Designing professional development and assessment to support experiential learning and engaged dialogue

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Insights on PD/A

PD/A design principles

PD/A in practice

Your project

“In short, faculty development, done well, improves student learning.”

Wright, Horii, Felten, Sorcinelli, & Kaplan (2018). p. 2,
Faculty Development Improves Teaching and Learning. POD Network.

When faculty [and staff] see **professional development as engaging in a process of collaborative inquiry**, then not only do teaching and learning improve in individual courses but also a **generative culture** can emerge that enhances teaching and assessment across programs and throughout an institution.

Condon, Iverson, Manduca, Rutz, & Willett (2016), *Faculty Development and Student Learning*. Indiana University Press.

“**Targeting simpler outcomes** provides a clear focus for development, but it also **carries the message that this development is not really very important** – thus making success more difficult to attain.”

Condon, Iverson, Manduca, Rutz, & Willett (2016), p. 120, *Faculty Development and Student Learning*. Indiana University Press.

Conditions for meaningful change through PD:

1. Cross-disciplinary/institutional participation
2. Trusting relationships
3. Conducive spaces
4. Co-construction practices
5. Caring attitudes



Pleschova, Roxa, Thomson, & Felten, (2021).
"Conversations that Make Meaningful Change…" IJAD.

“Our findings thus suggest that the path to change within institutions **starts from individual** development of university teachers but **moves to broader cultural and institutional transformations**” through conversations that seed a **sense of collective self-efficacy.**

Dorner & Belic (2021).
“From an Individual to an Institution…” IJAD.

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PD/A design principles

1. Articulate a clear, ambitious **framework for sustained** focus
2. Design PD/A that is **inquiry-based, problem-specific,** & **aligned** with ongoing work of experiential learning & engaged dialogue
3. Host regular conversations about data and about evidence-informed practices so that **shared understandings** can develop
4. Communicate early and often about the **educational value and expected outcomes** of experiential learning and engaged dialogue
5. **Cultivate community** – this is human and long-term culture work

Felten, Gardner, Schroeder, Lambert, & Barefoot (2016).
The Undergraduate Experience: Focusing Institutions on What Matters Most. Jossey-Bass.

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A PD/A framework acts like a jungle gym…

Fixed structure
Enables activity
By many people
At the same time
In different ways



(Image created by ChatGPT)

Felten, Lambert, Artze-Vega, Bergen, Dewsbury, & Hanson (2027). *Scaling Relationship-Rich Education* (Johns Hopkins, forthcoming).


ASSESSMENT
PROFESSIONAL DEVELOPMENT
CURRICULAR REFORM
Carleton College
QuIRK
Quantitative Inquiry, Reasoning, and Knowledge

The goal of Quirk is to “better prepare students to evaluate and use quantitative evidence in their future roles as citizens, consumers, professionals, business people, and government leaders.

The focus of the project is on how quantitative reasoning is used in the development, evaluation, and presentation of principled argument.”

https://apps.carleton.edu/quirk/about/

Phase 1: “Quant Squad” facilitates faculty conversations & baseline assessment, leading to articulation of questions & goals



Phase 2: Focused faculty development activities & departmental conversations on questions & goals

Phase 3: Ongoing assessment to inform faculty development & curricular reform

Phase 4: Rinse, repeat – at both dept & institution

New Gen Ed learning outcomes

"Our first attempt at GE assessment **failed** precisely because…it [1] **did not** 'build assessment around the regular, ongoing work of teaching & learning,' [2] did not build in faculty development, [3] did not meaningfully engage the course instructors in the process… and [4] did not align the effort with the collaborative inquiry that faculty are familiar & comfortable with."

Swarat & Wrynn (2018). "Assessment with Benefits." *NILOA: Assessment in Action.*

Take 2: GE Faculty Learning Community



Figure 1. GE FLC Sample Timeline

Swarat & Wrynn (2018). "Assessment with Benefits." *NILOA: Assessment in Action.*

"...what is more exciting is the **success of FLC engaging faculty from diverse backgrounds** (e.g. disciplines, tenure status, rank), who often are resistant to program-level learning assessment. **We observed various types of faculty development in and outside of the FLC meetings**, including deeper reflection on assignment design, joint efforts in rubric development, and renewed understanding of other disciplines' perspectives."

Swarat & Wrynn (2018). "Assessment with Benefits." *NILOA: Assessment in Action.*

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Your turn

1. Articulate a clear, ambitious **framework** for sustained focus
2. Design PD/A that is **inquiry-based, problem-specific, & aligned with the ongoing work** of experiential learning & engaged dialogue
3. Host regular conversations about data and about evidence-informed practices so that **shared understandings can develop**
4. **Communicate** early and often about the **educational value** and expected outcomes of experiential learning and engaged dialogue
5. **Cultivate community** – this is human and culture work

Your timeline and partners**

First steps: What needs to be done soon, with whom, to advance your project?

This year: What needs to be done this academic year, with whom, to advance your project?

Longer term: What are longer term components of your project? Who are the long-term partners you need to cultivate?

In your small group

Step 1:	Introductions
Step 2:	Decide who facilitates and keeps time
Step 3:	Discuss each person's plan, sharing time and acting as critical friends
Step 4:	Decide what to share from your small group – promising practices/ideas, new questions, etc.

