The 4 Ps of Learning and Engagement

Tipping Point, January 16, 2020
Introductions Activity

- Introduce yourself to someone you don’t know
- Talk about where you are from, or a place with which you strongly identify
- Describe how that place has shaped your disciplinary identity
Establishing a clear purpose for learning content serves as a priming mechanism for new learning and results in increased student understanding of the content (Gagné & Briggs, 1974; Hunter, 1976; Mager, 1962). Simply put, when students understand the purpose of a lesson, they learn more (Fraser, Walberg, Welch, & Hattie, 1987).
Purpose

What is the purpose of your course?

From a student perspective, what is a persuasive answer to this?
Purpose
Purpose

How do your *assignments* serve your course purpose?

How do your *readings* serve your course purpose?

How does your *classroom set-up* serve your course purpose?
Participation

A social perspective on learning shifts attention from the processing of information to the processes of participation and interaction that provide and sustain the real context for learning. The focus thus shifts from the individual as learner to learning as participation in a social world and one which involves a community (Howorth et al., 2012, p. 373).
Participation

What does participation look like in your class?

What ways do you value or reward their participation?
Participation

Types of Participation in Communities of Practice

- Outsiders
- Peripheral
- Episodic
- Regular
- Leaders
- Core
- Tangential
- Beginners

adapted from Wenger, 2002
Participation

What are the practices valued in your field?

Do you make purposeful connections between practices and the communities to which those are valued?
Public

*Students need to have an experience when they come to college that … gives them a sense that education is for the rest of their lives, it’s to help them do things in the world.*

—Thia Wolf
Public
Public

What would a public event look like in your course?

Who would that include?

Where would that happen?
Place

Although culture and place are deeply intertwined, our relationship with places has been obscured by an educational system that currently neglects them.

How does your place influence your purpose?
Examples

- Teaching and Researching about the Camp Fire
- Rural Partnerships - Corning, Red Bluff
- UCourse: What does it mean to be local?

Examples from your own courses?
Identity?
Two-year retention rates are similar to one-year rates. On average, students who partake in more than one FYE program, doing both Town Hall and Chico Great Debate, or any other combination, have even higher retention rates, up to 3%, suggesting a "multiplier" effect for FYE experiences. Need more research on who these students are and how they end up in two or more FYE programs.
Challenges to meeting the 4 Ps
Challenges of University-Community Partnerships

“Some respondents complained about researchers who don the guise of the expert and ignore the fact that expertise comes in many forms, one of which is knowledge of the community” (p. 247).

“Just as all politics is local, all partnerships are personal. They begin with, rely on, and are nurtured by, personal contacts” (p. 251).

“Finally, community respondents desire higher education partners who demonstrate awareness of and respect for the assets community partners bring to the partnership, despite any cultural, racial, and class divisions” (p. 251).

German & Hill (2004). The challenges of agenda conflict in higher-education-community research partnerships: Views from the community side.
Workshopping your course

● In what ways do you already attend to any of the 4 Ps?

● Which of the Ps would you like to enhance within your course?

● What would you need to do that?
Join us for a
4 Ps Collaborative Workshop
May 27 & 28, 2020