Project Title: Engaged Learning
Timeline: July 1, 2018 through December 31, 2019

Amount of Funds Requested: ~~$85,000.00~~ $79,000

Contact Information:

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Abstract of Proposal:
Southeast Community College proposes a statewide training effort to bring engaged learning experiences (ELE) to high schools across Nebraska. The grant project would create a replicable, ELE training system to teach ELE techniques in selected Nebraska high schools. Other high schools could then replicate the training system as part of a longer-term plan to increase the use of ELE teaching techniques in Nebraska secondary schools.

Project description
The project would create ELE training modules based on OnCourse ELE training tools that have already been used successfully to train instructors in secondary and postsecondary education in Nebraska. The project also would create a one-day ELE training workshop for high school teachers. The modules will be created for use in the workshop, but both the modules and the workshop will be created as "stand-alone" products that can be used as training materials independently of each other.

All six Nebraska community colleges will participate, and an ELE planning team will meet monthly to guide the project. Community colleges will contribute team members from each of the following three categories: 1) faculty who have participated in previous ELE OnCourse training, 2) faculty leads, and 3) professional development coordinators. The team will guide the development and delivery of ELE modules and workshops in area Educational Service Units (ESUs) and high schools. The team also will identify personnel to create the modules, identify appropriate learning technologies, develop the workshop curriculum, and recommend marketing.

The 18-month project will consist of approximately one year of development (July 2018 to June 2019) and a year of delivery (January 2019 to December 2019). A minimum of four ELE modules will be created, approximately one every three months. A fifth module will be created if time and funding permits. While the workshop will be developed such that it can be provided with or without the modules, the first workshop will take place by January 2019 and will incorporate the first two modules. As additional modules are completed, they will be incorporated into the

workshop. The workshops and modules will provide for a sustainable and flexible face to face and digital learning opportunity for busy high school educators across Nebraska.

ELE tools presented in the modules will be based on OnCourse ELE training tools, which has already been used successfully to train Nebraska secondary and postsecondary instructors in ELE techniques. The tools are highly flexible and teaching-strategy specific, designed for use with any content area, as well as dual-credit and remedial courses, to support student engagement and retention. The modules will be self-paced and progressive. Modules will build on each other with some form of assessment; participants must demonstrate competency (perhaps with "badging") before being allowed to move on to the next module. Someone, likely with a background in instructional design, will be hired to assist in the creation of the modules with content provided by the ELE network team.

The one-day workshops will be offered throughout 2019. ESUs will be encouraged to participate in the planning and delivery of workshops, since ESUs will be key to sustaining continued ELE training in high schools after the project is completed. Participating colleges would hold a minimum of two workshops before December 2019 for a minimum of 12 workshops during the grant period. Workshops will be created such that participant capacity and exposure to ELE techniques are maximized. Trainings will be conducted in high-occupancy venues such as auditoriums or conference rooms. Southeast Community College (SCC) will manage the grant funds.

Each community college will chose the schools in their service area that are invited to participate in the initial workshops. For example, SCC will choose high schools that are located near the new SCC Learning Centers to maximize accessibility to high schools in more rural areas. Other community college services areas may use other factors to choose schools, such as the presence of ELE "super users" or strong, supportive team leads at individual high schools. Participating high schools with five or more teachers in attendance will receive an ELE tool kit (while they last). The tool kit, provided through the grant, will include a huddle board and two ELE resource/strategy books.

The trainings will be evaluated by participants immediately after the training, and again at three and six months following the training, to gauge interest in and value of the training, as well as effectiveness of implementing ELE strategies in the classroom.

In the long-term, ESUs would be able to continue to offer the training after the grant project has concluded. There will be very few barriers for utilization of the materials. The training materials will be open educational resources (OERs) that will be made available to ESUs and high schools to replicate the training program in their schools/areas. The workshop could even be offered on a routine basis at community colleges' "High School Day." At SCC, the Learning Centers would be the academic "home" of ELE, which puts anyone in the 15-county service area within a 30-mile radius of classrooms. This has particular value in rural areas with limited funds for OnCourse or ELE speakers and conferences. Since the modules are free-standing, teachers can receive the training even if an instructor is not present. Toward the end of the

project, additional funds likely will be sought to continue this effort. Because of the flexibility of the tools, there is even the potential for the workshops to be offered to teachers in middle and elementary schools and in different formats, such as online courses.

VISION AND PURPOSE:

1. **Connections to the PFI Areas of Focus and Purpose Statement**

Secondary-Postsecondary Transitions

- Examine outcomes of secondary courses to ensure students are prepared to enter postsecondary education both in career education and academic preparation: This project includes creation of training in ELE teaching techniques that improve student engagement, learning, and retention at the secondary level. Over time, as instructors implement a variety of tools in their classroom, this project will lead to continuity of active learning instruction through the transition from high school to college, and encourage a culture of collaboration between community colleges and high schools.

Professional Development

- Plan and coordinate professional development: The primary activity in this project is to provide technical skill development and training in new instructional strategies for secondary instructors, specifically advanced interactive instruction skills for teachers.
- Build capacity for leadership in Career and Technical Education for secondary and postsecondary educators (administrators, faculty, and staff): This project includes development of a collaborative list of tools to be shared statewide by secondary instructors.

2. **How is this activity innovative?**

This project aims to simplify the process of developing a highly engaging learning environment by bringing flexible, innovative, and interactive practices and resources together in a one-day workshop curriculum for high school teachers.

The Concept: Engaged Learning

For many years it has been suggested that instructors need to move from being the sole provider of instruction to the facilitator of learning. That concept has gained momentum as many education experts, and associations such as the American Association of Community Colleges, recommend educators find new ways to more actively engage the student in their learning. Indeed, the Department of Education, in its definition of a credit hour, indicates a need for students to be engaged outside the classroom or lab to enhance the learning process.

Engaged learning at first glance is flipped learning, assigning the lecture as homework and doing the exercises traditionally done as homework in the classroom. Terms such as "flipping the classroom," "interactive teaching," "technology in teaching" all suggest that there is a different method than just lecturing. It is a much broader issue than only what occurs within the classroom or lab; it also needs to take into consideration the student, where they come from, and where they are going.[1] In addition, engaged learning involves a philosophical shift for the teacher and ultimately for the school. Administrators must support educators as they transition by providing resources, technology, funding, time, and manpower.

As SCC began to research the concept of flipping the classroom, the SCC team realized that "flipping" is only one part of the most successful implementations. The focus needed be expanded to engaging students in taking responsibility for their own learning, with the educators giving them the support and resources they need to learn.[2] In the always-connected culture of today, this includes a number of technology-based techniques, combined with low- and no-tech interaction and collaboration—skills necessary in today's competitive job market.[3]

For this project, an "Engaged Learning Experience (ELE)" is defined as a teaching and learning process focused on engaging students in the application of knowledge and skills through interactive experiences. ELE may look different in different classes and programs, but involves students preparing outside of the classroom so classroom time can be used to actively engage students in applying the concepts learned, using problem solving, group projects and other real-world applications. All components of the framework are not required for all class times, but each step leads to the next, with more critical thinking at each stage.[4]

After implementing ELE, classes should display some of the major themes of engaged learning. These major themes include classrooms that are engaging, interactive, and learner-focused; where students are responsible for their own learning with the instructor as a facilitator, and where students practice application of concepts and critical thinking. Technology is frequently used for enhancing learning.

3. **Overall outcomes.** After this training has been created and delivered, participants will understand ELE and be able to implement a variety of tools and techniques to better engage their students. Primary outcomes include:
    a. High school teachers trained to provide highly interactive and engaging learning;
    b. Creation of an accessible ELE training tools;
    c. Increased collaboration between students and instructors;
    d. Increased expectation of engaged learning instructional practice among teachers; and
    e. Increased collaboration between high school teachers and community college faculty.

NEEDS STATEMENT:
1. **Data which supports the purpose of the proposal**.
The purpose of the proposal is to improve student learning through interaction, or engaged learning. Recent information indicates that SCC students are not as actively engaged as they could be in their education. In 2011, SCC surveyed 1,000 of its students, using the Community College Survey of Student Engagement. Students indicated their perceptions of the types of mental activities that were most common in their classrooms. The following chart shows that lower-level mental activities, such as memorization and analyzing elements of ideas, were more frequently used in classrooms, while higher-order activities, such as synthesizing and applying concepts were less frequently used.[5]

Table 1: Student Learning
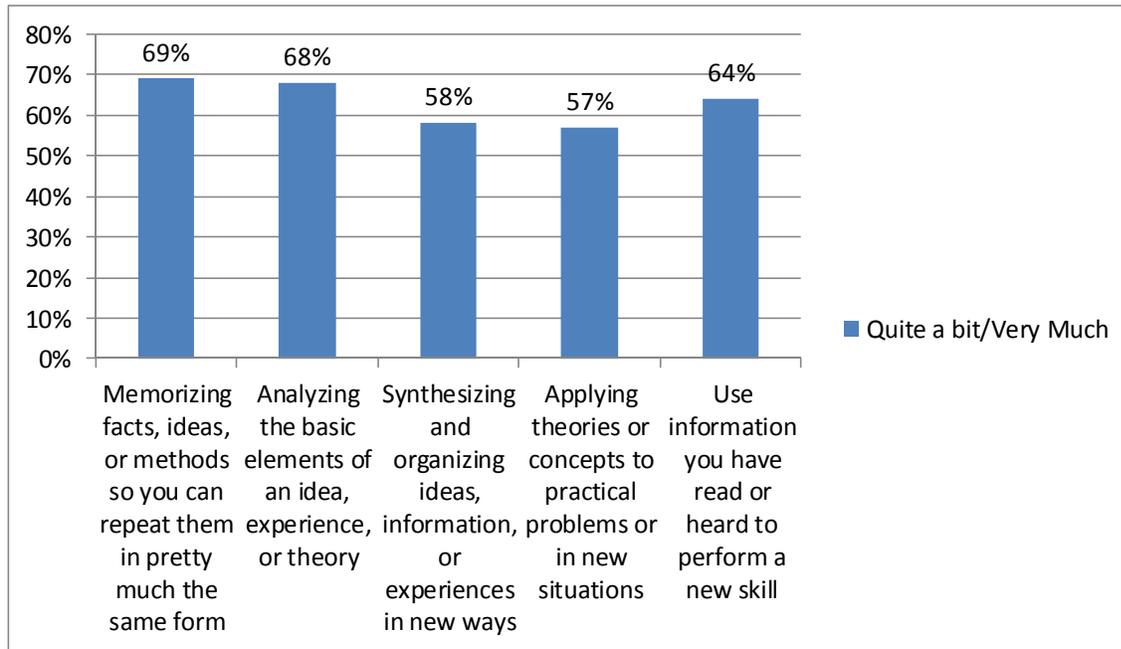
Overall, for active and collaborative learning, SCC and the 2011 cohort of schools[6] scored at the 50th percentile, compared with the highest performing schools, which scored at the 59th percentile.

National educational consultant and trainer Mark Taylor's research supports engaged learning for students entering the college community over the next ten years[7]. In addition, consideration needs to be made for students without exposure to actively using technology, as well as those in the community college environment who are returning to school after years in the work force.

Additional research on engaged learning is needed. However, initial studies and a wealth of anecdotal information show support for the concept that an engaged student will show positive results compared to a student who is not engaged. [8, 9, 10]

Research tells us we are more likely to remember things with emotional attachments to it.
> "Difficult accounting concepts…could be hung on the structure of the story [case study]…. And concepts that are taught within a story structure naturally receive a "location" that makes them easier to retain…. In the next accounting course—taken an average of two years later—the first section of the course built heavily on the concepts that students were supposed to have learned in introductory accounting. Students who had worked through the case study scored noticeably higher on this first exam. In fact, the difference in scores was particularly dramatic for students with a C-average overall. They scored, on average, 12 points higher—more than a letter grade." [11]

2. **Need related to the data**.

The amount of information related to "flipping the classroom" is overwhelming. Much of this information is online, and a search brings up millions of results. At the same time, useful information on other techniques for engaging students is much harder to find.

The average teacher doesn't have the time to filter all this information and find the pieces that might work well in their classes. When they do find a model that they would like to try, it often involves learning new software, planning additional activities, and reworking parts of the curriculum. Even facing a camera and recording a class lecture can be intimidating. Teachers wanting to implement these engaged learning techniques may have to convince administrators that their idea can deliver the required information; the hardware, software, and equipment purchases are justified; students will learn; and parents will accept the changes.

Instructors need an easily accessible training option with teaching techniques that are effective, affordable, and flexible. This project creates a training option that provides teaching techniques in a cost-effective manner with options for self-paced learning or a one-day workshop training, which improves access to the ELE training materials and reduces time away from the classroom. The design is intended to get ELE teaching techniques in the hands of high school teachers with minimum barriers to training and implementation in the classroom.

3. **Stakeholders impacted by the activity and how they will be served**.
The activities proposed impact both direct and indirect stakeholders. Most directly impacted are the 60+ teachers who will participate in the one-day training workshops. Their students will experience a direct impact through their enhanced learning environment. As the model is replicated, the impact will be felt in more high schools. The workshop and modules will be free and accessible across the state, so exposure to ELE techniques is expected to grow and be an ongoing resource for future instruction. Ultimately, the impact spreads to the community and the workplace.

GOALS AND OBJECTIVES
<u>Goal</u>: Develop and deliver accessible, free-standing ELE training workshop and modules with techniques and strategies that can be used by secondary educators in a wide variety of course topics.

<u>**Objectives**</u>
1. Create ELE workshop curriculum and minimum of four ELE modules for use by high school educators.
2. Plan and execute a minimum of two professional development ELE workshops per participating college (12 total) for high school teachers.
3. Make ELE training materials widely available throughout Nebraska for future use and ELE training of secondary teachers in high schools, middle schools, and elementary schools.

Activities
Objective 1:

a) By Aug. 1, 2018, hire part-time instructional designer or someone with a similar background to create ELE modules using content provided by ELE network team.
b) ELE network team will begin monthly meetings by July 31, 2018 to create content for ELE modules and curriculum for one-day ELE workshop.
c) First module will be created by Sept. 30, 2018.
d) Second module will be created by Dec. 31, 2018.
e) Third module will be created by Mar. 31, 2019.
f) Fourth module will be created by June 30, 2019.
g) Time and funds permitting, a fifth module will be created by Sept. 30, 2019.
h) One-day ELE workshop curriculum will be created by Dec. 31, 2018, incorporating the first two completed modules, and adding new modules as they are completed (see above for module-creation timeline).

Objective 2:

a) By Aug. 1, 2018, participating colleges will select 3-5 high schools from which teachers will be invited to attend the ELE workshop.
b) By Dec. 31, 2018, using workshop curriculum and modules created in Objective 1 and in cooperation with appropriate ESUs, participating colleges will hold their <u>first</u> ELE workshop for high school teachers from selected high schools in their service areas.
c) By June 30, 2019, using workshop curriculum and modules created in Objective 1 and in cooperation with appropriate ESUs, participating colleges will hold their <u>second</u> ELE workshop for high school teachers from selected high schools in their service areas.
d) By Sept 30, 2018, ELE network team will develop an evaluation tool that will gauge interest and value of workshops and will be administered to workshop participants immediately after and at three- and six-month intervals after workshops.

Objective 3:

a) By Dec. 31, 2019, participating colleges will work with ESUs in their service area to create an easily accessible repository for the ELE workshop curriculum and modules.

Program Detail:
PFI funds will be used (1) to fund creation of ELE workshop curriculum and ELE modules for use by high school teachers statewide, (2) to fund one-day ELE workshop training sessions for selected high schools in each community college service area, and (3) establish ELE training "homes" in ESUs in all community college service areas using open educational resources (OERs) created with the funding.

IMPACT ON CAREER AND TECHNICAL EDUCATION
1. **Number of students, teachers, and/or partners involved**
   - Participating community colleges will utilize large venues for workshops to accommodate as many high school teachers as possible at the trainings. With a

minimum of two workshops per college (at least 12 statewide), an estimated 60+ teachers would experience the training.

- As many as 8,400 high school students could benefit from ELE strategies being incorporated into their classrooms.
- Partners will include all six Nebraska community colleges:
  - Southeast Community College
  - Central Community College
  - Metro Community College
  - Mid-Plains Community College
  - Midwestern Community College
  - Northeastern Community College

2. **Impact of the activity on student learning and/or professional growth**.
   Research indicates that when engaged learning concepts were used in the classroom, there was an increase in student test scores, retention, learning, accountability, and overall satisfaction with the college experience. Students who were involved in educationally engaging and productive activities in college classrooms developed habits of the mind and heart that enlarge their capacity for continuous learning and personal development after college. [12]

   Studies by classroomwindows.com[13] and others [14] indicate that <u>students</u> who are actively engaged are more confident, learn how to learn anytime/anywhere, establish lifelong learning skills, and develop future workplace skills needed to be successful (i.e. responsibility, collaboration, teamwork, independence, initiative, assertiveness, etc.). <u>Faculty</u> who implement an engaged classroom report improved job satisfaction, student test scores, and student attitude, and nearly all would use it again. We anticipate similar results among high school teachers and their students as they implement ELE in their classrooms and across their campuses.

3. **Relevance to the Nebraska Career Field Model, Economic and/or Workforce Development**. There is compelling evidence of the benefits of engaged learning and teaching methods, including knowledge acquisition, retention, accuracy, creativity in problem solving, and higher-level reasoning. These are outcomes that signal successful learning and a high-quality educational experience. Industry is going to toward a competency-based model, which has a strong tie-in to an employer-based model. More students will not only learn the technical skills needed in their chosen career through their exposure to ELE techniques, but they will also be better prepared for the collaborative, always evolving environment of real-world jobs.

Statewide Impact:
1. **How will the activity reach secondary and/or postsecondary consortia members?** Engaged learning is important and applicable to all levels of education. The curriculum products and training process developed as a result of the project will be disseminated broadly by the ELE network team to ESUs and high schools throughout Nebraska. Information about registering

for the workshop training will be communicated directly to selected high schools in each of the community college service areas. Workshops will be held in the largest venues possible to accommodate as many interested teachers as possible.

2. **Nebraska Career Clusters or Fields addressed**. Engaged learning experiences are important to students in all areas of their education, and in all fields. The proposed project offers a method of teaching that has the potential to enrich learning in all clusters and fields in the NCE model. By enabling teachers from a broad array of disciplines to explore how engaged learning can be used, we expect others will be encouraged to try it in their disciplines.

3. **External stakeholders/partners**
   The ELE network team will cooperate with ESUs to plan and execute the one-day workshops across Nebraska. This partnership will be key to sustaining this initiative after the project has ended since ESUs would be an appropriate "home" for continuing ELE training efforts. Other partners would be team leads and "super users" within high schools that have shown strong support of and interest in implementing ELE techniques in high school courses.

Proposed delivery method. This training will be delivered face-to-face at training locations determined to offer high school teachers the easiest access. The modules created through the grant can be self-standing and ultimately could be delivered via computer without the assistance of an instructor. This will improve access to the training materials to teachers in more rural/remote areas. The workshops would ideally continue to be delivered primarily face-to-face but created in such a way that delivery at individual schools is easily replicable.

EVALUATION
Evidence of the impact based on the project goals and objectives

Goal: Develop and deliver accessible, free-standing ELE training workshop and modules with techniques and strategies that can be used by secondary educators in a wide variety of course topics.

Objective 1:
   i)   By Aug. 1, 2018, hire part-time instructional designer or someone with a similar background to create ELE modules using content provided by ELE network team.
   j)   ELE network team will begin monthly meetings by July 31, 2018 to create content for ELE modules and curriculum for one-day ELE workshop.
   k)   First module will be created by Sept. 30, 2018.
   l)   Second module will be created by Dec. 31, 2018.
   m) Third module will be created by Mar. 31, 2019.
   n)   Fourth module will be created by June 30, 2019.
   o)   Time and funds permitting, a fifth module will be created by Sept. 30, 2019.
   p)   One-day ELE workshop curriculum will be created by Dec. 31, 2018, incorporating the first two completed modules, and adding new modules as they are completed (see above for module-creation timeline).

- To what extent was the workshop curriculum completed according to the scheduled timeline?
- To what extent were the ELE modules completed according to the schedule timeline?
- What barriers were encountered in development and creation?

Objective 2:

e) By Aug. 1, 2018, participating colleges will select 3-5 high schools from which teachers will be invited to attend the ELE workshop.

f) By Dec. 31, 2018, using workshop curriculum and modules created in Objective 1 and in cooperation with appropriate ESUs, participating colleges will hold their first ELE workshop for high school teachers from selected high schools in their service areas.

g) By June 30, 2019, using workshop curriculum and modules created in Objective 1 and in cooperation with appropriate ESUs, participating colleges will hold their second ELE workshop for high school teachers from selected high schools in their service areas.

h) By Sept 30, 2018, ELE network team will develop an evaluation tool that will gauge interest and value of workshops and will be administered to workshop participants immediately after and at three- and six-month intervals after workshops.

- To what extent was number of teacher participants met in workshops?
- To what extent were the evaluations completed within the timeline?
- To what extent did the evaluation provide information on the effectiveness of the training?
- To what extent did the evaluation provide information on the potential for replication or scaling of the project?
- How were perceived barriers to implementation addressed?
- What were the lessons learned from the project?

Objective 3:

b) By Dec. 31, 2019, participating colleges will work with ESUs in their service area to create an easily accessible repository for the ELE workshop curriculum and modules.

- To what extent were curriculum products readied for dissemination?
- To what extent did secondary schools take advantage of project support to replicate the project?
- To what extent was a mechanism established to track future high school engagement with the workshop/modules through the Learning Centers or continuing education?

DISSEMINATION OF KNOWLEDGE:

1. **How the model is replicable and/or sustainable**. The entire workshop curriculum is designed for replicability in mind. The tools being created are so flexible that they could be used not just for any content area but for use in additional settings, such as middle and elementary schools, and could even be modified for use in dual-credit, remediation, and online courses. In addition, the tools are free-standing, so they can be used as self-paced

instruction and will be housed at locations, such as ESUs, continuing education centers or Learning centers, to present as few geographical barriers to access as possible. The one-day format for the workshop and proximity to teachers will make the training economical.

2. **How responsible parties will report results**.
   a. Share with local administrators – During the last quarter of the project, the project director will provide a summary report to participating community college/high school administrators for dissemination to appropriate personnel within the institution. When the project is complete, e-mail and/or standard mail messages will be sent to other high school superintendents to alert them to the project outcomes and the availability of the resources created by the project.
   b. Executive summary for publication in the PFI newsletter and/or state/national education association publications.
   c. OnCourse Workshop presentation of results in Spring 2019 and/or 2020.
   d. Report to the PFI Leadership Council – The Project Coordinator will present the final project outcomes, evaluation, and products to the PFI Leadership Council when their schedule allows.

BUDGET PLAN
Budget Narrative: See attached table

[1] 2012 EDUCAUSE Center for Applied Research (ECAR) Study of 10,000 Undergraduate Students

[2] (*Makice, K. (April 2012). Flipping the Classroom Requires More Than Video. Retrieved from http://www.wired.com/geekdad/2012/04/flipping-the-classroom/*).

[3] (Campus 2.0, 14 MARCH 2013 | VOL 495 | NATURE | 161, © 2013 Macmillan Publishers Limited. All rights reserved, BY M. MITCHELL WALDROP)

[4] Johnson, David W., Roger T. Johnson, and Karl A. Smith, "Cooperative Learning Returns to College: What Evidence is There That It Works?" Change, July/August, 1998, pp. 27-35

[5] Overview of 2011 Community College Student Survey of Engagement, SCC, p.9

[6] The 2011 *CCSSE* Cohort is composed of a total of 443,818 students at 699 institutions across 48 states and the District of Columbia, five Canadian provinces (Alberta, British Columbia, Nova Scotia, Ontario, and Quebec) as well as Bermuda, and Northern Marianas. Overview of 2011 Community College Student Survey of Engagement, Southeast Community College, p 1

[7] (www.taylorprograms.com)

[8] (Richard R. Hake) Department of Physics, Indiana University, Bloomington, Indiana 47405 Am. J. Phys., Vol. 66, No. 1, January 1998 pp64-74
http://web.mit.edu/rsi/www/2005/misc/minipaper/papers/Hake.pdf)

[9] (National Training Laboratories Institute for Applied Behavioral Sciences, "The Learning Triangle: Retention Rates from Different Ways of Learning," Bethel, Maine, 2005).

[10] (http://www.hermanmiller.com/research/solution-essays/rethinking-the-classroom.html)

[11] (*"Teaching that Sticks," Chip Heath and Dan Heath, www.heathbrothers.com, 2010*)

[12] Shulman, L. S. (2002). "Making differences: A table of learning." *Change* 34.6: 36-44. Johnson, David W., Roger T. Johnson, and Karl A. Smith, "Cooperative Learning Returns to College: What Evidence is There That It Works?" Change, July/August, 1998, pp. 27-35.

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[13] http://flippedlearning1.files.wordpress.com/2012/07/classroomwindowinfographic7-12.pdf
[14] (Laurie A. Schreiner and Michelle C. Louis, The Engaged Learning Index: Implications for Faculty Development, Azusa Pacific University, 2006).

PFI 2018-2019 ENGAGED LEARNING GRANT PROPOSAL

Budget	Personnel: Stipends/Presenter Fees/Substitute	Supplies	Travel: Lodging, Mileage, Meals	Conference Expenses	In-Kind	Total	Goal/Objective/Activity
Instructional design/IT developer to create 5 ELE modules in an online platform ($5,000/completed module)	$ 25,000.00					$ 25,000.00	Goal 1/Obj 1
Workshop and module promotional materials in the community college service areas: flyers $1,000; promotional video $2,000		$ 3,000.00				$ 3,000.00	Goal 1/Obj 1, 2
12 one-day workshops across Nebraska; materials and lunch $1,000/workshop		$12,000.00				$ 12,000.00	Goal 1/Obj 2
Mileage for high school educators to travel to workshops (9,174 x .545 per mile = $5,000)			$ 5,000.00			$ 5,000.00	Goal 1/Obj 2
Lodging for high school educators to travel to workshops (42 rooms x $120 = $5,000)			$ 5,000.00			$ 5,000.00	Goal 1/Obj 2
ELE tool kits to first 24 high schools to enroll 5 or more educators in a workshop: 1 huddleboard + 2 ELE books = $1,000 x 24 = $24,000		$24,000.00				$ 24,000.00	Goal 1/Obj 1, 2
3 staff to present at OnCourse National Conference and/or League of Innovation in 2019 and/or 2020; travel/lodging/conf regis = $2,000 x 3 people = $6,000.			$ ~~6,000.00~~			$ ~~6,000.00~~	~~Goal 1/Obj~~ 1
Stipends for high school educators, if necessary: 50 instructors x $100 = $5,000	$ 5,000.00					$5,000	Goal 1/Obj 1
GRAND TOTAL						**$ 85,000.00**	