

## Explanation of Draft Professional Learning Framework

The framework is sitting on a 'hidden' scholarship of teaching and learning (SoTL) foundation taking people along a journey of understanding core pedagogies first, then exploring a specific set of high impact practices, changing teaching and applying changes in classroom and then gathering evidence around change in practice with the sharing/going public portion connected to outputs like portfolios or a BC T+L Conference.

Liesel devised this framework after debriefing the (Scholarly Inquiry) Symposium and Workshop that both happened this past school year. The "grey outlined" items might be offerings that already exist or could be built to start designing the framework for the province – all might not need to come from scratch.

NB: Liesel has the same framework in play at VIU. It frames all the work her Centre does and where she is working to place the institution around teaching and learning initiatives and focus. It has received lots of positive feedback from staff, faculty and administrators.

***At the core of all that we do in education*** – there is but one intended outcome: to assist post-secondary educators in having a pathway for developing and facilitating the growth of self-directed, self-regulated, independent learners through using effective learning strategies for achieving authentic, deep and meaningful learning.

### **Premises upon which framework is designed...**

1. Not necessarily the start for faculty on the journey outlined in this framework, but nonetheless a key starting point for many programs and institutions – **curriculum mapping** is an important component to provide an intensive workshop on for anyone in BC PSE. This would encompass everything from writing learning outcomes at course/program level to creating program/curriculum maps identifying gaps and overlaps as well as connecting programs to institutional graduate outcomes and activities. There is a need in the province to support many institutions who may not have the expertise in this area and it could be a form of educating a few who could take the workshop format/content back to their institution.
2. Faculty need **core pedagogies / course design basics** before they can appropriately redesign their courses/classes and make choices on practices and subsequent inquiry questions. Research indicates that faculty can actually teach 'with ineffective/poor methods' as they move along in teaching career without proper core pedagogical learning components to steer them in the right direction – preferably gained early on in their career. We need a fully online course that anyone can take that will ensure faculty learn these essential components of impactful teaching. This has to be an essential first start to give faculty a strong foundation. This would be a newly designed fully online course that might take a full term or a number of months to complete with assignments, activities, application points, embedded scholarly literature and

core learning around curricular alignment, assessment, metacognition etc. *(NB This would not be the ISW or ISWO).*

3. Once faculty have the core pedagogies, there really are only a handful of **high impact practices** that truly result in quality student learning. We should guide faculty to these practices and forget about having them shop around/read books/websites on their own – when the research is clear which types of learning has the most impactful benefit. These practices are those outlined by George Kuh and NSSE findings, along with John Hattie’s work on 800 meta-analyses of learning over the past decade and other research. The practices are all focused on putting the student in the centre of highly engaged student learning experiences, creating learning on their own while being given an accessible/inclusive learning environment that promotes metacognitive/self-regulative learning practices in students.
4. For greatest ease in adopting the high impact practices, faculty need to be given a **protocol / format / framework for implementing** the practice into the learning environment. If you leave the ‘hows up to the faculty’ it takes much longer to figure out the process – but if you give them a format/set of protocols for undertaking the new teaching and learning practices there is a greater chance they will apply it with ease and can make modifications to their discipline easier. The 5 impact practice categories on the framework all can have a set of protocols applied to them for ease in application. Faculty need to learn about these practices in intensive face-to-face sessions that fully immerses them and allows for experiencing the protocols and activities first hand. Short workshops, fully online courses, half day or even full day sessions don’t give enough time for faculty to fully comprehend and apply the new practice. The learning must happen in multi-day intensive F2F learning sessions.
5. Often we stop at this point in supporting faculty, sending them off with the new strategies and wishing them the best. The next phase in the framework is all about providing the **supportive cohort-based community to have faculty apply** their new learning and report back/gain further support, ask questions etc. This is a critical point in the success. It might have to be supported with required report-in periods, reflective activities and gathering sessions both online and in local institutions to ensure faculty have the feedback required for success.
6. If Faculty have been successful with implementation of a new practice, this framework creates another phase of learning – the **gathering of evidence of their learning and the students’ experiences**. This is often where scholarly activity/scholarship of teaching and learning workshops and sessions come in. However, most times the previous points are not fully realized or implemented. If there has been success and faculty are currently teaching with one of the five impactful practices and wanting to know more about their practice, this is where a one or two day intensive comes into play again. This intensive could be on a variety of topics that are impactful ways to gather evidence of learning – from undertaking the peer observation process to devising appropriate assessment and evaluation tools to engaging in a fully developed scholarly inquiry project. This intensive experience will give faculty the tools and steps required to undertake the gathering of evidence and engage students in that process too.

7. The learning journey of changing practice ends with **public sharing of the evidence and reflection upon the change**. This again could be a workshop or an online session where faculty will learn about the variety of methods for reporting out their learning, what they are going to do differently and how student learning has changed. Making learning public is the last step in the scholarship of teaching and learning process – and can take many forms from presenting at a conference, to publishing a paper or engaging in a blogging experience.
8. Underlying the entire framework are some one-off intensives for new and experienced faculty about the journey of being a professional educator. These **academies focus on the components of growing and learning to be a teacher**, what perspectives each of us bring to the classroom, our career in education, how to think in a leaderly way, how to balance the competing demands on our jobs and how to become a reflective practitioner. Not really focused on teaching and learning practices, but more so on understanding the role we play in the classroom and how to build our own journey of learning, these sessions would be geared to either new/fairly new faculty or those with more experience (each with a different flavour/focus).
9. Also underlying the entire framework **are resources, materials, support** areas, people and organizations (like BCcampus) that will provide core learning materials for all the parts of the framework.
10. The premise with this framework outlining a journey a faculty member may take (that could take two years to complete) is that there would be some form of recognition of reaching/completing the milestones along the way. This might be a **'teaching and learning certificate'** or some similar recognition to hold value in the institution and throughout the province. In this way this journey is an accomplishment of change in practice, with documented evidence and improved student learning.