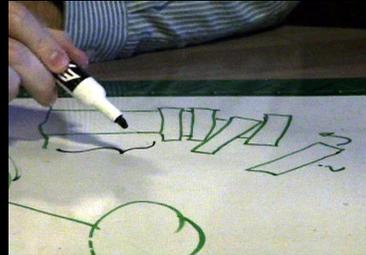
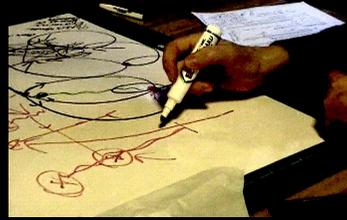




Joe Duggan
Cascadia College

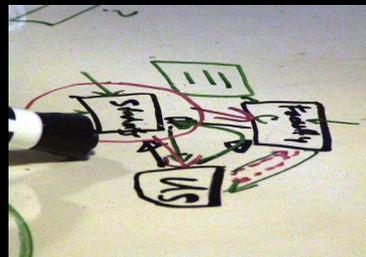
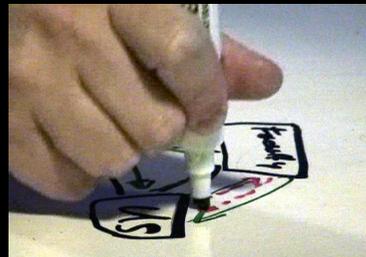


Christine Martin
Pierce College

State Assessment Liaisons



Klint Hull
Lower Columbia College



Robin Jeffers
Bellevue College

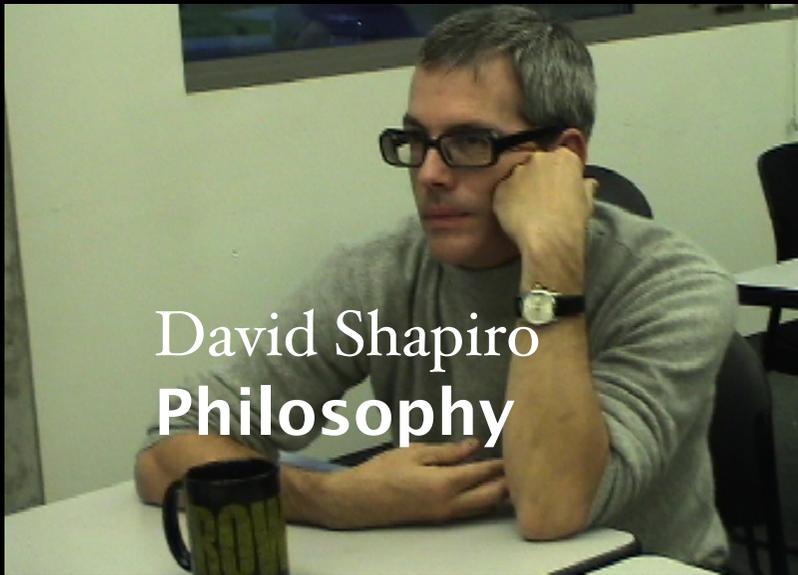


Lesley Williams
Biology



Todd Lundberg
English

After Watching the Cascadia Faculty Discussion



David Shapiro
Philosophy



Julie Planchon Wolf
Library



Christine: Well, here it is. We are talking about outcomes: looking at how theories are stacked up is one outcome; the other outcome is knowing the content. The instructors were struggling with that problem.



Joe: It gets back to this idea of having different people with different parts of the chemistry puzzle and then we saw different group with different sets of filters looking at the same events.



Robin: If I were the chemistry teacher, I would be like Lesley, concerned with fixing this because some of the students were not getting it. But we are not the chemistry teacher. We watch the way they make meaning; we watch the way they perceive; we watch the way they interact.



Klint: We may be coming at this from different angles, but we are getting to the same point. These students are constructing their own knowledge. This is not about finding the right answer; this is about knowing how to do science per se. The big idea is: what is science and how do you practice it well?



Klint: One of the interesting events was what Todd noticed: they are not using all their resources. As an instructor, that would be good feedback for me to cue them to go back to some of their available sources.



Joe: I know I have been in situations when I know that I can find the right answer by going back to the book, and I have made a conscious decision not to do it. If I go back to the book, I would be given a fish, not taught to fish, and be done for the day.



Klint: I am talking about using evidence and drawing upon basic sources. They did not understand if the sodium had a positive or negative charge and what it was doing. They did not consult their basic, lower level resources to know whether they were building the correct tower.



Christine: But it does come back, I think, to the outcome that is desired and how that will be facilitated.



Robin: I am not sure that was what Lesley, the biology instructor, was thinking about as the outcome.



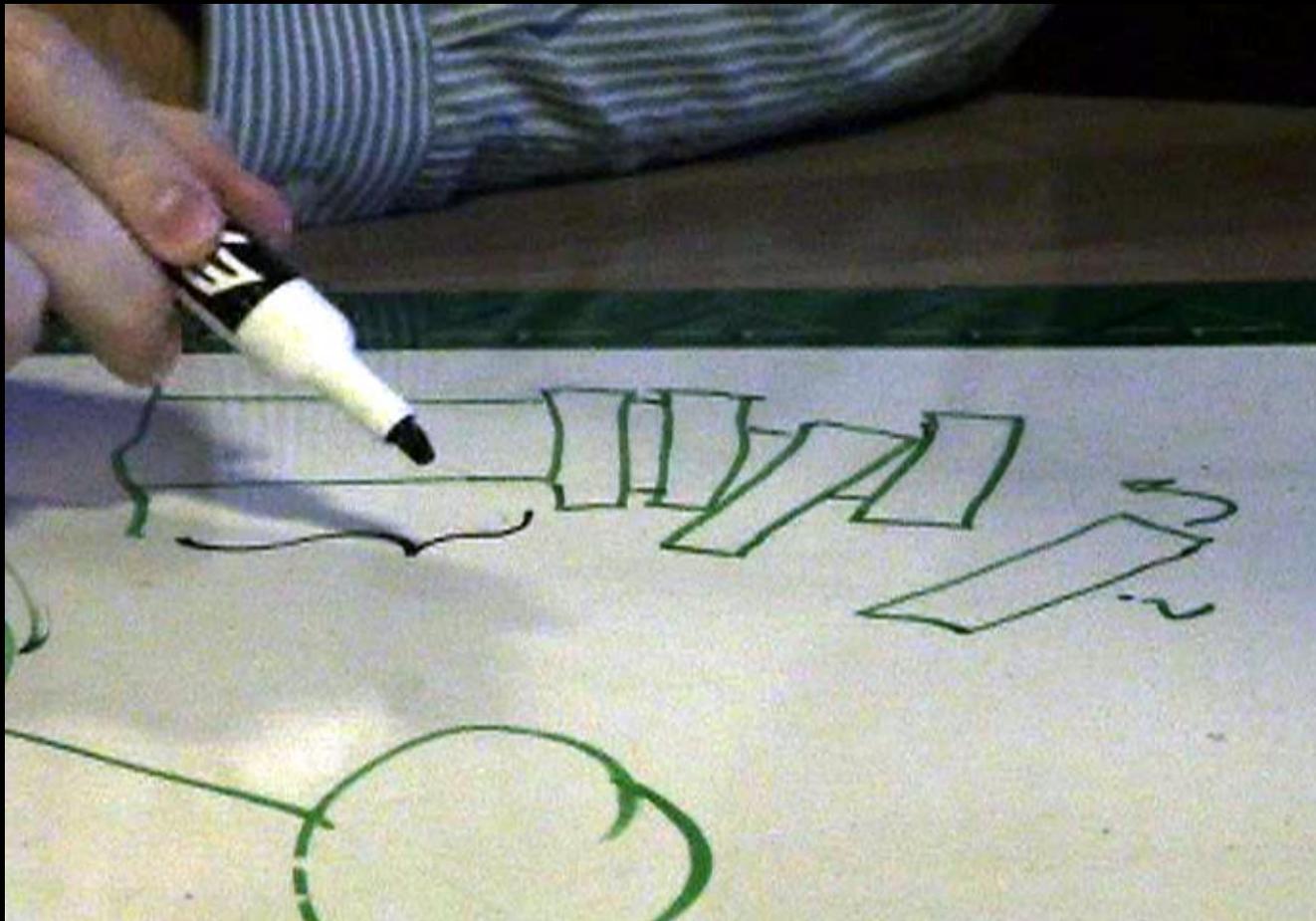
Christine: I agree. Unless there is a stated outcome in that course about critical thinking or understanding and explaining science. If that was what the goal was, they were doing that.



Robin: I think the goal was to know dissociation and be able to explain it.



Klint: I am trying to draw what I think you are talking about.



Klint: Todd and Lesley's concern was that the students were on shaky stilts here. They didn't have a solid foundation.



Klint: That's where going back to the book to check on sodium would have helped them get their beams back into place.



Klint: It wasn't a question of finding the right answer; they won't be able to apply this skill in other contexts without understanding why they were getting the wrong answer.



Klint: So, getting the wrong answer is probably more valuable to them in the long run than getting the right answer at this point.



Robin: I agree with you. But Lesley was concerned that not every member of the group had the same level of understanding. Therefore, it is a failure. She had a specific idea of what she wanted and that outcome did not seem to be achieved by all students.



Robin: There was a lot of good stuff going on that she seems not to understand as legitimate.



Klint: Didn't she have a legitimate concern though? What if our students have this wonderful understanding of process and how to work together as a team and they still can't arrive at the right answer?



Christine: What we don't know is what the instructor had planned next.



Robin: Yes, but that is not what this is about. This is about videotaping this one interaction so the students can watch themselves learning...



Robin: ...and the chemistry faculty can see, because this is assessment, the closing of the loop: “We are going to make these changes, so the 50% of the students that Lesley is worried about will have a shot at it.”



Robin: This is a recording of the students, so we can figure out how they learn and see if we can help them along that way.



Robin: We are bouncing back and forth between the levels of what was happening in the classroom and the metacognitive cut we are taking on it.



Robin: These instructors were looking at it differently, as you said, Joe. So this, then, is a professional development tool, right?



Robin: When the Bellevue Community College faculty watched this, I think they took away from it that this would allow them to make changes in the classroom.



Klint: We are blurring the line between assessment and learning and teaching. We have been looking at our interpretations of this event and looking at how those faculty interpreted it in different ways.



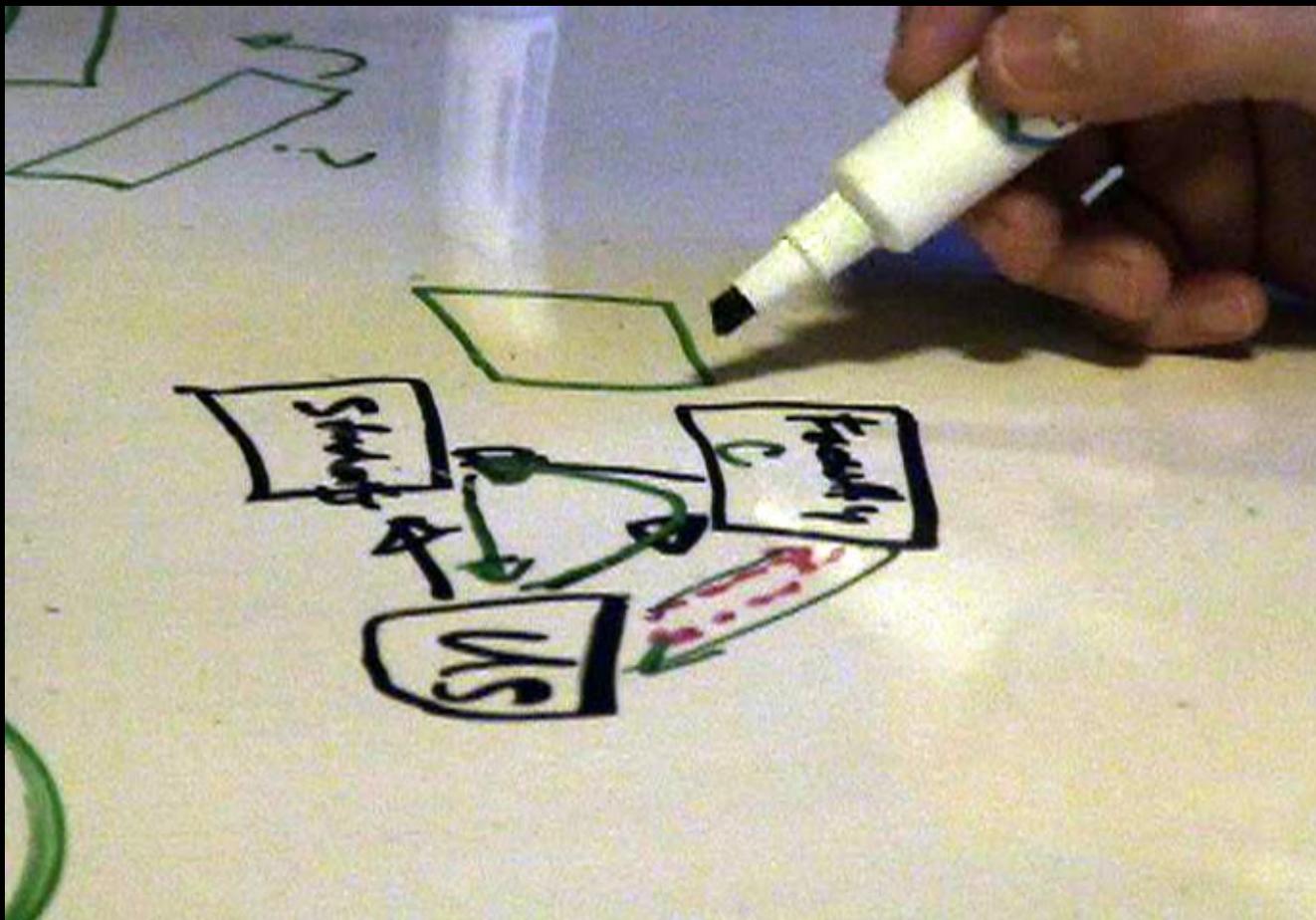
Klint: My interest is in looking at their processes as faculty and how this becomes a learning tool for us in how we do this professional development more effectively.



Klint: What do we notice about how these faculty were interacting...



Klint: ...that can inform us about how we are using this process to do this teaching, learning, assessment thing better.



Robin: The piece missing is the North Seattle chemistry faculty.



Robin: I am concerned that these people look at this as an exemplar of good work rather than a glimpse into where we can do a better job.



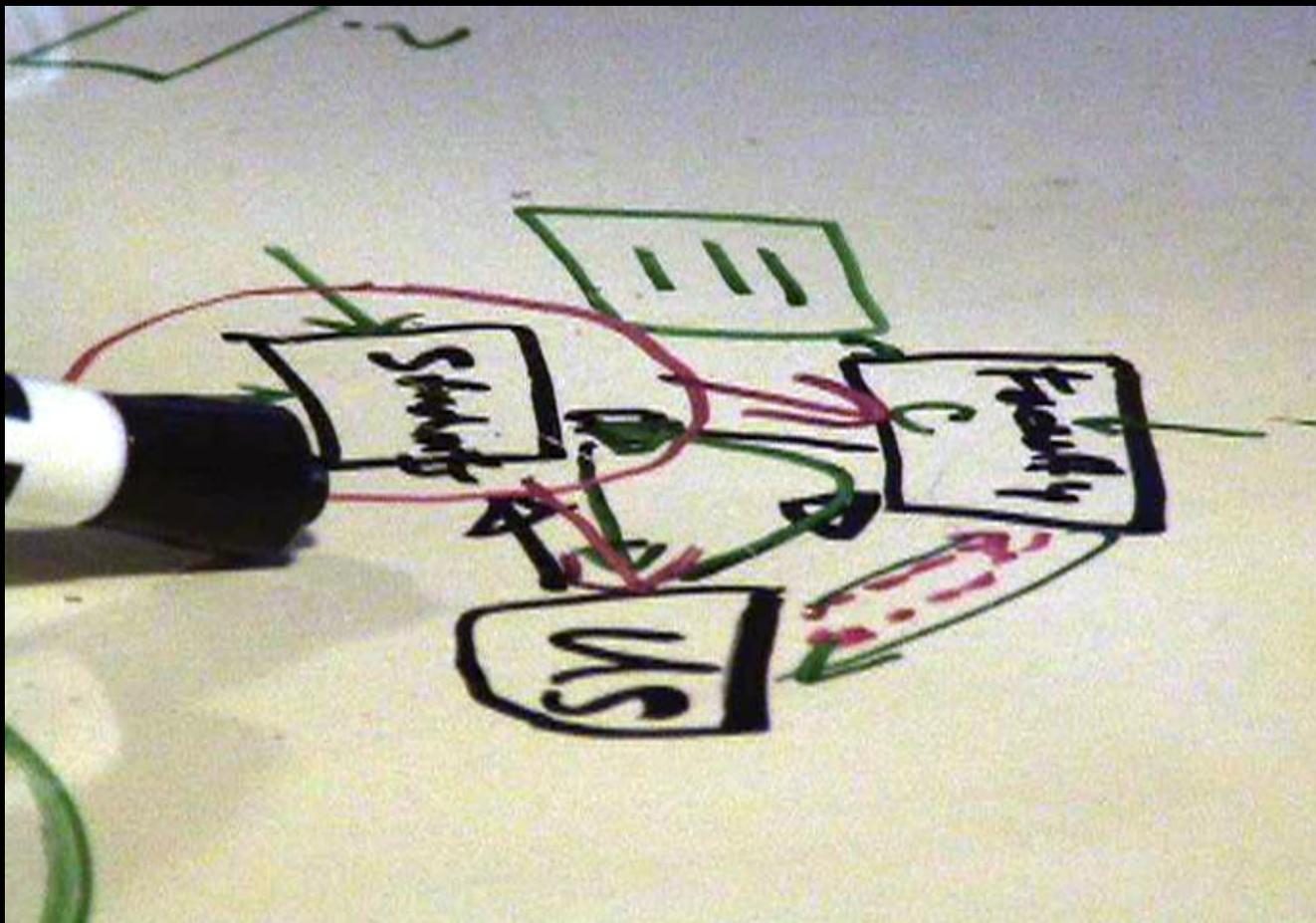
Joe: You, know, the faculty started off focusing on the answer, and we saw how that could apply to a syllabus. Both of these initial reactions were about how it can be used. It is interesting to me that in the end we all came to focus on the processes. It began by being personal, informed by our individual interests, and later, after reflection, it moved into something else.



Christine: What is happening right now in our conversation, between us and the faculty, is leaving out student learning, which is exactly where we need to be.



Christine: This should be informing this which is informing this.



Joe: But that was our previous discussion.



Klint: Looking at the faculty's conversation becomes a learning tool for us.



Klint: Ideally, we would have those faculty here as part of that conversation. Just like the instructor was using the slide show in class to reflect on what happened — metacognition about the learning process here.



Klint: Maybe we need to focus more upon how the conversations the faculty had gave them better insights into how to better do their jobs. I am glad we are going in that direction.



Christine: So what we need is some reflections on their part, what they learned from going through this process.



Klint: Closing the loop on their processes — what are we doing as a result of seeing that.



Christine: What would I do again? What would I do differently?



Robin: I still want to know what happened among the chemistry faculty at North Seattle. They would view it entirely differently than the Cascadia faculty.



Robin: So as faculty development possibility you have two different possibilities.



Klint: This can be used in all of these contexts. The administrators can look at this and tape their discussions, too.



Robin: We need to show this to the Spellings Commission. That is what needs to happen.



Robin: In faculty development this could be used to pick up what faculty are seeing and what they are missing, for example, in the attitudes toward group work. We have a wide variety of attitudes about what group work is supposed to accomplish.



Klint: We have a wide variety of attitudes about what assessment is trying to accomplish, too.



Joe: Then we can discuss how the faculty see what we are doing. I am pretty sure there would be a few eye-openers in there.



Robin: We could end up with a war, everybody yelling at everybody else.

Laughter.