Partnership Learning

Fieldbook

Jim Knight

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T he fieldbook you hold in your hands is full of possibilities. It is designed to help you put into practice a new vision of what professional development can and should be. It proposes a vision of professional development grounded in the belief that people learn and live best when they come together as partners.

At the same time, this is a book about confronting the practical challenges inherent in educational change. This is a "how to" guide for anyone interested in enabling teachers to learn new ways to teach. Specifically, the book summarizes the principles and learning structures of Partnership Learning, a respectful way to conduct professional development workshops. Partnership Learning is one component of Teacher-

INTRODUCTION

Guided Professional Development, an approach to school change that has been refined over the past 10 years at the University of Kansas Center for Research on Learning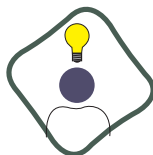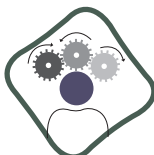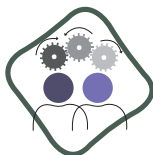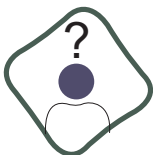. Teacher-Guided Professional Development puts partnership relationships between teachers and professional developers at the heart of school improvement initiatives. Two additional manuals in the Teacher-Guided Professional Development series will describe strategies for collaborating one-to-one with teachers, and structures for enabling collaboration.

This fieldbook is also a book of dreams—dreams grounded in the challenges and realities of school life today. But more than anything else, this is a practical book about how to roll up your sleeves and enable a new kind of professional development. In short, this is a guide for practitioners and change agents, administrators, teachers, and others interested in seeing their schools become places that empower and inspire children to be independent, successful learners.

This fieldbook contains four sections. Section one describes the principles inherent to the Partnership Learning model: equality, choice, voice, dialogue, reflection, and praxis. These principles are the frame upon which this approach to professional development is built, and they provide benchmarks by which presenters can make decisions about how they wish to construct workshops. Section two describes the learning structures of Partnership Learning. Learning structures, according to Spencer Kagan, are "ways of organizing social interaction in the class-

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room." In other words, learning structures are different ways that teachers (or professional developers) can bring people together to consider, evaluate, explore, and learn information. Section three includes planning sheets that presenters can use to develop Partnership Learning professional development sessions as well as several sample outlines demonstrating what Partnership Learning workshops can be like. Finally, section four contains a summary of research validating this approach to professional development.

We hope you find this material useful. This manual is called a fieldbook because it offers a philosophy and a methodology that are intended to be used in the field. We hope and believe that what is described here will enable meaningful change in schools, and, in the spirit of partnership, we encourage you to try these ideas out and use whatever you find to be helpful.

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P artnership Learning is both a philosophy and a methodology. Although many readers might be tempted to skip this section on the philosophy and jump directly to the techniques, we encourage you to take time to learn and consider these ideas. The truth is that partnership philosophy is at least as important as partnership technique. Partnership can be understood as a mindset, or to use a much over-used word, a paradigm, a way of understanding how the world works. When you see the world through partnership glasses, you come to understand human relationships in new ways. Riane Eisler has written a great deal to suggest that partnership can best be under-

PRINCIPLES

stood as one of two ways of understanding life—the other being what she calls the dominator approach to relationships. Eisler has uncovered numerous models for partnership in the artifacts of cultures from prehistoric times.

This partnership mindset, as it is defined within Partnership Learning, can be understood as embodying six principles (equality, choice, voice, reflection, dialogue, praxis), which are described below. These principles help us describe what we mean by partnership and provide a way for us to make decisions that enable us to make Partnership Learning happen. Each principle is described, followed by some questions you might ask to see if you have adopted a Partnership Learning approach. The discussion of each principle concludes with a short list of resources you can turn to if you want to learn more about a specific principle.

"The principles you live by create the world you live in;
if you change the principles you live by, you will change your world."

—Blaine Lee, *The Power Principle*

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T

he central idea of the partnership model is the central idea of most western democracies: the belief that all people are created equal. We say we believe in equality, our vote counts equally to everyone else's, and we share equal rights and responsibilities. Nevertheless, if we peek in on a traditional professional development session, we might not see equality in action. In fact, on many occasions, traditional professional development looks more like the antithesis of equality.

What might happen on a traditional staff development day? Teachers might go to a training session that they did not choose. At the session, a trainer at the front of the group might do most of the talking. The entire session could be built around the assumption that the teachers would implement whatever they were learning about, yet the teachers would spend most of the session quietly (or sometimes not so quietly) resisting the efforts of the trainer. When a teacher inevitably disagrees with the trainer, or points out a reason why an innovation might be difficult

EQUALITY
PRINCIPLES

to implement, chances are the teacher wouldn't be listened to, and might even be considered a troublemaker. Too often the ensuing clash of wills between trainer and teacher ends up poisoning the entire event.

However, when facilitators embrace the principle of equality, everything about the way they share ideas changes. Perhaps a simple example can be helpful. Imagine that you felt compelled to offer parenting advice to a friend of yours. No doubt you would not show up at your friend's house with a collection of PowerPoint® slides and handouts so you could clearly explain how your friend could improve. Rather, you would do just the opposite. You would tread lightly. You would make it very clear that you were not intending to tell your friend how to live his or her life. You would ask what you friend's ideas were, and listen with all your heart. You would praise his or her many great attributes, opening the door ever so slightly to the conversation by offering ideas tentatively. You would make suggestions, and let your friend decide if your suggestions had any merit. Since parenting is so personal, you would infuse your whole conversation with respect and care for your friend. You would treat her or him like an equal.

Partnership carries the intention to balance power between ourselves and those around us.

—Peter Block, *Stewardship*

Teaching is personal too. Yet, too often professional developers do not tread lightly. If teachers are truly equal with the change agent in a workshop, their ideas need to count. Equality does not mean that each participant has the same knowledge as the facilitator, but it does mean that each participant's opinion is important and that every point of view is worth hearing. In Partnership Learning, every one in a workshop should feel that he or she is really considered equal by the facilitator.

Some Questions

- Do I truly acknowledge teachers whose opinions are different from mine?

- Do teachers feel that their knowledge and experience count during my workshops?

- Do I believe that teachers bring important knowledge to my workshops that I don't have?

- Where can I learn more about equality and partnership?
    - Peter Senge. (1993). *Fifth Discipline*. New York: Doubleday Currency.
    - Riane Eisler. (2000). *Tomorrow's Children*. Boulder, CO: Westview Press.
    - Sarah Lawrence-Lightfoot. (1999). *Respect: An Exploration*. Cambridge, MA: Perseus Books.

I f we believe that people are equal, then it follows that they also have a say in what they do and don't do. Can you imagine a partnership where one partner made all the decisions for the other? Imagine what would happen to most partnerships if one partner decided how to spend the money, how to run the business, whom to hire and so on. Imagine how you'd feel if you were supposed to be in a partnership and your partner didn't consult you before acting, never asked your opinion, never allowed you to say yes or no. Chances are you wouldn't feel like a partner at all.

Partners choose to work together; that is a defining characteristic of a partnership. People who are in a partnership enter more or less as equals. Partners are people who both have a say, who both guide the direction of whatever endeavor they share, who both have the right to say yes and no, and make choices, as long as they are partners. Peter Block explains in his book *Stewardship* that if there is no choice, there really is no partnership:

CHOICE
PRINCIPLES

> Partners each have a right to say no. Saying no is the fundamental way we have of differentiating ourselves. To take away my right to say no is to claim sovereignty over me … If we cannot say no, then saying yes has no meaning.
>
> —*Stewardship*, pp. 30-31.

One reason traditional professional development fails may be that teachers frequently have little choice in what they learn. Often, in professional development, teachers "do not have a right to say no," as Peter Block says. Too often, teachers are told to attend compulsory training sessions even if the sessions don't meet their needs or if they've heard the speaker previously. Teachers often are told that their school has adopted an innovation that, whether they want to or not, they will be asked to implement. Not surprisingly, many teachers resist being forced to change. Like a partner who has not been listened to, they turn away saying enough is enough.

Taking away teachers' right to say no is one way schools take away teachers' professionalism. Personal discretion is in many ways the heart of being a profes-

Choice is central to partnership. Partners are always free to choose to agree or disagree. This has enormous implications for how knowledge is shared, since without the opportunity to exercise choice there can be no critical thinking.

—Riane Eisler, Tomorrow's Children

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sional. Doctors, lawyers, or teachers are professionals because we trust them to make the right decisions, to use their knowledge skillfully and artfully. What makes someone a professional is her or his ability to choose correctly. When we take away choice, we reduce people to being less than professionals.

Choice is taken away for good reasons. A principal might know that school-wide implementation of a strategy would be better for students and therefore require every one of his teachers to implement it. A researcher might know that a teaching routine was used a certain specific way during clinical study, and therefore want teachers to teach only as it was done during clinical study. The trouble is that when you take away teachers' right to say no, their ability to choose, you are no longer treating them as professional partners, and you significantly decrease the likelihood that they will embrace what you propose. When teachers don't feel they are being treated as partners, they often resist whatever you offer.

Interestingly, professional developers involved in the Pathways to Success[1] project have found that offering choice actually increases both teachers' desire to teach with fidelity and the likelihood that teachers will implement learning strategies and teaching routines. Pathways to Success personnel are finding that when you offer choices, teachers are more likely to use whatever you're offering. In contrast, when you force teachers to learn something, they choose to dig their heals in and resist.

Offering choices during professional development does not mean that everything is up for grabs. Teachers have to strive for standards, and if they are to be treated professionally, they need to act professionally. In some cases, compulsory training is necessary, unavoidable, or legally mandated. Nonetheless, even when teachers have no choice about participating in training, they can still make decisions about how they might adapt instruction, how they want the training to be delivered, how frequently they want breaks, and whom they want to work with during a session. Professional developers who offer meaningful choices take steps toward partnership.

Some Questions

- Does my professional development offer true choices?

- Do I allow teachers to make their own decisions about the materials I present during workshops? Do I respect their decisions if they differ from mine?

- Are teachers forced to listen to my presentation?

- Do I recognize that teachers are going to need to adapt materials for their individual classrooms?

- Can I provide more choices during a presentation?

- Where can I learn more about choice and partnership?

  - Peter Block. (1993). *Stewardship: Choosing Service over Self-Interest.* San Francisco: Berrett-Koehler.

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[1]*Pathways to Success is a comprehensive school reform project in which Teacher-Guided Professional Development is used to facilitate districtwide implementation of Learning Strategies and Content Enhancement Teaching Routines validated through research at the University of Kansas Center for Research on Learning. Pathways to Success is made possible by funds from the U.S. Department of Education GEAR-UP Programs.*

I f partners are equal, if they choose what they do and don't do, it stands to reason that they should be free to say what they think, and that their opinions count. For that reason, Partnership Learning recognizes that professional development has to value the opinions of all participants, not just the ideas of the presenter. In fact, most learning is significantly limited unless the voices of more than one person are encouraged and heard.

In Partnership Learning all individuals are given chances to express their points of view. This means that a primary benefit of partnership is that each individual gets a chance to learn from many others. In Partnership Learning, all workshop participants have the freedom to express their opinions about content being covered. Furthermore, since opinions inevitably vary, staff developers encourage conversations that allow people the freedom to express a variety of opinions.

There are many things facilitators can do to encourage others' voices. For one thing, they can provide a variety of settings for teachers to speak with each other. Although some participants are comfortable speaking as part of a large group, others prefer to speak one-to-one or in small-group settings. Partnership facilitators can structure one-to-one, small-group, and large-group conversations throughout a session.

VOICE
PRINCIPLES

In addition to everything else, partnership is enhanced when people listen to each other with care. Providing an opportunity for people to speak is only one half of the challenge. Facilitators have to listen authentically, empathetically. For Stephen Covey, empathetic listening is "listening with intent to understand ... seeking first to understand, really understand … Empathic listening gets inside another person's frame of reference. You look out through it, you see the world the way they see the world, you understand their paradigm, you understand how they feel" (p. 241).

The more deeply you understand other people, the more you appreciate them, the more reverent you will feel about them. To touch the soul of another human being is to walk on holy ground.

—Stephen Covey

Enabling and hearing the opinions of someone you value as an equal is an act of partnership. Enabling people to feel they are being heard can be a deeply moving and meaningful experience. We all need to be heard, to have our voices mean something.

Some Questions

- Do I really listen with the intent to understand?

- Do I fully understand what a colleague has to say before I give my point of view?

- Do I provide a variety of ways for participants to talk with each other during my workshops?

- Do I ask questions that encourage people to say what they really think?

- Where can I learn more about voice and partnership?

  - Steven Covey. (1989). *The Seven Habits of Highly Effective People.* New York: Simon and Schuster.

I f we are creating a learning partnership, if our partners are equal with us, if they are free to speak their own minds and free to make real, meaningful choices, it follows that one of the most important choices they will make is how to make sense of whatever we are proposing they learn. Partners don't dictate to each other what to believe; they respect their partners' professionalism and provide them with enough information so they can make their own decisions.

Offering workshop participants the freedom to consider ideas before adopting them is central to the principle of reflection within Partnership Learning. Indeed, reflective thinkers, by definition, have to be free to choose or reject ideas, or else they simply are not thinkers at all. As Brubaker, Case, and Reagan have explained, "the reflective teacher is first and foremost a decision-maker, who must make his or her decisions consciously and rationally." Reflection is only possible when people have the freedom to accept or reject what they are learning as they see fit.

REFLECTION
PRINCIPLES

Donald A. Schon emphasizes the need for practitioners of all sorts to be reflective. According to Schon, reflection is necessary for learning since often the most important parts of skillful or artistic activities, like teaching, are hidden from our conscious understanding. People are skilled or artistic practitioners because they have a repertoire of competencies and skills that they may not even be able to identify. Polanyi (1967) described this as a tacit dimension. For that reason, Schon observes, becoming skilled at anything is as much about "getting the feel" of an activity as it is about learning specific skills. Reflection enables people to become more aware of their tacit knowledge, to understand the assumptions that are implicit in their actions, and to get the feel for what they are learning.

Schon (1987) distinguishes between "reflection in action" and "reflection on action." Reflection in action occurs while people are in the midst of an activity. During reflection in action, "our thinking serves to reshape what we are doing while we are doing it." Reflection on action, in contrast, occurs after an activity. This form of reflection involves "thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected out-

The teacher cannot rely on either instinct alone or on prepackaged sets of techniques. Instead, she or he must think about what is taking place, what the options are and so on, in a critical, analytical way. In other words the teacher must engage in reflection …
—John W. Brubacher, Charles W. Case, and Timothy G. Reagan, *Becoming a Reflective Educator: How to Build a Culture of Inquiry in the Schools*

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come."

Killion and Todrem (1991) extend Schon's description of reflection by observing that in addition to looking back and reflecting on practice, thinking on the spot and reflecting in practice, reflective practitioners often think about how an idea can be used in the future, which they call reflection for practice. This is perhaps the kind of reflection most likely to be found in Partnership Learning. During a partnership workshop, teachers are provided with numerous structured activities that allow them to explore how an idea might work in their classroom or personal life. Thus, teachers are enabled to consider how an idea might be shaped, adapted, or reconstructed to ensure it fits their way of teaching and meets the most pressing needs of their students.

However, reflection might be even more important in that it holds the potential of providing an opportunity for teachers to think about what Parker Palmer calls "the inner landscape of the teaching self." As Palmer observed, reflection can enable teachers to ask profound questions about what, how, why, and who teaches. His comments are revealing:

"Teaching, like any truly human activity, emerges from one's inwardness, for better or worse … teaching holds a mirror to the soul. If am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge."

> ### Some Questions
>
> - Am I really able to accept teachers rejecting the views I offer in a workshop?
>
> - Do I encourage a variety of views about the content I share with teachers?
>
> - Do I provide enough information to allow participants to make good decisions about the content I share?
>
> - Where can I learn more about reflection and partnership?
>   - Donald A. Schon. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
>   - Parker J. Palmer. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers.
>   - John W. Brubacker, Charles W. Case, and Timothy G. Reagan. (1994). *Becoming a Reflective Educator: How to Build a Culture of Inquiry in Schools*. Thousand Oaks, CA: Corwin Press, Inc.

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I f partners choose to come together as equals, if they feel free to voice their opinions, if they are listened to, and if they act on the exhilarating belief that they are free to agree, disagree and reflect on ideas as they choose, something marvelous can happen.

When conversation opens up in a workshop, ideas can begin to float around a room like balls in a pinball machine. In such a situation, a group can eventually start to communicate so well that it becomes difficult to see where one person's thoughts end and another person's begin. That is, an exciting community of thought can arise. A group can start to think as one big mind, one group of differently talented, unique individuals sharing the joy of muddling over a problem. This kind of communication can be called dialogue.

In a partnership, one individual does not impose, dominate or control. Partners engage in conversation, learning together as they explore ideas. At the heart of Partnership Learning is a deep belief that partnership involves dialogue. Dialogue

DIALOGUE
PRINCIPLES

brings people together as equals so they can share ideas, create new knowledge, and learn. Specifically, participants engaged in dialogue attempt to open up discussion and share, literally, what is on each other's minds. During dialogue, people inquire into each others' positions at least as much as they advocate their own point of view, and they use specific strategies to surface their own and others' assumptions.

Dialogue is not the same as simple discussion, where individuals advocate their points of view in competitive discussion with little, if any, reflection on the assumptions that underlie their points of view. The problem with such a competitive form of communication, as David Bohm has noted, is that by defending an assumption, you "push out what is new." Bohm explains the unique qualities of dialogue:

Dialogue, conversation, people being able to talk and thereby create the world, feels to me now as absolutely true, and it feels like it is validated everywhere I go except when I go into organizations.

—Margaret Wheatly, in a dialogue recorded in Dialogue: Rediscover the Transforming Power of Conversation

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In a dialogue, there is no attempt to gain points, or to make your particular view prevail … It's a situation called win/win, whereas the other is win/lose—if I win, you lose. But a dialogue is something more of a common participation, in which we are not playing a game against each other but with each other. In a dialogue everybody wins.

In a Partnership Learning workshop, professional developers do what they can to make dialogue occur. Facilitators avoid manipulation, engage participants in conversation about content, and think and learn with participants as everyone moves through the content being discussed. By seeing others as equals, by listening empathetically and encouraging everyone to speak their minds, facilitators can encourage dialogue.

Some Questions

- Do I speak less than 60 percent of the time during my sessions?

- Are my participants able to create new ideas during my workshops?

- Are the conversations during my workshop as lively as the ones during the breaks?

- Where can I learn more about dialogue and partnership?

    - Linda Ellinor and Glenna Gerard. (1998). *Dialogue: Rediscover the Transforming Power of Conversation*. New York: John Wiley and Sons, Inc.

    - David Bohm. (1996). *On Dialogue*. London: Routledge Publishers.

    - Jane Vella. (1995). *Training Through Dialogue: Promoting Effective Learning and Change with Adults*. San Francisco: Jossey-Bass Publishers.

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W hat do we desire as professional developers? Most likely we want the people with whom we work to learn new ways to help students, to think about what they do, to change for the better. To encourage such reflective action, we may give teachers many chances to mull over how they might use the new ideas being discussed. For that reason, in a Partnership Learning workshop, teachers, like children having fun with modeling clay, are able to reshape each new idea until they can see how it might look in their classroom. That is, teachers have opportunities to think about how to apply new ideas to their real-life practices.

Praxis is a rich philosophical term for the creative activity illustrated above. Simply put, praxis describes the act of applying new ideas to our own lives. For example, when we learn about Course Organizers, and spend a great deal of time thinking about and developing Course Questions that focus and reshape our course, we are engaged in praxis. When we learn about telling stories and then create our own new stories to weave into our lessons, we are engaged in praxis. And when we learn about a new teaching practice or theory, think about it deeply, and decide not to use it in our classes, we are engaged in praxis. When we learn, reflect, and act, we are engaged in praxis.

PRAXIS
PRINCIPLES

The concept of praxis has many implications. Most important perhaps is the assumption that if we are to apply new knowledge to our lives in some way, we need to have a clear understanding of our current reality. Paulo Freire has suggested that praxis is actually a profound and important activity because it leads to analyzing our lives and the world in which we learn. For Freire, praxis is revolutionary: "it is reflection and action upon the world in order to transform it." … "To speak a true word is to transform the world."

In many ways it is easier to describe what praxis is not than what it is. Praxis is not memorizing a new routine so we can teach it in our classes exactly as we memo-

Praxis is the unity that should exist between what one does (practice) and what one thinks about what one does (theory).

—Moacir Gadotti

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rized it. Praxis is not using cooperative learning activities to ensure that teachers fully understand how to score an assessment tool. Praxis is not running a workshop so that the picture in our mind ends up exactly the same in the minds of all of the participants. Rather, praxis is enabled when teachers have a real chance to explore, prod, stretch, and recreate whatever they are studying—to roll up their sleeves, consider how they teach, learn a new approach, and then reconsider their teaching practices and reshape the new approach, if necessary, until it can work in their classroom.

Because reflection is central to this approach to learning, praxis is impossible without a partnership relationship. As Richard J. Bernstein observed, "praxis requires choice, deliberation, and decisions about what is to be done in concrete situations" (p. 160). In other words, if participants in our workshop are going to really make plans to use what we're explaining, they need to feel free to make their own sense of the materials. They have to be real partners, equal, free to say no, and, we hope, excited by the possibilities offered by the new ideas being learned.

Some Questions

- Are the teachers in my sessions able to truly explore how they might use what I am explaining?

- Do teachers in my sessions really consider the practical implications of what I am talking about?

- Do teachers in my sessions use most of their time meaningfully?

- Are my sessions really useful?

- Where can I learn more about praxis and partnership?
    - Paulo Freire. (1970). *Pedagogy of the Oppressed.* New York: Continuum
    - Richard J. Bernstein. (1991). *Beyond Objectivism and Relativism.* Philadelphia: University of Pennsylvania Press.

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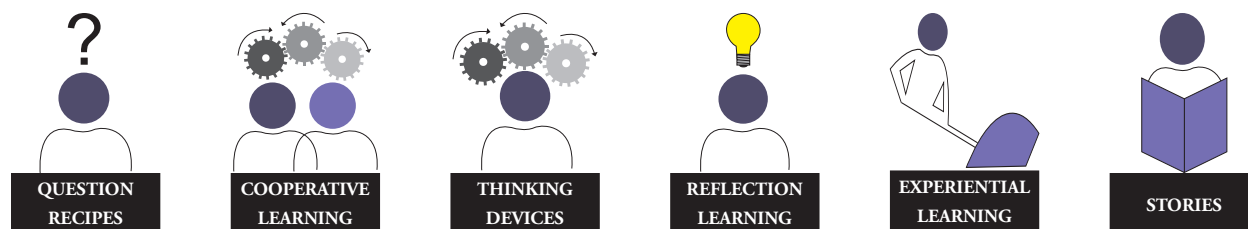1122 West Campus Road
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T he six partnership principles provide a way of understanding what we mean by a partnership approach to professional development and a number of benchmarks for making decisions that encourage or inhibit partnership. People who want to create Partnership Learning can ask whether or not their workshop embodies the partnership principles, knowing that a movement away from the principles is a movement away from Partnership Learning.

However, the six principles are more than a mindset or a decision-making rubric. They are also the assumptions that underlie six partnership learning structures. As noted, Spencer Kagan described learning structures as "ways of organizing social interaction in the class-

LEARNING STRUCTURES

room." The partnership learning structures described in this section are simple, easy-to-use, proven methods to increase the effectiveness of learning sessions with groups.

In research studies of Partnership Learning, measures of participant engagement, understanding, knowledge retention, and enjoyment have shown that the learning structures described here are superior to traditional methods of training. Professional developers can make Partnership Learning happen by employing some or all of the six learning structures.

The partnership learning structures described here are tools to be used to create an enriching learning community, a group learning setting where everyone, learners *and* facilitators, grows, learns, and develops together. The partnership strategies are tools that can be used to create something beautiful. And as with any other creation, the approach and spirit of the user is most important. Facilitators who begin learning sessions with a genuine desire to learn, listen, grow, develop, and to be partners with all learners in the sessions, begin with an attitude and spirit that can make a difference. Their attitude enables learning to be the intense, humane experience it should be.

| QUESTION RECIPES | COOPERATIVE LEARNING | THINKING DEVICES | REFLECTION LEARNING | EXPERIENTIAL LEARNING | STORIES |

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Question Recipes are simple questions that professional developers can use to open up conversation for everyone at a workshop. They are similar to the recipes used in action science and dialogue sessions to promote organizational learning. Initially, they may seem artificial and overly formulaic, but research suggests that effective use of recipes helps facilitators create sessions with enriched dialogue. Remember, one principle of the partnership mindset is to create an environment that encourages open and equal dialogue. Question Recipes promote such dialogue.

QUESTION RECIPES
LEARNING STRUCTURES

Why use Question Recipes?

Question Recipes are proven approaches for encouraging dialogue. Because Question Recipes are easy to remember and use, they are simple to practice. By using Question Recipes, instructors can improve their spontaneous questioning skills in professional development sessions.

What are the elements of effective Question Recipes?

Question Recipes promote the creation of an open environment in which all participants have an opportunity to voice their ideas and concerns, and where all participants feel that their points of view are equally valued.

Question recipes have two essential elements: First, they are open-ended and consequently encourage detailed, broader responses. Second, they are nonjudgmental; they do not prompt responses that can be judged right or wrong. For example, if learners are asked how they feel about a film clip, they can respond honestly without fear that they will be told they are wrong. Informal observations suggest that when learners are asked judgmental questions (such as "What is the role of feedback in Csikszentmihalyi's theory of flow?"), they are much less likely to respond and engage in spirited dialogue.

A conversation is only as good as the questions it entertains.
—Parker Palmer, The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life

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What are some examples of effective Question Recipes?

As you become more comfortable with this form of questioning, you will probably gather your own list of Question Recipes to use. Quite possibly you already have a repertoire of open-ended, nonjudgmental questions that you use comfortably during learning sessions. Here are some recipes you may wish to start with or add to your existing collection of Question Recipes:

✓ *Tell us more about that ...*

Use this recipe to encourage respondents to expand upon their comments.

✓ *How do you see this working ... [with your team, in your classroom, in your department and so on] ...?*

Use this recipe to push dialogue to a more realistic discussion of potential successes and challenges that participants anticipate with respect to the innovation being presented.

✓ *What are some other ways of looking at this ....?*

Use this recipe to invite multiple perspectives and to encourage participants to voice their concerns and ideas with respect to whatever is being explored in the dialogue session.

✓ *What questions do you have about ...?*

Use this recipe to encourage participants to ask questions about the material that has been discussed during the session.

✓ *What leads you to believe ...?*

Use this recipe to open discussion of the logic, rationales, or even prejudices that are used as justification for statement of fact.

✓ *How do you feel about ...?*

Use this recipe to open up dialogue around the emotional aspects of the issue being explored.

✓ *What do you make of ...?*

Use this most generic Question Recipe to simply open up the conversation among learners.

?

QUESTION RECIPES

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QUESTION RECIPES

Do's and Don'ts

Do

✓ Do use Question Recipes frequently to encourage dialogue.

✓ Do use empathic listening when listening to responses.

✓ Do encourage a variety of responses to Question Recipes.

✓ Do recognize that each response is valuable.

✓ Do be certain to have a genuine desire to learn what each learner has to say about the Question Recipe.

Don't

✓ Don't allow your ideas and preconceptions to interfere with empathetic listening.

✓ Don't use Question Recipes in a manipulative way. If participants feel tricked, chances are they will respond negatively.

✓ Don't allow each open-ended dialogue to continue longer than most participants want it to continue.

✓ Don't allow one person's views to silence others.

✓ Don't assume that Question Recipes are the only kind of question to use.

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Cooperative Learning is one of the most successful instructional strategies studied in the past two decades. Simply put, Cooperative Learning is learning mediated by the learners rather than the instructor. In Cooperative Learning, learners work in groups to teach themselves the content being covered.

Why use Cooperative Learning?

Cooperative Learning is an instructional strategy that allows learners to take over the role of instructor. Because it is by definition an interactive learning process that leads learners to master material before they teach it to other learners, in many cases, Cooperative Learning can be more engaging than outstanding lectures, and is consistently more engaging than less effective lectures. Cooperative Learning promotes equality in the learning session by allowing every participant to assume the role of instructor. Finally, Cooperative Learning provides an opportunity for learners who may not wish to speak out in a larger group a more comfortable setting in which to voice their opinions.
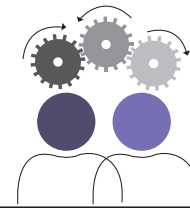
COOPERATIVE LEARNING
LEARNING STRUCTURES

What are the elements of Cooperative Learning?

Cooperative Learning can involve groups of any size, from two learners to very large groups; however, triads are often considered ideal. Cooperative Learning sessions can be used as a way for groups to cover material, problem solve, brainstorm, or invent new ideas.

The Master doesn't talk, the master acts.
When her work is done,
the people say, "Amazing:
we did it, all by ourselves!"
—Lao-tzu, Tao Te Ching

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What are some examples of Cooperative Learning?

✓ *Turn-to-your-neighbor*

Participants form into pairs. Then, at various points throughout the session, the facilitator asks the learners to turn to their partners to discuss the material. For example, participants might paraphrase various components of content being covered during a learning session, or ask each other questions to confirm that they have mastered the material.

✓ *Think-pair-share*

Learners form into pairs. The facilitator shares a Thinking Device (described on page 31) with the participants and asks them a Question Recipe (page 23). Then they think about their personal answer to the question, perhaps writing down their response. Following this, participants turn to their partner, and together they share and discuss their response to the Thinking Device. Finally, the facilitator asks partners to share with the larger group the insights they gained from their short conversation with their partner.

✓ *Jigsaw*

The students form into groups consisting of equal numbers of participants. Each group is given a portion of a larger text (perhaps an article or chapter) being covered during the session. Thus, six groups may be formed to study six different sections of a research article. Groups work to learn their material so well that they will be able to teach it. After each group has achieved mastery of their portion of the material, the groups are reconfigured so that each new group includes a participant from each of the previous groups. Each member teaches the others his or her version of the material until everyone has taught their material and all the content has been covered.

COOPERATIVE LEARNING

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COOPERATIVE LEARNING

Do's and Don'ts

Do

✓ Do develop simple, clear instructions so that everyone is clear on how the Cooperative Learning activity will proceed.

✓ Do plan ahead, and think through all aspects of the activity so that you can "debug" the process.

✓ Do use Cooperative Learning as an alternative to lectures.

✓ Do link Cooperative Learning to real-life concerns.

✓ Do provide opportunities for participants to choose their topics, roles within each activity, and, where appropriate, their cooperative learning partners.

Don't

✓ Don't assume that Cooperative Learning "will just work out" without planning and structure.

✓ Don't force participants into roles they'd rather not take on.

✓ Don't ignore learners' personalities when setting up groups.

✓ Don't ignore time lines.

✓ Don't be too concerned with timelines.

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A Thinking Device is an object presented to a group of learners in a manner that allows them to critically analyze the work through dialogue. Any device that might prompt comments, ideas, or critical reflection (such as a film clip, photograph, case, vignette, painting, literary work, song) can function as a Thinking Device. The key is that the device is used in such a way that it prompts open dialogue.

Why use Thinking Devices?

Thinking Devices enable dialogue around content to occur. In other words, they provide a learning opportunity in which all participants feel free to reflect, voice their opinions, and think along with others in a group learning situation. For example, Thinking Devices provide learners an opportunity to analyze critically the content being covered, to discuss their prior knowledge of a subject and to explore openly the real-world positive and negative implications of material being covered.
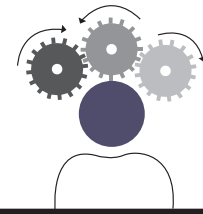
THINKING DEVICES
LEARNING STRUCTURES

What are the elements of effective Thinking Devices?

What counts with Thinking Devices is not the participants' immediate interaction with them, but the dialogue that occurs after the device has been experienced. To provide opportunities for authentic dialogue, consider using the following strategies:

1. After participants have experienced a Thinking Device, begin by simply asking them to discuss what their experience was like; for example, ask a generic Question Recipe such as "What do you make of this?"

2. Consider suspending your views during dialogue sessions. When you enter into dialogue without suspending your point of view, you risk having your point of view dominate the discussion, thereby silencing learners in the session.

How can one learn the truth by thinking? As one learns to see a face better if one draws it.

—Ludwig Wittgenstein

3. Accept each view as valid. Failing to encourage a multiplicity of views is failing to provide opportunities for each individual to be a partner in the session. Thinking Devices are one way by which you can communicate your commitment to Partnership Learning—to learning with participants as opposed to teaching to participants.

What is an example of a Thinking Device?

In *Pedagogy of the Oppressed,* Paulo Friere explains how use of a Thinking Device allowed participants to express their real thoughts and feelings authentically:

> In one of the thematic investigations carried out in Santiago, a group of tenement residents discussed a scene showing a drunken man walking on the street and three young men conversing on the corner. The group participants commented that "the only one there who is productive and useful to his country is the souse who is returning home after working all day for low wages and who is worried about his family because he can't take care of their needs. He is the only worker. He is a decent worker and a souse like us."

> The investigator had intended to study aspects of alcoholism. He probably would not have elicited the above responses if he had presented the participants with a questionnaire he had elaborated himself. If asked directly, they might even have denied ever taking a drink. But in their comments on the codification of an existential situation they could recognize, and in which they could recognize themselves, they said what they really felt.

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THINKING DEVICES

Do's and Don'ts

Do

- ✓ Do use Question Recipes to facilitate discussion of Thinking Devices.
- ✓ Do use a variety of media (art, music, literature, vignettes and cases) for Thinking Devices.
- ✓ Do encourage participants to voice a variety of perspectives on a Thinking Device.
- ✓ Do validate all authentic responses to a Thinking Device.
- ✓ Do delight in the learning you experience as learners respond to the Thinking Device.

Don't

- ✓ Don't use Thinking Devices to elicit a predictable response.
- ✓ Don't judge responses to Thinking Devices as right or wrong.
- ✓ Don't be afraid to let the group dialogue move off track.
- ✓ Don't be afraid to bring the group dialogue back on track.
- ✓ Don't underestimate your learners' responses.

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R eflection Learning involves carefully structured, team learning tasks designed to help learners reflect on how they can apply content being covered to their career or personal lives. During Reflection Learning activities, participants complete tasks that help them answer the basic question, "How can I use these new ideas?"

Why use Reflection Learning?

Reflection Learning provides people with opportunities to explore, immediately, how content can be generalized and implemented. Reflection Learning provides learners with an opportunity to explore realistically how content being covered might be translated into new behaviors or strategies, and to problem solve from new perspectives. Most important, perhaps, Reflection Learning enables praxis by providing concrete opportunities for learners to reflect, invent, and act on knowledge.
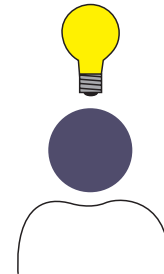
REFLECTION LEARNING
LEARNING STRUCTURES

What are the elements of Reflection Learning?

Any group learning activity that prompts learners to apply knowledge to their personal or work life can be considered Reflection Learning. Usually, Reflection Learning involves posing a work or personal problem, and then structuring a small group discussion in which members explore how the content being covered can help solve the proposed problem.

It seems ... to be one of the paradoxes of creativity that in order to think originally, we must familiarize ourselves with the ideas of others.

—George Kneller, *The Art & Science of Creativity*

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What is an example of Reflection Learning?

Susan FitzRandolph at Ryerson Polytechnic University has developed an effective Reflection Learning activity. When Susan teaches motivation theories in her organizational behavior classes, she asks learners to identify individuals they manage whom they believe could be more motivated about their work. Managers then pick one real employee with a motivation "problem" and discuss that employee with their group. Each group subsequently chooses to help one of the managers work out strategies to increase his or her employee's motivation.

Once all groups have chosen the challenge for which they are going to come up with solutions, Susan proceeds to explain one theory of motivation. Each group then discusses how that theory might provide possible strategies for motivating the chosen employees. This process is repeated each time Susan introduces a new theory. In this way, learners immediately see how to apply knowledge to real challenges in their lives.

REFLECTION LEARNING

Do's and Don'ts

Do

✓ Do tie the Reflection Learning activity to real-life challenges.

✓ Do allow participants to choose their topic.

✓ Do write clear instructions and print handouts whenever possible to guide participants through the exercise.

Don't

✓ Don't make instructions too complicated. Keep the task simple.

✓ Don't ignore groups that seem to be off track.

✓ Don't lose track of time. Enable groups to maintain intensity and focus.

✓ Don't give challenges to groups; let them pick their own. Try to ensure that each group takes on a challenge that has real meaning for each member.

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Th   he term Experiential Learning, as it is understood within Teacher-
                    Guided Professional Development, refers to any learning activity
                    that allows learners to *experience* the phenomenon they are explor-
                    ing during a learning session. In other words, facilitators employ-
                    ing Experiential Learning create experiences that enable learners
to act out the behaviors, strategies, or other content being learned.

Why include Experiential Learning?

Experiential Learning can provide an opportunity for learners to see how well
they can use new concepts they are learning, remind learners of the concrete attri-
butes of a particular phenomenon being studied, or allow learners to gain new
insights into their thoughts, assumptions,
and behaviors. Experiential Learning can
be fun, challenging, engaging, and pro-
vocative.
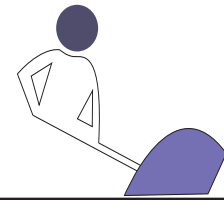
EXPERIENTIAL LEARNING
LEARNING STRUCTURES

What are the elements of Experiential Learning?

Effective Experiential Learning provides learners with a simulation of some
or all elements of the content being covered during a learning session. Thus, learn-
ers participate in an experience that simulates reality. Experiential Learning can
be manifested in a variety of ways, ranging from school teachers practicing visual
imagery reading strategies during school staff development to team members prac-
ticing team building in outward bound activities.

What matters in Experiential Learning is that learners experience content in a
way that simulates the real-life cognitive, emotional, and sensual elements of the
content being covered.

The best way to learn how to climb is to climb.

—Alain

What is an example of Experiential Learning?

In communication classes at Ryerson Polytechnic University, Susan Cody uses Experiential Learning to reinforce learning about cross-cultural communication. In her classes, after covering content on cross-cultural communication, Susan divides her class into three teams, and explains that each team is going to learn to embody a unique culture. The teams are then directed to different break-out rooms, with their cultural instructions in hand. They quickly learn the characteristics of a culture that they will role-play when the three teams are brought together again. The cultures are strikingly different. In one group, personal space is 20 centimeters; in a second, it is 60. One group performs a sacred ritual, while another group is atheistic. One group believes in socializing, dining, and drinking; another group believes time is money and forbids some kinds of dining and drinking, and so on.

When Susan reunites the groups, she asks them to work together to make a business deal, but inevitably the teams have great difficulty dealing with their cultural differences. Often, the debriefing of this experience leads to learners gaining startling insights into their attitudes toward people from a variety of cultural backgrounds.

EXPERIENTIAL LEARNING

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EXPERIENTIAL LEARNING ## Do's and Don'ts

Do

- ✓ Do use Question Recipes to debrief the session.
- ✓ Do pay careful attention to participants' emotions during Experiential Learning and the debriefing.
- ✓ Do encourage participants to respect the vulnerability of others following intense Experiential Learning activities.
- ✓ Do enable participants to see the connection between the Experiential Learning activity and the content being covered.
- ✓ Do encourage participants to reflect on the assumptions underlying their behavior.

Don't

- ✓ Don't ignore group dynamics during sessions.
- ✓ Don't be overly obvious when highlighting links with content.
- ✓ Don't allow groups to blame rather than reflect.
- ✓ Don't underestimate the emotional intensity of Experiential Learning.
- ✓ Don't force anyone to participate in Experiential Learning exercises if they don't want to.

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I n 1996, 80 Canadian university students were asked, in extensive interviews, to describe the teaching strategies that most helped them learn. Students repeatedly described Stories as significant enhancements for learning. Stories are entertaining and engaging and give learners a concrete context in which to place abstract ideas. Stories make ideas real.

Why include Stories?

Any presentation can be enhanced through the use of Stories that serve to illustrate important ideas being delivered. In fact, often Stories are the elements of a presentation that learners recall most vividly. For this reason, it is important to use Stories to illustrate content that is especially noteworthy.
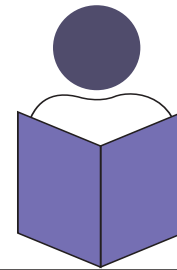
What are the elements of an effective Story?

Everyone should respond to the challenge of creating Stories in his or her own creative way. The following comments are offered as suggestions, not hard and fast rules:

STORIES
LEARNING STRUCTURES

1. Often, the most effective Stories are on topics that are broad enough so that most participants can relate to them. Successful stories often deal with topics such as family, school, career, and so forth.

2. Effective Stories, although usually only one to three minutes in length, need to have narrative unity. As Aristotle suggested, effective narrative requires a beginning, middle, and end, and all the parts should flow through that simple sequence. Parts of the Story that do not contribute to the flow of the narrative are often parts that should be left out.

3. Finally, you may find it effective to include Stories that draw on basic human drives and emotions. Look for Stories that involve surprise, fear, desire, acceptance, love, reconciliation, spirit, and so on. Try to find Stories that speak directly to each person's heart.

If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive. That is why we put these stories in each other's memory. This is how people care for themselves.

—Barry Lopez

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What is an example Story?

In *Principle-Centered Leadership,* Dr. Stephen Covey emphasizes the importance of allowing people to progress at their own pace. As Dr. Covey expresses it, "There are no short cuts in the development of professional skills, of talents such as piano playing and public speaking, or of our minds and characters. In all of life there are stages or processes of growth and development." To illustrate this point, Dr. Covey uses a story from his personal life:
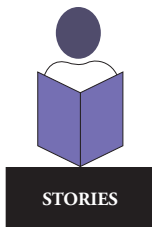
> I once tried to teach the value of sharing to my daughter at a time when she was not ready to receive it ....

> One day I returned home to my daughter's third-year birthday party only to find her in the corner of the front room, defiantly grasping all her presents, unwilling to let the other children play with them. I sensed the presence of several parents witnessing this selfish display. I was embarrassed because I was a professor in the field of human relations, and I felt that these people expected more of me and my children.

> The atmosphere in the room was charged, as the other children crowded around my daughter with their hands out, asking to play with the presents they had just given her; and of course, my daughter adamantly refused to share anything. I said to myself, "Certainly I should teach my daughter to share. The value of sharing is one of the most basic things we believe in." So I proceeded through the following process.

> My first method was simply to request: "Honey, would you please share with your friends the toys they've given you?"

> A flat, "No."

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My second method was to reason: "Honey, if you learn to share your toys with them when they are at your home, then when you *go to* their homes they will share their toys with you."

Again, "No."

I was becoming a little more embarrassed, as it was evident I was having no influence. The third method was to bribe: "Honey, if you will share, I've got a special surprise for you. I'll give you a piece of gum."
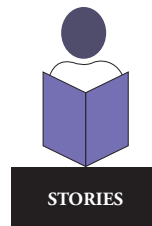
"I don't want a piece of gum!" she exploded.

Now I was becoming exasperated. My fourth method was to threaten: "Unless you share, you will be in real trouble!"

"I don't care. These are my things . I don't have to share!"

Last method was to force. I merely took some of the toys and gave them to the other kids. "Here, kids, play with them."

Dr. Covey's story is an effective illustration of his key point: "There are times to teach and train and times not to teach." By using Stories in a similar way during your presentations, you may be able to increase the clarity and effectiveness of your presentations.

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STORIES

Do's and Don'ts

Do

- ✓ Do include several Stories in a presentation.
- ✓ Do include sensual details that make your Stories come alive.
- ✓ Do make note of delivery techniques (pauses, voice modulation, and so on) that render your Stories more engaging.
- ✓ Do borrow any relevant, effective Stories you hear others tell.

Don't

- ✓ Don't include Stories that anyone might find offensive. (As a general rule, if it is possible someone might be slightly offended by any comment you make, you can be reasonably certain that at least one workshop participant will be very offended.)
- ✓ Don't tell Stories that are too long. It is wise to err on the side of being too short rather than too long.
- ✓ Don't include too many Stories. Some of your audience may be disappointed if you do not offer an appropriate balance of Story and content.
- ✓ Don't tell a Story unless it is relevant to the content being discussed.

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I n Partnership Learning, you need to spend as much time planning *how* to present as you do planning *what* to present. To help you with this task, we've included several blank planning sheets, which you have permission to photocopy, as well as several completed learning sheets to provide you models of what a planned workshop would look like.

We suggest you use the following simple strategy with the planning sheet. First, on the left-hand column of the sheet, outline the main points you plan to communicate during your session. On the right-hand column, describe the learning structures you will use to convey the content. For example, you might begin your session with a film clip

PLANNING

that you'll use as a Thinking Device, illustrate a key point with a Story, and use an Experiential Learning activity to liven up your sessions right after lunch. During Partnership Learning, your goal is to not lecture more than 10 minutes at a time. You want to communicate the same information that might be covered in a lecture, but you do so through the use of learning structures.

There are many other ways you can use Partnership Learning. Some professional developers write each idea they intend to communicate on a self-sticking note, and then plan out the sequence of their content by shuffling the content until they find a sequence they like. Once you have your sequence, you create learning structures, describe them on self-sticking notes, and then stick them next to each appropriate content note. Others use mind maps, and still others do all their planning on PowerPoints®. What matters is that you create powerful learning structures, and that you create many opportunities for your group to learn together.
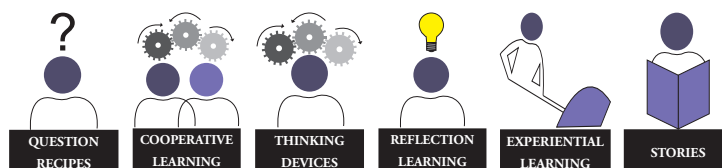
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Partnership Planning Sheet

Workshop Questions

Content	Learning Structures

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Content	**Learning Structures**

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Partnership Planning Sheet

Workshop Questions

Content	Learning Structures

| QUESTION RECIPES | COOPERATIVE LEARNING | THINKING DEVICES | REFLECTION LEARNING | EXPERIENTIAL LEARNING | STORIES |

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<u>**Content**</u>	<u>**Learning Structures**</u>

Partnership Planning Sheet

Sample: Proficiency in the Sentence Writing Strategy

Workshop Questions

1. What are the sentence formulas within Sentence Proficiency?
2. How do I use the eight stages of instruction to teach the formulas?
3. How can I use modeling effectively?
4. How do I grade students' learning sheets?
5. How do I use the constructive feedback routine?
6. What else do I need to do to be ready to teach this content?

Content	**Learning Structures**
Introduction	Tell a success story (or two) about students' positive experiences learning the Sentence Writing Strategy.
	Ask participants to write six sentences about what they hope to get out of the workshop.
	• How did you write those sentences? • What was the thinking that enabled you to write those sentences? • What strategies did you use to write complete sentences?

QUESTION RECIPES   COOPERATIVE LEARNING   THINKING DEVICES   REFLECTION LEARNING   EXPERIENTIAL LEARNING   STORIES

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<u>Content</u>	<u>Learning Structures</u>
What are the sentence formulas within Sentence Proficiency?	As you explain key concepts and ideas (subject, verb, independent clause) within Sentence Writing Proficiency, have participants check with each other to ensure they understand the clauses.
	After explaining each sentence formula, have participants practice writing sample sentences that match the formulas, and then have a partner check them to see if they are correct.
How do I use the eight stages of instruction to teach the formulas?	During the explanation of the eight stages, have participants check with another participant to ensure that they both have the same understanding of the stage. If they are unclear, they should ask questions.
How can I use modeling effectively?	Show an excerpt of CRL's *Modeling the Sentence Writing Strategy* video.
	• What do you like about the way this teacher modeled the Sentence Writing Strategy? • What would you do differently?
How do I grade students' learning sheets?	Give participants sample assignments; ask them to grade a few students' samples. Discuss the scoring after each one has been scored.

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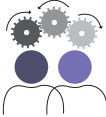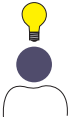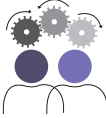| Content	Learning Structures
How do I use the constructive feedback routine?	Show an excerpt of the Constructive Feedback section from CRL's *Critical Teaching Practices*
	? • What do you like about the way this teacher modeled the Sentence Writing Strategy? • What would you do differently? How might you provide similar feedback with larger groups of students?
What else do I need to do to be ready to teach this content?	Make implementation plans by having participants self-organize into groups for planning purposes and completing the following tasks: 1. Brainstorm all of the tasks that need to be completed for implementation and then write the task on an index cards. 2. Organize the index cards chronologically, from the first task to be completed to the last. 3. Identify the date by which each task will be completed. 4. Identify who is responsible for making sure the task is completed. 5. Write up a plan that records: (a) what is to be done, (b) when it is to be done, and (c) who is to make sure each task is completed.

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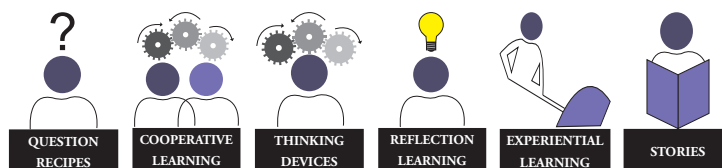
Content	Learning Structures

Partnership Planning Sheet

Sample: Self-Questioning Strategy

Workshop Questions

1. What is the Self-Questioning Strategy?
2. How do I think when I use it to read?
3. How will I teach it to my students?
4. What do I need to do to get ready to teach using the strategy

Content	Learning Structures
Introduction	Read a passage from a book and ask participants to describe the strategies they used to comprehend the passage as you read it.
What is the Unit Organizer Device?	As you explain the strategy, stop after you've explained one or two steps and have the participants turn to their neighbor to make sure they and their neighbor both understand each step.
Practice the strategy	Have participants pair up with a partner and take turns modeling how to use the strategy to read a text.
Describe the eight stages of strategic instruction	As you explain the eight stages, stop after each stage or two and have the participants turn to their neighbor to make sure they and their neighbor both understand each stage.
Pretest	
Describe	

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Content	Learning Structures
Model	My good friend Fran Clarke was watching Madeline Hunter give a presentation. During the flow of her presentation, Dr. Hunter stopped and asked, "Would anyone guess how high Mt. Fuji is?" Someone guessed a certain number of feet. She corrected him, giving the accurate number of feet. Then, she went back to her presentation. An hour or so later, Dr. Hunter asked everyone to write down the height of Mt. Fuji. Most people wrote the incorrect, first spoken number of feet. The point is that people generally remember what they first hear. That is why it's important to provide a correct model for students before they practice.
Verbal practice and elaboration	Participants practice verbal practice by using it to memorize the steps of the strategy.
Controlled practice and feedback	Display the word feedback and ask participants to describe what they consider to be important in feedback. Record their ideas, and then link them to the critical features of Constructive Feedback.
Posttest and generalization	
Scoring	Use a jigsaw activity. Divide the participants into four groups. Each group learns how to do 1/4 of the scoring. Reconfigure the groups so that a member from each of the original groups moves to a new group. Everyone teaches the others in the group about their 1/4 of the scoring until all aspects of the scoring have been covered.

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Content	**Learning Structures**
Planning for implementation	Guide participants to plan for implementation by doing the following: (a) write on self-sticking notes all the tasks they need to do before they teach the strategy; (b) organize the notes in chronological order; (c) identify when they anticipate completing each task; and (d) write up the plan.

<u>**Content**</u>	<u>**Learning Structures**</u>

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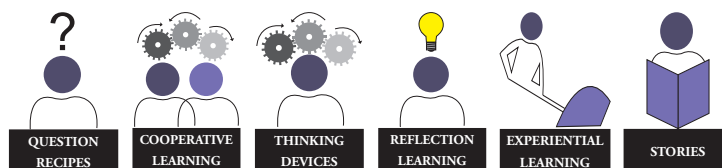1122 West Campus Road
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Partnership Planning Sheet
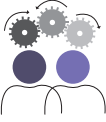
Sample: Unit Organizer Routine

Workshop Questions

1. What does a quality Unit Organizer Device look like?
2. How do I create a quality device for my course?
3. What is Cue, Do, Review?
4. How do I use Cue, Do, Review to teach using the Unit Organizer?
5. What are different ways and times that I can adapt the Unit Organizer?

Content	**Learning Structures**
Introduction	Show the film clip of Jerry Seinfeld teaching a class on *Saturday Night Live* (on *The Best of Seinfeld on Saturday Night Live).*
	• What is realistic in this film clip? • What is unrealistic? • What are the real challenges that students and teachers face in classrooms today?
	Hotdog story. "I was listening to a Toronto Blue Jays baseball game on the radio; I was very engaged since it was an important game. My son David, who was 3 at the time, was listening, too. He looked at me, looked at the speaker, and said, "Hotdog." He heard a hotdog vendor in the stands. What was interesting is that I was listening with rapt attention, but I did not hear the hotdog vendor. My son was tuned into something totally different than me and heard something totally different."

QUESTION RECIPES COOPERATIVE LEARNING THINKING DEVICES REFLECTION LEARNING EXPERIENTIAL LEARNING STORIES

<u>**Content**</u>	<u>**Learning Structures**</u>
	"The point of the story is that we all perceive in an imperfect way, and we never hear everything. This is important because sometimes our students are, figuratively speaking, listening to the hotdog vendor rather than the home run. They need to be pointed to what's important or else they might focus on something irrelevant. "Content Enhancement helps students focus their attention on what counts."
What does a quality Unit Organizer Device look like?	After explaining two or three sections of the device, have the participants turn to a participant sitting near them and discuss what they know about the device so far. Have them explain the purpose of each section that has been covered in the session. Stop two or three times as you go through the device, and conclude the description of the device with participants discussing it with each other. ? What is unclear or confusing about the Unit Organizer Device?

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Content	**Learning Structures**
How do I create a quality device for my course?	1. Have each individual choose a unit for which she/he would like to create a Unit Organizer. Give each participant a stack of self-sticking notes. 2. Ask participants to write down all of the important information (e.g., dates, concepts, events, people, terms and so on) from the unit, writing each separate piece of information on a separate note and then laying all the notes out on their desk or table. 3. Sort all the notes into sections that will eventually become the lessons or big ideas of the unit (the bubbles on the organizer). 4. Name each section. 5. Transfer the names of the section to the Unit Organizer (fill in the bubbles) and then name the line labels. 6. Complete the rest of the front side of the Unit Organizer. 7. Complete the expanded Unit Organizer by sorting and including the information on all the other notes. Ed Pieper, a SIM Professional Developer in New York, developed this activity. It can be done by groups of teachers teaching the same unit or by individual teachers.
What is Cue, Do, Review?	Hand out a one-page Cue, Do, Review checklist and have participants check with each other as you explain each component of the procedure.

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<u>Content</u>	<u>Learning Structures</u>
How do I use Cue, Do, Review to teach using the Unit Organizer?	Show a video of a teacher using the Unit Organizer
	What did you like about the way this teacher used the organizer? What would you do differently?
	Ask participants to model how they would introduce a unit using the Unit Organizer. Teachers could volunteer to model in front of the entire group, in a small group, or work with one partner, with each partner modeling for each other.
What are different ways and times that I can adapt the Unit Organizer?	How do you see this working in your classroom?

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T his section of the fieldbook summarizes the research that was conducted to validate Partnership Learning. If you are interested in how Partnership Learning was originally studied, this section offers an overview of the setting, participants, methods, measures, and results.

Settings

Training/professional development sessions were held in traditional classroom settings. There was an overhead projector at the front of the room, and desks were arranged in rows. There were no windows or blinds over windows, and the rooms were lit by fluorescent lights.

RESEARCH

Since each session was videotaped, two video cameras were stationed at the front of each classroom, at the right and left sides. Research assistants operated the cameras throughout each session.

Participants

Group A, which received instruction on the *Visual Imagery Strategy* (Schumaker, Deshler, Zemitzsch, & Warner, 1993) (taught using Partnership Learning) followed by instruction on the *Self-Questioning Strategy* (Schumaker, Deshler, Nolan, & Alley 1994) (taught using a traditional training approach) contained 43 participants, including 42 females and 1 male. All 43 participants were currently teaching. Specifically, 40 participants were teachers; two were administrator/teachers, and one participant was a paraprofessional. Twenty-four of the participants (55.8%) taught special education classes; 15 (34.8%) taught general education classes; and four (9.3%) taught both general and special education classes. Participants ranged in age from 25 to 57 (M = 38), and their years of teaching experience ranged from 2 to 26 (M = 13). Twenty-four (55.8%) had received no prior training in the use of learning strategies developed at the University of Kansas Center for Research on Learning (KU-CRL); two (4.7%) had received training in one KU-CRL learning strategy; nine (20.9%) had received training in two KU-CRL strategies; five had received training in three KU-CRL strategies; two (4.7%) had received training in four KU-CRL strategies; and one (2.3%) had received training in five KU-CRL strategies.

Group B, which received training in the *Visual Imagery Strategy* (taught using a traditional training approach) followed by professional development in the *Self-Questioning Strategy* (taught using Partnership Learning), contained 31 participants, including 27 females and 4 males. Twenty (64.5%) were currently teaching;

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nine (29%) had prior experience teaching. Thus, 29 of the 31 participants (93.5%) were either currently teaching or had teaching experience. Two (0.6%) were not currently teaching and had zero years of teaching experience. Ten participants were teaching or had most recently taught in general education classes; 16 were teaching or had most recently taught special education classes; three were teaching or had taught in both fields; and two had no teaching experience. The participants ranged in age from 22 to 51 ($\underline{M}$ = 34); their years of teaching experience ranged from 0 to 25 ($\underline{M}$ = 8.5). Twenty (64.5%) had received no prior training in KU-CRL learning strategies; seven (22.6%) had received training in one KU-CRL learning strategy; two (6.5%) had received training in two KU-CRL learning strategies; one (3.2%) had received training in five KU-CRL learning strategies; and one (3.2%) had received training in 12 KU-CRL strategies.

Measures

Knowledge Test

To assess the extent to which participants comprehended the material about which they were trained, researchers administered a Knowledge Test, a series of open-ended questions that tested participants' understanding of the content about which they were trained. Two Knowledge Tests were developed: One evaluated teacher knowledge of the *Visual Imagery Strategy;* the other evaluated teacher knowledge of the *Self-Questioning Strategy*. Although the tests varied as to the specific content being referenced, the broad content categories associated with the questions and the wording of the questions were parallel.

A Knowledge Test was administered after every session, and participants had two minutes to answer each question. Participants completed questions one at a time and did not proceed to a new question until the entire two minutes provided for answering each question had elapsed.

Engagement Sampling Form

To measure teachers' engagement in learning activities during sessions, Engagement Sampling Forms (a simple variation of the form used for the experience sampling method; Csikszentmihalyi, 1990) were employed (see Appendix A). Each form is a single page with lines of numbers arranged from 1 to 7. Participants were told that "1" indicated the lowest level of engagement and "7" indicated the highest level of engagement, with numbers in between representing gradations for levels of engagement. Participants were to circle the number that best reflected their level of engagement when they heard a signal. The signal was a bell that rang at 10-minute intervals throughout each professional development session.

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An engagement score was derived by calculating median scores for each respondent's response to each signal. Thus, an individual teacher's engagement score could be anywhere between 1.0 and 7.0.

Implementation Question

Teachers' expectations for implementation were measured through the use of a single question, named the Implementation Question. At the conclusion of both types of workshops (Partnership Learning and Traditional Training), participants were asked: "Now that you have learned about two strategies, which of the two do you believe you are most likely to use?" Each response was given a value of 1; that score was named the Implementation Score.

Workshop Evaluation

The Workshop Evaluation Measure provided additional data on four constructs (comprehension, engagement, implementation, and enjoyment) by prompting participants to evaluate the training/professional development session by responding to statements on a workshop evaluation form. Participants were prompted to use a 7-point Likert-style scale (ranging from strongly agree to strongly disagree) to rate their response to statements.

Reliability

The Knowledge Test was the only measure that involved researcher scoring in contrast to the other measures, which were participant self-reports. Therefore, the Content Evaluation Form was the only measure where a test of interscorer reliability was necessary. The procedure for assessing the reliability of scoring of Content Evaluation Forms involved the following.

Initial scoring was completed by a research assistant who received explicit, written scoring instructions as well as training in scoring. Training involved the researcher scoring the Knowledge Test simultaneously with a research assistant and then comparing scores. Following this, the researcher provided constructive feedback, and both scored additional tests until they reached less than a 3% variance on three tests in a row. The research assistant then scored the remaining tests.

To test for reliability, a second research assistant received the same written instructions and training as the first and scored a random sampling of 20% of the tests. To establish a random sampling, numbers were assigned to each Knowledge Test and pooled. Twenty percent of the numbers were randomly drawn, and the tests to which the numbers corresponded were scored. The two observers' scores were compared item by item across all the tests scored. An agreement was tallied

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when both observers awarded the same number of points to an item. The percentage of interscorer agreement was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. The percentage of agreement between the first and second research assistant was 96% (there were 211 agreements within 220 opportunities to agree).

Procedures

Procedural Controls

Several procedures were employed to control for polluting variables. First, to control for variance between instructors, the same trainer was employed for every session. Additionally, all sessions were timed, and the same amount of time (100 minutes, with a 4.75 minute mean variance between sessions) was addressed to content within both conditions. However, although learning activities were timed and matched, Partnership Learning sessions elicited many more questions that required many more responses from the facilitator. Therefore, Partnership Learning sessions took longer ($\underline{M}$ = 25 minutes) to complete.

To control for variance between content taught during Partnership Learning sessions and content taught during Traditional Training, several procedures were employed. Both types of sessions followed the content outline recommended in the Center for Research on Learning overhead package associated with each strategy. The training packages contain approximately 40 overhead transparencies that provide the substance for each training or professional development presentation as well as outlines. These content outlines paralleled each other, as did the overhead transparencies.

Traditional Instruction Sessions

In the traditional sessions, the trainer "covered" the content by introducing main ideas with the aid of an overhead transparency, and used further discussion and additional overheads to elaborate on content. All sessions included an advance organizer at the beginning and summary statements approximately every 20 minutes. At approximately 10-minute intervals, the trainer paused to ask participants if they had any questions about content. The trainer also provided extensive elaboration on critical content as each overhead transparency was presented.

Before the traditional training was designed, a sample of videotapes of University of Kansas Center for Research on Learning trainers was observed (55% of the training sessions by field trainers at the 1992 Center for Research on Learning National Conference). During these presentations, an average of 95% of the minutes were allotted to presentation and 5% of the minutes were devoted to ques-

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tion and answer. This time allotment was approximated during traditional training. The presentation was timed to ensure that it was equal in length to the Partnership Learning presentation. The traditional presentation incorporated few Partnership Learning structures, although on occasion some stories and other Partnership Learning structures were inadvertently used, especially during responses to questions.

Partnership Learning

In the Partnership Learning sessions, the facilitator used Partnership Learning structures in one of two ways. During approximately 50% of each session, the facilitator used Partnership Learning structures to surface prior knowledge. The trainer then displayed and discussed key content points on an overhead and noted similarities and differences between participants' prior knowledge and the content covered. For example, when introducing the critical teaching behavior of constructive feedback (Kline, Deshler, & Schumaker, 1991), the facilitator began by using the term "feedback" as a Thinking Device and then presented the information on constructive feedback. The facilitator subsequently clarified any differences between the group discussion of "feedback" and KU-CRL research on constructive feedback.

During the other 50% of each session, the facilitator began coverage of the material with an introduction to the content and provided participants an opportunity to elaborate on content through the use of Partnership Learning structures. Following this, the facilitator clarified and elaborated on the material. For example, when teaching how to score student products, the facilitator (a) provided a brief overview of scoring procedures; (b) enabled participants to use a Cooperative Learning structure, jigsaw (Aronson, 1978), to learn the particular details of how to score materials; and (c) moved between groups to provide corrective comments in the event that individuals or groups misunderstood content.

The use of Partnership Learning structures used in both Partnership Learning sessions *(Visual Imagery* and *Self-Questioning)* was carefully plotted prior to each session.

Design

This study of Partnership Learning was designed to test the following four null hypotheses:

* There are no significant differences between the knowledge scores of teachers when they receive Partnership Learning professional development versus when

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they receive traditional training.

- There are no significant differences between teachers' expectation of implementation scores when they receive Partnership Learning professional development versus when they receive traditional training.

- There are no significant differences between engagement scores of teachers when they receive Partnership Learning professional development versus when they receive traditional training.

- There are no significant differences between the enjoyment scores of teachers when they receive Partnership Learning professional development versus when they receive traditional training.

The study utilized a counterbalanced design (Campbell & Stanley, 1963), in which experimental control is achieved by giving all subjects all treatments. To achieve control, two groups of participants (Group A and Group B) received training in two similar learning strategies, the *Visual Imagery Strategy* and the *Self-Questioning Strategy.* Both groups received training that followed the same sequence: (a) *Visual Imagery* and (b) *Self-Questioning.* However, Group A received *Visual Imagery* professional development delivered utilizing the Partnership Learning model and *Self-Questioning* training using the Traditional Training model. Group B received *Visual Imagery* training utilizing the Traditional Training model and *Self-Questioning* professional development using the Partnership Learning model.

Table 1
Counterbalanced Design

Group	First Session	Second Session
Group A *Training Model*	Visual Imagery *Partnership Learning*	Self-Questioning *Traditional Learning*
Group B *Training Model*	Visual Imagery *Traditional Learning*	Self-Questioning *Partnership Learning*

Results

Knowledge Test

The Knowledge Test was constructed to measure the knowledge participants retain immediately following a session. The differences between Knowledge Test scores from Partnership Learning sessions and knowledge test scores from Traditional Training sessions were compared using a difference-of-means test. Results showed that scores on Knowledge Tests completed following Partnership Learning sessions [M = 42.18] were significantly higher [t = 2.0036, p < 0.05] than the scores on Knowledge Tests completed following Traditional Training sessions [M = 37.3501]. Scores for Knowledge Tests from Partnership Learning sessions ranged from 7 (10.61%) to 46 (69.70%) [SD = 12.99] compared to 4 (6.06%) to 50 (75.76%) [SD = 16.16] for Traditional Training sessions.

Engagement Sampling Form

The Engagement Sampling Form was constructed to be a time-sensitive measure of participant engagement. In order to compare scores from Partnership Learning sessions with scores from Traditional Training sessions, median scores for each respondent's responses to each signal (the ringing of a bell at 10-minute intervals) during both sessions were calculated. The differences between Partnership Learning sessions and Traditional Training sessions were then compared in cross-tabulation tables. Finally, chi-square statistics were computed to determine statistical significance for ordinal measurement, and percentage breakdowns were compared between training sessions.

The chi-square statistic comparing the Engagement Scores was 46.90. For 6 degrees of freedom, this showed a statistically significant difference [p < 0.00] between Partnership Learning Engagement Scores and Traditional Training Engagement Scores. As shown in Table 2 and Figure 1, 89.3% of median scores for Partnership Learning were in the engaged range (numbers 5, 6, and 7 on a 7-point Likert-type scale, with 1 named as "not engaging" and 7 named as "very engaging") whereas only 40.1% of median scores for Traditional Training fell in this range. At the same time, only 2.6% of the median scores for Partnership Learning Engagement Scores were in the not-
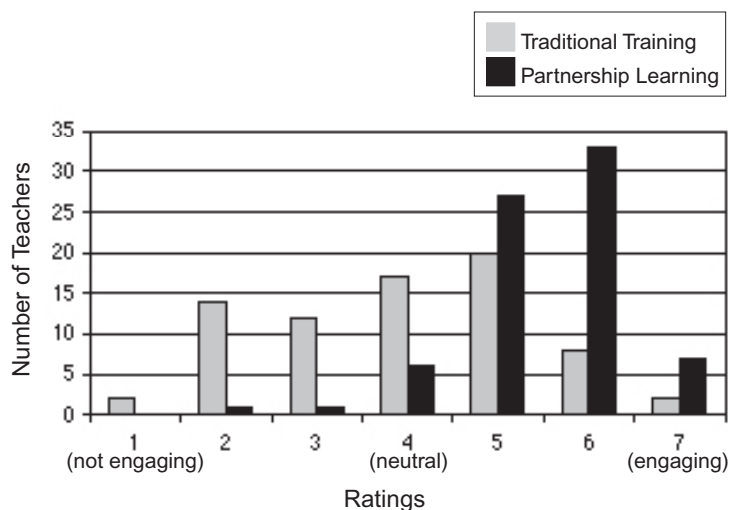

Figure 1: Engagement Form/Median Scores

Table 2
Teachers' Median Ratings on the Engagement Form

Scores	Traditional Training	Partnership Training
(Not Engaging) 1	2 (2.7%)	0
2	14 (18.7%)	1 (1.3%)
3	12 (16.0%)	1 (1.3%)
(Neutral) 4	17 (22.7%)	6 (8.0%)
5	20 (26.7%)	27 (36%)
6	8 (10.7%)	33 (34%)
(Engaging) 7	2 (2.7%)	7 (9.3%)

engaged range (numbers 1, 2, and 3 on the 7-point Likert-type scale), whereas 37.4% of the median scores for Traditional Training fell in this range.

Implementation Question

The implementation question ("Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?") was designed to obtain a measure of participants' expectation for implementation. Responses revealed that teachers chose a strategy trained through Partnership Learning over a strategy trained by Traditional Training by more than a 4:1 ratio. Specifically, 59 teachers stated that they were more likely to teach a strategy that they had learned through Partnership Learning, and 14 teachers stated that they were more likely to teach a strategy that they had learned through Traditional Training.

Workshop Evaluation

The Workshop Evaluation Form was constructed to measure participants' agreement with statements related to four constructs: comprehension, engagement, implementation, and enjoyment. In order to compare scores from Partnership Learning sessions with scores from Traditional Training sessions, the three questions for each null hypothesis were combined into one construct by totaling the three scores and computing median scores for each respondent and for each treatment. The differences between Partnership Learning sessions and Traditional Training sessions were then compared in cross-tabulation tables developed for each construct. Finally, chi-square statistics were computed to determine statistical significance for ordinal measurement, and percentage breakdowns were compared between training sessions.

Comprehension

The chi-square statistic comparing comprehension scores for Partnership Learning and Traditional Training was 39.51. For 6 degrees of freedom, this showed a statistically significant difference [$p < 0.00$] between Partnership Learning Engagement Scores and Traditional Training Engagement Scores. As shown in Table 3 and Figure 2, 81.1% of the median scores for Partnership Learning Engagement Scores were in the "agree" range (numbers 5, 6, and 7 on a 7-point Likert-type scale, with "1" representing "disagree" and "7" representing "agree"), whereas 46.3% of the median scores for Traditional Training fell in this range. At the same time, 4.3% of the median scores for Partnership Learning were in the "disagree" range (numbers 1, 2, and 3 on the 7-point Likert-type scale), whereas 46.3% of median scores for Traditional Training fell in this range.
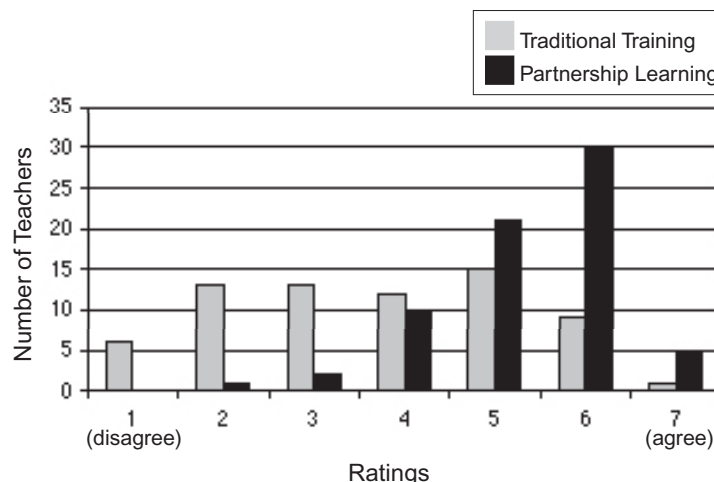

Figure 2: Teachers' Combined Median Ratings for Comprehension

Table 3
Total Individual Teachers' Combined Median Ratings for Comprehension
Questions on the Workshop Evaluation Form

Scores	Traditional Training	Partnership Training
(Disagree) 1	6 (8.7%)	0
2	13 (18.8%)	1 (1.4%)
3	13 (18.8%)	2 (2.9%)
4	12 (17.4%)	10 (14.5%)
5	15 (21.7%)	21 (30.4%)
6	9 (13.0%)	30 (43.5%)
(Agree) 7	1 (1.4%)	5 (7.2%)

Note: The questions related to comprehension on the Workshop Evaluation form were the following:

1. I believe that I will remember everything covered today.

5. It will be very easy to summarize for others what this strategy is all about.

9. I clearly understand everything that was presented today.
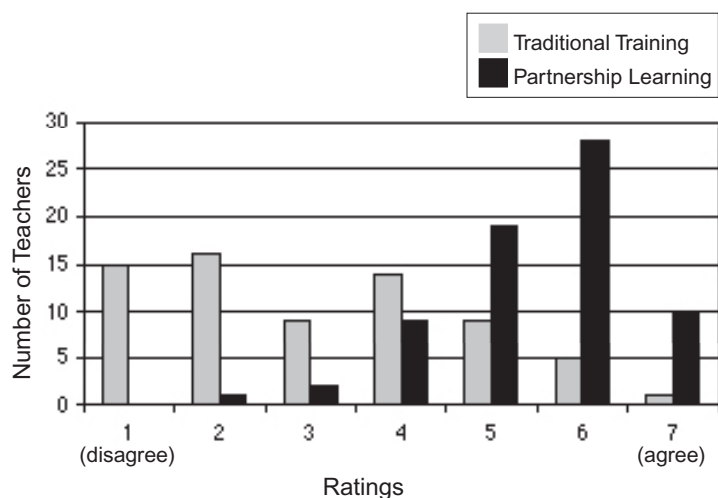
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Engagement

The chi-square statistic comparing Engagement Scores for Partnership Learning and Traditional Training was 60.74, thus showing a statistically significant difference [$p < 0.00$] for 6 degrees of freedom between Partnership Learning and Traditional Training Engagement Scores. As illustrated in Table 4 and Figure 3, 82.6% of the median Engagement Scores for Partnership Learning were in the "agree" range; however, only 21.6% of the median scores for Traditional Training fell in this range. At the same time, only 4.3% of the median Partnership Learning Engagement Scores were in the "disagree" range, whereas 57.9% of median Traditional Training scores fell in the "disagree" range.

Figure 3: Teachers' Combined Median Ratings for Engagement

Table 4
Total Individual Teachers' Combined Median Ratings for Engagement
Questions on the Workshop Evaluation Form

Scores	Traditional Training	Partnership Training
(Disagree) 1	15 (21.7%)	0
2	16 (23.2%)	1 (1.4%)
3	9 (13.0%)	2 (2.9%)
4	14 (20.3%)	9 (13.0%)
5	9 (13.0%)	19 (27.5%)
6	5 (7.2%)	28 (40.6%)
(Agree) 7	1 (1.4%)	10 (14.5%)

Note: The questions related to engagement on the Workshop Evaluation form are the following:

2. The workshop learning activities kept me focused on the content throughout.

6. It was easy to concentrate on the content of this presentation.

10. The workshop was engaging throughout.

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Implementation

The chi-square statistic comparing implementation scores for Partnership Learning and implementation scores for Traditional Training was 21.2. Using 6 degrees of freedom, this identified a statistically significant difference [$p < 0.00$] between Partnership Learning and Traditional Training. As shown in Table 5 and Figure 4, 69.5% of the median scores for Partnership Learning were in the "agree" range, whereas 40.5% of median scores for Traditional Training fell in this range. Further, 18.8% of the median scores for Partnership Learning Engagement Scores were in the "disagree" range, whereas 37.6% of median scores for Traditional Training fell in this range.
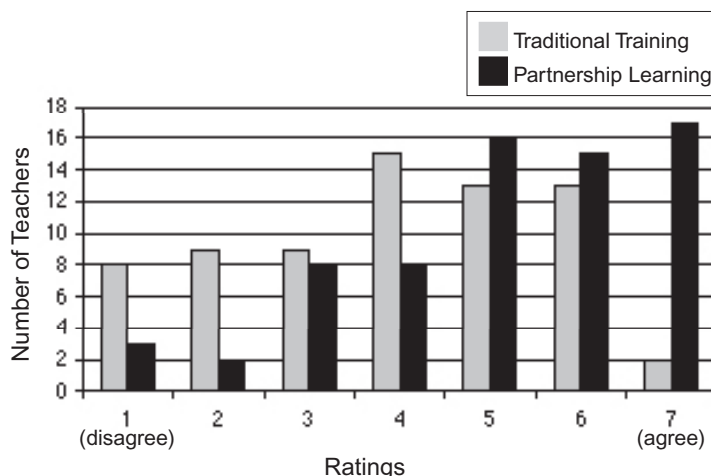

Figure 4: Teachers' Combined Median Ratings for Implementation

Table 5
Total Individual Teachers' Combined Median Ratings for Implementation
Questions on the Workshop Evaluation Form

Scores	Traditional Training	Partnership Training
(Disagree) 1	8 (11.6%)	3 (4.3%)
2	9 (13.0%)	2 (2.9%)
3	9 (13.0%)	8 (11.6%)
4	15 (21.7%)	8 (11.6%)
5	13 (18.8%)	16 (23.2%)
6	13 (18.8%)	15 (21.7%)
(Agree) 7	2 (2.9%)	17 (24.6%)

Note: The questions related to implementation on the Workshop Evaluation form are the following:

3. I am very confident that I will soon use the strategy learned today.

7. I plan to implement this strategy very soon.

11. I am looking forward to incorporating this strategy into the teaching I am already doing.

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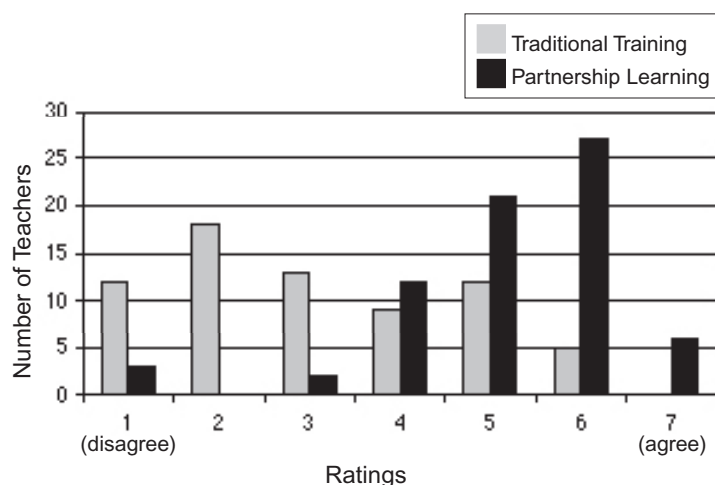1122 West Campus Road
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Figure 5: Teachers' Combined Median Ratings for Enjoyment

Enjoyment

The chi-square statistic comparing Partnership Learning and Traditional Training enjoyment scores was 59.38. Using 6 degrees of freedom, this is a statistically significant difference [$p < 0.00$] between Partnership Learning and Traditional Training scores. As illustrated in Table 6 and Figure 5, 78.2% of the median scores for Partnership Learning were in the "agree" range, whereas 40.59% of the median scores for Traditional Training fell in this range. At the same time, only 7.2% of the median scores for Partnership Learning were in the "disagree" range, whereas 62.3% of the median scores for Traditional Training fell in this range.

Table 6
Total Individual Teachers' Combined Median Ratings for Enjoyment
Questions on the Workshop Evaluation Form

Scores	Traditional Training	Partnership Training
(Disagree) 1	12 (17.4%)	3 (4.3%)
2	18 (26.1%)	0
3	13 (18.8%)	2 (2.9%)
4	9 (13.0%)	12 (17.4%)
5	12 (17,4%)	21 (30.4%)
6	5 (7.2%)	27 (39.1%)
(Agree) 7	0	6 (8.79%)

Note: The questions related to enjoyment on the Workshop Evaluation form are the following:

4.   The workshop made me very enthusiastic about the content covered.

8.   I had a lot of fun during this presentation.

12. The session was very enjoyable for me.

Discussion

Summary and Conclusions

This project was designed to evaluate Partnership Learning's impact on participants' expectation to implement a new educational practice, participants' engagement, participants' comprehension, and participants' enjoyment during professional-development training sessions.

The results of this research support several conclusions. First, implementation scores suggest that participants' intent to implement was affected by the way the professional developer conducted learning sessions and that participants judged themselves more likely to implement instruction in whichever learning strategy was taught via Partnership Learning. These findings were also supported by the course evaluation question scores related to implementation, which suggest that teachers were more likely to plan to use a strategy taught through Partnership Learning than one taught through Traditional Training.

Second, Engagement Scores suggest that workshop participants were more engaged by Partnership Learning than by Traditional Training. Further, median Engagement Scores for each bell signal suggest that Partnership Learning sustained a high level of participant engagement throughout a session. These conclusions are also supported by the course evaluation scores for engagement. Again, the scores suggest that Partnership Learning is significantly more engaging than Traditional Training.

Third, Knowledge Test scores suggest that participants remembered significantly more content after Partnership Learning sessions than after Traditional Training. This conclusion is also supported by the course evaluation scores related to knowledge. Again, the scores suggest that participants remembered significantly more content during Partnership Learning sessions than they did during Traditional Training.

Fourth, course evaluation scores for enjoyment suggest that participants enjoyed Partnership Learning more than Traditional Training. Given the other results reported, this finding seems logical—one could anticipate that participants who understand and are engaged by what they are learning are more likely to enjoy it.

In summary, all the scores analyzed suggest that compared with Traditional Training, Partnership Learning is more enjoyable and engaging, more likely to encourage implementation, and more likely to offer learning experiences that will be remembered.

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Implications

Broadly speaking, the most significant implication of this research is that the way professional development is offered makes a difference in the way in which teachers receive content. Briefly, when facilitators use Partnership Learning, they can expect that their sessions will be more engaging, more enjoyable, and easier to comprehend than when they use traditional training methods.

A more subtle implication of this research is that the methodology used during professional development sessions has an impact on teachers' expectation of implementation. Thus, the results suggest that professional developers not only need to present content that is meaningful for teachers but must present it in a manner that is engaging and enjoyable. When administrators choose presenters who explain content using traditional training methods, their well-intentioned investment in professional development could prove to be a waste of district money and teacher time.

Finally, this project's findings suggest that planning of learning structures for a workshop should receive as much attention as planning content. In other words, professional developers need to pay careful attention to *how* they teach, not just to *what* they teach.

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