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Teaching and Learning in the 21st Century and Beyond

We are teaching in the globalized 21st century higher education field. Educators have been talking about 21st century skills and approaches to equip our students with those skills, so they can stay competitive in the changing workforce and globalized society

Trilling & Fadel, 2009 in their publication outlined seven most important skills that students need to be ready for the 21st century citizens: **(7 Cs)**

1. **Critical thinking & problem solving**
2. **Creativity & innovation**
3. **Collaboration, teamwork, & leadership**
4. **Cross-cultural understanding**
5. **Communication, information, & media literacy**
6. **Computing and ICT literacy**
7. **Career and learning self-reliance**

(Trilling & Fadel, 2009, 21st century skills: Learning for life in our times. San Francisco, CA: Jossey-Bass.)



Greetings from your FD Coordinator in the new year of 2019! The first snow during Lunar New Year holiday symbolizes an auspicious year ahead! 瑞雪兆豐年!

Did you know that Faculty Development has identified two major themes to guide all the FD events and activities throughout the year, i.e., **Teaching and Learning in the globalized 21st Century and Beyond** and **Commitment to Diversity- Working with diverse faculty, staff and students**. We believe, these themes align well with the district mission and strategic goals.

Save this newsletter, and consider some of the professional development opportunities listed inside, or on our [website](#).

Innovative approaches to implement 21st century skills (7 Cs) in teaching and learning include but not limited to:

- **Active Learning Approaches (ALA)**
- **TILT– Transparency in Learning and Teaching**
- **Universal Design for Learning (UDL)**
- **Project-based Learning**
- **Blended/hybrid Learning**
- **Pathways Project is another great example of preparing all students to be successful for the 21st Century learning!**

In this issue, I'll briefly share information on the first two approaches—**Active Learning, and TILT** and **Pathways project** at Seattle Colleges.

Active Learning Approach (ALA)

Active learning is an approach to instruction in which all students are asked to **engage** in the learning process. Active learning is very different from "traditional" modes of instruction in which students are passive recipients of knowledge from an instructor or an expert. [Check this video for a brief introduction of active learning:](#)

Active learning can take many forms and be executed in any discipline. Commonly, students will engage in small or large activities centered around writing, talking, problem solving, or reflecting.

Recently, researchers have examined a large body of studies on 21st century learning to determine whether support for the associated learning approaches is isolated or broad and far reaching. One recent meta-analysis across 225 studies on active learning in the STEM field by concluded that active learning broadly improves performance and student competency when compared to more traditional methods.

Check the website at Center for Educational Innovation at University of Minnesota for examples of successful implementation of ALA in classroom, ways to address challenges and useful research and resources <https://cei.umn.edu/active-learning>

Events/Happenings

Winter Professional Development Day Feb 7th, 2019

TILT Training- Thursday, February 7th, 1PM to 3:30PM

All three campuses will have TILT training sessions facilitated by Dr. Maryann Winkelmes organized by the SBCTC Board. Watch your campus announcement and be there!

Each campus has planned many exciting PD events in addition to TILT throughout the day:

Sample events at each campus:

Central (Morning sessions)

Staff as a Community of Learners: Creating Development and Community Opportunities for Staff, facilitated by Judy Blair and Tiffani Koyano – BE1139E

Ensuring All Students Have Access to the Classroom Community, facilitated by Jane Muhich – BE4184

Disability Isn't a Bad Word: Discussing Strategies and Practices for Accessible Instruction, facilitated by Katie Roberts – BE3192

Building Bridges, Closing Gaps: Providing Equitable Student Engagement in the Classroom, facilitated by Tsai-en Cheng – BE4130

Using Feedback and Data to Inform Your Teaching Practice, facilitated by Lawrence Morales – Library Room facilitated by Pete Knutson – BE4105

How to Support Undocumented Students in Seattle Central College, facilitated by Tanya Medina and Sahira Barajas – BE3140

North: (check campus message for time)
From Norming to Rubrics—IB 3428
Emotional Intelligence workshop- ED 2843A

“So You Want to Talk About Race” Book Read - LB 2236

DICE All-Campus Meeting - Boardroom
“SAVE” Suicide Prevention Workshop - CC 1442

TILT Webinar—1:00pm-3:30pm

South: (check campus announcement)
TILT Webinar—1:00pm-3:30pm

Transparent teaching methods help students understand *how* and *why* they are learning course content in particular ways. It aims at:

- ◆ Promoting students' conscious understanding of how they learn
- ◆ Enabling faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries.

Here is a list of options adapted/developed frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices. Faculty participants usually utilize one option from the list and students indicate the impact of this small change when they complete an online survey (taking about four to five minutes) at the end of the course. Please email mary-ann.winkelmes@unlv.edu to add your suggestions to the list.

- ◆ Discuss assignments' learning goals and design rationale before students begin each assignment
- ◆ Invite students to participate in class planning, agenda construction
- ◆ Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught
- ◆ Explicitly connect "how people learn" data with course activities when students struggle at difficult transition points
- ◆ Engage students in applying the grading criteria that you'll use on their work
- ◆ Debrief graded tests and assignments in class, and
- ◆ Offer running commentary on class discussions, to indicate what modes of thought or disciplinary methods are in use.

Video Clip on TILT: Maryann Winkelmes <https://www.youtube.com/watch?v=xqUQhSKmD9U&feature=youtu.be>

211 TILT is A State-Wide Professional Learning Opportunity and Scholarship of Teaching and Learning (sotl) Equity Project, which was born right after the 2018 ATL conference.

Why TILT?

In higher ed, there is “Equity Crisis: Access is Not Equity” for Underrepresented, first generation, low income students; half as likely to complete college in 4 years; even high-achievement in HS can frustrate college success .

The TILT Higher Ed project discovered that when faculty make small tweaks to 2 assignments in 1 course 1 semester, the impacts are considerable..

This simple, replicable teaching intervention demonstrably enhances students' success, especially that of students from systemically non-dominant populations in multiple ways at **statistically significant levels, with a medium to large magnitude of effects..** [Click here](#) for more info about 211 TILT.

The SBCTC TILT project rightly puts “This has a great deal of potential to be unpacked to explore Return on Investment (ROI) if you engage in Phase 1 and/or Phase 2. Classroom, institutional, system level .”

The SBCTC **Winter Institute: A Train-the-Trainer for the Project Leads:** **The project lead will attend a Train-the-Trainer Institute at Semiahmoo in Blaine. SBCTC will fund all the costs except for travel for 1 rep per college. Dates: February 20-21, 2019 .** For more info, please check with your campus TILT reps or Jennifer Whetham <jwhetham@sbctc.edu>

You can also talk to your colleagues who have attended TILT training. Here's a list of colleagues for you to start with:

Tsai-en Cheng – Central
Melana Yolas – Central
Denise Vaugh – Central
Jamie Wilson- North
Stephanie Delaney- South
Zahra Alavi– South



Pathways at Seattle Colleges

Book Read Event

Please join the district-wide book read joint event with district FD, AFT and campus libraries —***So you want to talk about race*** by local author Ijeoma Olou. Check announcements from your campus on how to check out a book and join the book discussions.



Ijeoma Olou ,
Author speaker event:
March 13th: 12:30-2:00pm
NSC Lb1142 . SCCTV will also
live stream the talk. Mark
your calendar and be there!



Online

Evaluations

Online evaluations for Winter quarter may be ordered between **February 19 and March 7** and will be sent out on March 8. To view other important dates relating to evaluations, or to place your order, you may follow [the link here](#):

A district Steering Committee has been formed. A major goal of Seattle Pathways is to increase completion and retention rates and to eliminate equity gaps. Faculty participation is critical to the success of Seattle Pathways. Each campus has been busy organizing its process and continuing its efforts. If you are a faculty member who wants to further engage, please contact kurt.buttleman@seattlecolleges.edu, your unit administrator, or vice president. The success of Seattle Pathways need faculty involvement!

Working Definition of Seattle Pathways

Seattle Pathways is a deliberate and comprehensive approach to achieve two strategic goals:

- ◆ Student Success
- ◆ Diversity, Equity, Inclusion and Community

It is an institutional mechanism used to achieve equity and builds upon Seattle Colleges' on-going Strategic Enrollment Management, Guided Pathways, and related student success and equity initiatives. All of these efforts are under the Seattle Pathways umbrella.

A consistent and high-quality student experience serves as the foundation for the four guided pathway pillars (and associated programming/initiatives).

Guided Pathways Pillars

Pillar I. – Clarify the path: Create clear curricular pathways to employment and further education

Pillar II. – Enter the path: Help students choose and enter their pathway

Pillar III. – Stay on the path: Help students stay on their path

Pillar IV. – Ensuring learning: Ensure that learning is happening with intentional outcomes

Grant Opportunities

Faculty Development Grants The monthly due date for these grants is on the 2nd Monday of each month. The next due date is February 12.

[More information here.](#)

Curriculum Development Grants The remaining date for these grants for 2018-19 is on April 29. [More information here.](#) Watch for announcement for a district-wide workshop on *How to write a successful Curriculum Grant with Q&As* in Spring.

E-learning PD Grants. E-learning is sponsoring registration fees for faculty who plans to attend [WA Canvas Conference on March 28-29](#). Contact your campus e-Learning/Distance learning specialists at your campus for more information.

International Professional Development Grants (IPDG) Faculty IPDG applications will be reviewed by faculty subcommittee of the Global District Council. Each College will offer up to 4 grants per year. Each grant award is for up to \$2,500. Funding is provided by the International Programs division on your campus. The grant application is on the [District International Programs](#) website.

*For a complete list of district and campus grants, refer to the **faculty development website.** (facdev.seattlecolleges.edu)*