

**The Accelerated Learning Program**  
**The Community College of Baltimore County**



# Agenda for the Day

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10:00-noon

two pedagogic principles

- backward curriculum design
- active learning

noon-1:00

lunch & Success Navigator

1:00-2:00

non-cognitive issues

2:00-3:00

sentence level error

3:00-4:00

syllabus design

4:00-4:30

piloting & scaling up



# Developmental Writing at CCBC

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**ENG 050**

the  
word

**ENG 051**

reading  
college-level  
texts  
and  
writing  
college-level  
essays

**ENG 052**

reading  
college-level  
texts  
and  
writing  
college-level  
essays

**ENG 101**

reading  
college-level  
texts  
and  
writing  
college-level  
essays



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# Active Learning

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- What is active learning?
- What are some other names for it?
- Why would we do it?
- Why do faculty hesitate to do it?
- Why do students sometimes resist active learning?



# Active Learning

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- Explain to students why we use it.
- Make it clear from the beginning of the semester that group work will be a regular part of class.
- Of course, lecture/discussion will continue to be part of classes too.



# Three Types of Groups

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- Home groups
- Short-Term Groups
- Long-Term Groups



# Roles for Groups

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- Note taker
- Moderator
- Time keeper
- Process observor
- Presenter





# Active Learning: Ice Breakers

## Quirky Questions

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Form groups of about four. Ask each group to discuss a set of questions you give them and be prepared to report out after 15 minutes or so. Here's a set of questions that have worked well for me:

- In the group, who was born in the most interesting place? Where?
- In the group, who has the most interesting nickname? What is it?
- In the group, who has the worst boss? What's so terrible about their boss?
- In the group, who is the best cook? What is their best dish?
- In the group, who speaks the most languages? What are they?

# Active Learning: Ice Breakers

## Introductions

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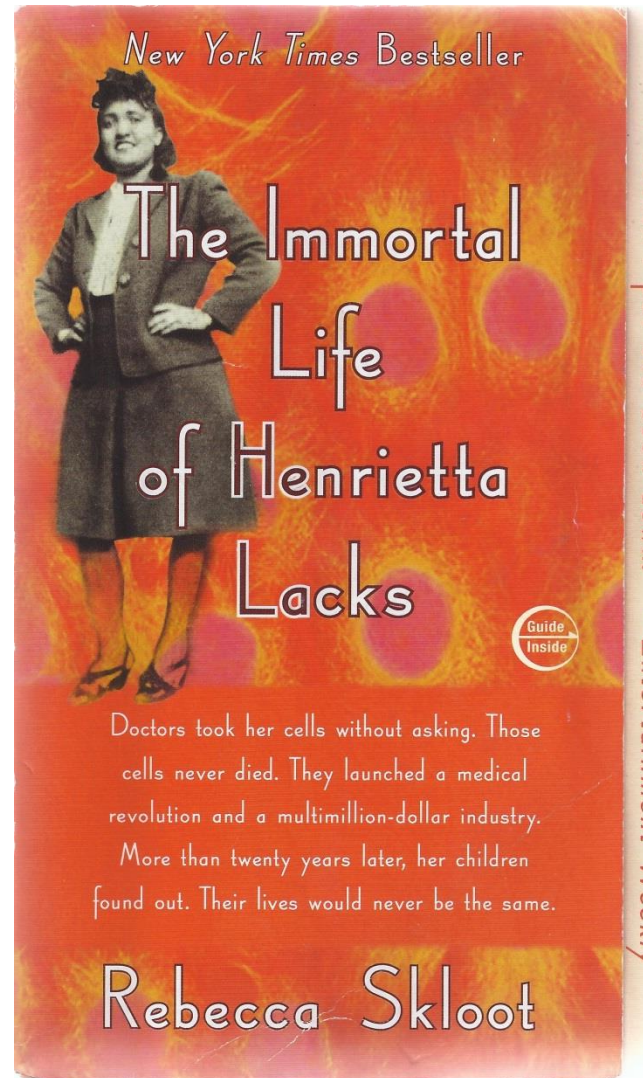
Have students interview each other in pairs. Sometimes it seems like a good idea to provide a list of questions for the interviews:

1. Where were you born?
2. What is your goal at the college?
3. Do you work outside of school?
4. What kind of movies do you like?
5. What kind of food do you hate?
6. What kind of teacher do you try to avoid?

After 20 minutes or so, have each person introduce his or her partner to the class. You may want to give them a time limit for these introductions and encourage them to select the most interesting information they learned rather than try to report on all the questions.

# Active Learning: Integrated Reading

## Constructing a Meaning



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## Constructing a Meaning

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In the first 48 pages of *The Immortal Life of Henrietta Lacks*, much is said about the Johns Hopkins Hospital. Discuss in your group what this section of the book finally says about Johns Hopkins.

Write a single sentence that sums up what your group decides the book says about Johns Hopkins. Be ready to support your group's conclusion with evidence from the text.

# Active Learning: Integrated Reading

## Constructing a Meaning

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**Group 1:** Johns Hopkins was a terribly racist institution.

**Group 2:** For the time, Hopkins was less racist than most institutions.

**Group 3:** The good that Hopkins did for the poor far outweighed any harm they did.

**Group 4:** The medical research Hopkins did was more important than their racist treatment of their patients.

# Active Learning: Reducing Error

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## Inductive Punctuation Rules

# Active Learning:

## What Makes a Good Thesis Good?

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Students come to class with at least one thesis written down for their next paper. More than one is fine too. In groups of about four, students select the thesis from their group that seems likely to produce the best piece of writing.

When the groups report out, students discuss what the selected theses have in common. What kinds of things made people vote for them?

# This Class Has Talent

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Form the students into groups of about four. Give each group copies of the same three papers, written by members of the class (names removed, of course). Ask each group to decide which paper they think is the most effective and then to make a list of its strengths.

After 20 minutes or so, have the groups report out. Discuss the differences in their selection of the strongest paper and try to figure out—not which group is right—but why they disagreed. Also, discuss what counted as a strength.

The emphasis on discussing strengths rather than what we usually do in group work on papers—discussing weaknesses—is a real plus for this activity.



# The Smartest Thing

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Ask students to come to class with an idea of the smartest thing they have done or have heard about someone else doing to be successful in college.

Form students into groups of four and have each group select the one “smartest thing” from its members. Report out on these.

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