

Creating a Collaborative Learning Environment, 2005-06

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Introduction - Learning Communities - Group Dynamics			
Sep 19	Welcome, Delta Overview, Program Overview, Begin Teambuilding	<p>Introductions, program overview, group roles and community agreements</p> <p>Activity of your tendencies for constructive and destructive group behavior.</p> <p>Reflection</p>	<p><i>Preparation</i></p> <ul style="list-style-type: none"> ◇ Read Section 1 of Resource Book (sent out ahead of time) ◇ Read Article 2-1, "Introduction to Teamwork," Sanders, 1995 ◇ Individual statement of learning (assigned ahead of time) <p><i>Attend Roundtable Dinner on Tuesday, September 20th from 6:00-7:15 at The Memorial Union (check TITU for room)</i></p>
Sep 26	Teamwork and community	<p>Address any questions about program and activities.</p> <p>Discuss Roundtable Dinner</p> <p>Discussion about teamwork, listening, and talking circles. <i>Share a story about when you felt listened to or when you were silenced.</i></p> <p>Reflection</p>	<p><i>Preparation</i></p> <ul style="list-style-type: none"> ◇ Read Article 2-2, "Talking Circles: A Native American Approach to Experiential Learning", Wolf, 2003. ◇ Read Article 2-3, "Teaching as Community Property", Shulman, 1993.

Diverse Learning Styles

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Oct 3	Diverse learning styles	Discuss article Reflection	<i>Preparation</i> <ul style="list-style-type: none"> ◇ Read Article 3-1, "Through the Lens of Learning: How Experiencing Difficult Learning Challenges and Changes Assumptions about Teaching", Brookfield, 1996.
Oct 10	Diverse learning styles Introduction to teaching-as-research	Discuss article Reflection	<i>Preparation</i> <ul style="list-style-type: none"> ◇ Read Article 5-5, "Teaching-as-research: A systematic approach to teaching-for-learning", C. Conrad, in press.
Oct 17	Diverse learning styles	Discuss articles Process check (if time). Reflection	<i>Preparation</i> <ul style="list-style-type: none"> ◇ Read Article 3-3, "Perry's Model of Intellectual Development," Culver & Hackos, 1982. ◇ Read Article 3-4, "Women's Ways of Knowing Bloom's Taxonomy," Hogsett, 1992. <p style="text-align: right;"><i>Attend Roundtable Dinner on Wednesday, October 19th from 6:00-7:15 at The Memorial Union (check TITU for room)</i></p>

**Learning-through-diversity:
Creating a safe and respectful climate for all to learn**

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Oct 24	Learning-through-diversity	<p>Process check and revisit community agreements.</p> <p>Discuss articles and Diversity Institute Case Study</p> <p>Discuss Roundtable Dinner</p> <p>Reflection</p>	<p><i>Preparation</i></p> <p>◇ Read Article 4-1, "Four Ideas and a Funeral", Hodari.</p>
Oct 31	Learning-through-diversity	<p>Discuss articles</p> <p>Walk-n-talk discussion</p> <p>Reflection</p>	<p><i>Preparation</i></p> <p>◇ Read Article 4-2, "Values American Live By," Kohls, 1984.</p> <p>◇ Read Article 4-3, "White Privilege: Unpacking the Invisible Knapsack", McIntosh, 1989.</p> <p>◇ Take the Privilege Inventory.</p>
Nov 7	Learning-through-diversity	<p>Discuss article</p> <p>Discussion activity with "non-facilitating" behaviors" handout.</p>	<p><i>Preparation</i></p> <p>◇ Read Article 4-4, "Teaching in a diverse environment", Van Note Chism, 1989.</p>
Nov 14	Learning-through-diversity	<p>Watch first half of "The Color of Fear"</p>	<p><i>Preparation</i></p> <p>◇ None.</p>

Nov 21

No Meetings...Happy Turkey Day!

(For those who want to, we can get together to watch the second half of the "Color of Fear")

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
----------------	--------------	----------------------------------	-----------------------------------

Collaborative construction: Toward a deeper understanding of learning

Nov 28	Individual to Group Consensus Statements	Discuss Individual Statements Bring ideas and common themes from Individual Statements together to create a Team Statement. Reflection	<i>Preparation</i> ◇ Write an Individual Statement describing your vision of the learning experience you would like students to have, i.e., what do you want students to experience, know, be able to do, or wonder about when they leave the UW?
Dec 5	Team Statement Semester wrap-up	Find common elements from individual statements. Transitions, breaks and introduce activities for next semester. End of semester process check.	<i>Preparation</i> ◇ Read Article 5-1, "What is Education For?", Orr, 1990. <i>Attend Roundtable Dinner on Wednesday, December 7th from 6:00-7:15 at The Memorial Union (check TITU for room)</i>

Winter Break-No meetings!

Spring Semester, 2005-06

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Jan 23	Welcome back!	Regroup from being gone	<i>Preparation</i> ◇ Create individual learning diagrams (details sent around during break).
	Share Individual Learning Diagrams	Identify main and common themes among each individual diagram. Reflection	
Jan 30	Begin Group Learning Diagram	Discuss article Work with main and common themes of individual learning diagrams as a basis for the collaborative work. Reflection	<i>Preparation</i> ◇ Read Article 5-2, "Adjusting Teaching to the Rhythms of Learning", Brookfield, S. (1990). <i>Attend Roundtable Dinner on Wednesday, February 1st from 6:00-7:15 at The Memorial Union (check TITU for room)</i>
Feb 6	Group Learning Diagram	Continue work on learning diagram. Reflection	<i>Preparation</i> ◇ Read Article 5-3, "Only Connect: The Goals of a Liberal Education", Cronon, 1998.
Feb 13	Group Learning Diagram	Continue work on learning diagram Reflection	<i>Preparation</i> ◇ Read article of group's choice.
Feb 20	Group Learning Diagram	Continue work on learning diagram.	<i>Preparation</i> ◇ Read article of group's choice.
Feb 27	Finish Group Learning Diagram	Finish work on learning diagram. Reflection	<i>Preparation</i> ◇ Read article of group's choice. ◇ Team members volunteer to meet outside of the regular meeting time to create an electronic version of the learning diagram. <i>Attend Roundtable Dinner on Wednesday, March 1st from 6:00-7:15 at The Memorial Union (check TITU)</i>

Teaching-as-research: From abstract to concrete...concept to change

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Mar 6	Teaching-as-research	Introduce more formal definition of Teaching-as-research Discuss article Reflection	<i>Preparation</i> ◇ Read Article 5-4, "Classroom Research: Helping Professors Learn More About Teaching and Learning", Cross, 1990.
Mar 13	Spring Break-No Meetings!		
Mar 20	Teaching-as-research	Visual Explorer Activity Discuss reading Reflection	<i>Preparation</i> ◇ Revisit Article 5-5, "Teaching-as-research: A systematic approach to teaching-for-learning", Conrad, in press.
Mar 27	Teaching-as-research	Use learning diagram and team statement to frame discussion of teaching-as-research. Reflection	<i>Preparation</i> ◇ Read Article 5-6, "On the persistence of unicorns: The trade-off between content and critical thinking revisited", Nelson, 1999.
Apr 3	Teaching-as-research	Teaching-as-research in your classroom Process check Reflection	<i>Preparation</i> ◇ Read Article 5-7, "From Teaching to Learning: A New Paradigm for Undergraduate Education", Barr & Tagg, 1995.

<i>Week of</i>	<i>Topic</i>	<i>Description of activities</i>	<i>Preparation before meeting</i>
Apr 10	Focus on courses	Use the learning diagram as a basis, and teaching-as-research as a framework, to focus on specific courses.	<p><i>Preparation</i></p> <p>◇ TBD</p> <p><i>Attend Roundtable Dinner on Wednesday, April 12th from 6:00-7:15 at The Memorial Union (check TITU for room)</i></p>
Apr 17	Focus on courses	<p>Continue work on course specifics.</p> <p>Reflection</p>	<p><i>Preparation</i></p> <p>◇ TBD</p>
Apr 24	<p>Team Wrap-Up Meeting</p> <p>Closing Comments</p>	Reflect on your time in the program.	<p><i>Preparation</i></p> <p>◇ Write a new individual statement of learning. Compare and contrast to earlier statement. Identify implications for change in your practices or broader organizational change. What factors might constrain or inhibit you? What will enable you?</p>

Happy Summertime!!