

“OK, What’s Next?”

Successful Transitions to College Capstone

Spokane

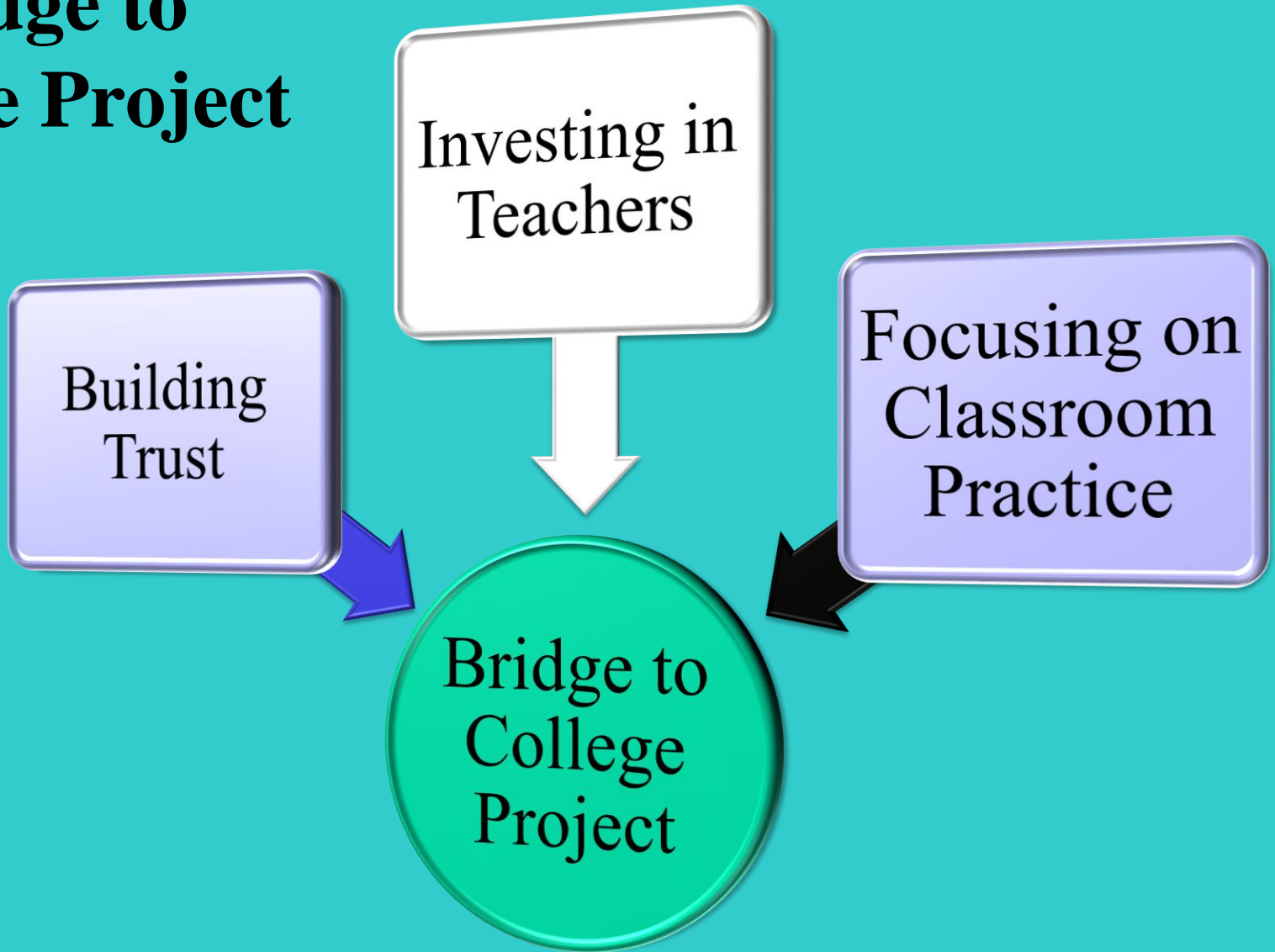
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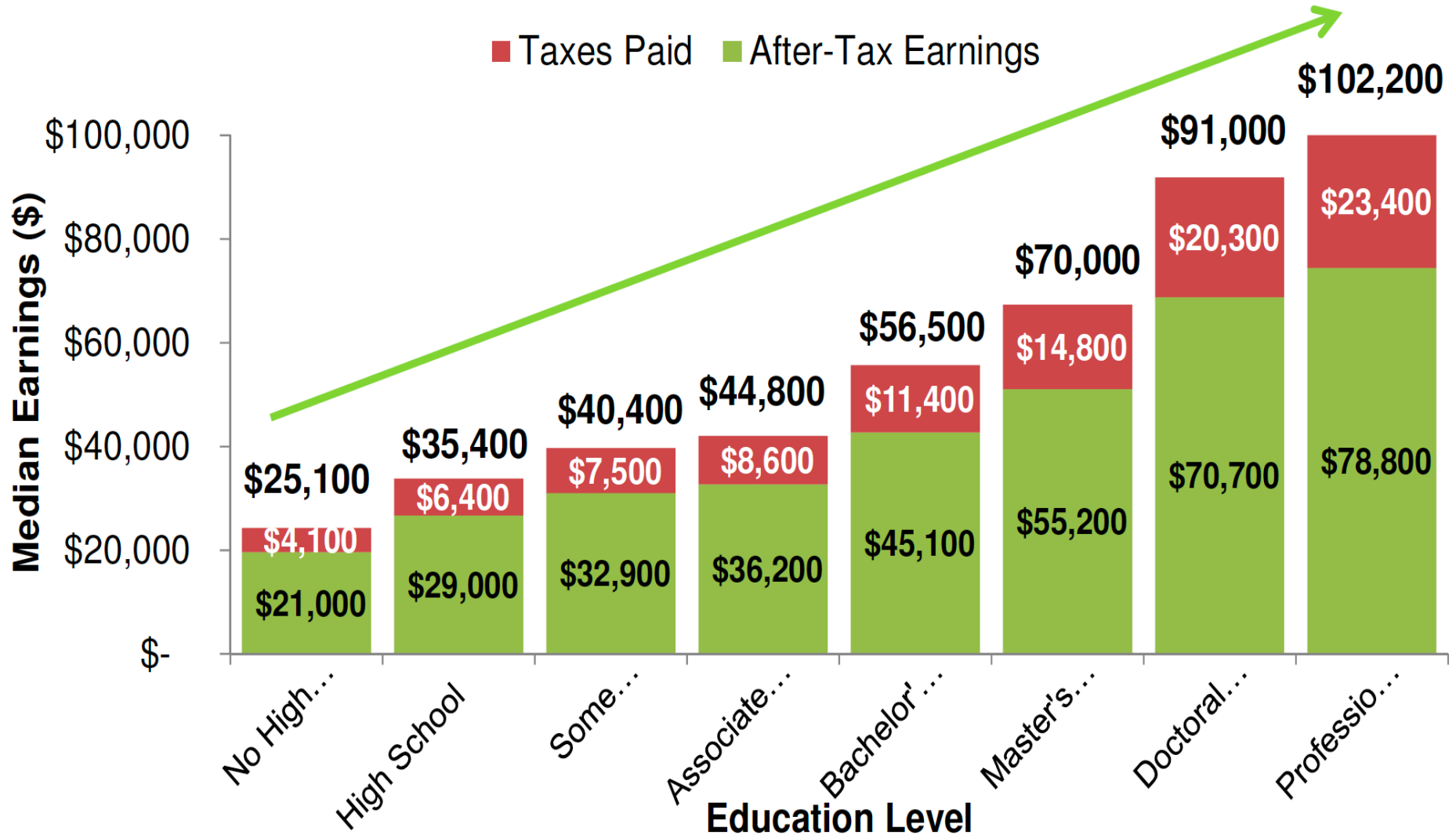
Key Elements of Bridge to College Project



1. In today's world, what are the most significant purposes of education in students' lives?

2. What's your role in helping students achieve those ends?

Education Pays— for Individual and Society



“Leaky” Educational Pipeline

66%

COLLEGE ENROLLMENT

(Ever Enrolled in College)

52%

COLLEGE PERSISTENCE

(Ever Persisted to Second
Year of College)

31%

COLLEGE COMPLETION

By 2016
(Students in Their Mid-20s)

9TH GRADERS

In 2007
(Expected Class of 2010)





Completion Isn't Enough

A World of
“Alternative Facts”
Requires Complex
Thinking



 Our ideas held no water but we used them like a dam”

Complex Thinking

Moving from:

- Beliefs and “feelings” to **facts**
- Isolated facts to **supportive evidence**
- Getting the answer to **gaining understanding**



Coping with paradox:

greater confidence in one's own stands **AND** greater empathy
for those who hold different viewpoints

3. How does collaborative inquiry work with colleagues help you be successful in your role with students?

The Knowledge Illusion

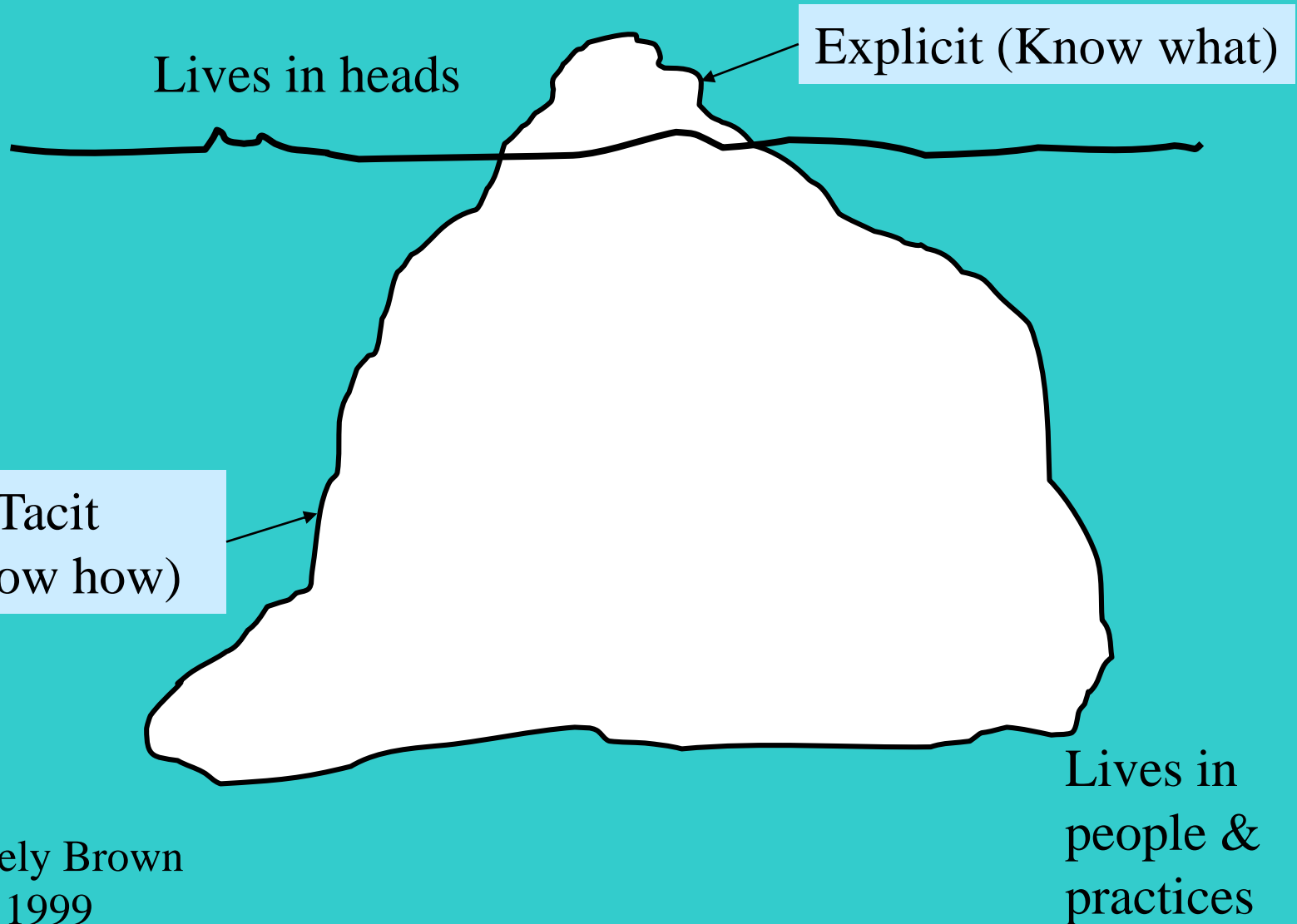
by Steven Sloman and Philip Fernbach

“We think we know a lot, even though individually we know very little, because we treat knowledge in the minds of others as if it were our own...Most of our views are shaped by communal groupthink rather than individual rationality, and we cling to those beliefs because of group loyalty...

People rarely appreciate their ignorance, because they lock themselves inside an echo chamber of like-minded friends and self-confirming newsfeeds, where their beliefs are constantly reinforced and seldom challenged.”

from a review by Yuval Harani, New York Times, April 18, 2017

“Knowledge as Iceberg”



John Seely Brown
AAHE, 1999

Professional Learning as “Story-Telling”



Co-Producing an insight

Collectively telling
the story



Communities of Practice



- **Common language, conceptual framework**
- **Shared experiences, shared problems**
- **Forum for sharing resources and practices**

Value of Collaborative Inquiry as the “Teaching Commons”

- **Increasing local knowledge about teaching and learning**
- **Revitalizing engagement in teaching**
- **Sharing responsibility for student learning**
- **Building mutual trust and understanding**

“Open Source” Teaching

Our understanding of learning will accelerate faster in a *teaching community that acts like a learning system...taking research as its model.*



Diana Laurillard, “Open Teaching: The Key to Sustainable and Effective Open Education”

So What's Next?

Focus on

- Larger purpose of education
- Learning as complex thinking
- “Open source” teaching

In Conclusion...

I know I have not succeeded in answering all of your questions. Indeed, it feels as though I have not completely answered ANY of your questions. The answers I have given often serve simply to raise a new set of questions. In some ways it seems clear that you are as confused as ever. However, you'll be happy to know that I believe firmly that you are now confused on a much higher level and about much more important things than before!

Adapted from John McMahon,
Seattle Central Community College