

Reclaiming the American Dream:

COMMUNITY COLLEGES
AND THE NATION'S FUTURE



An analysis of the potential impact of the HOW2s in transforming the quality of teaching to achieve the learning goals of students

OUR INSIGHTS, OUR CONTRIBUTION

Vision setting and goal getting

The vision expressed in the report for the reinvention of the community colleges is inspiring and challenging. But there seems too little focus on the mechanisms by which there will be a transformation of how students learn and achieve. Simply declaring the centrality of learning over teaching can easily lead to a repetition of the mistakes of the 1990s when accelerated learning, learning styles and brain-based learning strategies were highly popular but very soon proven by research to have little impact on classroom performance (Hattie).

While it is true that teachers need to move from being the sage on the stage to the guide on the side, this entails more, not fewer, teaching techniques.

The evidence for teacher impact

Professor John Hattie has written extensively about the teacher being the most significant factor in effecting positive change in levels of student achievement. He points out that research has shown that abdicating responsibility for teaching by adopting enthusiastic but misconceived student-led learning, does not result in better learning and achievement. Quite the reverse.

But that does not represent a justification of the didactic teacher model. Again, quite the reverse. Teachers who had the biggest impact on student learning, designed and orchestrated independent and collaborative learning activities among their students. The situations may have looked as if they were student-led but, in fact, were skillfully designed and set up by teachers.

It is this set of expert teacher skills in designing and implementing active learning that is wanted. These skills are well-known, proven by research and are highly appropriate to all instructors, both full-time and adjunct, in community colleges.

The HOW2 solution

HOW2s are clear and easy-to-follow visual guides to these top, evidence-based teaching techniques. They are explained in visual fashion as the evidence amassed by Ruth Clarke in her studies on workforce learning, show it to be the most effective method regarding skill development. The 125 teaching methods address the needs of instructors across the ability and experience range, as has been shown in the British colleges of further education.

Visual explanations rapidly create a shared understanding across the teaching faculty, greatly assist in sharing best practice, and build an unprecedented level of consistency across different campuses, instructors and departments. The online platform can be easily scaled up across colleges and states.

ANALYSING THE REPORT

Report

Foreward v

...need for 'scalable proven practice.

...emerging challenges require unprecedented vision

Executive Summary, Introduction, vii

...community colleges need to reimagine their roles and the ways they do their work

...stepping up to this challenge will require dramatic redesign of...their students' educational experiences.

Redesigning the Community College, viii

What we find today are student success rates that are unacceptably low.

Essential Elements in Institutional Transformation, ix

...the need for systems of support — including professional development, technology, and the new culture of evidence — is inescapable.

The HOW2 factor

- EBT techniques are proven
- Visual explanations are proven
- HOW2s are scalable into state, national and global communities

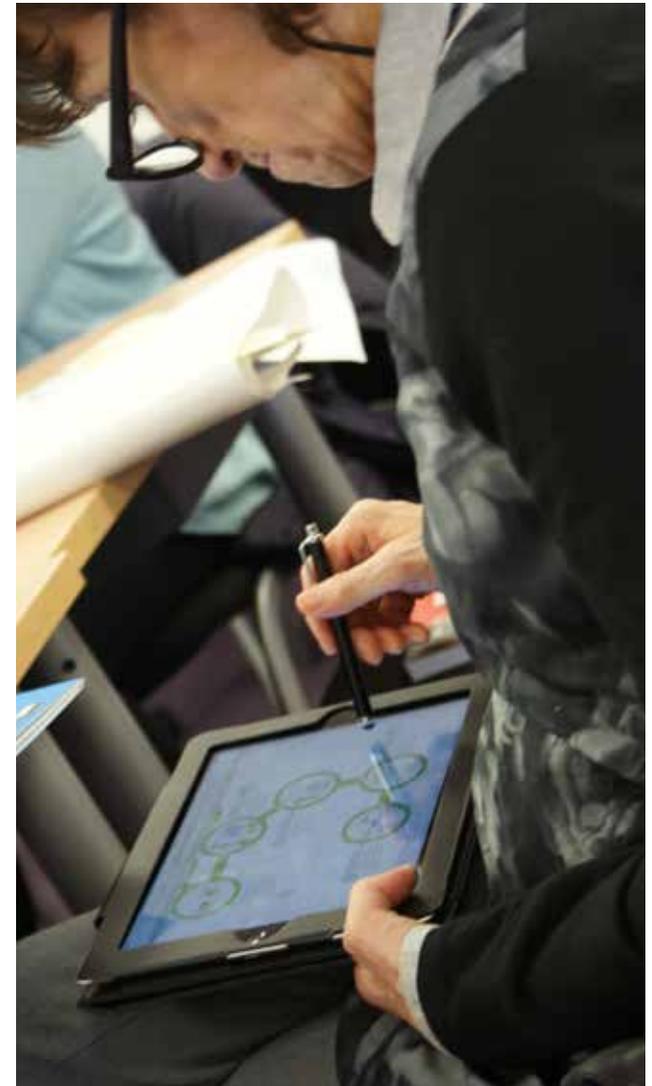
HOW2s are an unprecedented vision of transformed professional learning.

HOW2s are reimagined professional development (PD).

Active learning, independent learning and collaborative learning are addressed with HOW2s, showing instructors exactly how to do it.

HOW2s are evidence-based techniques proven to be the best at raising student learning and success, through active engagement and individual responsibility.

HOW2s are transforming PD, uses technology in a novel way, and is based on evidence-based teaching and produces evidence of teachers' PD



Report

Recommendations for Reimagining the Community College: the three Rs, ix

- From a focus on student access to a focus on access and student success
- From low rates of student success to high rates of student success
- From tolerance of achievement gap to commitment to eradicating achievement gap
- From a culture of anecdote to a culture of evidence
- From a culture of isolation to a culture of collaboration
- From a focus on teaching to a focus on learning.

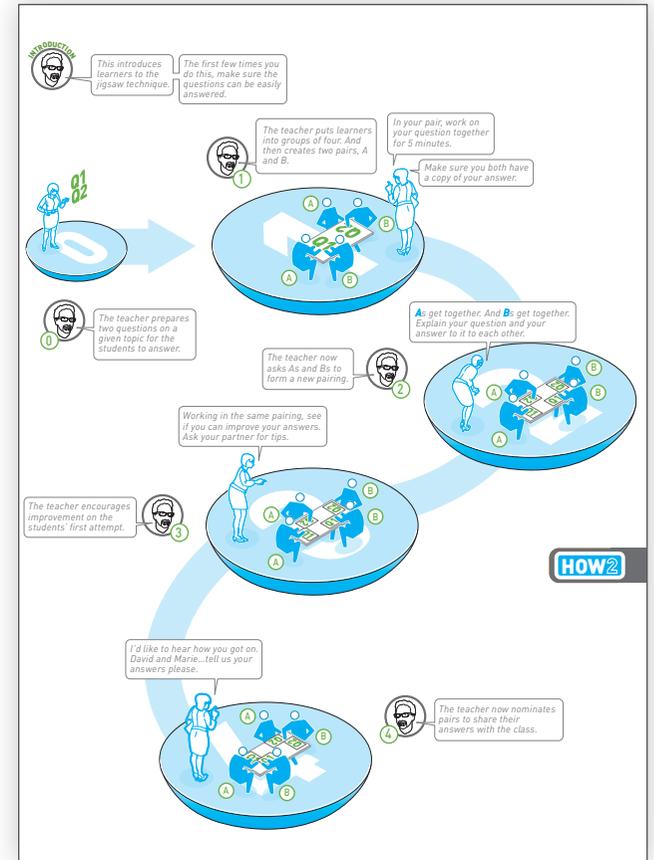
Underfunding, 13

Most of the necessary changes in these institutions and in student outcomes will come not through an influx of new or restored funding; rather, they will come through the leadership commitment and skill to reallocate existing resources to fund effective educational practice at scale.

The HOW2 factor

- EBT techniques are the best proven methods to achieve student success
- EBT techniques work most effectively on the less academic students, therefore closing the achievement gap
- EBT techniques embed AfL, establishing a routine and rigorous practice of collecting evidence on student progress
- EBT techniques are based on evidence, not local anecdotes of previously considered best (ie customary) practice.
- The HOW2 platform is based on professional community, interacting based on shared PD, both within a single college, across colleges nationally and linking with school standards and expectations for continuity
- The focus on learning must not be diverted into now debunked notions of learning styles, but rather on established, evidence-based teaching techniques centred around the development of independent and collaborative learners.

HOW2s are the best practice, with the biggest resource of techniques, explained in the best way —all scaleable to national level.



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Underfunding, 13

The issue is not about spending less but about getting better value for the dollars expended.

Professional Development, 19

Adjunct instructors who now constitute 68% of the faculty, may be marginalized and constrained in their ability to understand institutional mission and priorities.

Colleges need to find ways to make student success central to the work of everyone on campus... —equipping all with the knowledge and skills required for their most effective work.

Effecting this transformation will require a clear and steady commitment to professional development across the institution, focused on relentlessly on student success and completion.

Technology, 19

Institutionally, technology is used too often not to innovate, but to automate back-office services and existing instructional practice.

The HOW2 factor

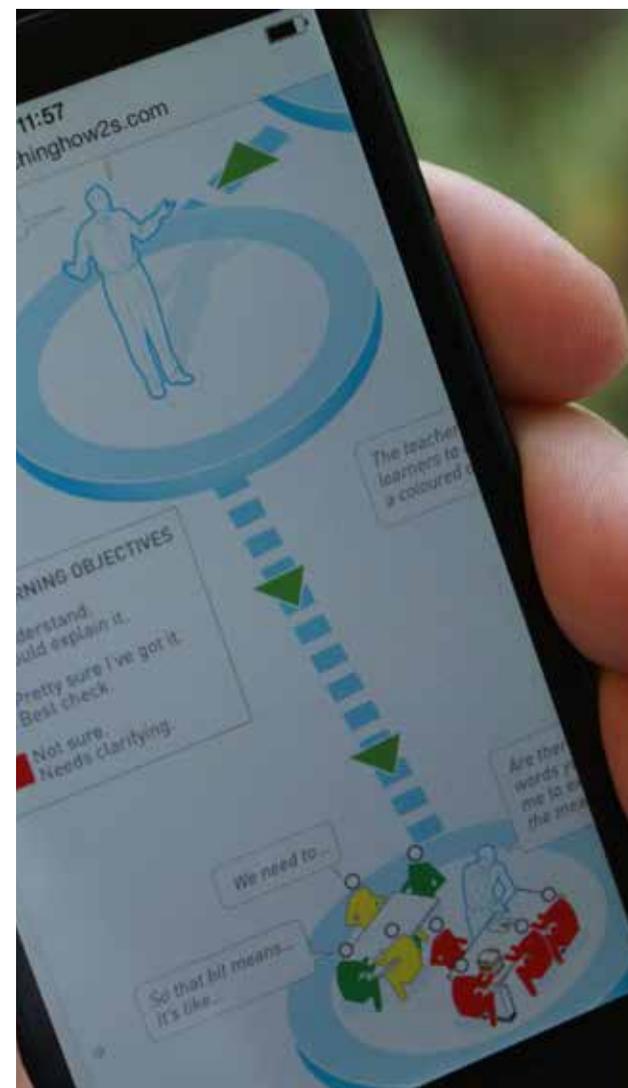
HOW2s are very good value for money.

The HOW2 online platform allows adjunct instructors to access the best approaches —validated by the college— easily, and most importantly, conveniently. Cohesion and interaction across campuses and faculties become a reality with shared language and understanding of best, evidence-based practice.

HOW2s are all based on the best, proven techniques to raise student success. They address student knowledge and skills in the most engaging yet rigorous way. These last two qualities must not vie against each other: both must be present to ensure student success.

Transforming PD is easier than it sounds. It needs knowledge of the best teaching methods to engage students and ensure their success, to be available 24/7 in the most engaging, informative and convenient way for instructors to learn rapidly. HOW2s are designed that way.

The HOW2 platform is innovatively designed for pedagogy-centred networked instructor interaction and collaboration. This socially networked learning accelerates individual learning and rapidly establishes a culture of collaborative PD, building shared understanding of best new practice.



Report

Beyond the Open Door, 20

And educational experiences of students must be designed to ensure academic quality while supporting student success.

Hard Choices, 21-2

Common Core Standards... *are aligned with college and work standards.*

The degree qualification profile contains

- broad integrative knowledge
- specialized knowledge
- intellectual skills
- applied learning

Recommendations for Reimagining the Community College: the three Rs, 25

Much has been learned about effective educational practice. Yet, with few notable exceptions, community colleges today resemble those of yesteryear.

Teaching strategies would promote active learning and extensive student-student and student-faculty interaction.

Assessment of learning outcomes would be embedded in key courses to ensure the quality of the credentials awarded.

The HOW2 factor

HOW2s are evidence-based for the most rapid student success. Differentiation, visual strategies and collaborative learning all support students of all abilities.

There can be clear continuity of the rigours of school standards through to college, with HOW2s providing the methods to develop knowledge-handling students in practical and engaging ways. HOW2s are easily applied to a range of differing contexts, however vocationally based. Our work with the British Ministry of Defence was a case in point. Plus, of course, our track record with British colleges, across all faculties.

HOW2s are visual explanations of the best modern, proven teaching approaches. Instructors can update their teaching skills rapidly, easily, accurately and conveniently with the HOW2 community network.

HOW2s are entirely based on active learning with very many specific techniques, from Cooperative Learning, Graphic Organisers to the Manipulatives series from which to develop new practices to engage students.

The Assessment for Learning series ensures monitoring of student progress, with self and peer assessment addressing the crucial aspect of independent and life-long learning.

The screenshot shows the HOW2 Library interface with a navigation bar at the top containing 'HOW2', 'HOW2 Library', and 'My Overview'. Below the navigation bar are three tabs: 'INFOGRAPHIC', 'PRESENTATION', and 'BOOK'. The main content area displays two diagrams:

FLOW

The 'FLOW' diagram features a central vertical flow with two steps, 1 and 2, connected by a dashed line. Step 1 is accompanied by a speech bubble that reads: "Perhaps the most obvious approach is to sequence subject topic chronologically as in this Art example." Step 2 is accompanied by a speech bubble that reads: "Sequencing Manipulatives can be used to demonstrate understanding of either subject content or a learning process." A small circular icon of a person with glasses is positioned next to each speech bubble.

FLOW BUBBLE

The 'FLOW BUBBLE' diagram shows a similar flow with two steps, 1 and 2, connected by a dashed line. Step 1 is accompanied by a speech bubble that reads: "Here we extend the Flow Chart into a Flow Bubble. The process has 4 stages:" Step 2 is accompanied by a speech bubble that reads: "Present the mixed cards". Below the flow, there are two rows of artist names in boxes, representing the 'mixed cards' mentioned in the speech bubble. The first row includes: Lichtenstein, Rothko, Gropius, Pop Art, Bauhaus, Picasso. The second row includes: Magritte, Van Gogh, Dada, Cezanne, Surrealism, Dali.

On the right side of the interface, there is a green text box with the following text: "Learners use digital canvas software to capture individual ideas relating to a particular sequence or process. Alternatively, the teacher can provide an unorganised digital canvas list that she has prepared in advance. The teacher then provides the appropriate sequencing GO template as wallpaper on the digital canvas. Copies are sent to learners who then grab and move the ideas into the given structure. Alternatively, the sorting can be done as a whole class activity. Alternatively, teachers provide words in text boxes in a word processing software document. Learners 'save as' and then sequence them up by grabbing and moving. Background can be a watermark down the centre of the page."