Deepening Student Learning: 
Using Contextualized Teaching Practices & Faculty Inquiry

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CTL can improve student engagement, persistence and outcomes by:

• Enhancing student mastery and motivation

• Accelerating progress

• Improving the transfer and application of learning
Different ways to accomplish CTL

- Infused academic courses
- Infused occupational courses
- Linked courses or learning communities
- Team teaching of integrated academic and occupational courses

D. Perin. Academic-Occupational Integration as a Reform Strategy for the Community College: Classroom Perspectives. Teachers College Record, vol. 103 2001

I-BEST — Integrated Basic Education & Skills Training

- WA state “tipping point” – 1 yr PSE + certificate
- Address basic skills **concurrently** w/ credit CTE skills
- Team teaching: 1.75 FTE
- 5 X’s college credits; 15 Xs more likely to complete
- Obama cites I-BEST in April 2010 speech
Evidence in CCCs

Students in contextual math compared to standard math courses:

• 327% more likely to pass contextual course
• 387% more likely to pass degree applicable coursework in the same semester
• 400% as likely to pass transfer-level course in same semester

Contextualized students also more likely to complete degree applicable as well as transfer-level courses in subsequent term.

These effects more pronounced for Black and Hispanic students.

*Effectiveness of Contextual Approaches to Developmental Math in CCCs*
W. C. Wiseley, Univ. of Pacific, May 2009
Momentum in CA

• CCC Career Advancement Academies
  “You don’t need to go to Washington . . . We have our own very good program here that contextualizes basic skills with CTE: the Career Advancement Academies.” Jose Millan, Vice Chancellor, CCCCO

• Philanthropic involvement

• ASCCC/RPGroup/CLP collaborate: Primer and Videos

• Legislative interest:
  – CA EDGE Campaign: Legisl. delegation to WA
  – Legislative proposals for enhanced basic skills funding, including CTL
Career Advancement Academies

- Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18 –30 years old)

- Demonstration project: Independent Evaluation, Data Tracking, Technical Assistance, Community of Practice

29 colleges in three regions of state (East Bay, Central Valley, and Los Angeles)

- Partnerships with employers, workforce boards, unions, community orgs, adult education/ROCPs

- Partnership: CCCCCO and philanthropy
Essential Program Elements of Career Advancement Academies

• Clearly defined career pathways with attention to transitions
  — options for both continuing education and employment
  — strong connections with employers

• Integrated basic skills and career technical education: contextualized and accelerated approaches

• Cohort-based learning communities

• Support services
  — embedded in the learning community
  — leverage external supports/benefits

• Address needs and barriers for targeted students
Career Advancement Academies:
Over 40 pathways in 13 sectors

Some Examples:

• Renewable Energy Pathway   Laney, Oakland
• Programa en Carpintería Fina   Laney
• Utilities and Construction Prep:   LA Trade Tech
• PG&E PowerPathway   Laney, Fresno City
• Construction Trades   Contra Costa
• Los Angeles Healthcare CAA   LA City, LA Valley, LA East
• Automotive Technologies:   Fresno City
• Logistics and Transportation   ATLAS - Alameda
• Manufacturing Technologies   Reedley
• Afterschool Employment and Teacher Preparation   Modesto, State Center CCD North Centers
Career Advancement Academies: Overview video

featuring student perspectives on the power of contextual learning and the cohort experience.

http://www.careerladdersproject.org/videoa/vpages/caaoverview10.html
Participatory Action Research (PAR)

**Action research**: reflective process of progressive problem solving led by teams or as part of a "community of practice" to improve the way they address issues and solve problems.

**Participatory action research** has emerged as a significant methodology for intervention, development and change within communities and groups:

- Widely implemented by post-secondary & community orgs
- Builds on the critical pedagogy of Paulo Freire as a response to more traditional and passive models of education
For more information:

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