

Amplifying Andragogy: Critical Thinking, Engagement, and Connection in the Higher Education Classroom: Part 1



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Participant Learning Outcomes

1. Identify and interpret adult learner needs (andragogy).
2. Structure inclusive classroom environments which foster authentic student connection
3. Increase and enhance intercommunication with students.
4. Utilize organization strategies which improve learning outcomes for students.

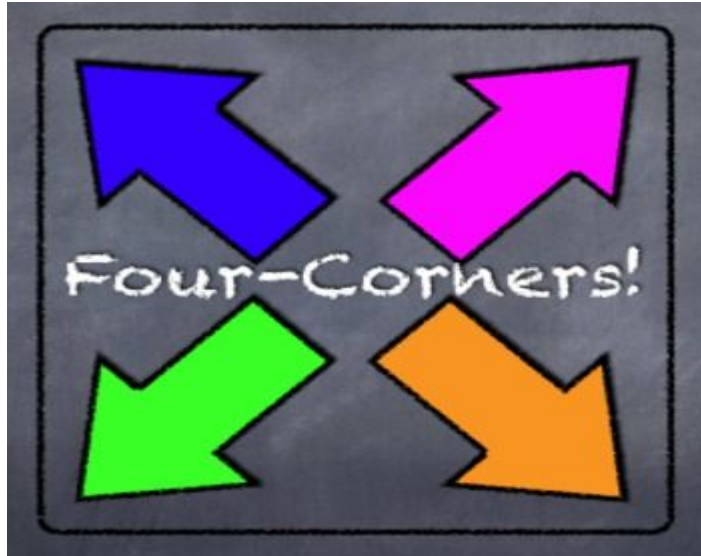


NORTHWEST
MISSOURI STATE UNIVERSITY

Introductions: Four Corners & Interview

Library/Museum

Sporting Event



National Park

Movie/Theater

Name

**Spring class
taught/focus**

**Good teacher
characteristic**

If you were not here today and could choose one of these four to be at where would you be?

Andragogy & Adult Learner Needs



- Andragogy is “the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children” (Knowles, 1980, p. 43). *Can be pronounced both ways!*
- Capitalizing on the premise that adults are more self-directed and motivated than children.
- “At the heart of adult learning is engaging in, reflecting upon and making meaning of our experiences” (Merriam & Bierema, 2014, p. 104).
- Hattie’s (2015) synthesis of 1000+ meta-analyses determined effect size of influences on student achievement. Effect size of greater than .4 is within the zone of desired effects and accelerates student learning. (Measured by Cohen’s d)
- Aligned to Northwest’s Institutional Learning Outcomes (ILOs) will be shared in today’s presentation and Part II.

Competency	Description	Learning Outcome in Today's or Next Professional Development
Communicating	Northwest students will demonstrate the role of writing and speaking in living and learning.	See Enhancing Intercommunication-Communication Strategies
Critical Thinking	Northwest students will engage in disciplined thought to generate and communicate ideas.	See Inclusive Classroom Structures & Fostering Authentic Student Connections: Cooperative Learning Next Session: Create and use authentic assessments to encourage students' critical thinking, problem solving, and performance skills.
Managing Information	Northwest students will locate, retrieve, organize, store, synthesize, and annotate various forms of information.	Next Session: Create and use authentic assessments to encourage students' critical thinking, problem solving, and performance skills.
Valuing	Northwest students will demonstrate the formation and context of values.	See Inclusive Classroom Structures & Fostering Authentic Student Connections: Class building, Teambuilding, Connections, Community Circles
Diversity, Equity, and Inclusion	Northwest students will be culturally competent citizens who engage comfortably with differences.	See Inclusive Classroom Structures & Fostering Authentic Student Connections: Class building, Teambuilding, Connections, Community Circles
Teamwork	Northwest students will engage in <u>teambased</u> activities, and identify the logistics, <u>value</u> and challenges of effective teamwork.	See Inclusive Classroom Structures & Fostering Authentic Student Connections: Class building, Teambuilding, Connections, Community Circles
Leadership	Northwest students will demonstrate effective and ethical leadership, and practice the skills required for such leadership.	See Enhancing Intercommunication-Communication Strategies

Inclusive Classroom Structures: Fostering Authentic Student Connections

Goal is to increase engagement and create authentic student connections: student/faculty and student/student

Structures for inclusive, authentic learning through culture and content applications:

- Classbuilding & Teambuilding
- Connections through:
 - Thankful, Thinking About, Thriving Thursday (Student Choice)
 - Wellness Wednesday: Yoga, Stretching, Journaling, Mindfulness, Breathing Exercises
- Culture Building Community Circle Discussions: What is the difference between surviving and thriving?
 - Circle up to see faces and review norms and values
 - Set the tone, purpose, and instructor starts by sharing

Student Teacher Relationship ($d = .72$) and Classroom Discussions ($d = .82$)

Inclusive Classroom Structures: Fostering Authentic Student Connections



Wellness Wednesday

What is something you are feeling stressed about or struggling with this week?

What is one thing you are most proud of in your role as a friend to someone this past month?

GROUP MAP & THE VEHICLES THAT GOT YOU HERE AND WILL TAKE YOU THERE!



Name

Where you call home

Internal value or what you learned from there that you brought here

Something learned from being here (at Northwest (change in paradigm))

You will complete a 2-minute quick write...

What data do you have and what have you learned about your student that will drive your instruction?

- ✓ **Table Teams**
- ✓ **Share answers**
- ✓ **Add TWO/TO your learning**

1. High-Leverage Practices: What does this really mean?
2. What are the four HLPs for Special Education?
3. Evidence-Based Practices: What does this really mean?

Enhancing Intercommunication -- PowerPoints

Utilize PowerPoints to guide and maximize critical thinking:

- Introduction Activity (Hook the students into learning concept)
 - Bingo, Videos, KWL Chart, Prior Learning, Think & Jot
- Learning Objectives & Course Objectives
- Notes, Activities, Content
- Closure: Week Ahead/Homework/Reminders



Introduction:
Anticipatory
Set Activity

Intellectual
Disabilities Bingo

Scan for your
BINGO card!



SLD Group Presentations next
week



Students with ID assignment



Chapter 7 Quiz

Homework
&
Reminders



Learning Objectives

- Reflect on what you have read and learned in your preparation on Students with Intellectual Disabilities.
- Explore fundamentals of Characteristics, Identification, and EBPs for Students with Intellectual Disabilities.
- View examples of supports given to Students with Intellectual Disabilities.

Course Objectives Addressed:

1. Candidates will summarize common etiologies, characteristics, and diagnoses related to various theoretical approaches, as well as medical and sensory aspects affecting individuals with disabilities.
5. Candidates will create plans of prevention and intervention strategies, techniques and evidence-based instructional strategies to be used to provide differentiation and support services in general education and special education.

Enhancing Intercommunication -- Cooperative Learning

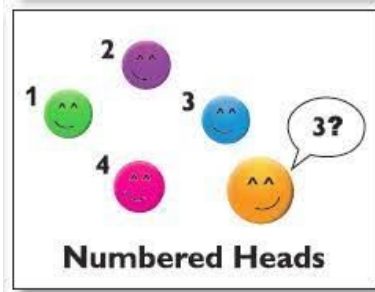
Slavin (1995) found cooperative learning increases:

- Student achievement
- Race relations
- Inclusivity and acceptance
- Self-esteem

Principles of Cooperative Learning

- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

Cooperative Learning Average ($d = .62$)



Something you struggle with in your classroom?



Easy to Implement Strategies:

- Hand - Pair - Share
- Shoulder Partner
- Quiz, Quiz, Trade (Review content)
- Numbered Heads Together
- Jigsaw
- Talking Chips

Enhancing Intercommunication -- Communication Strategies

- Weekly Kudos & Flags (Feedback d =.73)
- One-on-One Office Hour
- Office Hour Adjacent to Class Time

**10:30-12:30
Office Hours**

**12:30-1:20
62-109-Positive
Communication in an
Inclusive Classroom**

**1:30-3:00
Office Hours**

Student	Date of Meeting	Notes	Kudos or Concerns Info and Date
Last Name, First Name			
Last Name, First Name			

Semester: Fall 2022

Class List

62-394-01	62-109-05	62-109-12	62-119-07	62-119-10
<input type="checkbox"/> Kudos <input type="checkbox"/> Flag	<input type="checkbox"/> Kudos <input type="checkbox"/> Flag	<input type="checkbox"/> Kudos <input type="checkbox"/> Flag	<input type="checkbox"/> Kudos <input type="checkbox"/> Flag	<input type="checkbox"/> Kudos <input type="checkbox"/> Flag

Organizational Strategies to Improve Student Outcomes

Strategies for Increasing Clarity of Communication:

- Weekly Agenda Email (Template)
- Weekly Announcements Settings
- Consistent Due Dates (Sunday at midnight)
- Office Hours in NW360 and within Email

Signature

Teacher Consistency and Clarity ($d = .75$)

Bearcats,

I hope you enjoyed your week off and have come back ready to finish up the semester! We have reached the last week and this is your last weekly agenda!

To **prepare** for class, please:

1.

Reminders & Homework due Sunday at 11:59 PM:

1.

2.

3.

----- Are you practicing a growth mindset? -----

If a tree's strength is judged while it is still a seed, it is mistaken as weak. -- Idowu Koyenikan

Finish strong,

Dr. Lynn

Office Hours Scheduling: <https://nwmissouri.inspire.civitaslearning.com/login>

Please remember your ABC's: ATTENDANCE is crucial, learning is a BEHAVIOR, and COMMUNICATION and COLLABORATION make you a success.

More on a Having a Growth Mindset: <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>

Organizational Strategies to Improve Student Outcomes



Reminders and Seminar this week 4:15-5:15 on Wednesday

Dr. Farnan
All Sections

Nov 14 at 9:05am

Good morning! Hope you are all doing great! I wanted to send out a couple of reminders.

1. We DO have seminar at 4:15-5:15 this week via Zoom so I will see you ALL then!
2. I have sent calendar invites and/or emails to ALL of you to make sure we have your final observation and final conference on the calendar. Please check your email for these invites and/or an email to you directly to verify any dates/times that have been moved due to your teaching schedules.
3. Remember as you plan for your Observation #3 LIVE that WE WILL NOT MEET via Zoom right after as you have a final conference planned instead. Also remember that all three versions of lesson plans for your Observation #3 lesson must be uploaded at least 24 hours prior to when you teach that final lesson.
4. Please be working on your final assignments during the next couple of weeks. All assignments AND your Cooperating Teacher's summative evaluation must be uploaded at least 48 hours PRIOR to your final conference with me.

So, in short, please check your email and reply/accept calendar invites or other emails, prepare your lesson plans for Observation #3, and begin planning times to work on your final assignments and get your summative evaluation to your CT so you can get it filled out and meet with them about it.

Thanks!

Dr. Farnan

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"Achievement is a we thing, not a me thing, always the product of many heads and hands." –J. Atkinson



FERPA Request Form: <https://www.nwmissouri.edu/registrar/forms.htm>

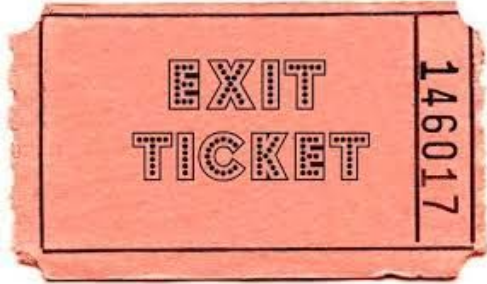
Schedule Office Hour Appointment: <https://nwmissouri.inspire.civitaslearning.com/login>

Date	Instructional Topic(s)	Reading & Assignment Due
Week 1 August 18	<p>Introductions, Expectations, Syllabus</p> <p>Read David Goes to School</p> <p>A Well Managed Classroom: 4-5 Brainstorming</p>	<ul style="list-style-type: none"> • All assignments are due Sunday at 11:59 PM. • Readings should be completed before coming to class. • Additional assignments and readings may be added as determined necessary by the professor.

Unit 1: Theoretical and Foundational Components of Classroom Management		
Week 2 August 23	<p>Classroom Management vs. Discipline</p> <p>Define Positive/Inclusive</p>	<p>Read before Tuesday class:</p> <ul style="list-style-type: none"> • Chapter 1-eTextbook • Joey Pigza-Chapter 1-2
Week 2 August 25	<p>Introduction to Basic Psychological Needs: Theorists</p>	<p>Due Sunday, August 28th:</p> <ul style="list-style-type: none"> • Chapter 1 Quiz • Joey Pigza-Discussion 1

Week 3 August 30	<p>Understanding Students Basic Psychological Needs: Theoretical Perspectives</p> <p>Identify and apply the seven positions that drive misbehavior</p> <p>Identify and apply the Covey's circle of influence/circle of concern</p> <p>Students at Risk for School Failure</p>	<p>Read before Tuesday class:</p> <ul style="list-style-type: none"> • Chapter 2-eTextbook • Joey Pigza-Chapters 3-4
Week 3 September 1	<p>Importance of Developmental Assets</p>	<p>Due Sunday, September 4th:</p> <ul style="list-style-type: none"> • Psychological Theories on Misbehavior/Behavior • Chapter 2 Quiz • Joey Pigza-Discussion 2

Closure: Part 2 & Exit Ticket



3 Things you *LEARNED*

2 *APPLICATIONS* to your current practice/class you will teach in the spring

1 *DESIRE* to learn in part two of workshop

Amplifying Andragogy Part 2

- Date: 2/16/2023
- Time: 3:15 PM
- Location: TBD (Face-to-face)
- Topics:
 - Identify and leverage program outcomes to create engagement for students.
 - Create and use authentic assessments to encourage students' critical thinking, problem solving, and performance skills.
 - Implement evidence based engagement strategies to increase student success.
 - Facilitate enriching classroom learning discussions and activities.

Resources

- Kagan Cooperative Learning Cheat Sheet
- 180 Connecting Circle Questions and Discussions
- Hattie Know Thy Impact for DESE
- Marzano's High Yield Instructional Strategies

References

- Hattie, J. (2009). *Visible Learning*. New York: Routledge
- Hattie, J. (2012). *Visible Learning for Teachers*. New York: Routledge
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79–91.
<https://doi.org/10.1037/stl0000021>
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass.
- Northwest Missouri State University (2022, December 14). *Northwest Institutional Outcomes*.
<https://www.nwmissouri.edu/aboutus/PDF/InstitutionalLearningOutcomes.pdf>