

● Ideas about “What Works” (with Students)

- Open does not have to be a complete overhaul right away, take it **one manageable piece at a time**
 - Open Pedagogy- baby steps- did not try to create the WHOLE course with the students. Choose one piece of the syllabus to focus on
- Open suggests continuity. The "work" does not have to end when the class is over.
- Focus on **community building with students**
 - Professors provide learning communities for students.
- When we give students a chance to discover knowledge on their own (with our guidance) engages them more than us telling them stuff
- Helping students **connect what they're learning to something personal to them** engages them in the work
 - Students work well exploring topics relevant to communities / locations with which they have place attachment
- Instead of taking points away for lack of attendance/participation, **incentivize by adding points** for positive attendance and participation.
- When we ask students to share what they're learning, we have to give them **multiple channels for sharing**. Some students are very quiet and shy and don't feel comfortable verbalizing.
- Starting class with **student shared current events showcases** self regulated learning and provides a foundation for an integrative perspective class discussion to kick off the day.
- Building even more feedback into my students self-reflection essays. Phrasing self-directed learning as healthy habit building.
- I could incorporate a 'takeaway form' like this one into my IS1115 class! Knowing I am expected to deposit my takeaways has altered my level of engagement as a professional and I can only imagine the engagement from students.

● Preparing Students for Open

- **Communicate the what, why, and how of opens with students**
- Students may be better equipped to co-create some parts of the syllabus than others. For example, they seem to have trouble with the part that specifies how grades are determined. But they seem to have an easier time with participation guidelines and attendance policies.
 - Possible problems and successes with co-creating syllabus and the need to revisit.
- Discussion re: **students not being fully ready for leading discussion groups**. We generated great ideas for 'baby steps' toward this skill. One that I will use is having students submit questions that will then form the basis of the discussion. I may assign roles to students such as host, time keeper, summarizer.
 - We discussed that there is a need to scaffold the skills necessary to turn over control to students, whether it is through discussion strategies or complete control of a course.
 - Strategies to build agency in discussion: Lit Circles; Spiderweb discussion; student-authored prompts in a bag; etc.
- We talked about how to **encourage vulnerability and a supportive, respectful environment in our classrooms**.

● “Problems”/ Challenges/ Issues/ Doubts

- **Shifting levels of comfort depending on who you're talking to in the university**--you have different levels of comfort with your colleagues in the [learning?] community.
- First year students: are they ready for this?

- Some students want their posters to be about their project. (?)
- Some other faculty are having some problems with attendance, participation and students not being engaged.
- Using the techniques of "ungrading" is a bit more complicated than I originally thought. In fact, it took me way too much time to give feedback as opposed to just grading.
 - Ungrading has different challenges in different contexts or activities.
- **HOM and "our topic"** are two too-distinctly defined arenas that have proven **more challenging to integrate** than expected. HOMs about fluid and learning through failing; topic is concrete, with expected deliverables with deadlines and consequences for failing.
 - lack of connection between HoMs and project; can't find how they sync
- It seems like faculty are more hung up on grades than students are. If we can explain how feedback can be used, students seem to be ok with just getting feedback.
- You can't force students to collaborate with each other.
 - Grouping and grading....getting students to work together and how that might best be assessed.
- 40% of our students print online materials, so important to keep access to hard copy as we develop OER at PSU

● The CP(LC) is + how to ensure/ expand:

- Risk-taking in a supportive environment.
 - Learning communities are spaces to play that release us from the tyranny of perfection!
 - Safety, lack of judgment, come together to support
- A learning community is fun but can be scary.
 - Encourages us to leave our comfort zones which can be really scary and uncomfortable. Can be messy but with lots of colors. Requires trusting, open, honest relationships.
- Can share too much can impact tenure track, be careful but a safe place can assist.
- Everybody has something to contribute and doesn't have to be the same.
- Space where we can focus on the work that we value with a goal of progression and change.
- Sharing- you are not alone in a university. Professor is a lonely profession, busy with workload, community has been an opportunity to share and engage. Never has been a focus on faculty, helpful to connect and share ideas.
 - It makes you feel connected to like-minded people.
 - Continuing to develop my own teaching pedagogy in collaboration with others at PSU.
- Provides hope in a not so hopeful environment.
- Identify things not happy about, camaraderie can assist to navigate the concerns that appear.
- Reflective practice is eye opening.
- Learning new things about technology and why we should use it.
- **How to ensure/ expand:**
 - Joey Rino's comment: "What is the CPLC were not just the icing but the center of what I do?"
 - Can the work of the CPLC become the central focus of our work rather than the icing on the cake?
 - We want to make the work of the learning community the center of what we do rather than having to be extra.
 - The CoLab is a safe space for many of us to improve our practice and think about who we are as educators, but how do we expand it and allow it to radiate throughout our university community?

- How will our answers to our questions change once the shifts we're talking about become the norm across the university rather than exception?
- The CPLC is a site of potential innovation. How can we ensure that innovation?
- Noticing the emergence or persistence of many designated "spaces" (temporally and spatially) for learning communities to meet.
 - Community looks like "reflective practice", what we are doing today, University Days can be a learning community but the timing is challenging.
- How does the CPLC exist in your department/program? Have you been able to implement change or bring these ideas to others?

● What is Needed

- Our group feels the need for continued **discussions about ungrading**, as well as about grading and **what grades mean**. People who are teaching TWP for the first time feel a particular need for support about ungrading (and about grading).
- Today someone mentioned that the course they planned to implement PBL in was canceled. This means that we have a person that invested time in the CPLC & in course prep plus we used grant funds to support this work only to have the chance to have this effort not be implemented.... This seems wasteful. Can CoLab work with Academic Affairs to see if CPLC members who are working on helping PSU with changing teaching & courses get the chance to implement their work?
- Maybe we need a **Part II plan** for the first CPLC group when we 'finish' in May. What is the message, experience, and overall role that we can bring to the wider university? It does not seem like enough to simply fade back into our own academic bubble.
- Shared, transformational leadership is important at PSU. This is key to cluster success. This leadership would be beneficial in the next CPLC group. There are peers that are very resistant to open and technology in general. I think discussing this in a culturally appropriate fashion be helpful.
- I am curious if the CPLC could **develop additional question(s)** that we can add to our **course evaluations** for professors in the CPLC so that student reflections of how we've implemented ideas from the CPLC can be collected as useful data about the success of the program.
- Is there interest or a **need for faculty PD** on scaffolding and discussion strategies that are student-driven?
- At the program-level, we need to have more discussions about the transference of knowledge and skills BETWEEN courses. Are they building knowledge or just carrying it long enough to finish the course?
- We are more puzzled about how to do that [encourage vulnerability, respectful environments] at the university level. One way might be to invite more "outsiders" into the CPLC.
- There is a strong connection between the Integrated Perspective Habit of Mind and the design thinking phase of Empathy. We should make that connection clearer.
- I'm wondering if we could continue CPLC and maintain the name for continuity sake? Even though there might not be funding the PD and collegiality are so incredibly valuable that I would like to continue. It seems sensible to continue with the structure that has already been established.

● Excited About

- I AM SO EXCITED ABOUT THE COLAB MENTORSHIP AFFILIATES. Yes, all caps are necessary :)

- **Miscellaneous**

- "You can't import someone else's good idea into a different context and expect it to work' - RD
- Re: alignment in learning communities: the chapter on alignment in Betsy O Barefoot's The Undergraduate Experience is useful.
- That as a PAT this is my Professional Development!