

The background features a grid of six vertical stripes in purple, yellow, green, orange, blue, and pink. Overlaid on these stripes are silhouettes of hands and arms in various colors (yellow, orange, blue, green, purple, red) reaching upwards.

College of San Mateo
Basic Skills Initiative Research Project

Teaching Paradigms, Pedagogies and Basic Skills Students

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Definitions

- **Paradigm**
 - Set of forms/ideas/patterns all of which contain a particular element
- **Pedagogy**
 - The art or science of teaching; instructional methods
- **Basic Skills Student**
 - College student who places in a Math, English or Reading Course of which units do not apply towards an Associate Degree nor Transfer
- **Educate**
 - Derives from the Latin words “educare- to rear or to bring up” and “educere – to lead out”
 - To *educate* means to bring out and guide, expand, strengthen and discipline the mind



Identification of Our Basic Skills Students at CSM

Method?

....Placement Test Results

2002-2007 CSM Educational Master Plan revealed:

- **19.8% in Basic Skills English (Level 1)**
 - 70-72% place in pre-transfer level English
- **26.5 % in Basic Skills Math (Level 1)**
 - 80-82 % place in Pre-transfer level Math

Note: Pre-Transfer (Level 2) includes AA/AS degree coursework but not approved for transfer credit

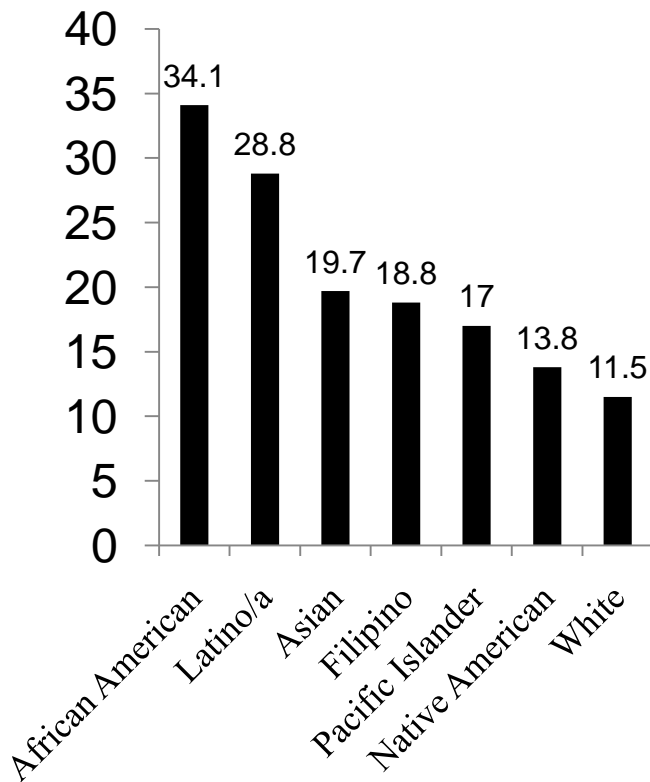


Ethnicity of Our Basic Skills Students at CSM



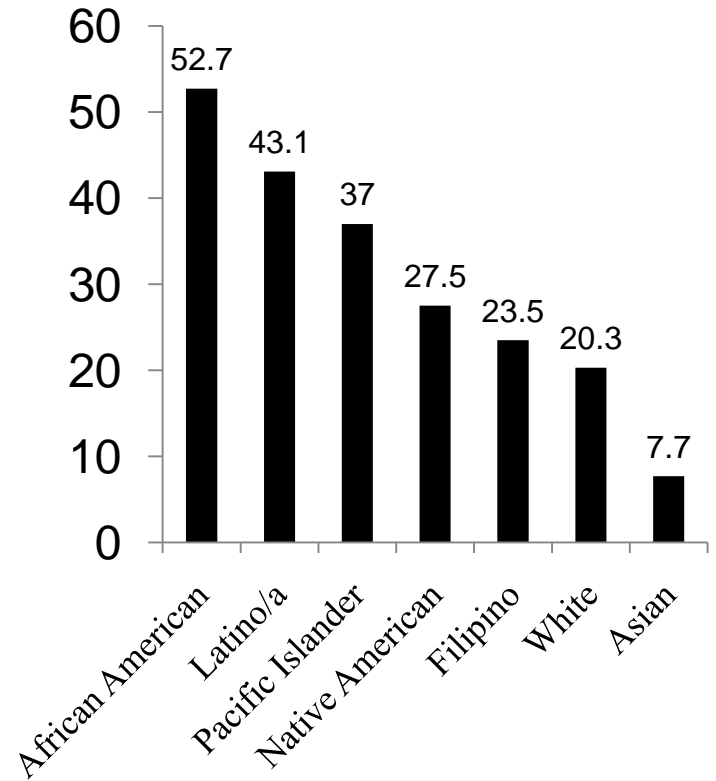
ENGLISH

(Placement Outcomes
For 2002-2007)



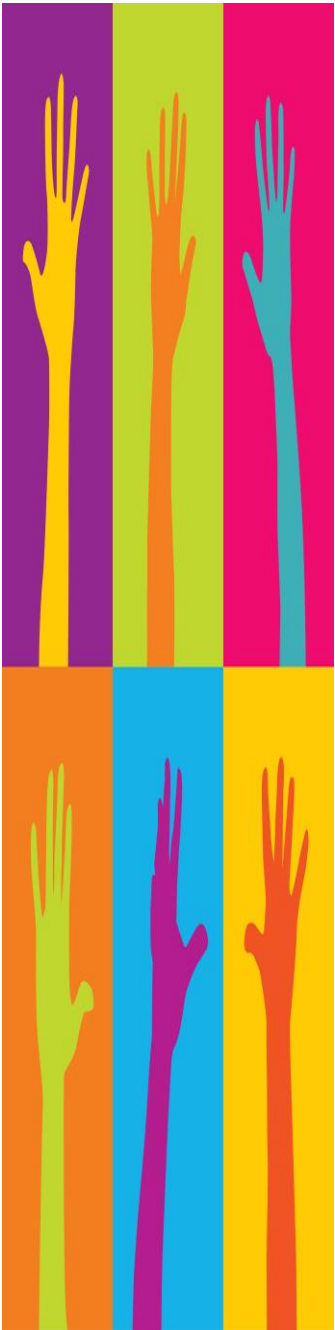
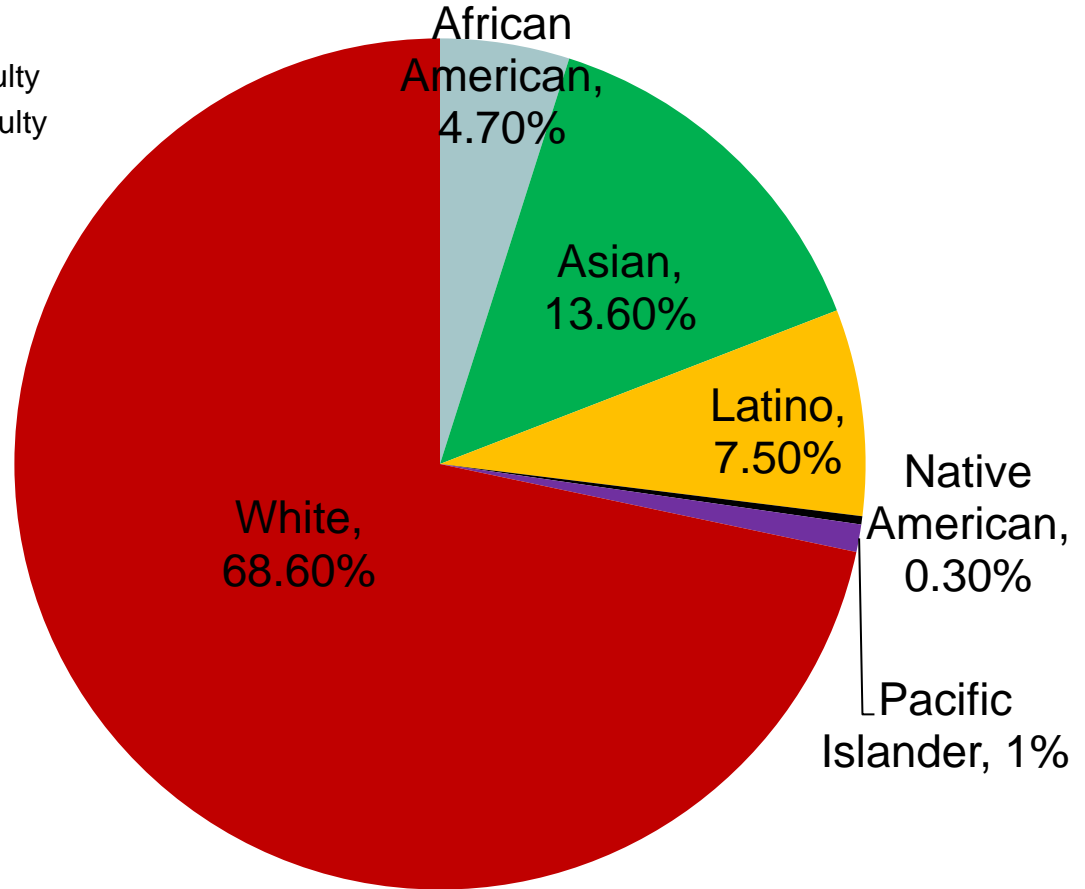
MATH

(Placement Outcomes
for 2002-2007)



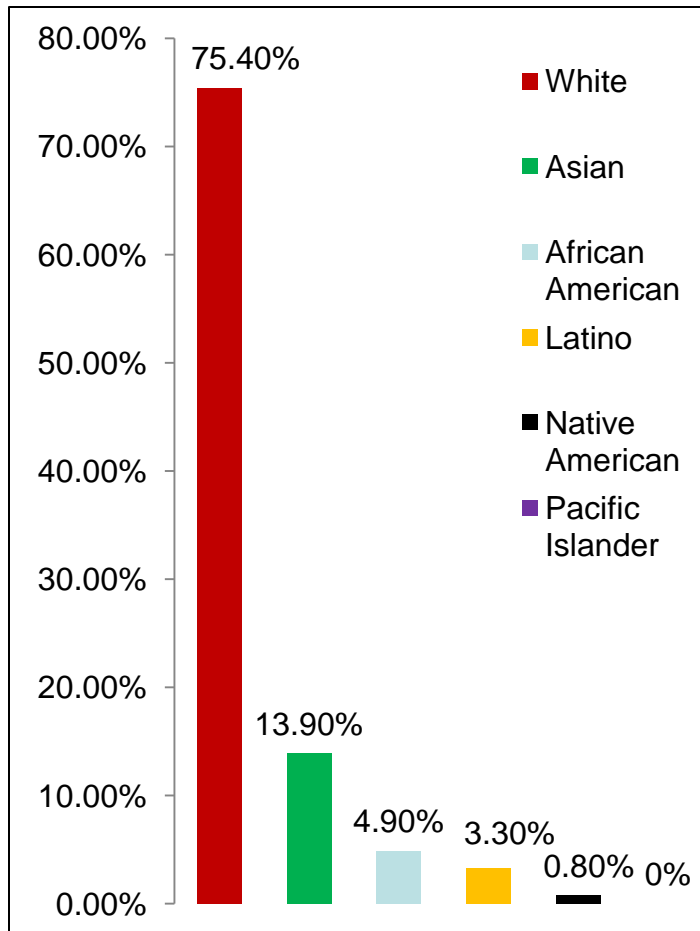
Ethnic Breakdown of CSM Employees

- Administrators
- Classified
- Full-Time Faculty
- Part-Time Faculty

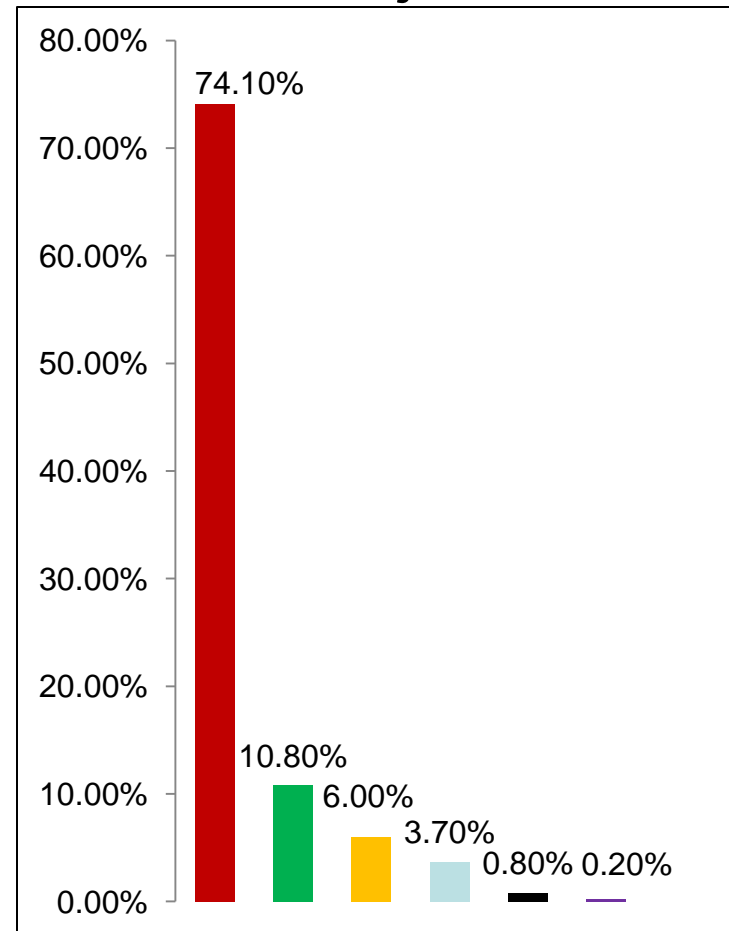


Ethnicity of CSM Instructional Faculty

Full-Time



Adjunct





CSM Employees over age 55 by Classification

- Full-Time Instructional Faculty.....41%
- Full-Time Non Instructional Faculty.....39%
- Adjunct Instructional Faculty.....31%
- Adjunct Non-Instructional Faculty12%
- Classified Staff10%
- Administrators32%

CSM's Student Population?????????
54.1 % are 24 years or younger

Typical Characteristics of Basic Skills Students



- Academically underprepared
- Financially provide for themselves
- Lack self-regulated successful learning behaviors
- Frequently first generation college
- Increasingly ethnically underrepresented students
- Not familiar with the college system environment
- Multiple Obligations
- Low course completion rates
- Lower SES
- Unclear on goals
- Negative self-perceptions, self-efficacy
- Resilient
- Connection with college staff is critical
- Success is much more personal

Implications of Basic Skills Students on Instructional Faculty



- Role of professor in higher education vs needs of basic skills students
- Professors' own educational experiences vs basic skills students' experiences
- Professors SES vs basic skills students SES
- Knowledge of curriculum vs knowledge of basic skills students
- Economic, social and ethnic cultural differences can make teaching/learning difficult
- Accepting unique mission of community colleges
- Professional development is critical

Teaching Paradigms/Pedagogies

1. Paolo Friere
2. Student Centered Learning
3. Culturally Responsive Pedagogy
4. Psychological Theories
5. Educational Transformation
6. On Course Success Philosophies
7. Creating Powerful Classrooms



Paolo Friere

Theory of Education

Banking Concept of Education

- Teachers possess full knowledge and students are empty receptacles to be filled by teachers
- Education becomes the act of depositing information
- Students receive, memorize and repeat information deposited
- One way communication
- Promotes passive learning
- Negates education as a process of inquiry

Problem – Posing Education

- Teacher-student / student-teacher
- Mutual exchange of knowledge through dialogue and validation of experiences
- Embodies communication
- Consists of cognition not transfer of information
- Encourages critical thinking



Student Centered Learning



- Focused on student's needs, abilities, interests and learning styles
- Acknowledges student voice as central to learning experience
- Classroom environment will be open, dynamic, trusting, respectful, collaborative and promote the natural desire and curiosity to learn
- Students are involved in the evaluation and demonstration of their learning
- Requires active engagement and participation from students and teachers
- Role of teacher is that of facilitator and resource person
- Students work in collaboration with others
- Students have input into what they will learn and how
- Students understand expectations and are encouraged to use self-assessment measures
- Students work demonstrates deep and authentic learning and understanding
- Teachers help students work through difficulties by asking open-ended questions
- Minimal teacher lecturing or direct transmission of factual knowledge, multiple small group activities, frequent **student** questions and discussion
- Emphasis on activity learning rather than teaching
- Inquire about students' understanding of concepts before sharing your own
- Build upon students existing knowledge
- Shift to student learning vs getting through syllabus
- Flexibility with lesson plans

Examples of Student Centered Learning



- Independent projects
- Small and large group discussions
- Peer mentoring
- Debates
- Field Trips
- Reflective diaries, learning journals
- Computer assisted learning
- Choice in subjects for study/projects
- Portfolio development
- Buzz groups
- Cross-overs
- Student class presentations
- Peer/self assessment
- Learning contracts
- Hands-on activities
- Warm-up/Ice-breaker activities
- Social interaction/community building
- Metacognitive reflection
- Quiz first and work backwards



Culturally Responsive Pedagogy

- Using cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate, relevant and effective
- Builds bridges of meaningfulness between home and school experiences
- Incorporates multicultural information, resources, materials and readings other than textbooks
- Integrated throughout- Not restricted to one part of the lesson, nor 4 F's: food, fun, folklore, fashion
- Transforms lessons and curriculums that challenge traditional views and encourage re-conceptualization
- Incorporates diverse cultural ways of knowing, understanding and presenting information from various cultural perspectives
- Communication of high expectations
- Learning within the context of culture
- Acknowledgement of students' life experiences and background knowledge
- Realizes not only the importance of academic achievement, but also the maintaining of cultural identity and heritage
- Recognizes the legitimacy of cultural heritage both as legacies that affect students dispositions, attitudes and approaches to learning and as worthy content to be taught in the formal curriculum
- Acknowledges and recognizes that there are cultural differences in learning
- Understand role of family and education for various cultural groups

Examples of Culturally Responsive Pedagogy



- Assign students to interview members of their community who have knowledge of the topic they are studying
- Verbal creativity and story-telling that is unique among some African Americans in informal social interactions is acknowledged as a gift and contribution and used to teach writing skills
- Community building/group activities
- Use of language
- Referencing cultural origins of many concepts
 - Ex. Mayan concept of zero
- Math instruction would incorporate everyday-life concepts, such as economics, employment, consumer habits, etc. of various ethnic groups
- Handouts, word problems, readings, graphics, etc. would be culturally reflective, images, names situations, etc.
- Projects/Assignments completed through and by incorporating cultural viewpoints/experiences
- Using 'pop culture' as a foundation for understanding/learning/assignments
 - Ex. Tupac lyrics for understanding poems, critical thinking etc.

Psychological Theories

Motivation Theory

- Critical in influencing behavior and learning
- Intrinsic vs extrinsic
- Enrollment in college alone does not constitute motivation to persist
- Underprepared students are more likely to be motivated if needs are being met, they see value in what they learn, and they believe success is attainable

Self-Efficacy Theory

- Students' beliefs about their capabilities to produce designated levels of performance
- Personal judgment of competence
- Approach difficult tasks as something to be mastered not avoided

Attribution Theory

- Analyzes reasons that students give for their success or failure
- Include locus of control, internal or external

Engagement Theory

- Being integrated, feeling a part of
- It doesn't happen by accident, it happens by design
- Community colleges must be deliberate and aggressive to create opportunities to involve students
- Engagement within the classroom is critical

PERSONAL DEVELOPMENT:

Core NOT supplemental
component of
curriculum/academic programs
for basic skills students



Educational Transformation

(Bell Hooks)



- Inner-transformation of self-sabotaging behaviors, beliefs, attitudes is critical
 - Only once this has begun can the real learning occur
- To educate as the practice of freedom, educational uplifting of communities, as moral obligation to serve those that come to us
- Aspect of education that is sacred
 - Not merely to share in the intellectual and spiritual growth of our students
- Essential to teach in manner that respects and cares for souls of our students
- Engaged voice must never be fixed and absolute, but always changing, always evolving
- *ABC's: Affirming Identity, Building Community, Cultivating Leadership*
(Beverly Daniel Tatum, PHD)
 - A = important dimensions of students' identity are reflected in environment, curriculum and among faculty/staff/administrators/classmates
 - B = importance of creating a sense of belonging for everyone within the college community
 - C = role of education in preparing citizens for active participation in a democracy

On Course Success Philosophies By Skip Downing



- Self-Responsibility
- Self-Motivation
- Self-Management
- Interdependence
- Self-Awareness
- Life-Long Learning
- Emotional Intelligence
- Self-Esteem

Creating Powerful Classrooms



- **High Structure**
 - Explicit expectations and examples
 - Explicit about the practices and ‘moves’ of successful students
 - Balance between structure/openness and guidance/independence
- **High Challenge**
 - Material that’s challenging and engaging
 - Balance of challenge and support
- **Intensity**
 - Greater immersion and connectedness
- **Intentionality & Learning How to Learn**
 - Understand and monitor self-learning
 - Explicit about student expectations
- **Inquiry & Making Learning Visible**
 - SOTL, think-alouds, capture student voices/experiences

Examples of Powerful Classrooms



- **High Structure**
 - WRAMPS (Writing and Reading Activities for Math Problem Solving) Yu-Chung Chang, Pasadena City College
 - Full E-mersion (English critical thinking and writing excercises through multi-media) Chris Juzwiak, Glendale Community College
- **High Challenge**
 - Poetry in ESL, Annie Agard, Laney College
 - Relevant Analytical Essays, English Jennifer McBride, Merced College
 - Math Engagement to Real-World Scenarios, Myra Snell, Los Medanos College
- **Intensity**
 - Math Jam Sessions, Teaching and Learning Center, Pasadena City College
- **Intentionality & learning How to Learn**
 - Calibrated Peer Review (English peer-self assessment) Jeff Maryanow, College of the Sequoias
 - Math (outlining chapters as homework) Laura Graff, College of the Desert
- **Inquiry & Making Learning Visible**
 - Reading Between The Lives (Student Reflection Video), Sean McFarland, Chabot College

**Google:
Windows on Learning:
Resources for Basic
Skills Education**

Final Thoughts of Theory into Practice



- Field trips, both on-campus and off-campus
- Commitment and investment in time
- Professors need policies and practices that encourage students to utilize outside resources they need, ex. Lab hrs, counseling sessions, tutoring, workshops etc.
- Positive and encouraging words
- Well written and detailed syllabus that covers all course procedures, expectations, reading assignments, grading policies, etc is crucial
- Study skills is interwoven into all subjects throughout the semester
- Study skills interwoven into all subjects throughout the semester
- Require individual meetings with each student
- Explicitly identify successful academic behaviors
- Avoid over-praising for mediocre work
- Normalize help-seeking behavior
- Revise your view of intelligence
- Understand the necessity of iteration- importance of both repeating key concepts in the course and of (re)presenting those concepts in as many ways and via as many diverse models as possible
- Understand the need for encouragement, inspiration, and motivation especially while understanding that students' don't see themselves as "college material"
- Accepting the reality that teachers who teach basic skills play an essential role not only in teaching their discipline but also in moving students towards greater confidence and stronger self-image



Basic Skills Instructor Interviews

- Critical to create community –students sense of belonging, know people in class (support)
- Scaffold's skill building
- Consciously and continuously integrates study skills/resources
- Direct with feedback both positive and negative
- Recognize patterns of error amongst different cultural groups and proceed accordingly
- See role as assisting students in adapting to culture of college
- Know your students and adapt curriculum to them
- Wider variety of pedagogies
- 'Academically' prepared to teach English through master's program, however, work experiences are what prepared him to teach basic skills students English
- Very little lecture more group discussions and report back, writing on board and facilitate/guide activity
- Provide many opportunities to learn outside of class
- Great deal of preparation and planning up front
- Need to be familiar with best practice
- Greater sense of community in courses....culture relevance???

Common Characteristics of Successful Basic Skills Educators



- Demonstrates content knowledge and the ability to deliver the content
- Varies instructional delivery methods
- Maintains organized and structured activities
- Possesses knowledge of learning styles and how to apply this information
- Relates the curriculum to the real world and careers
- Actively engages students
- Maintains high academic standards
- Engages in classroom research
- Engages in professional development activities
- Chooses to teach underprepared students and demonstrates a passion for working with this population
- Enjoys and respects students
- Sees the “WHOLE” student
- Creates a “classroom community” learning environment
- Motivates students
- Engages in “intrusive/proactive” student activities
- Encourages students to use all available support services
- Maintains an innovative spirit
- Knows how to and enjoys working in teams
- Not just expert in discipline but knowledgeable of basic skills student characteristics



Power of Words

- **A commitment to universal access**
 - Is question are students “college material” or are colleges “student material”?
- **Remedial vs Developmental?**
 - Remedial = conveys a sense of deficiency in need of correction
 - Developmental = focuses on change and growth, part of a spectrum
- **As a college do we:**
 - look at students in terms of attributes or deficits?
 - Believe in students ability to learn or right to fail?
 - Believe that teaching basic skills is anything but basic?
- **institutional paradigm shift**
 - from “the college-ready student” to “the student-ready college”
- Institutions that expect students to perform well use language and create a culture that communicates students’ value and potential...self-fulfilling prophecy

WORDS?
THOUGHTS?
CULTURE?

Additional Resources

BOOKS

- Teaching to Transgress: Education as the Practice of Freedom
by Bell Hooks
- Teaching Underprepared Students: Strategies for Promoting Success and Retention in Higher Education
by Kathleen F. Gabriel
- Pedagogy of the Oppressed
by Paulo Friere
- Can We Talk About Race? And other Conversations in an Era of School Resegregation
by Beverly Daniel Tatum, Ph.D.
- Honored but Invisible: An Inside Look at Teaching in Community Colleges
by Norton Grubb

MOVIES

- Stand and Deliver
 - Jaime Escalante, Calculus Teacher
Garfield High School,
East Los Angeles, CA 1982
- Freedom Writer's
 - Erin Gruwell, English Teacher
Woodrow Wilson High School, Long
Beach, CA 1994
- Lean on Me
 - Joe Clark, Principal
Eastside High School,
Patterson, New Jersey, 1967



Professional Development Organizations



Organization	Website	Information Available
Achieving the Dream	www.achievethe dream.org	<ul style="list-style-type: none"> • Online data analysis • Resource library • Campus implementation projects
National Center for Developmental Educators	www.ncde.appstate.edu	<ul style="list-style-type: none"> • Resource library • Conferences
Strengthening Pre-Collegiate Education in Community Colleges (SPECC)	www.carnegiefoundation.org/programs/index	<ul style="list-style-type: none"> • Focus on Math/English • Faculty development • Academic support
On Course	www.oncourseworkshop.com	<ul style="list-style-type: none"> • Practical theory/engagement classrooms activities • Workshops, trainings, conferences
Bay Area Coalition for Equitable Schools (BAYCES)	www.bayces.org	<ul style="list-style-type: none"> • Coaching for Educational Equity • Teaching with Cultural Eye