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CAP Conference Summary

On the Shifting Paradigm of Math Remediation

Buddy Galletti

XYZ Textbooks
Math TV
McKeague Textbooks, LLC

Third Annual Acceleration Across California Conference,
2019

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Getting Ready for AB705 with CAP

- ▶ In the past, only a highly filtered group of students would enroll in transfer-level courses—the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences.

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- ▶ In the past, only a highly filtered group of students would enroll in transfer-level courses—the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences.
- ▶ Under AB705, transfer-level classes are becoming much more heterogeneous as the vast majority of students enroll directly in this level.

Getting Ready for AB705 with CAP

- ▶ In the past, only a highly filtered group of students would enroll in transfer-level courses—the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences.
- ▶ Under AB705, transfer-level classes are becoming much more heterogeneous as the vast majority of students enroll directly in this level.
- ▶ **Disclaimer:** CAP is extremely idealistic and progressive and most of the attendees of CAP Central have already begun to align themselves with these principles. The ideas and practices shared at CAP are in no way a generalization of all California community colleges.

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- ▶ Backward design from transfer-level courses

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- ▶ Backward design from transfer-level courses
- ▶ Relevant, thinking-oriented curriculum

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- ▶ Backward design from transfer-level courses
- ▶ Relevant, thinking-oriented curriculum
- ▶ Just-in-time remediation
- ▶ Low-stakes, collaborative practice

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- ▶ Backward design from transfer-level courses
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- ▶ Just-in-time remediation
- ▶ Low-stakes, collaborative practice
- ▶ Intentional support for students' affective needs

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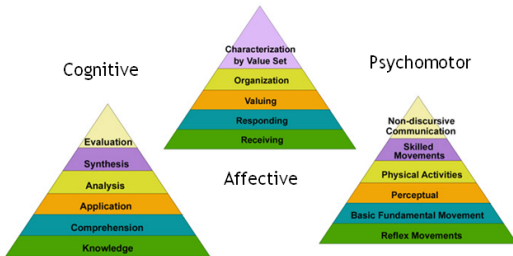
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Bloom's Taxonomy

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- Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers teach and students learn.



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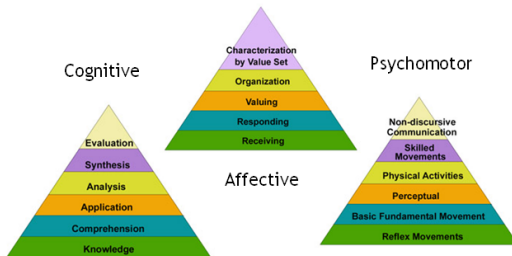
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Bloom's Taxonomy

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- ▶ Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers teach and students learn.



- ▶ It is made of three main domains of learning: cognitive (thinking), affective (emotion/feeling), and psychomotor (physical).

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What makes up the Affective Domain?

This area is concerned with feelings and emotions. The taxonomy is arranged from simpler feelings to those that are more complex.

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What makes up the Affective Domain?

This area is concerned with feelings and emotions. The taxonomy is arranged from simpler feelings to those that are more complex.

1. Receiving: feel/sense/capture/experience
2. Responding: conform/allow/cooperate
3. Valuing: believe/seek/justify
4. Organization: examine/clarify/systemize
5. Characterization: internalize/review/conclude

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What does CAP say?

- ▶ When students are not successful in a math class, the core issue is often *not* a student's ability to handle the course content.

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What does CAP say?

- ▶ When students are not successful in a math class, the core issue is often *not* a student's ability to handle the course content.
- ▶ Students have the capacity to solve a particular math problem; however, something happens at a more psychological and emotional level that gets in their way.

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- ▶ When students are not successful in a math class, the core issue is often *not* a student's ability to handle the course content.
- ▶ Students have the capacity to solve a particular math problem; however, something happens at a more psychological and emotional level that gets in their way.
- ▶ When they encounter a difficult task, or receive critical feedback, or start to feel hopeless about their prospect of success, many community college students will disengage, withdraw effort, and even disappear from class.

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CAP Theme: Ditch the Textbook!

- ▶ Instructors are being encouraged to ditch the textbook and use group activities to attend to the affective domain of a community college student's learning capacity.

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CAP Theme: Ditch the Textbook!

- ▶ Instructors are being encouraged to ditch the textbook and use group activities to attend to the affective domain of a community college student's learning capacity.
- ▶ Publishers and instructors are producing “Group Explorations” and “Affective Domain Activities” with built in remediation.

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CAP Theme: Ditch the Textbook!

- ▶ Instructors are being encouraged to ditch the textbook and use group activities to attend to the affective domain of a community college student's learning capacity.
- ▶ Publishers and instructors are producing "Group Explorations" and "Affective Domain Activities" with built in remediation.
- ▶ All of the materials being requested for this paradigm shift are in the form of group work activities for just-in-time remediation to promote social and emotional learning as well as provide a "low floor high ceiling" that encourages a productive struggle.

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Activity Building Rubric

What (CAP) instructors want.

Group activities that attend to the affective domain should include the following features:

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- ▶ Unfamiliar problems

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- ▶ Address students' misconceptions/questions
- ▶ Organic progression

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- ▶ Single compelling question

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- ▶ Address fundamental concepts
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- ▶ Organic progression
- ▶ Single compelling question
- ▶ Provide or request authentic context

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- ▶ Single compelling question
- ▶ Provide or request authentic context
- ▶ End with challenging extension question

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- ▶ Single compelling question
- ▶ Provide or request authentic context
- ▶ End with challenging extension question
- ▶ Multiple solutions (rule of four)

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- ▶ Low floor high ceiling
- ▶ Address students' misconceptions/questions
- ▶ Organic progression
- ▶ Single compelling question
- ▶ Provide or request authentic context
- ▶ End with challenging extension question
- ▶ Multiple solutions (rule of four)
- ▶ Big payoff

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Example

1 of 2

For which type of car, domestic or imported, has fuel efficiency improved the fastest? Explain.

Domestic		Imported	
Year	(miles per gallon)	Year	(miles per gallon)
2010	33.1	2007	32.2
2011	32.7	2009	33.8
2012	34.8	2011	33.7
2013	36.0	2013	36.6
2014	36.7	2014	36.0

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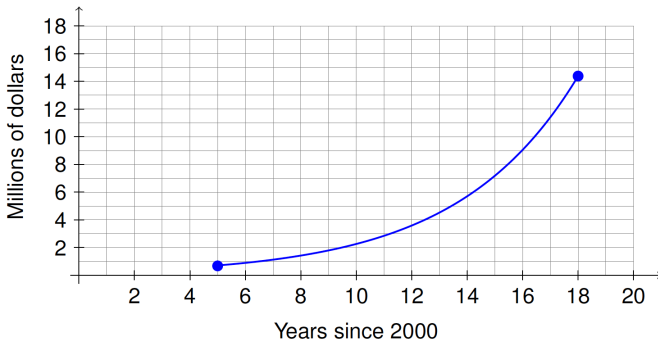
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Example

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Use multiple approaches to estimate the rate of change of Netflix's Annual Revenue on January 1, 2015. Your methods should be as different as possible.

Years versus Netflix Annual Revenue



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What is the Cohort model?

- ▶ A **Cohort** in the context of a degree program usually means “a group of people banded together or treated as a group.” Community colleges are now adapting this idea into an educational model.

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- ▶ A **Cohort** in the context of a degree program usually means “a group of people banded together or treated as a group.” Community colleges are now adapting this idea into an educational model.
- ▶ Under the Cohort Model, students entering a certain math pathway will be banded together throughout their degree progression.

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- ▶ Under the Cohort Model, students entering a certain math pathway will be banded together throughout their degree progression.
- ▶ They will be grouped in all classes and concurrent support courses.

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- ▶ A **Cohort** in the context of a degree program usually means “a group of people banded together or treated as a group.” Community colleges are now adapting this idea into an educational model.
- ▶ Under the Cohort Model, students entering a certain math pathway will be banded together throughout their degree progression.
- ▶ They will be grouped in all classes and concurrent support courses.
- ▶ Concurrent support is being handled differently at every college, but all are very similar. Let's see the different types of concurrent support courses being offered.

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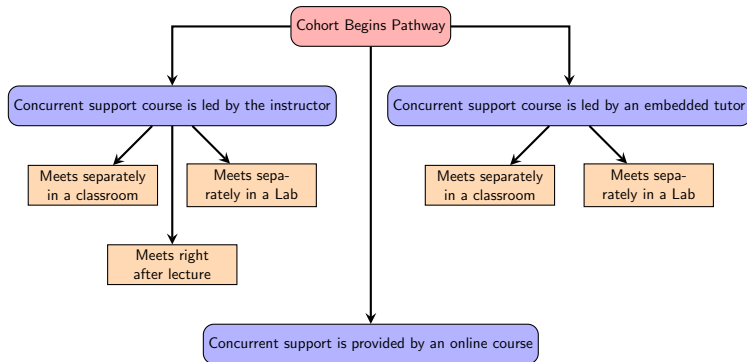
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- ▶ All materials that adhere to the Cohort model approach to concurrent support courses are in the form of worksheets and group activities to promote an interactive pedagogy that attends to the affective domain.

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- ▶ All materials that adhere to the Cohort model approach to concurrent support courses are in the form of worksheets and group activities to promote an interactive pedagogy that attends to the affective domain.
- ▶ This model being promoted by CAP is trying to ditch the traditional textbook.

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- ▶ All materials that adhere to the Cohort model approach to concurrent support courses are in the form of worksheets and group activities to promote an interactive pedagogy that attends to the affective domain.
- ▶ This model being promoted by CAP is trying to ditch the traditional textbook.
- ▶ Online homework systems are still in demand but only if they support group work and group discussions. (See OLI on Canvas from Cuyamaca)

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- ▶ All materials that adhere to the Cohort model approach to concurrent support courses are in the form of worksheets and group activities to promote an interactive pedagogy that attends to the affective domain.
- ▶ This model being promoted by CAP is trying to ditch the traditional textbook.
- ▶ Online homework systems are still in demand but only if they support group work and group discussions. (See OLI on Canvas from Cuyamaca)
- ▶ Other publishers seem to be adding these support materials to their books so the books still seem relevant, so we might be able to take advantage of having these materials sold separately.

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- ▶ Math pathways and curriculum for CAP schools are adhering to the Cohort model and adding at least one strategy for concurrent support courses.

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- ▶ Math pathways and curriculum for CAP schools are adhering to the Cohort model and adding at least one strategy for concurrent support courses.
- ▶ All of the materials that fit that model need to support an interactive pedagogy with attention to the affective domain and promoting productive struggle with a low floor high ceiling approach and built-in remediation.

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Summary

- ▶ Math pathways and curriculum for CAP schools are adhering to the Cohort model and adding at least one strategy for concurrent support courses.
- ▶ All of the materials that fit that model need to support an interactive pedagogy with attention to the affective domain and promoting productive struggle with a low floor high ceiling approach and built-in remediation.
- ▶ Online corequisite courses need to have an emphasis on collaborative work and effective discussion forums.

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- ▶ There is an opportunity to create materials for every category of concurrent support course. We have the content to do it.

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Final Thoughts

- ▶ There is an opportunity to create materials for every category of concurrent support course. We have the content to do it.
- ▶ Most schools who are developing their own materials are offering them at their bookstores in a workbook format for a low price and sharing them with other colleges. Big publishers are bundling them with their textbooks to try and minimize their losses and keep loyal customers.

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Final Thoughts

- ▶ There is an opportunity to create materials for every category of concurrent support course. We have the content to do it.
- ▶ Most schools who are developing their own materials are offering them at their bookstores in a workbook format for a low price and sharing them with other colleges. Big publishers are bundling them with their textbooks to try and minimize their losses and keep loyal customers.
- ▶ A lot of instructors in the non-STEM pathway are using Pearson's StatCrunch and it seems to be the online platform of choice. I have found several open-source online applications that are very intuitive (Desmos, Rguroo, and others) that we can suggest to combat instructors interest in StatCrunch.

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- ▶ Are you running the concurrent support course or do you have embedded tutoring?

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- ▶ Are you running the concurrent support course or do you have embedded tutoring?
- ▶ What kind of materials do you need to run your support course?

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- ▶ Are you running the concurrent support course or do you have embedded tutoring?
- ▶ What kind of materials do you need to run your support course?
- ▶ Would you be interested in an activities workbook?

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Questions to Ask

- ▶ Are you running the concurrent support course or do you have embedded tutoring?
- ▶ What kind of materials do you need to run your support course?
- ▶ Would you be interested in an activities workbook?
- ▶ Are you incorporating any affective domain activities into your lesson plan?

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For Further Reading I



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