values and workplace behavior Attire Communication Demeanor - respectful, trustworthy, empathetic, caring Treatment of coworkers and clients Accountability Points to emphasize and write on the board: Professionalism impacts the entire organization, day-to-day operations, and overall services Sets the tone and morale for the entire group Lack of professionalism manifests in different ways in the workplace	Gavin Townsley Materials: Set of 5 poster post-its Poster markers Whiteboard markers	Training incorporates shares responsibilities/ expectations while allowing student leaders to get to know
Groupwork: Professionalism Scenarios Split students into 5 groups (e.g. counting off would be easiest to mix up groups) Each group should be handed a handout that illustrates one of the following themes and corresponding scenario: Expectations while on shift Punctuality Time management while on shift Communication Expectations while off the clock in the Learning Commons Students will Review their theme, scenario, and additional examples and create a visual on poster paper illustrating the three components below Identify why the scenario is problematic and the negative impact it can have on: Their employer/coordinators Coworkers in the space General students accessing services Expectations the following figures have on professionalism:	15 mins (do not go past the 30 min mark).	one another's respective roles

Employers'/coordinators' expectations

Tutoring

- Tutor Training Course (for CRLA)
- Broken into modules with returning tutors leading sections
- Highlights specific roles and responsibilities while giving context to other positions in LC
- Ongoing training
 - Observations
 - Monthly team meetings
 - Self-assessments and check-ins





Supplemental Instruction (SI)

- Expanded from 1-day to 2-day training prior to semester start
 - Incorporation of model SI session + opportunities to mock session
 - Returning SI Leaders lead breakout sessions, provide feedback, and circulate room during group-discussions/work
 - Training modules model SI session (e.g. activity, how to engage group)
- Ongoing training
 - 2+ observations/semester
 - Monthly SI meetings
 - Self-assessments and check-ins

Peer Mentoring

- 2-day training prior to semester start
 - Focus on different skills and successful student behaviors
 - Team building
 - Goal setting
 - Procedures and logistics
 - Outreach
- Ongoing training
 - Observations
 - Monthly team meetings
 - Self-assessments and check-ins





Student Assistants

- Cross training with Tutors
- Includes Library Student assistants in professionalism and equity trainings
- Ongoing training
 - Observations
 - Monthly team meetings
 - Self-assessments and check-ins

HANDOUT: Brainstorming for the Future

What are your next steps in updating your training to better address your goals?

TLC's Current and Future Plans

- Schedule all-student staff trainings on "Flex"
 Days
- Identify areas of ALL trainings that are universal for all positions
- Continue to update and generate trainings focused on professionalism
- Universality of standards
- Continue to update and generate trainings based on equity-mindedness and social justices



Thank you for attending!

Questions? Comments?

