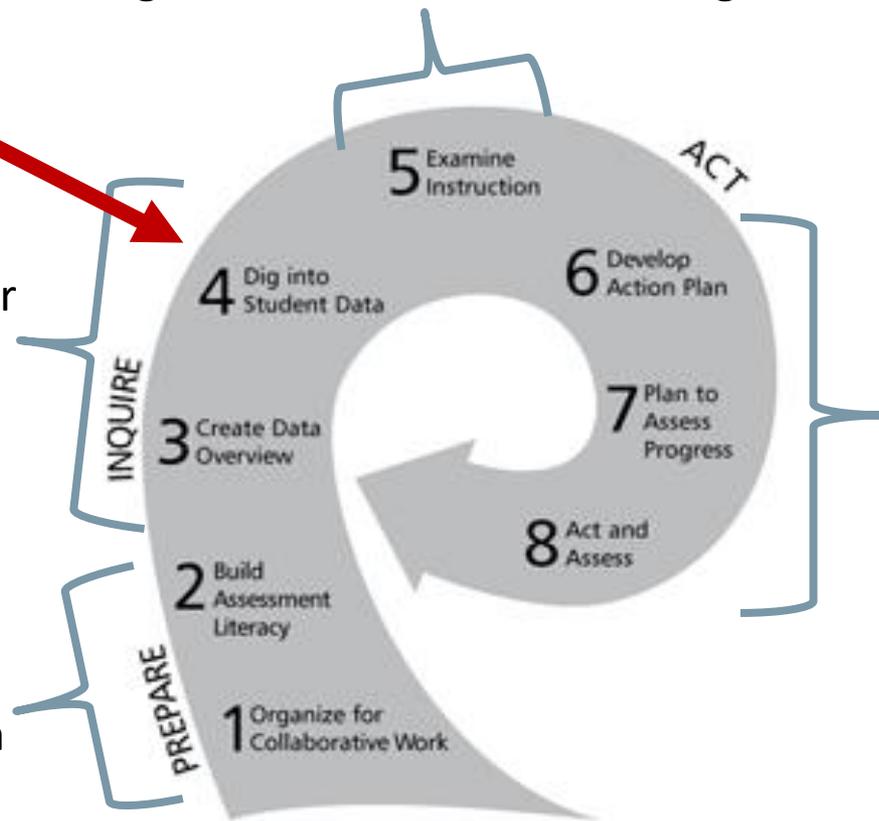


DataWise Model

We'll start here

Identifying *where* in the course to make the change and *how* to make the change

Narrowing the big question down to your area of focus/your question



Seeing how the change has impacted your students. Reflect, adjust if needed, continue your good work!

Building the foundation

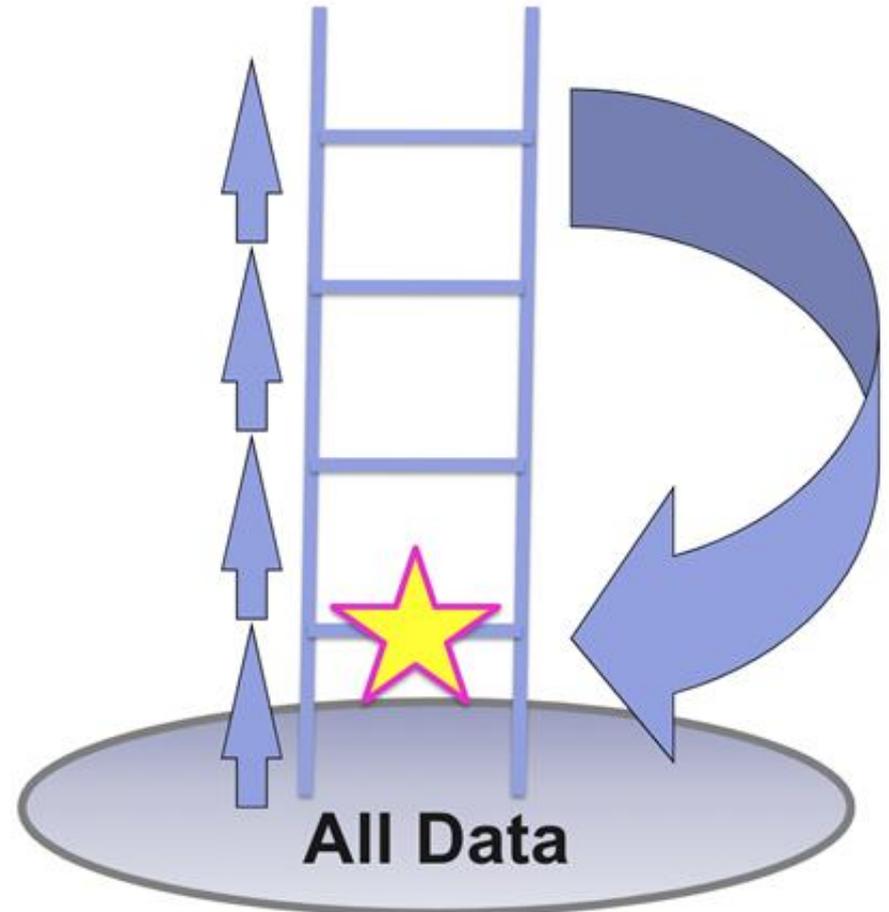
Ladder of Inference

I take: actions (specific)

I draw: conclusions (general)

I add: interpretation (judgment)

I notice: the data





Ladder of Inference

I take: actions (specific)

We need to open each academic year with a refresher on how to read assessment reports

I draw: conclusions (general)

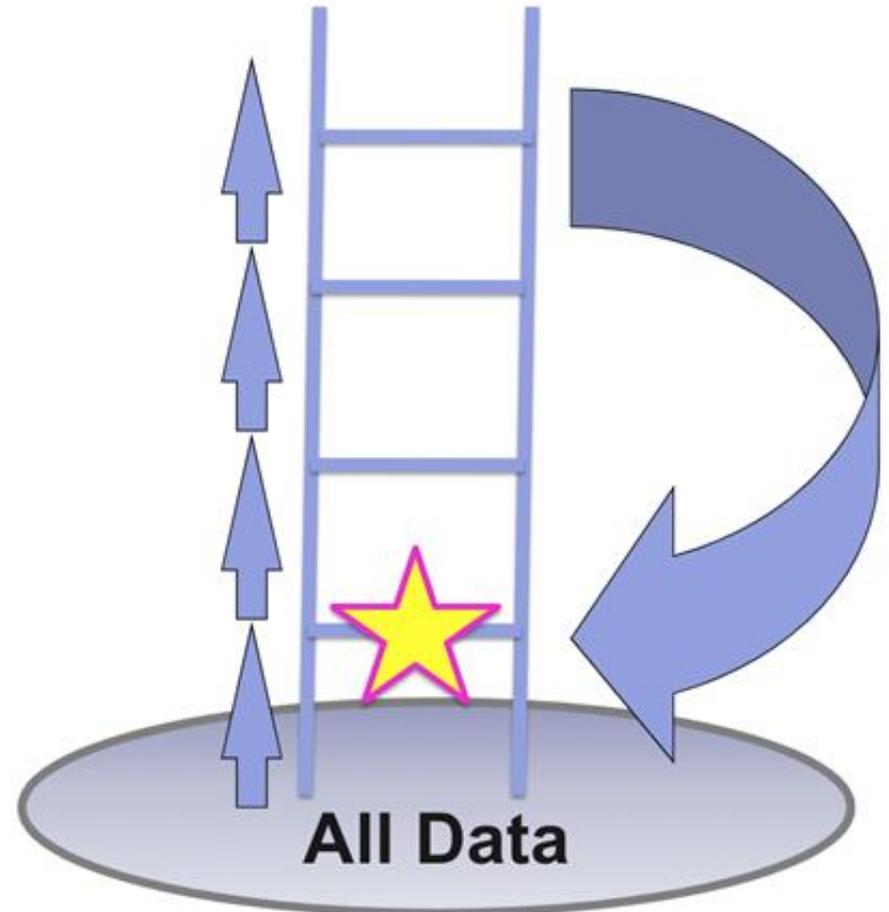
Faculty need training in how to read assessment reports

I add: interpretation (judgment)

Faculty don't know how to read assessment reports

I notice: the data

I notice at Step 2 there are a lot of red 'Not Happening' responses.





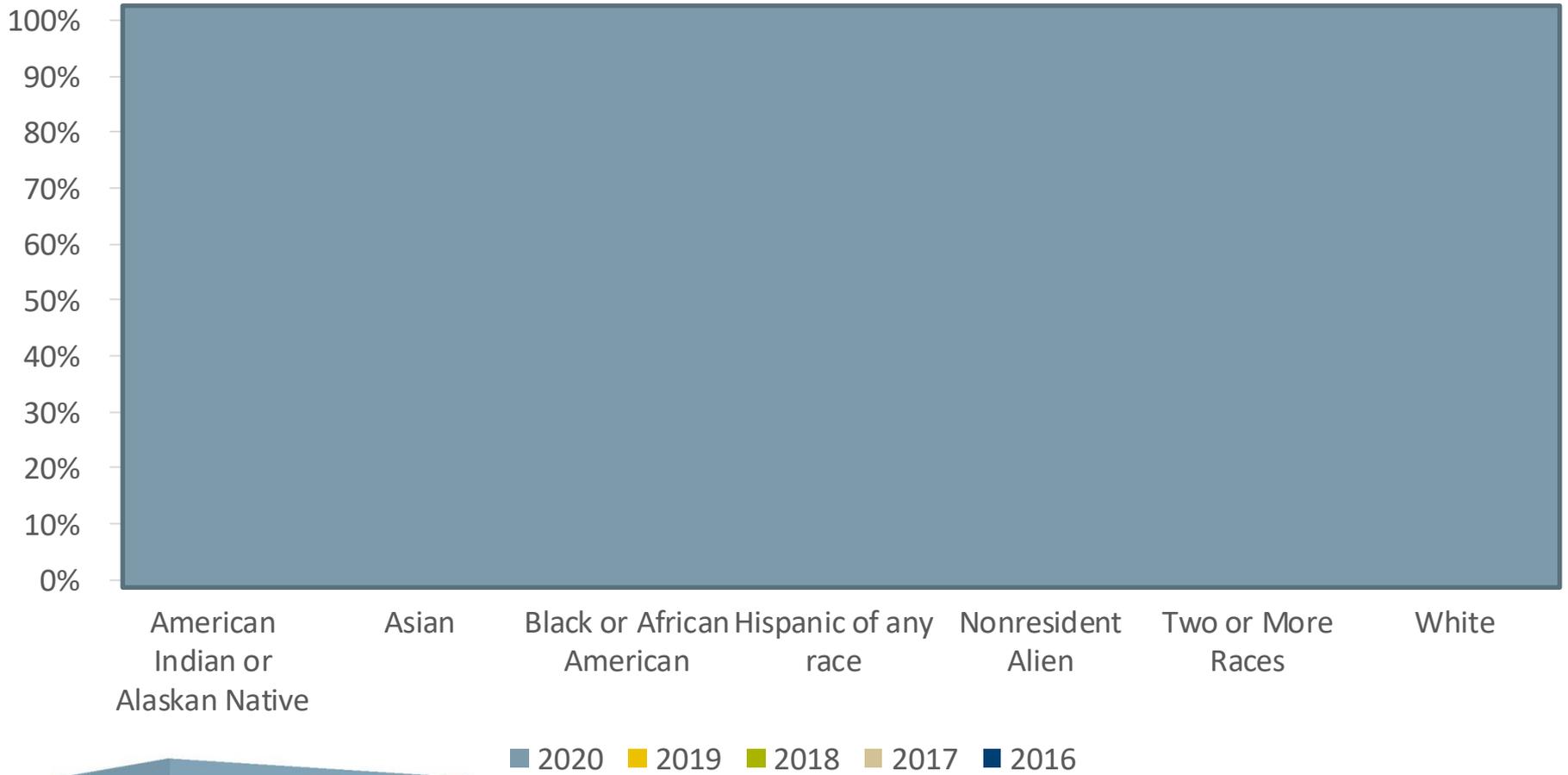
What do you notice? What do you wonder?



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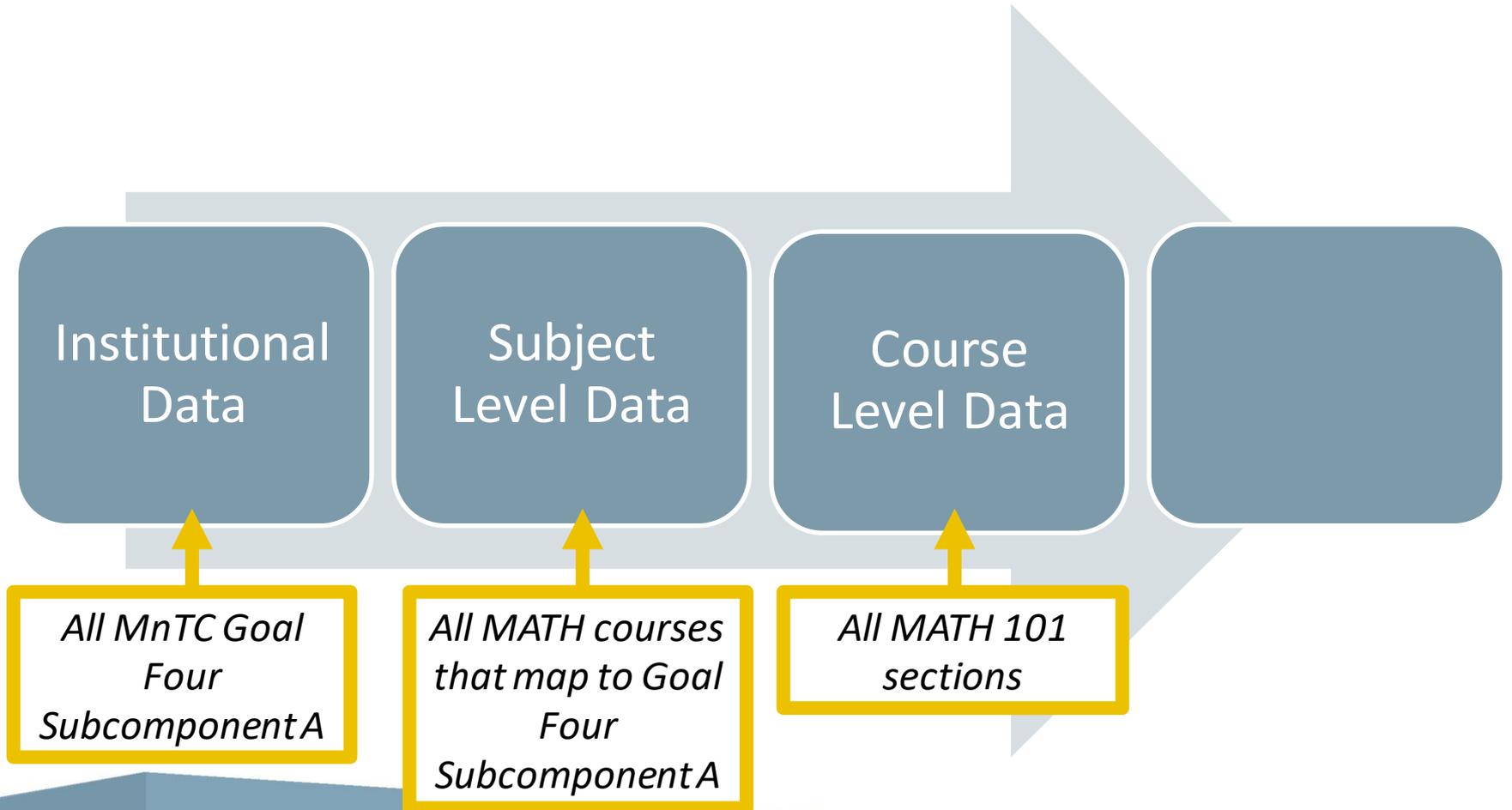


Students that 'Met' -MnTC Goal 4 Subcomponent A: Illustrate historical and contemporary applications of mathematics/logical systems.





Identify the Learner Centered Challenge





Subject and Course Level

SELECT SUBJECT:

MATH

SELECT COURSE #:

All

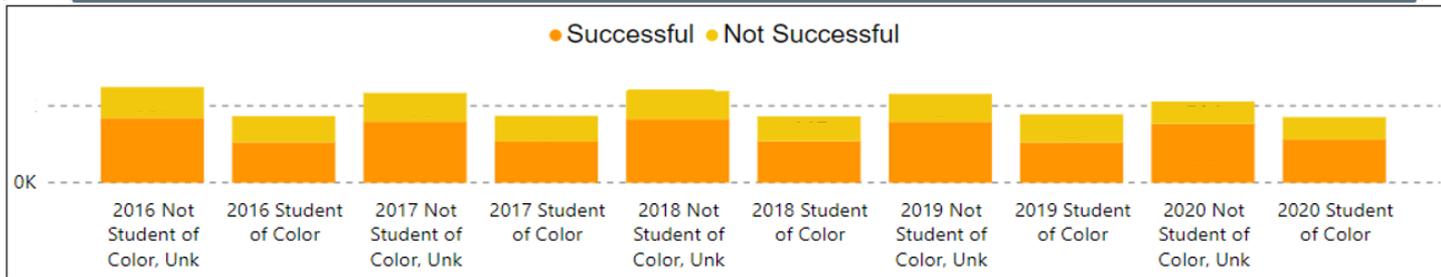
- Select all
- 0030
- 0060
- 0070
- 1000
- 1015
- 1025

FOR COLLEGE INTERNAL USE ONLY

Note: White, non-resident alien, and unknown race/ethnic students are counted in the "Not Student of Color, Unk" category. *Interpret data with caution where there are small numbers of students in a demographic category.*

Success by Race/Ethnicity

Fiscal Year	2016			2017			2018			2019			2020		
Subject and Race/Eth...	# Enrol...	# Succ...	% Suc...	# Enro...	# Succ...	% Suc...	# Enro...	# Succ...	% Suc...	# Enro...	# Succ...	% Suc...	# Enro...	# Succ...	% Suc...
MATH															
American Indian or Alaska Native															
Asian															
Black or African American															
Hispanic of any race															

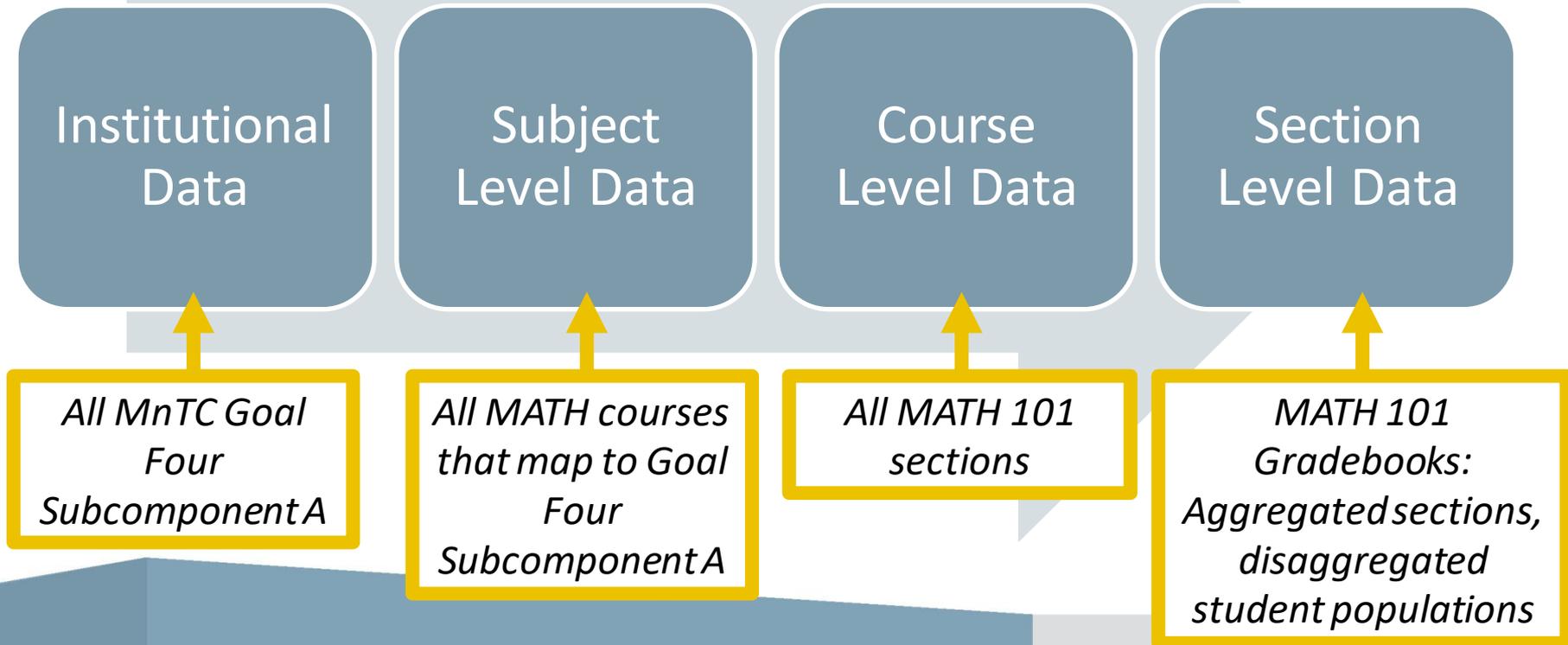




Identify the Learner Centered Challenge

TRIANGULATE!

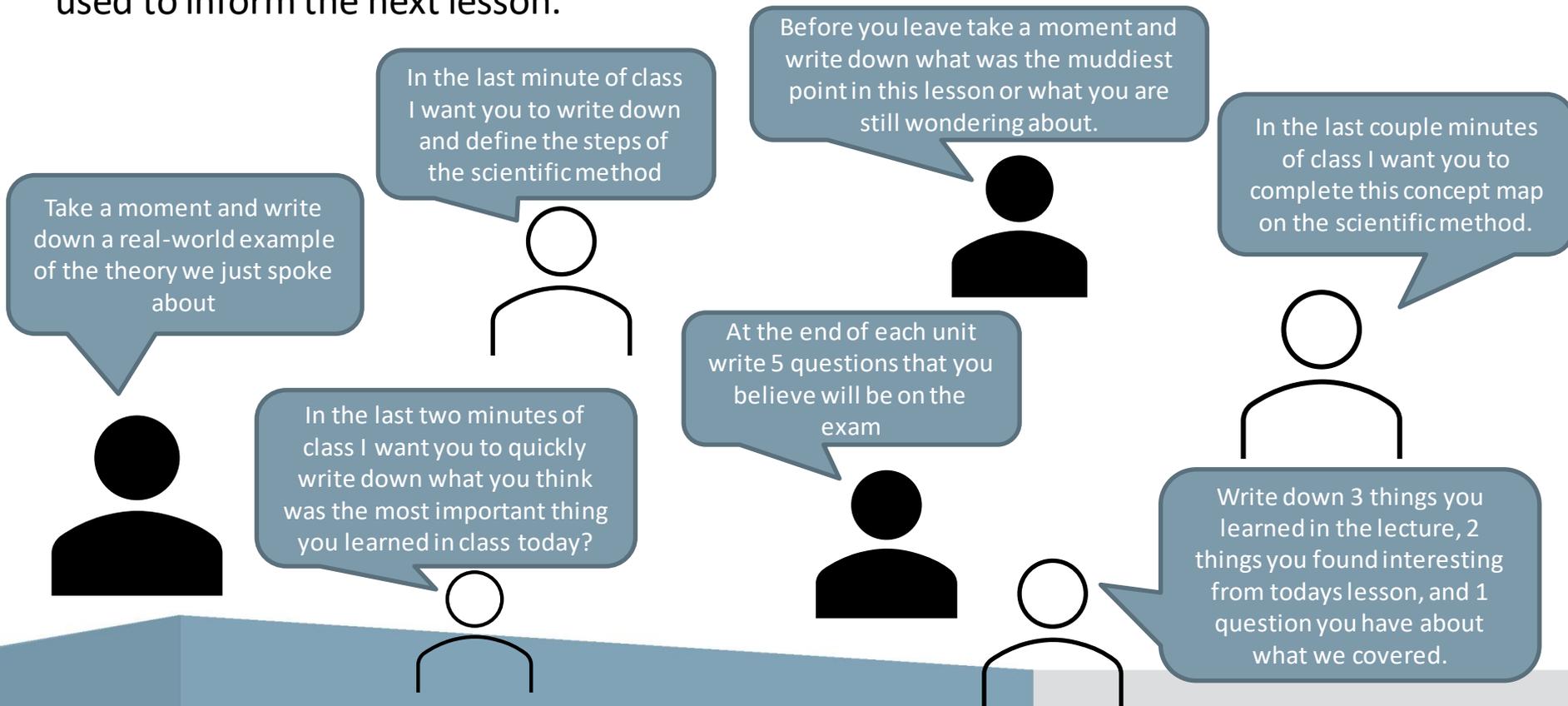
REPEAT 'I NOTICE, I WONDER'





Why is [] a challenge for students?

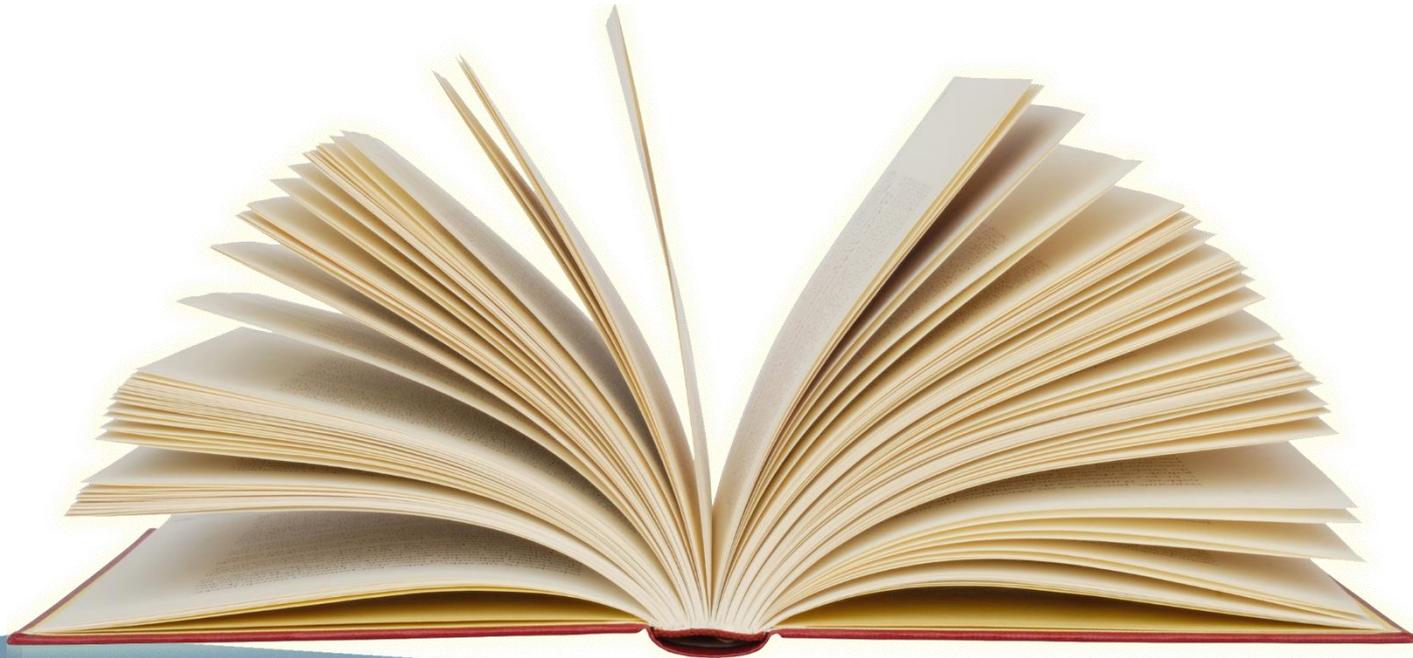
CATs = Simple, nongraded, anonymous, (sometimes spontaneous) in-class activities that give the faculty useful information on the teaching-learning process that can be used to inform the next lesson.





Examine Instruction

- Where in the course is instruction happening related to the learner centered challenge?



Instructional Strategies to Address the Learner Centered Challenge

Fixed vs Growth Mindset - Faculty

- Challenge your mindset about intelligence
- Recognize teaching as a separate skill set from content knowledge
- Learn to identify your fixed mindset "voice"
- Reframe your self-talk

Result: With the right support and instructional strategies any student can do well in this subject.

Fixed vs Growth Mindset - Students

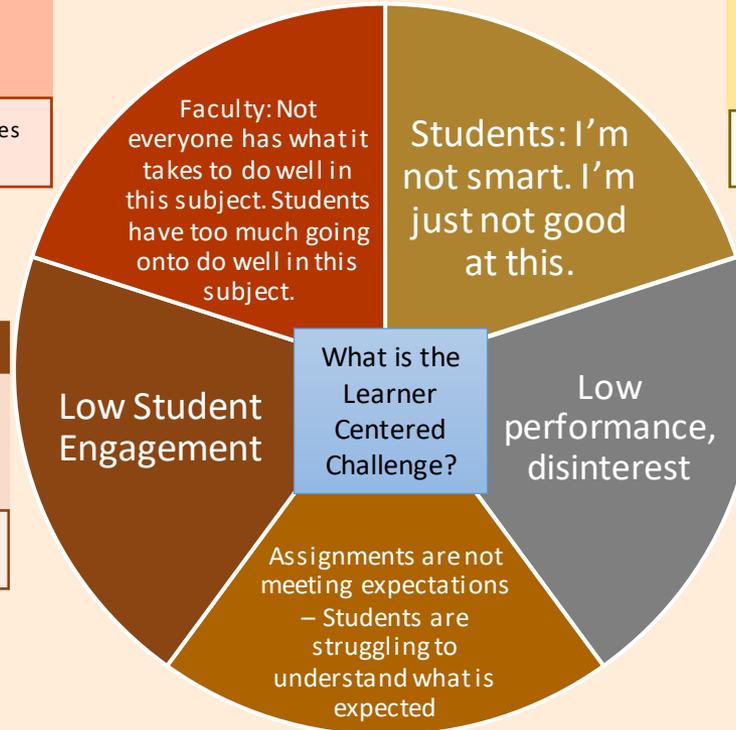
- Share your own journey
- Challenge student mindsets about intelligence
- Celebrate mistakes
- Reframe student self-talk

Result: This may be challenging for me, but I know I can do it.

Humanizing a course

- Build community - help students feel connected to the course, instructor and other students
- Focus on course design
- Focus on facilitation strategies

Result: High student engagement with content, faculty and each other.



High Impact Practices (HIPs)

- Increase odds students will discover the relevance of learning
- Engage in collaborative learning projects
- Infuse into the fabric of the course not a one-shot assignment
- Embed experiential learning
- Draw on common intellectual experience
- Integrate undergraduate research
- And other HIPs!

Result: Improved mindsets and attitudes about the content because students will both apply what they have learned and reflect on or make meaning of their learning and development.

Transparency in Learning and Teaching (TILT)/TAD (Transparency in Assignment Design)

- Revisit the structure of the assignment
- Task description: Steps/Things to avoid
- Include purpose statements: Skills & Knowledge
- Criteria for Success: Rubric plus examples of work

Result: Students can do their best work because they understand how to meet expectations.

Are you not sure what the Learner Centered Challenge is? Use a CAT! Triangulate!

Struggling?

Lean into collaborative inquiry

Reach out to your Center for Learning and Teaching – Instructional Designers, Professional Development Coordinators, or similar

Visit the System Office Network for Educational Development (NED) site.



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