

The T3 Framework for Dynamic EdTech in the Classroom

Facilitator: Sierra Adare-Tasiwoopa ápi

This FLC will investigate a new framework to elevate instructional practices with technology in order to maximize student learning. Using the T3 Framework, a method that categorizes students' learning as translational, transformation, or transcendent, we will learn how to create transcendent learning environments and lever digital tools to better engage learners, foster innovation, solve difficult problems, and improve student success outcomes. We will also explore the pedagogies of deep learning aligned with the T3 Framework and develop evaluative rubrics to self-assess current technology use, establish meaningful goals and learning outcomes, and track progress toward those goals and outcomes. The text for this FLC is *Disruptive Classroom Technologies: A Framework for Innovation in Education* by Sonny Magana.

Making Thinking Visible

Facilitator: Sierra Adare-Tasiwoopa ápi

This FLC will explore visual literacy through Visible Thinking, a research-based approach to teaching critical thinking skills. Initiated by Harvard's Project Zero, Visible Thinking enhances students' thinking and comprehension abilities by developing students' thinking dispositions, while at the same time deepening their understanding of the topics they study across the disciplines. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices, including thinking routines (small sets of questions or a short sequence of steps), as well as ways of documenting student thinking. Using the program outlined in the book *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*, we will examine the process of visible thinking that:

- Helps direct student thinking and structure classroom discussions
- Can be applied with students at all grade levels and in all content areas
- Includes easy-to-implement classroom strategies

Classroom Technologies: Strategies and Solutions

Facilitator: Sierra Adare-Tasiwoopa ápi

This FLC will be driven by issues that the participants want to address rather than a book study.

Teaching Naked: Technology and Active Learning

Facilitator: Chris Garrett

In this FLC we will center our discussions on ideas presented in a book by Jose Bowen, President of Goucher College, titled *Teaching Naked: How Moving Technology Out of Your Classroom will Improve Student Learning*. How can we maximize the time we have in the classroom with our students? How can we utilize technology out of the classroom to help students prepare for meaningful interactions with faculty? This FLC will focus on ways that we can promote and create active learning environments.

Small Teaching: Everyday Lessons from the Science of Learning

Facilitator: Chris Garrett

Many of us would like to transform our teaching and re-design our courses but such tasks may seem overwhelming. We just don't have enough time to overhaul our classes. Our Faculty Learning Community will look for ways to make small, manageable changes in our teaching that are easy to implement. We will utilize a book designed for this purpose by James Lang, *Small Teaching: Everyday Lessons from the Science of Learning*.

Teaching the Whole Student: Engaged Learning with Heart, Mind, and Spirit

Facilitator: Christine Draper

This FLC will utilize the book, *Teaching the Whole Student*, a compendium of engaged teaching approaches by faculty across disciplines. The authors of this book are deeply committed to heart work...work that moves far beyond assigning readings and grading papers. The professors who wrote for this collection are willing to make themselves vulnerable by looking to grow beyond their disciplines, and because of that they are role models for all of us-kindergarten teachers to graduate school instructors. Topics discussed include:

- Teacher-student relationships and community building
- How teaching the whole student increases persistence and completion rates
- How an open learning environment fosters critical understanding
- Strategies for developing deep social and personal reflection in experiential education and service learning

Pedagogy of the Oppressed

Facilitator: Christine Draper

This FLC will have us considering some deep theories which may change your view of education and make you more conscientious of the diverse students you work with. Paulo Freire's book, *Pedagogy of the Oppressed*, explains how to allow the oppressed to come to their own conclusions about the ways of the world, instead of treating them as a container to be filled with a teacher's purportedly superior ideas. Freire gives an actionable method for guiding oppressed people to take an active and critical role in their education: through the use of easily executed thematic studies and questioning. He includes many historic examples to create a strong foundation for his arguments.

Teaching Controversial Topics

Facilitator: Shantal Marshall

This FLC will provide opportunities to for faculty to discuss best practices and their experiences in teaching controversial topics. One book that we are considering using for this FLC is a recently published volume titled *Difficult Subjects: Insights and Strategies for Teaching About Race, Sexuality, and Gender*.