Group Responses to Questions asked as part of Day 6 PD Session.

1. What do you consider ‘life-long’ learning skills?

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| Respect for others | Ability to learn new languages |
| Ability to learn new technologies | What does plagiarism mean? |
| Group work skills | Differences between listening and hearing |
| Time management | Independent learning is important |
| Manage yourself like a business | Positive approach to problem solving |
| Accept criticism | How to find information |
| Learning how to learn | Intrinsic motivation |
| Responsible decision making | Self-directed learning |
| Asking questions | Showing up ontime |
| Problem solving | Learning from mistakes |
| Accepting failure, learning from it | Flexibility |
| Use your resources | Planning |
| Asking for help when needed | Overcoming challenges |
| Critical thinking skills | Creativity |
| Teamwork | communication |

2. How do your prepare your students for the college learning environment?

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| scheduling due dates | Greater responsibility for product choices and prioritirizing time |
| Lots of group work | Writing original research papers |
| Student responsibility for their own learning | Syllabus |
| Fewer assessments | Individual lab reports |
| Depth over breadth of knowledge | Presentations |
| Deliverables produced more often | Not allowing homework to be done in class |
| Portfolios | Each to take notes from lectures |
| Reflect on learning | Teach to read and learn from textbooks |
| College student guest speakers |  |
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3. Traditional vs. Nontraditional Students What are the challenges to having both in the same classroom?

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| Different needs to consider | Should we have different expectations? |
| High expectations for all | May not be as creative in EDP projects |
| Must be more flexible | Must rely on pedagogy |
| More willing to take chances | Different ways, more ways to succeed |

4. Do you agree or disagree with the concept presented? Why or why not?

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| Hypothesis is generalized | Students are at a different level of development than college students |
| Abstract / conceptual reasoning still developing, guidance needed | Society / culture plays a strong role in conditioning the student to expect handholding |
| We need to change the mindset at an earlier age (before high school) | This idea must be scaffolded …need to consider how student’s IEPs are written |
| Does this match up to how we expected to assess students, like the SAT’s? | We don’t want to hold their hands, but we have to take them where they are and move them forward. |
| Progression | Research is clear… inquiry is better but harder to implement…especially if exams are based on 100% vocabulary meanings |
| Needs to be a whole school shift in culture across departments, not just STEM | Teach it at college level because the skills are transferrable to the workplace like learning in college, its not the class but the process |
| My high school freshman accuse me of teach as if it were college…like it’s a bad thing! |  |
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5. If this concept IS implemented, what are the potential pitfalls?

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| Manage expectations for all skill levels | Differentiated instruction |
| Base level of knowledge | Time and time management |
| Scaffolding | Need modeling |
| Achievement gap already exists | Could destroy confidence |
| Parental pressure | Should be a smooth progression |
| Student do not necessarily have prior content knowledge | Frustration with assignment - boredom – behavior issues |
| I don’t get to choose my students, there is no admissions committee | SPED students ..IEP’s |
| Publish or perish | Greater failure and discouragement |
| Increased failure rate | Increased motivation and interest for some students |
| Would need strong administrative support |  |
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6. What are the differences in the roles of a K-12 teacher and a college professor?

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| K-12 Teacher | College Professor |
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| Pedagogical | Research focus |
| Lack of professional accountibility | Do not need to be good ‘teachers’ need to be good researchers |
| More discipline issues | Publish or perish |
| Less motivated students | Preparation for workforce |
| political | Students more responsible for their own success |
| Responsible for student success | Narrower range of abilities |
| Communication with parents | Student failure is accepted |
| Focus is to inspire and prepare for higher education |  |
| Community influenced |  |
| Skills on top of content |  |
| Cognitive levels are different | Cognitive levels are different |
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