



Setting the Climate for a Community of Engaged Learners

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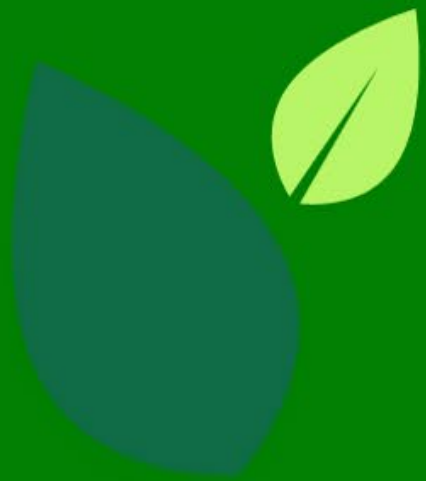
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Goals

- ✦ Define the concepts:
 - engaged learner
 - a community of learning
 - setting climate
- ✦ Describe key points of the Universal Design for Learning (UDL) framework and the Community of Inquiry (COI) model
- ✦ Explore how UDL and COI intersect in setting climate
- ✦ Discuss strategies and authentic activities that set a positive climate for a community of engaged learners

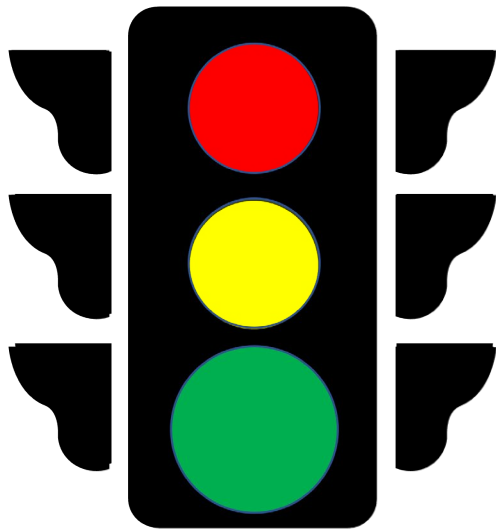


Why This Matters: The Engaged Learner and the Community of Learning





The Engaged Learner



~~STOP~~
(TYPE!)

- ✦ STOP! Do not type....
- ✦ THINK! **What does it mean to be an engaged learner?**
- ✦ GO! Type your answer in the chat.
(Read the other responses!)



The Engaged Learner is...

One who is **invested** in their scholarship on a psychological level and **makes the efforts** to meet or exceed at the “knowledge, skills or crafts that [their] academic work is intended to promote”

Lamborn, S., Newmann, F., & Wehlage, G. (1992). The significance and sources of student engagement. *Student engagement and achievement in American secondary schools*, 11-39.

On Engagement

“

*Engagement is positively related to a host of desired outcomes, including high grades, student satisfaction, and persistence.... By being engaged, **students develop habits of the mind and heart that promise to stand them in good stead for a lifetime of continuous learning.***

A Community of Engaged Learners...



- *Supports cognitive growth*
- *Creates collaborative relationships*





The Universal Design for Learning (UDL) Framework



UDL Defined

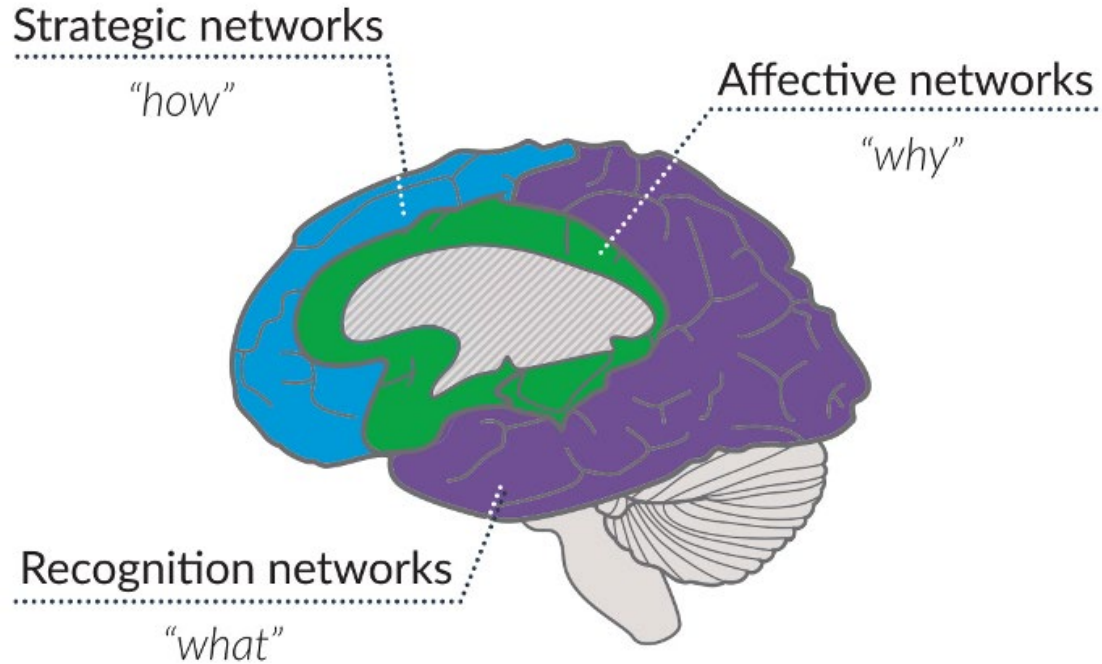
*A “framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn”*¹ whose ultimate goal is to develop expert learners.



¹ <http://udlguidelines.cast.org/>



UDL Principles



Provide multiple means of

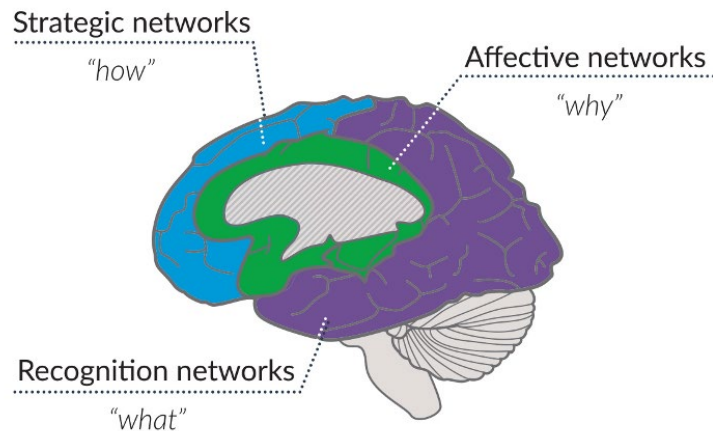
- ✦ Engagement ("why")
- ✦ Representation ("what")
- ✦ Action & Expression ("how")





UDL Guidelines & Checkpoints

Provide **multiple means of representation ...**
*Sparking the **recognition** network ("what")*



- ✦ Guideline: Provide options for Perception
- ✦ Guideline: Provide options for language and symbols
 - Checkpoint: Promote understanding across languages
- ✦ Guideline: Provide options for comprehension



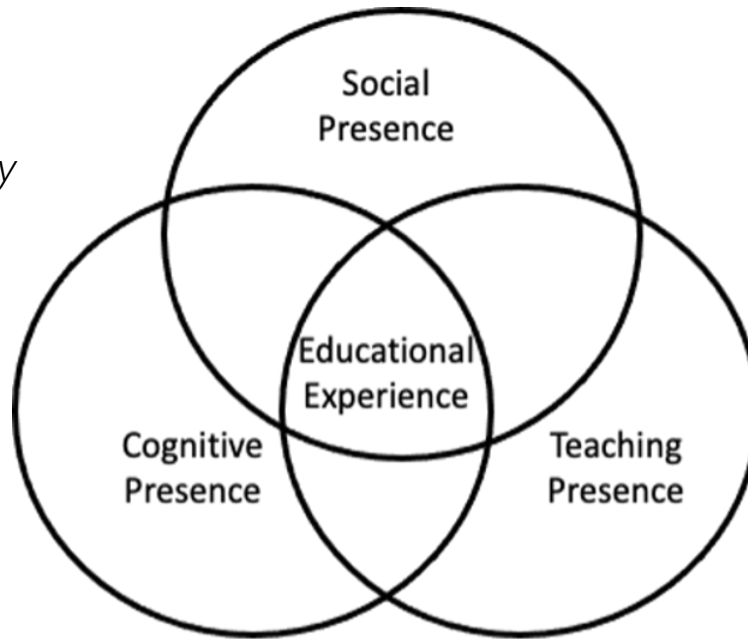


The Community of Inquiry Model



COI Framework

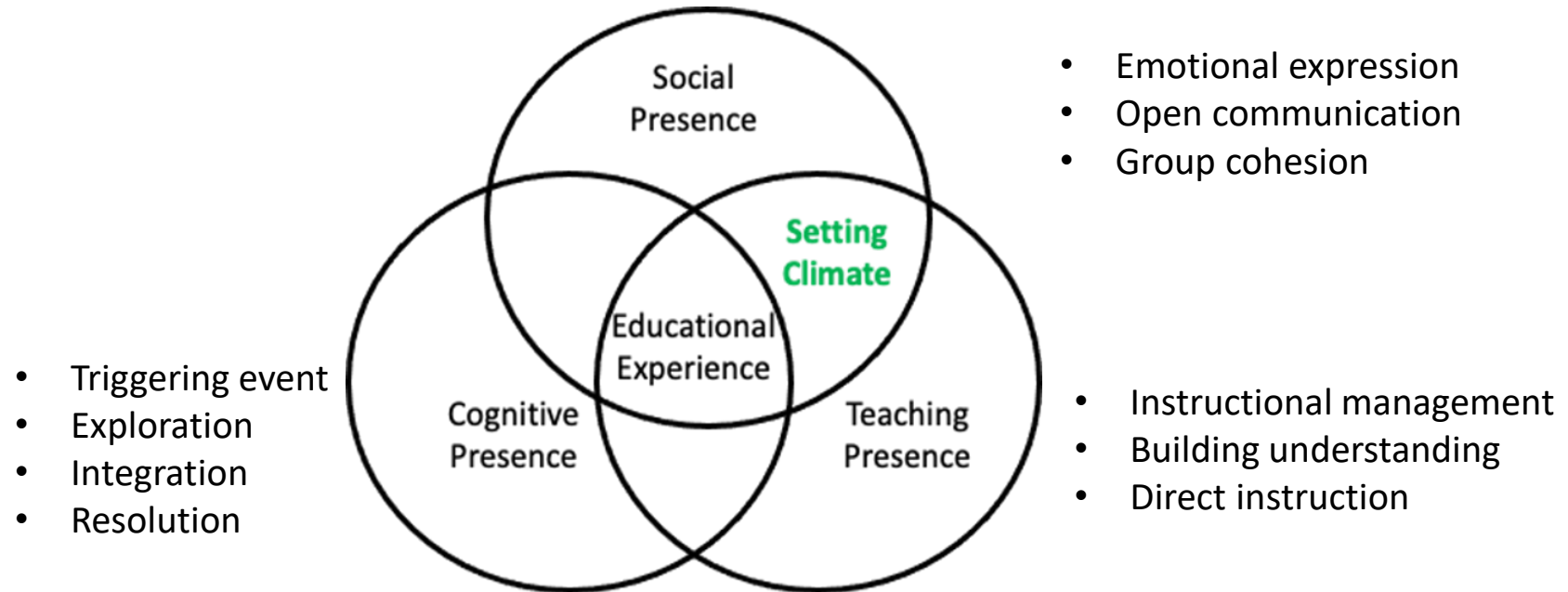
- ☛ "An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding." (Garrison, n.d.)



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Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2–3), 87–105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

COL: Setting the Climate



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Akyol, Z., Garrison, R. (2011) The development of a community of inquiry over time in an online course: understanding the progression and integration of social, cognitive and teaching Presence. *Journal of Asynchronous Learning Networks*, Volume 12: Issue 3-4



Climate Categories, Characteristics, & Connections



Setting Climate: Categories and Characteristics

- ✦ Learning Environment
- ✦ Building Rapport
- ✦ Emotional Expression
- ✦ Instructional Management

Setting Climate: Connections

Climate Categories	Characteristics	COI	UDL Principles & Guidelines
Learning Environment	Clarity of design, organization, pace, interactivity, usability	Teaching presence	Representation: 1, 2, 3 Engagement: 7, 8 Action & Expression: 4, 5, 6
Build Rapport	Trust, tone, immediacy, intimacy, self-expression, accessibility, responsiveness, active engagement	Social presence	Representation: 3 Engagement: 7, 8, 9 Action & Expression: 5, 6
Emotional Expression	Encourage, group identity, respect, recognize	Social presence, Teaching presence	Representation: 1, 3 Engagement: 7, 8, 9 Action & Expression: 4, 5, 6
Instructional Management	Relevance, accountability, feedback, flexibility	Teaching presence	Representation: 2, 3 Engagement: 7, 8, 9 Action & Expression: 5, 6



Climate Setting Strategies & Authentic Activities

Setting Climate: Strategies

Climate Categories	Characteristics	STRATEGIES	ACTIVITIES
Learning Environment	Clarity of design, organization, pace, interactivity, usability	Develop content that is user friendly, uncluttered and organized	<i>TBD</i>
Build Rapport	Trust, tone, immediacy, intimacy, self-expression, accessibility, responsiveness, active engagement	Build a positive rapport through open communication, mutual trust, and opportunities for interaction	<i>TBD</i>
Emotional Expression	Encourage, group identity, respect, recognize	Engender a sense of belonging by acknowledging students and recognizing progress	<i>TBD</i>
Instructional Management	Relevance, accountability, feedback, flexibility	Promote a sense of purpose by articulating goals, monitoring performance, and providing feedback	<i>TBD</i>

Activity

- Task: **Determine 3 or more authentic* teaching & learning activities that address your assigned climate setting strategy**

*Authentic: relevant/meaningful to the learner *and* could happen in the world beyond the classroom

- Write your ideas on the shared document

URL: <https://tinyurl.com/climatesetting>

- Be ready to report your selected activities when we return to the main room
- Time: 8 minutes



Authentic Activities to Invite Setting a Positive Climate

- ✦ **Peer tutors or study groups** *(learning environment)*
- ✦ **Interactive simulations** *(learning environment)*
- ✦ **Preferred pronouns, names, & correct pronunciation** *(build rapport)*
- ✦ **Collaborative activities with clear goals, roles & responsibilities** *(build rapport)*
- ✦ **Faculty, self, and peer assessments that require informative, constructive critique to foster growth** *(emotional expression)*
- ✦ **Concept maps** *(instructional management)*
- ✦ **Student choice in composition (text, illustration, video)** *(instructional management)*



Questions

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