



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Building Community in the Classroom

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Welcome!



June Rall
IPDAE Director



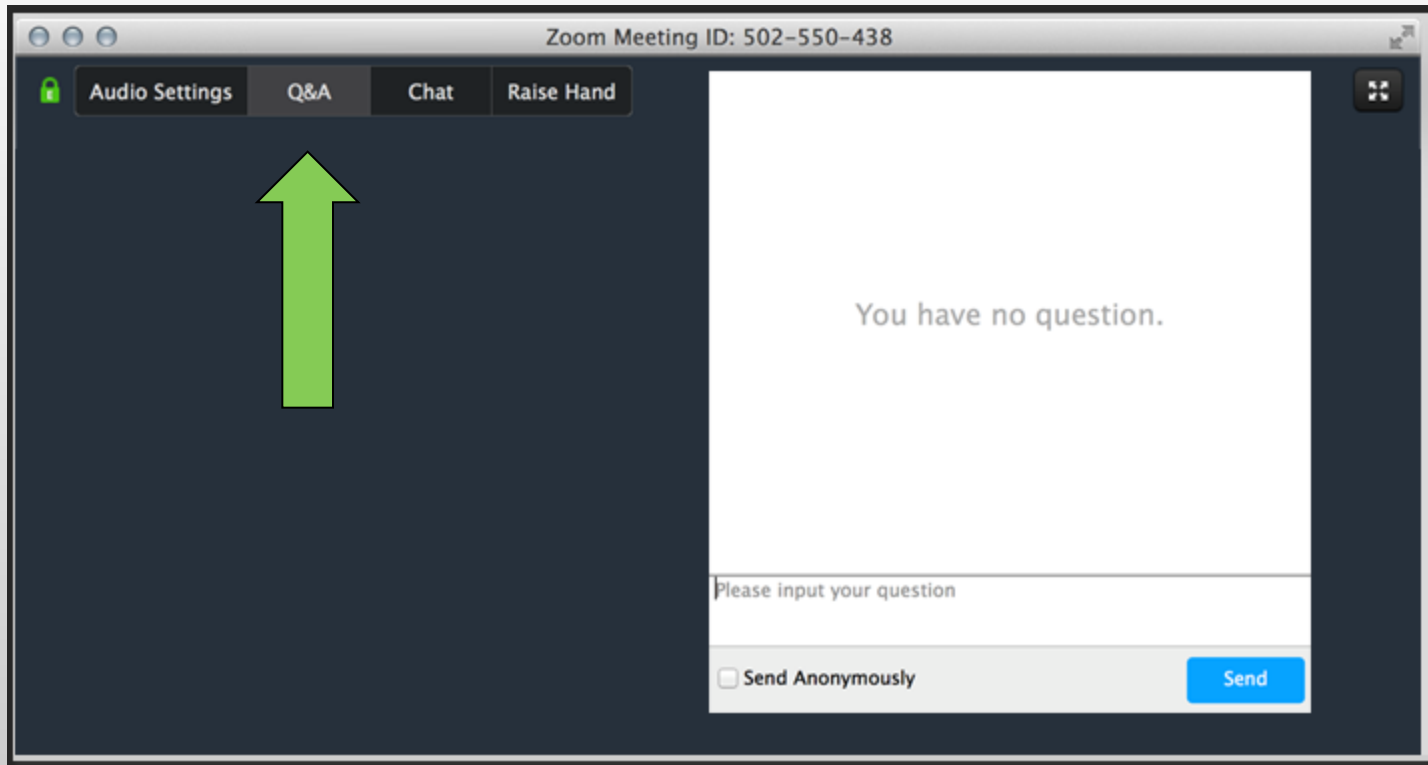
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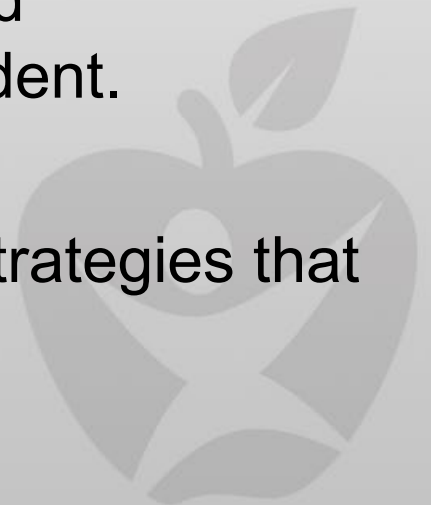
- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Webinar Goals

- Learn what a strong learning community looks and feels like.
- Discover the positive impact a strong classroom community will have on your programmatic goals, and how those goals are transferable to shared collaborative goals for each individual student.
- Learn how to design class activities and strategies that will seamlessly build community.



Community

A **supportive** social group where members have **shared interest, experience, and goals**. They engage in collaborative inquiry and provide each other social (and **academic**) support. (Rovai, 2003)



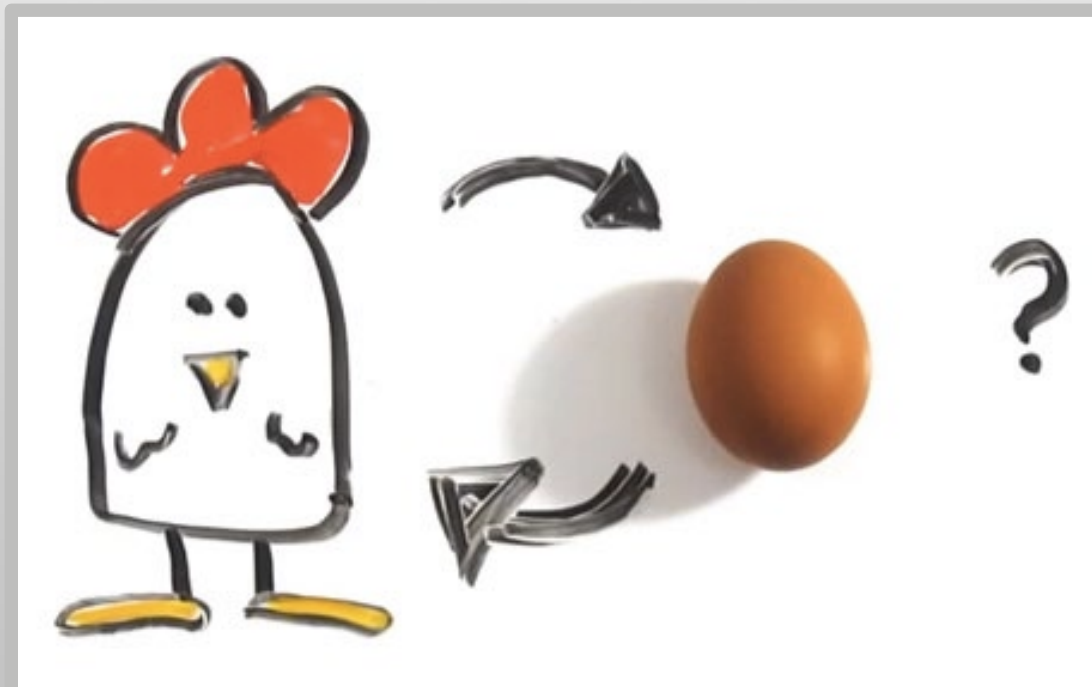
Barriers to Building Community

- Open Enrollment
- Transient Student Population
- Poor Attendance and Low Student Motivation
- Teacher-centered Classroom



Barriers to Building Community

- Which came first, the chicken or the egg?
- Even if our practices do not cause the barriers, do they create an environment that supports them?



Education as a Pillar

An anecdote about an icebreaker.

“Who was the most influential person in your life that helped get you to where you are today?”



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1. Parents and Family

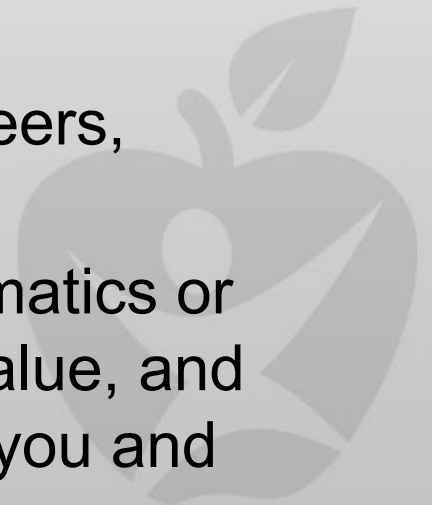


Education as a Pillar

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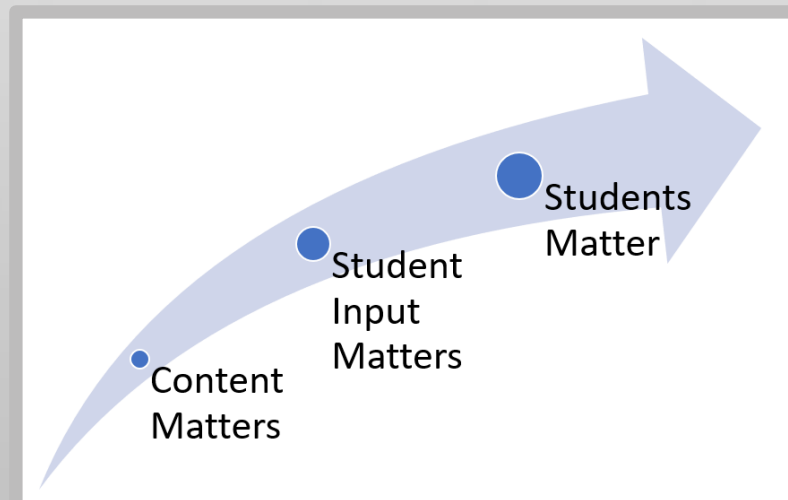
“Who was the most influential person in your life that helped get you to where you are today?”

1. Parents and Family
2. An Educator – No matter the group, engineers, nurses, salespeople, etc.
 - The reasons are never about mathematics or literacy. They are about belonging, value, and community. Will someone retell how you and your classroom changed them?



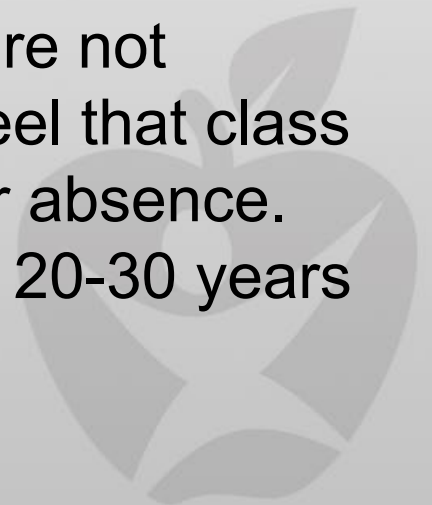
Why?

- Students don't come to class because you tell them it is important to come to class. They come to class because the environment is welcoming, they feel like ~~(their presence and input)~~ **they** matter, they are empowered to control their learning outcomes, and contribute to the outcomes of other members of their community.



How?

- There is no debate that students matter to each and every one of you, and likely each of your colleagues. However, the importance lies in making sure that practices are in place that ensure students **know** they matter. A teacher-centered classroom is just that, a classroom, not a community. There is still value in that, and learning that occurs, but the students are not integral to it. In this structure, they largely feel that class will go on without impact in the case of their absence. This does not lead to the retelling of impact 20-30 years down the road.



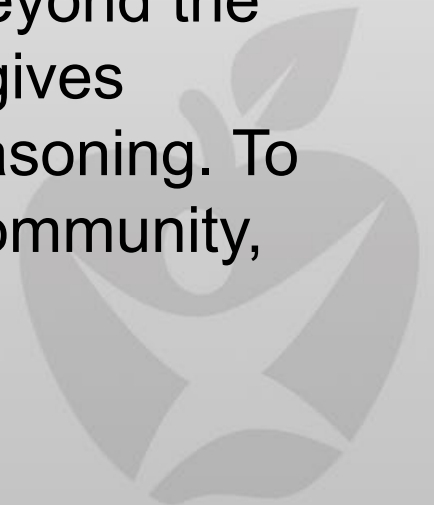
Build it and They Will Come (and Stay)!

- The Community of Inquiry framework suggests there are at least **three** components to build a community of **actively engaged participants**. (Garrison et al., 2010)
 1. Social Presence – Students matter. They are not a number in enrollment, or a name on a roster, but their background experiences, knowledge, skills, strengths, and areas for development are sought and valued. We must put practices in places to allow the community to learn these things about each other, and activities for these unique characteristics to be of use.

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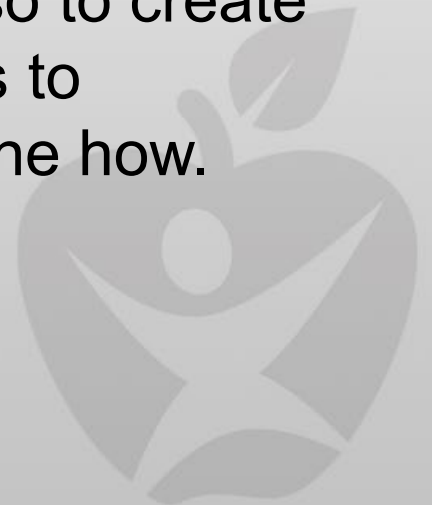
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2. Cognitive Presence – Students are engaged in thinking and reasoning activities. This goes beyond the rote memorization of “what is important” and gives opportunity to develop critical thinking and reasoning. To go a step further, and towards the efforts of community, doing so collaboratively.



Build it and They Will Come (and Stay)!

- The Community of Inquiry framework suggests there are at least **three** components to build a community of **actively engaged participants**. (Garrison et al., 2010)
3. Teaching Presence – The ability for the teacher to not only plan and deliver effective lessons, but also to create practices and activities that build opportunities to strengthen the first two. This is the what and the how.



Community of Inquiry Framework

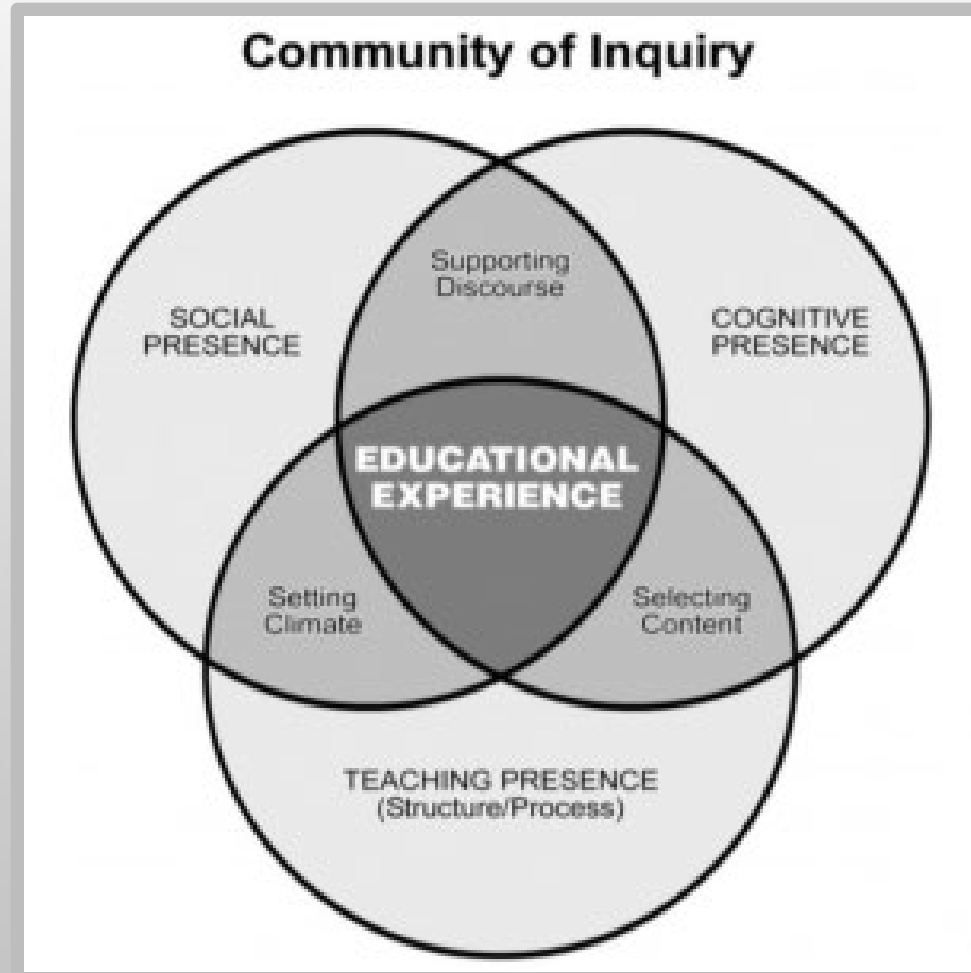


Figure 1. (Garrison et al., 2010)

Social Presence Strategies

- “Community Agreements” ie classroom rules. These will govern how class operates and the expectations for successful participation and acceptance into the community. Students naturally desire a strong understanding of and will help support these.
- Icebreakers (frequency?).
- Collaborative Assignment Protocols.
 - Pairs
 - Groups
- See Building Community in the Classroom handbook for additional suggestions and more details.



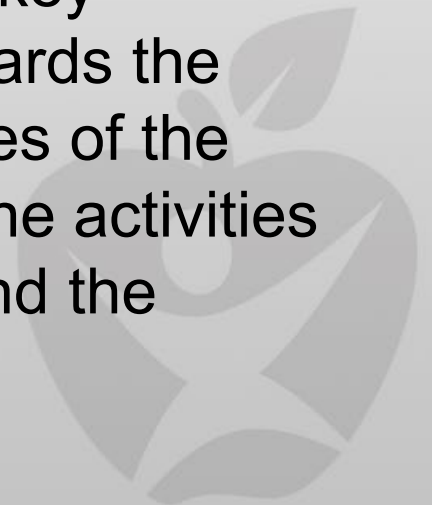
Metacognitive Presence Strategies

- Put simply, creating opportunities for students to think about thinking. Moving away from teacher as giver of information and student as receiver.
- Give students topics to research rather than remember, assignments to create rather than complete.
- PBL
- KWL Charts
- Cornell Notes
- Socratic Seminar
- See Building Community in the Classroom handbook for additional suggestions and more details.



Teacher Presence Strategies

- This is where the rubber meets the road. The teacher must design instruction, activities, assessment, and feedback that marries (1) social expression/inclusion, (2) student reflection on learning, and (3) inclusion of the critical content.
- Expertise in instructional design will be the key component in actualization of progress towards the shared learning goals. The first two branches of the Community of Inquiry framework fall flat if the activities and collaborative work do not revolve around the critical content.



Online Considerations

- Building community in the classroom is just as, if not more crucial for online classes. Social presence is much more difficult to establish in this format, but can still be accomplished in both synchronous and asynchronous setting with intentional and targeted planning. Must avoid “sage on the stage.”
 - Breakout Groups
 - Polls and Forms
 - Discussion Boards
 - Whiteboards
 - Shared Documents

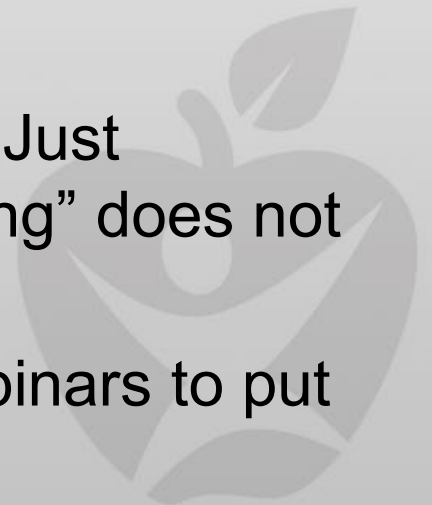


Plan Using Principles of Androgogy

- Need to Know - WIIFM
- Experience - Account for student experience and background knowledge
- Self-Concept - Student voice and “You Do” of gradual release
- Readiness – Meet them where they are, circle back, start over especially with social presence
- Problem Orientation – Not learning of facts, rather practical application of knowledge to solve problems, perform tasks, and develop specific skills through practice, trial, and error (Kearsley, 2010)

Action Plan

- Reflect on Instructional Practices
 - Student-centered?
 - Allow for individual self expression?
 - Allow for students to think about thinking?
 - Revolve all of above around critical content?
- Maintain a Growth Mindset
 - Don't let good be the enemy of great. Just because what you are doing is "working" does not mean it can't be improved.
- Utilize IPDAE resources and upcoming webinars to put more tools in your toolbelt.



IPDAE Training

- Webinar - Student Success Strategy Series 2 - Leveraging the Multidimensional Reality of the Adult ESOL Classroom through Differentiated Teaching Strategies (10/5)
- [Assessing Student Progress Tool Kit](#)
- [Effective Student Orientations: Setting the Stage for Student Success](#)
- [Teachers Helping Learners to Develop Learner Autonomy](#)
- [The "Super Six" Principles of Andragogy - Take your program from good to great](#)



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Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.

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Give IPDAE Your
Feedback!

