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Contextualization in a Guided Pathways Framework - Career Outcomes and Designing with the End in Mind

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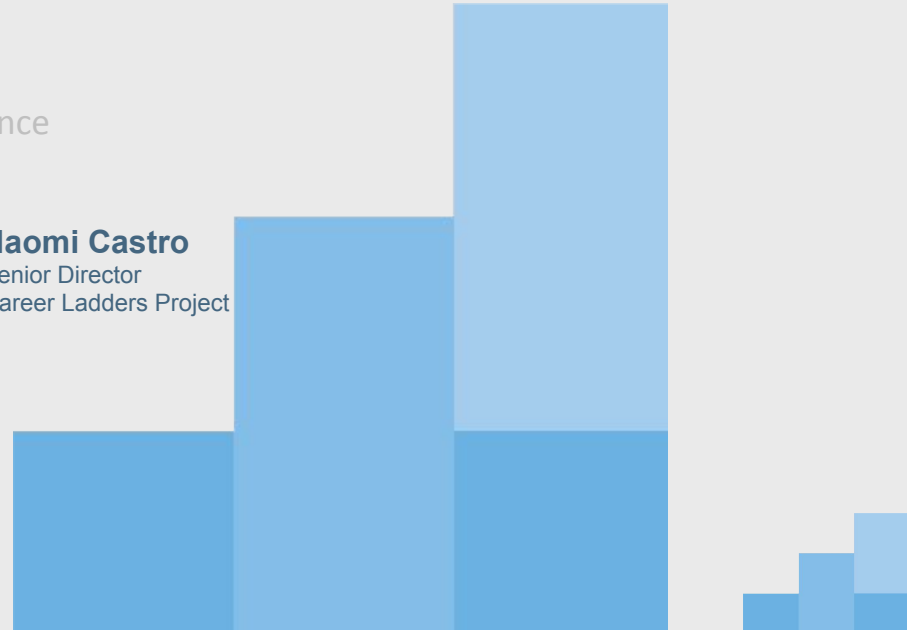
Opening activity: Let's make something!

At your table there is a handout with two writings about hearts.

Please read through these and, with both the writings and your own journey through college and into your profession in mind, decorate a heart.

About Career Ladders Project

We promote equity-minded community college redesign.

We collaborate with colleges and their partners to build capacity for redesign. We research, demonstrate, and elevate promising practices. And, based on our work, we offer policy recommendations to help advance student-centered reform.

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Types of CTL: Single Course with Infused Context
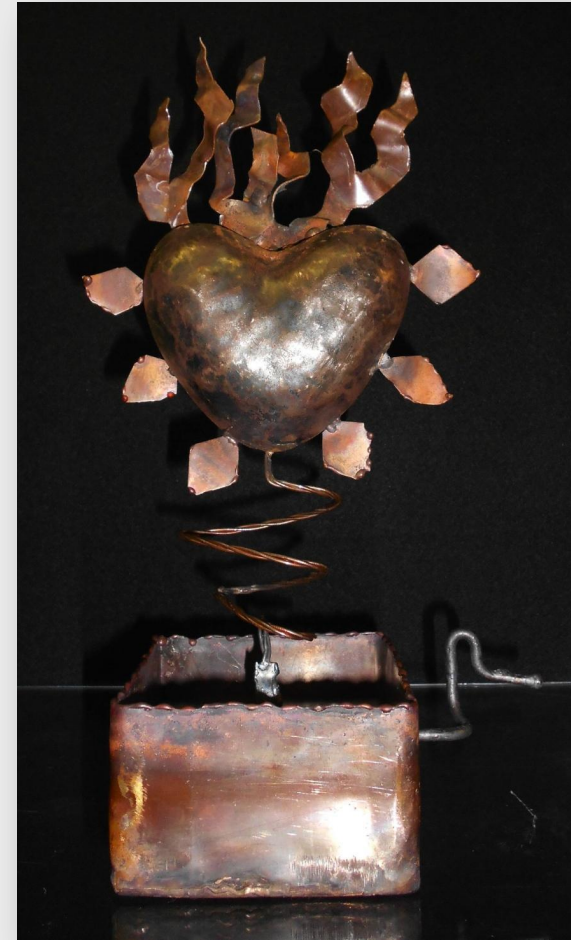
English in Welding Class
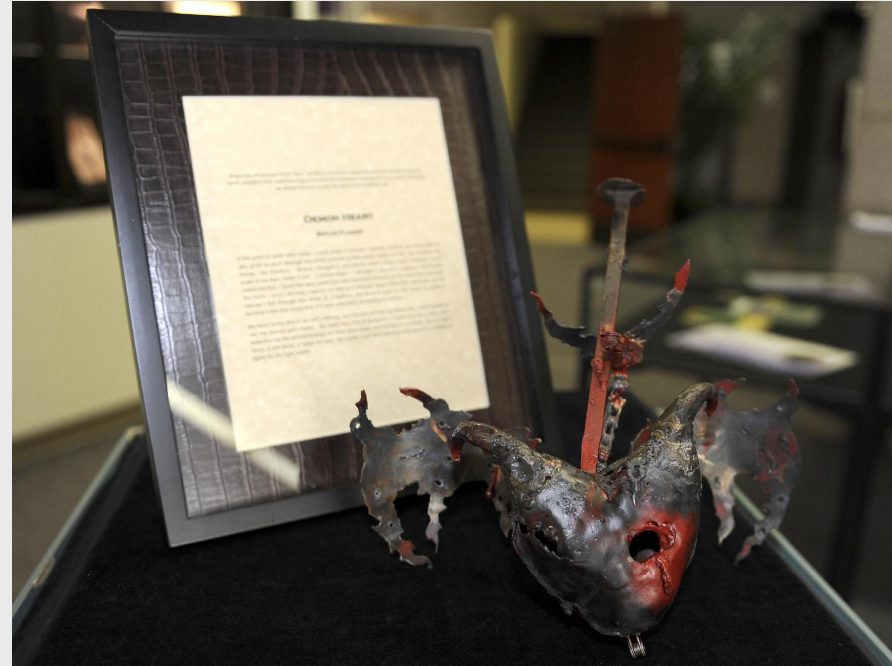
Types of CTL: Single Course with Infused Context
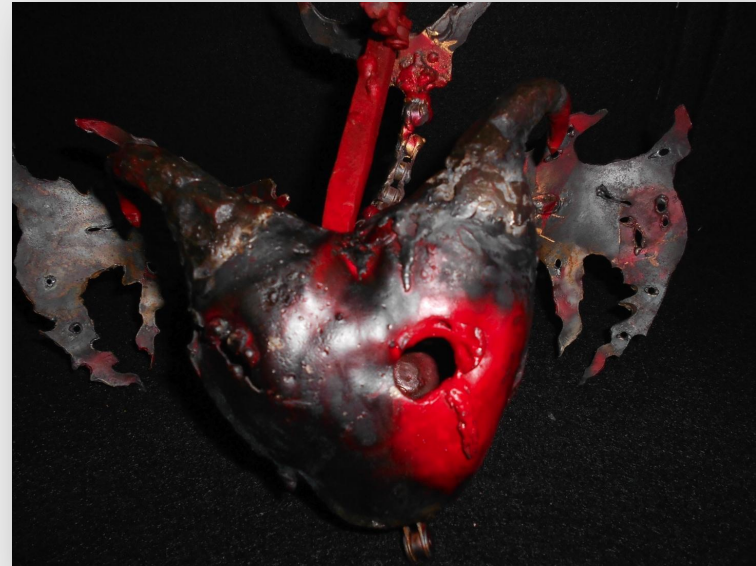
English in Welding Class

IRON HEARTS

- Students read poetry about "polishing" their hearts in English class

- Write vignettes about their own transformation in welding

- Create metal hearts in welding

Types of CTL: Single Course with Infused Context

English in Welding Class

"I could shape it anyway I wanted, nothing was impossible. It was great to work through the entire process of fabricating metal, the fire, the forming, the fusing... the freedom."

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Types of CTL: Single Course with Infused Context

English in Welding Class

"My journey started with a feeling of intimidation and ended with a feeling of accomplishment.... I can do this and I made it mine!"
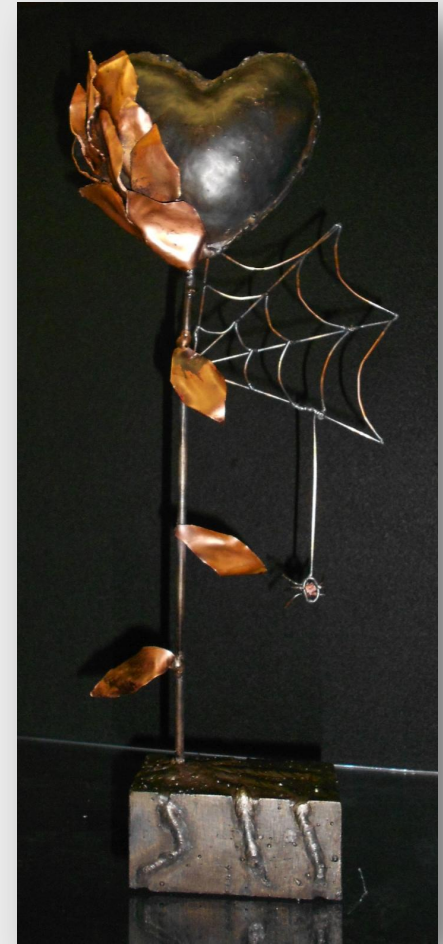
What is Contextualized Teaching and Learning?

"A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student."

— Mazzezo, Rab, and Alssid, 2003

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Why Contextualized Teaching and Learning?

Most people learn better and faster, and retain information longer, when they are taught concepts in context. That's because contextualizing:

- Makes learning relevant
- Deepens understanding of concepts
- Engages students in content areas early, leading to better retention and persistence
- Increases learner confidence and enthusiasm
- Enhances interest in long-term goals & education

"At least for me, it was a lot of not knowing where to go. Like communications. Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?"

– Student focus group participant

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Types of CTL

Single Course with Infused Context	Cohort / Linked Courses	Theme (without a cohort)	Within a Guided Pathways Structure …

● English in Welding Class	● Learning Communities
	  ○ Puente
	  ○ FYE
	● Team Teaching
	  ○ I-BEST Model
	  ○ Carpenteria Fina
		● Essential Questions
		● One Book	

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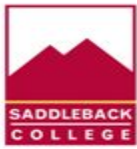
Beginning the Conversation:
Completion, Persistence, Retention Retreat
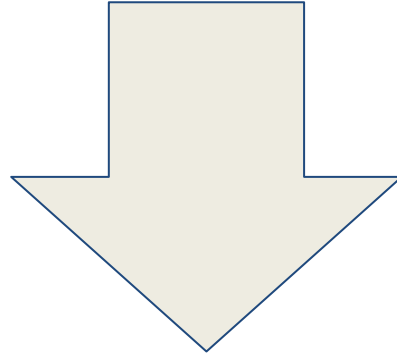
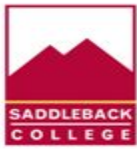# Contextualized Composition in Saddleback Learning Pathways

CPR Retreat III

Connections = Completion

Collaborating across disciplines to increase completion

The whole is greater than the sum of its parts.

-Aristotle

CPR Retreats I & II

2017 - Building a space for meaningful change (presenting throughput data)

2018 - Inspiring leadership in a time of change (presenting co-requisite and acceleration models)

- Increased communication and collaboration between departments.

- Increased presence of student support services in the classroom.

- Increased awareness of upcoming changes required or inspired by AB705.

CPR Retreat III

2019 - Collaborating across disciplines to increase completion

- How can we create a culture where critical thinking is an institutional value?

- How are we making sure this value is reinforced across disciplines?
- How do we move towards a culture of risk-taking?
- How does interconnectedness sustain motivation?
- What would a cross-disciplinary enterprise look like?

SADDLEBACK LEARNING PATHWAYS VERSION 1.2

Applied Trades

Gain the competencies needed to build credentials for lifelong career success in various industry sectors such as computer technology, cosmetology, hospitality, manufacturing, travel and tourism, and many more.

STEM and Pre-Med

Designed for those who are curious about the natural world and how it works, these programs provide preparation for a career in science, technology, engineering and mathematics, as well as medicine, dentistry and pharmacy.

Health and Wellness

Prepare for careers in the world of health research, medical treatments, nursing, physical education, physical therapy, fitness instruction and nutrition.

Social Sciences and Education

Learn about human behavior and society and sharpen your critical thinking and research skills. Better understand the social, education, political and psychological factors that impact our world.

Arts, Literature and Languages

Supports a community of learners broadly focused on visual and performing arts as well as application of artistic and cultural expressions. The knowledge and skills gained will prepare you for opportunities in a broad range of fields such as creative arts, teaching, translation and interpretation, journalism, media and entertainment.

Business and Economics

Learn current business practices and technical skills that will open doors to business, law and other careers that drive the global economy of today and tomorrow.

Learning Pathway

"If institutions are to significantly increase the retention and graduation of their students, especially those from low-income backgrounds, their actions must be centered on the classroom. They must **focus on improving success in the classroom, particularly during the first year and lead to changes in the way classes are structured and taught and, in turn, experienced by students, especially those who have not fared well in the past.** **Furthermore, <u>institutions must align those classrooms</u>, one to another, in ways that provide students coherent pathways of courses that propel them to <u>timely program completion</u>."**

Completing College: Rethinking Institutional Action
By Vincent Tinto
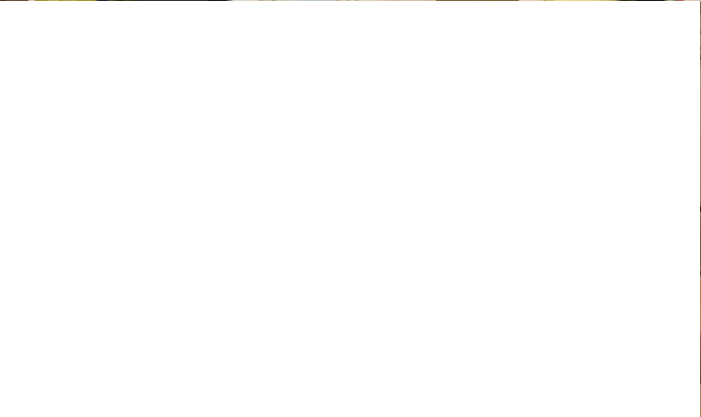
| 11105 | ● CLOSED | Open Seats: None | M W | 8:30AM - 10:20 | ♀ LRC 147 | ▲ C. Hayter | ≡ DETAILS 📚 BOOKS |

📚 ZERO TEXTBOOK COST   There is no cost for textbooks for this class.

📄 This course will focus on issues inspired by STEM (Science, Techology, Engineering, Math). This is not a science or math course and no prior knowledge in these fields is necessary.

| 11280 | ● CLOSED | Open Seats: None | Online | | ⊕ ONLINE | ▲ S. Ochi | ≡ DETAILS 📚 BOOKS |

📚 ZERO TEXTBOOK COST   There is no cost for textbooks for this class.

📄 This class is available as an Internet Class; instruction will be offered via the Internet. Is an online class right for you? Please take this quiz: http://www.saddleback.edu/de/DEquiz.html See class tips for online education at http://www.saddleback.edu/oe/online-class-tips, and course access instructions at http://www.saddleback.edu/de/student-technical-support/. This course will focus on issues inspired by Health and Wellness.

📅 **Full Term: 8/19/2019 to 12/18/2019**

TICKET			SEAT COUNT	DAY	TIME	LOCATION	INSTRUCTOR	INFO
11230 ● OPEN	🛒 ADD TO CART		Open Seats: 25	Online		⊕ ONLINE	▲ C. Goulding	≡ DETAILS 📚 BOOKS

📚 NO COST   There is no cost for textbooks or materials for this class.

📄 This class is available as an Internet Class; instruction will be offered via the Internet. Is an online class right for you? Please take this quiz: http://www.saddleback.edu/de/DEquiz.html See class tips for online education at http://www.saddleback.edu/oe/online-class-tips, and course access instructions at http://www.saddleback.edu/de/student-technical-support/. This course will focus on issues inspired by Business and Economics.
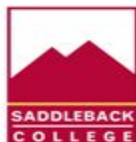
ENG 1A
Fall 2019
Assignment 1

100 points (10%), around 3 pages, MLA format

Readings

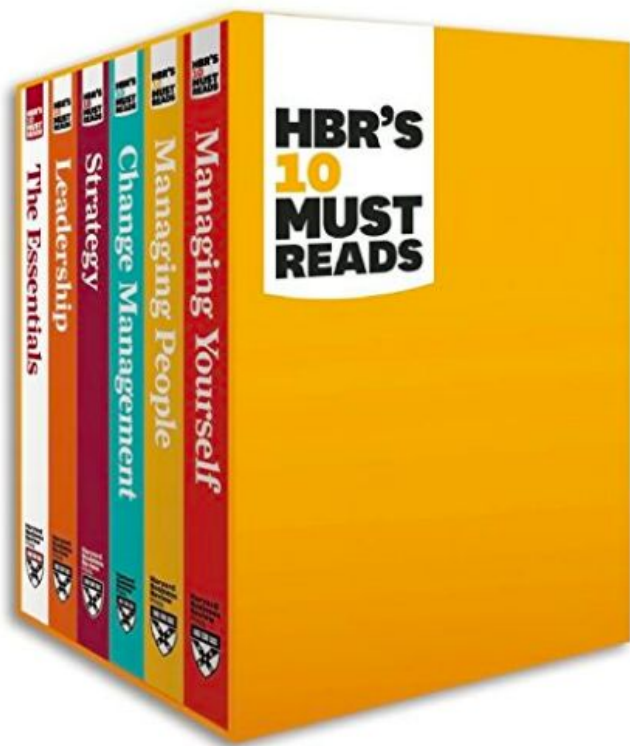"What Makes Us Tick"
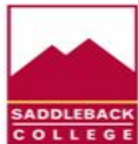"I just wanna be average"
"Theme for English B"
"Managing Oneself"
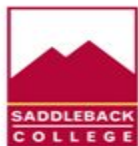Your writing, and the writing of your classmates

Prompt

Write a paper that compares/contrasts your most motivating experiences/activities with your experiences
in English classes, specifically reading and writing.

Hughes, Rose and Christensen all put things in a certain light where I understand some things better. But more so Hughes and Rose, I'll start with Hughes I read the poem "Theme for english b" about ten times each time I got a better understanding. He says " You are white—yet a part of me, as I am a part of you. That's American." American isn't white, black, green or purple. I'm in my sophomore year at saddleback and every semester I have at least one class where I'm the only African American man in the class. Some days I feel that I shouldn't say much because no one really would understand me, other days I'm unapologetic about my stuff and speak my mind and point of views regardless. Most days I just sit and laugh in those classes. Rose on the other hand had me when he talked about his parents because mine are the same way. My parents never were really on top of my grade's they just knew that I'd do my best and the school system wouldn't fail you if you apply yourself. But as Rose stated in his " I just want to be average" sometimes schools do fail us.

ENG 1A
Fall 2019
Assignment 2

150 points (150%), around 3-4 pages, MLA format

<u>Readings</u>

"Abuela, Chef, Boss"
"What do women leaders have in common?"
"Level 5 Leadership"
Your researched article
Your writing, and the writing of your classmates

<u>Prompt</u>

Write a paper that defines the concept of "leadership" and develops this concept through the synthesis of at least one assigned reading and your researched article. Your definition of leadership should provide complexity to our culture's thinking about the term.
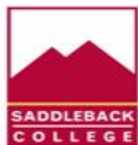
Leadership Qualities Possessed by Mothers:

The Often Overlooked Skills for Success in Business

Though mothers excel in leadership roles because of the sacrifice, organization, and forward-thinking necessary for family success, they are an often overlooked group of leaders. Women comprise more than 49% of the workforce and many are rising to the top. While many businesses rely upon dated hiring practices excluding mothers from consideration, some progressive business already include time spent managing a home as work experience. More businesses should educate themselves on the unique skill set mothers develop. After reading different texts based on the ideas on leadership, three stand out to me. "Abuela, Chef, Boss: Vladimir Guerrero Jr.'s Grandmother Feeds the Majors," a New York Times article by James Wagner, is an example of a mother who leads her family with love and food. "Leadership Lessons From 10 Moms Who Are Changing the World" is an Inc. Magazine article by Laura Garnett about women who are changing the world with their ideas and direction. In "Level 5 Leadership," Jim Collins explores what makes great business leaders.
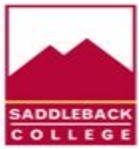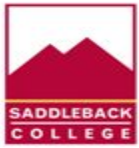
English Department Fall 2019 Conversation:

Concerns:

- Will this reduce my discipline to memo and email writing?
- Will Pathways force us to change our SLOs to workplace skills?
- I'm afraid this approach will reduce critical thinking for students.
- I'm not trained to teach writing in the sciences or writing for the arts.
- I can't really envision what this looks like in the classroom.
- We have to rewrite our curriculum!

English Department Fall 2019 Conversation:

Positive reactions:

- This seems like a way to theme our courses in a meaningful way for students
- A way to make reading, writing, and critical thinking more relevant for students
- Students learn best when addressing real-life problems and issues
- This is a way to get more faculty trained in teaching rhetorical knowledge

Where we are now:

- Is it possible to get each ENG 1A section aligned with a pathway? How do we make "pathway contextualized learning" part of the required COR? Is this the best approach?

- Or, can we create a template course that includes contextualized learning but isn't specifically aligned to each pathway/discipline? What might this look like?

- How can we ensure there will be professional development for faculty to teach these contextualized courses?

Key Ideas:

- Faculty are ready for contextualized courses!

- Define what "contextualized" means

- Professional development is important

- Collaboration and relationship building is the beginning

Contextualized Mathematics at El Camino College -
Over a Decade of Collaboration after the War

1998 - 2000   Mathematics Department kills Technical Math

    Despite trigonometry, exponential, logarithmic, and analytical geometry topics, the math department successfully argued that the course could not be degree applicable because the course contained some basic numeracy skills

2009 - 2011   Significant Collaborations developed 12 Activities

   7 Math instructors working with 7 ITEC instructors created

    activities for electronics, architecture (CADD), nutrition, cosmetology, machine shop, engineering tech, HVAC, and auto technology (BSI supported)

SITE
Scholarly Inquiry for Teacher Excellence

Contextualized Mathematics at El Camino College -
## Over a Decade of Collaboration

2015 - 2019   Significant Collaborations contextualized Courses
core of 20 instructors developed Activities to
contextualize pre-transfer math courses - offered
multiple contextualized sections every semester
(supported by various grants)

2018 - 2019   Collaborative Development of new GE Breadth
Math Course offered in the ITEC Division
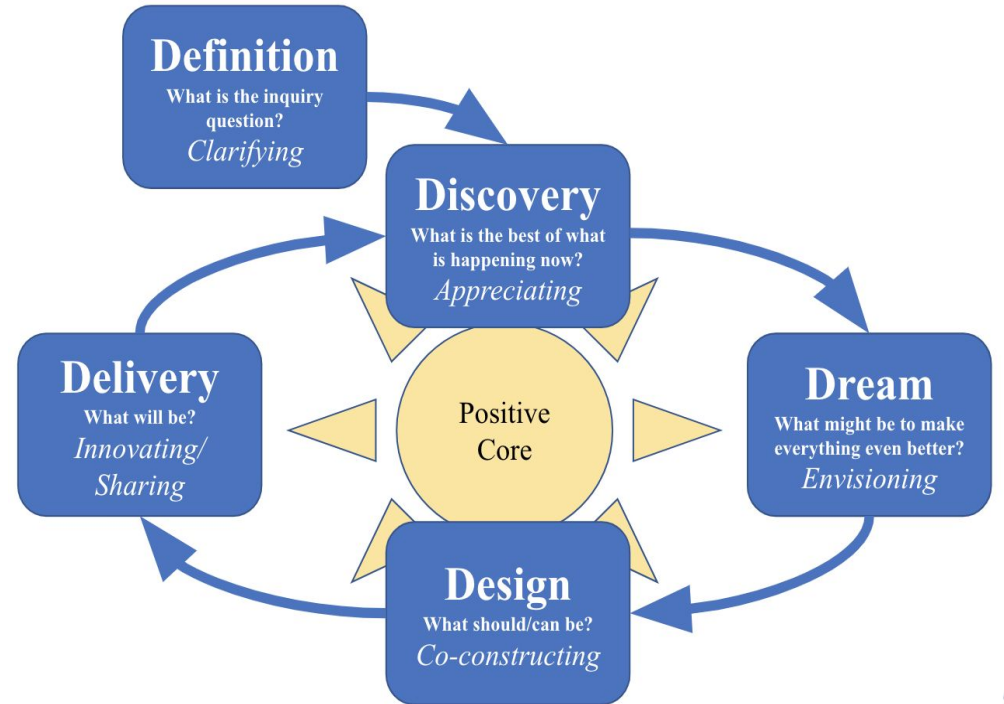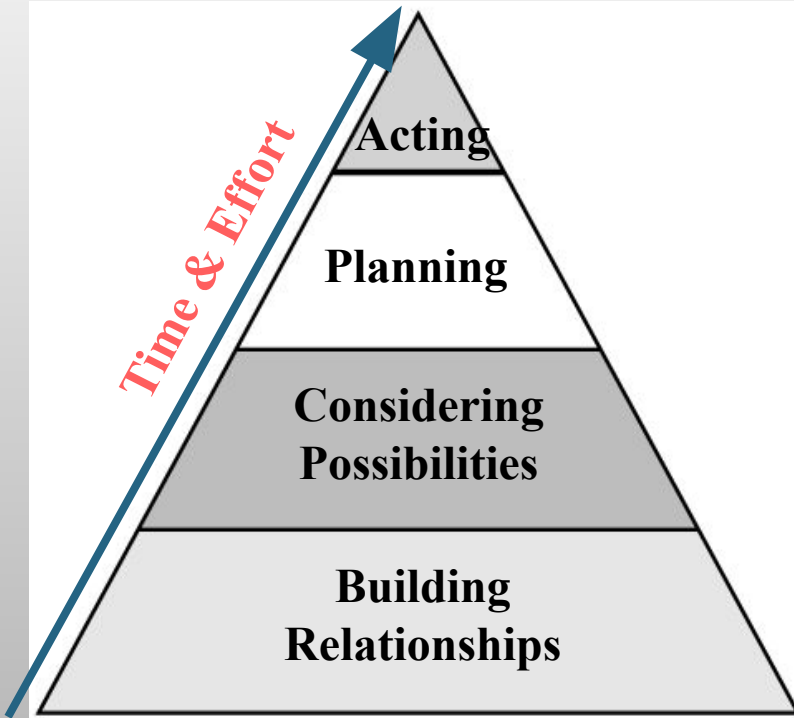ITEC 120 - Quantitative Reasoning for the Trades and
Public Service Professions
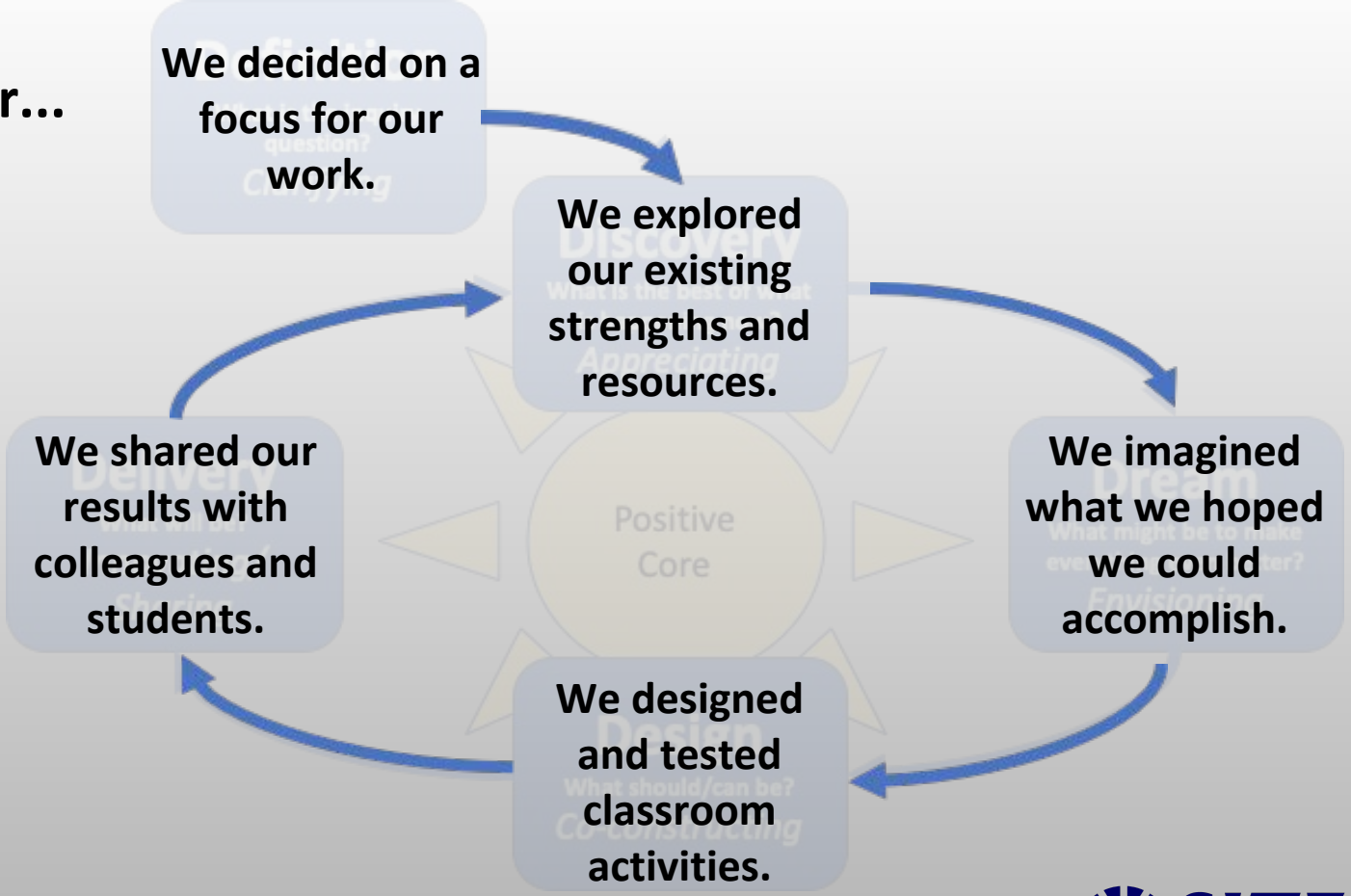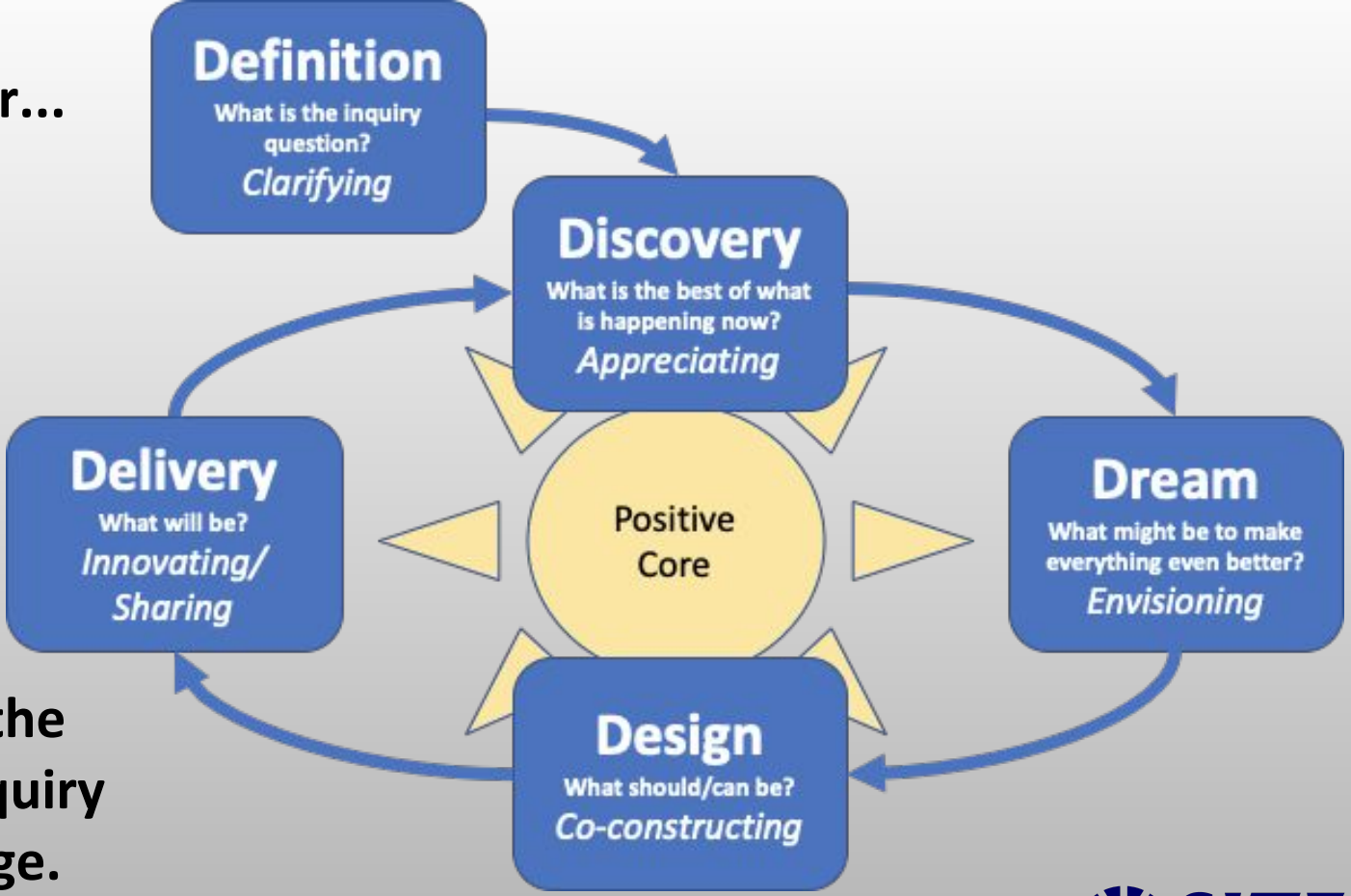
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Scholarly Inquiry for Teacher Excellence

# Theory of Change:

Appreciative Inquiry

Over the years...
We saw the outcomes the
Appreciative Inquiry
Theory of Change predicts.

1. Sustainable change rests atop longstanding, deep, and rich relationships among stakeholders.

Such relationships take time and effort.

Time spent focused on a central inquiry question builds strong and abiding relationships, trust, and experience.

Time & Effort

Acting

Planning

Considering Possibilities

Building Relationships
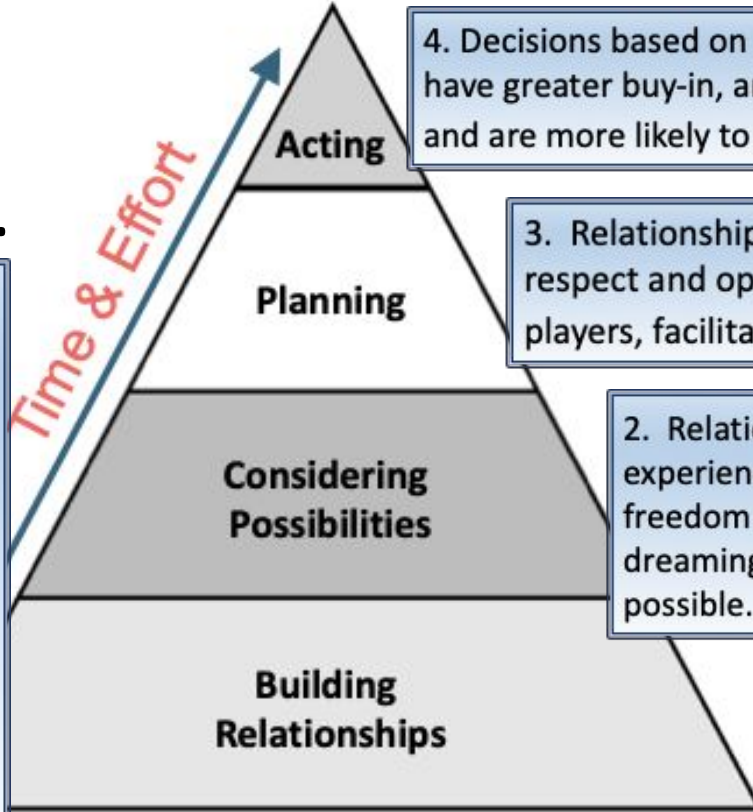
4. Decisions based on strong relationships have greater buy-in, are easier to implement, and are more likely to succeed.

3. Relationships create mutual respect and openness among players, facilitating planning.

2. Relationships build trust and experience, allowing more freedom and flexibility when dreaming about what change is possible.

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SCHOLARLY INQUIRY FOR TEACHER EXCELLENCE
EL CAMINO COLLEGE

ITEC 120 - Quantitative Reasoning for the Trades and Public Service Professions

Catalog Description: Students in this course explore the quantitative reasoning practices, concepts, and skills required in the trades and public service professions. Topics include measurement and conversions, geometry, error (tolerance levels), mixtures, trigonometry, relationships between variables, and financial literacy. Using technology wherever appropriate, this course is designed to increase students' skills in both posing and solving real-world applications in a variety of settings, from cosmetology to emergency services, from construction to welding.

Prerequisite: NONE

Course Themes:
1. **Direct Measurement and Error Estimation**
2. **Indirect Measurement and Error Bounding**
3. **Relationships among Variables and Modeling**
4. **Business Finance Mathematics**

ITEC 120 - Quantitative Reasoning for the Trades and Public Service Professions

Course Vision:

Students in the supported trades and professions will

- solidify the general applied numeracy skills,
- develop stronger quantitative reasoning skills, and
- struggle with the mathematics (and physics) underlying standard practices

as much as possible for their particular trade or profession.

Design Principles:

- one instructor of record (math discipline) supported by team of trade and profession instructors
- UDL in instruction and assessment
- problem-based learning in class

ITEC 120 - Quantitative Reasoning for the Trades and Public Service Professions

Time Line:

- submit new course proposal (fall 2019)
- leverage existing contextualized mathematics activities to construct the course materials (fall 2019 and spring 2020)
- host an (un)conference for CSU and CCC faculty - review our plans and offer suggestions (spring 2020)
- one course is approved locally, begin process seeking CSU Breadth approval (spring 2020, fingers crossed)
- offer first sections (fall 2020, again, fingers crossed)

How will this work happen?

The Team - GE Math for Trades - a Scholarly Inquiry for Teaching Excellence (SITE) Focused Learning Community (FLC)
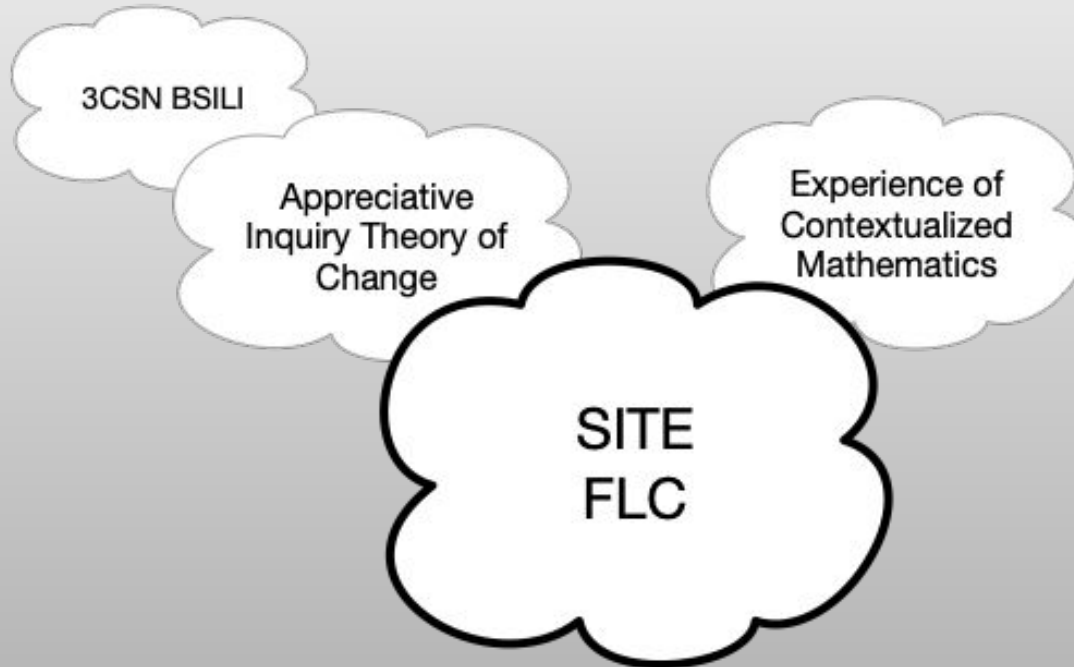
SITE Cycle
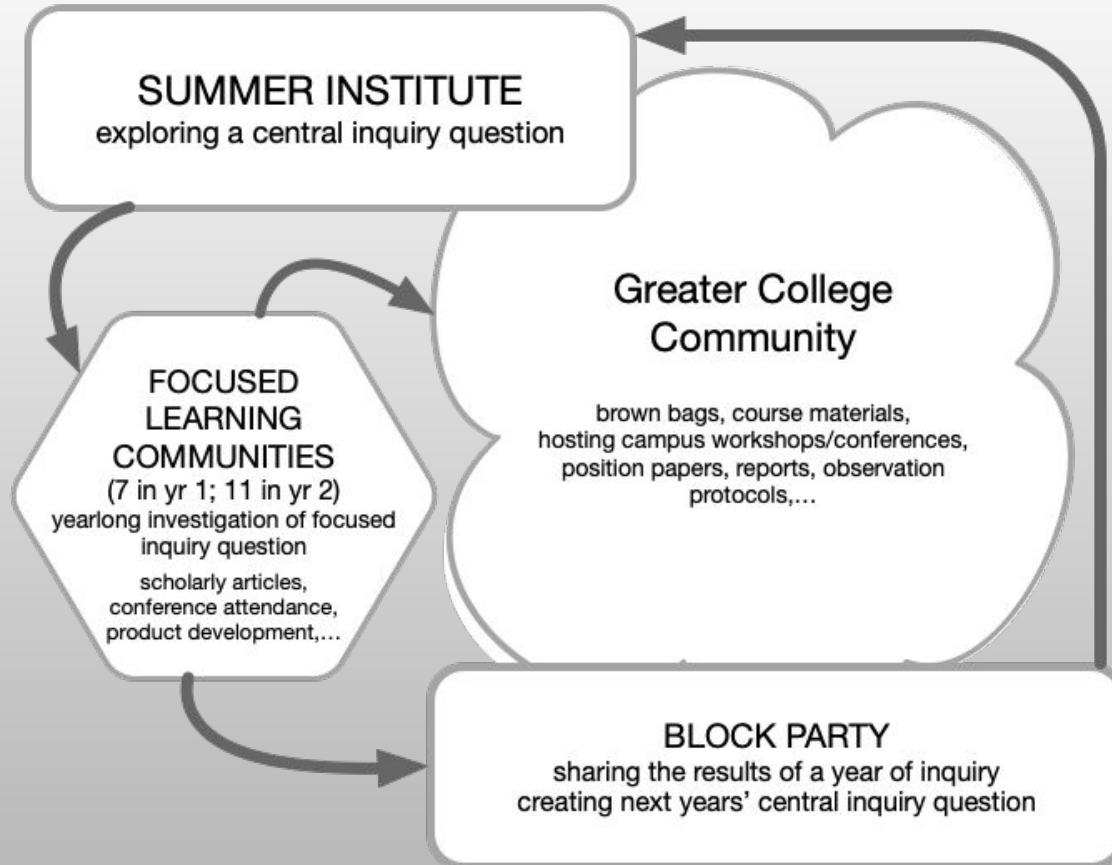
Implications for a Guided Pathways Framework

- What are some benefits you hope Guided Pathways will bring for your students?

- How could you use contextualized teaching and learning to help ensure these outcomes?

Vision for Change

Imagine for a moment there are no constraints:

- What experiences could you create for students at your college who share a meta major?

- How does your vision embody the values that motivate your work? How does your vision embody the values that frame our session today?

Actualizing your Vision (creating a roadmap)

- What structures would you need to make this vision a reality?

- What interdepartmental changes would that require?

- From your position, what would be your role in this web of connections?