Learning to Learn Camp
Facilitator’s Guide:
Training the Trainer

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All of the following statements are exact quotes from the Personal Growth Papers of students who completed Learning to Learn Camp at Sinclair Community College.

I now approach learning in an entirely new way. I can apply dedication and new methods to my learning in order to achieve much better results.

I am ready now to work much harder and more effectively in learning and life situations.

In my new approach to learning, I have discovered some key elements and processes to maximize retention and comprehension.

I now know how I can improve and what it takes to keep up in college.

The overall lesson is unless you are actively seeking solutions to your problems, applying new knowledge to situations, and dedicating yourself to your work, you will stagnate and fail.

The class on being a self-grower gave me a good outlook on life. The main point I grasped was not to put restrictions on yourself.

As a group you compromise and realize that maybe you are not completely right and maybe someone else could use a little improvement too. Then you can combine your answers to come up with a superior answer that is sure to give you a good understanding and put your group on top.

I would do this all over again, just to have the chance to expand my horizons and learn how to be a team player.

Learning how to learn not only taught me how to become a better student, but it also taught me how to become a better person.

This class has taught me what college is like and what I should expect when classes begin in a couple of weeks. I think I am ready for college.

I really don’t want to look at what the outcome might have been if I hadn’t taken this course. I was an immature student, not taking my schoolwork seriously and not living up to my potential. This week has really done wonders for me. I realized I have so much potential academically.

The Learning to Learn Camp really blew my mind and has given me a gift, that I can use for the rest of my life. They gave me the tools I need to help me succeed in anything life has to offer.

All colleges should have this, since people would probably be lost when they start college. It also helps to know people better, that way you’ll feel more comfortable with other people. It’s especially interesting to be with people older than yourself.
What is a Learning-to-Learn Camp?

Pacific Crest’s learning to learn camps change lives in a positive and dramatic manner by

- challenging and inspiring students to grow and develop skills essential for success in college and beyond
- motivating faculty and staff to mentor student growth and improve the teaching/learning processes they use with students

The camp integrates two key processes, “learning how to learn” and “mentoring.” The learning community environment of the camp helps students to build relationships, gain a sense of “belonging” and improve their ability to perform in the classroom – all factors critical to student retention.

Through a rigorous and diverse set of camp activities, students develop cognitive, social, affective, and academic skills. Mentors work with students to facilitate the process of developing learner ownership, self-esteem, and empowerment. As a result of experiencing both successes and failures during the course of the week, students gain confidence in their ability to perform in areas such as writing, time management, problem identification, listening, adapting to change, personal reflection, coping, teamwork, and articulating an idea (to name a few).

Who benefits from a Learning to Learn Camp?

**Students**

Participants can include entering college students already enrolled at an institution, or high school students with the potential to go on to college. In the case of entering college students, a learning to learn camp increases retention and the likelihood for success. With high school students, the camp serves not only as a positive and significant learning experience for students and faculty but also a marketing tool for the host school.

**College faculty and staff**

Both faculty and staff are encouraged to serve as mentors and coaches. New insights will be gained about teaching, learning, and mentoring while facilitating the growth of learners.
Learning to Learn Camp Goals

Overall goals:

- Create a quality learning community in which bonds are built among and between students, mentors/coaches (faculty and staff), and facilitators
- Provide a model for a quality freshman foundations course; to address issues related to retention, student readiness, and academic performance
- Provide a model for learner empowerment and growth that can be replicated in many contexts within the institution
- Grow the performance skills of students, faculty, and staff

For students:

- Develop and improve learning skills from the cognitive, social, and affective domains. A special emphasis is placed on thinking, problem solving, communicating, using the computer, mathematics, writing, assessment, and teamwork skills.
- Formulate a life vision including achievable educational and career goals, and a plan for achieving these goals
- Develop a sense of learner ownership
- Develop a sense of identity and a positive attitude toward self-growth
- Increase self confidence and improve academic abilities

For coaches (faculty and staff):

- Develop respect, rapport, and networking among and between faculty and staff
- Engage in and practice learning strategies that support and promote personal growth in students
- Improve the facilitation skills in active, student-centered learning environments
- Improve and develop mentoring skills including peer coaching
Learning to Learn Camp Content and Activities

Student work products from a learning to learn camp include:

**Life Vision Portfolio**

The life vision analysis involves self-reflection and assessment, planning, and goal setting. Typical criteria for assessing the life vision analysis include level of openness, completeness (all sections and with a minimum of 25 pages), thoughtfulness, objectivity, and visual presentation. Components or sections include:

- Who am I?
- Career search and goals
- Self-analysis
- Time analysis
- Passion exploration
- Educational plan
- Values analysis and clarification
- Self-growth paper
- Overcoming life’s difficulties
- Exploring role models

**Components from the Student Success Toolbox**

The Student Success Toolbox is a powerful journal-writing tool designed to assist educators with assessing the development of students as learners, team members, critical thinkers, and members of a larger learning community. Students are required to complete various forms from the journal including error logs, reading logs, reflector’s reports, recorder’s reports, performance assessment, self-assessment, and glossary.

Students are required to complete various forms from the Toolbox including reading logs, reflector’s reports, recorder’s reports, and self-assessments.

**Math and Graphing Skills modules**

The Math and Graphing Skills curriculum is a computer-based resource with 40 self-paced modules that provide an easy means for students to review, assess, and improve their basic math skills and abilities. Progress is made throughout the week as students work in various formats (by themselves, in pairs, and with an instructor) to increase their skill with basic math content. At the end of the week, students demonstrate their progress by taking a timed performance test.
Foundations of Learning curriculum

Foundations of Learning is an ideal curriculum for preparing students to succeed in college and beyond. Based on the premise that all students have the ability to improve how they learn, the curriculum addresses developing skills from all domains including cognitive, social, and affective. Methodologies, profiles of quality performers, and Web resources are used to help students make the transition to college and develop into lifelong learners.

Readings include:

- Making the Transition to College
- The Role of a College Student
- Creating a Life Vision Portfolio
- Improving Your Learning Skills
- Study Skills
- Problem Solving Skills
- Assessment and Evaluation Skills

Activities include:

**Campus related:**
- Building a Learning Community
- Exploring Your Campus
- Introduction to the Library
- General Education Requirements
- The Student Handbook

**Student related:**
- Educational Goals and Objectives
- Time Management
- Coping Skills
- Becoming a Self-Grower
- Personality Styles

**Technology related:**
- Introduction to the World Wide Web
- Assessing the Quality of Internet Information
- Using E-mail

**Methodologies:**
- Learning Process
- Reading
- Writing
- Problem Solving
- Communication
- Personal Development
General Camp Activities

Camp activities include the following:

- Writing contest
- Talent Show
- Speech Contest
- Art contest
- Problem Solving
- Games
- Contest
- Final evening banquet

On the final evening of the learning to learn camp, a banquet is held to honor the camp participants. Students are encouraged to invite their family to attend the banquet. Certificates will be awarded along with prizes to acknowledge learners who perform to a certain standard of excellence. In addition, special awards in different contexts will be handed out.

Materials

Each student will receive the following set (kit) of books:

- *Foundations of Learning*
- *Student Success Toolbox*
- *Math and Graphing Skills*
- *Life Vision Portfolio*
- Optional: Content book or other materials for a Camp using the local content option. (See section 4 of this guide.)

These materials may be purchased from Pacific Crest by the event sponsor or individually by each student. See pcrest.com for current pricing information.
Faculty Development

Faculty development is an integral part of Learning to Learn Camp. In Camp, faculty who have been introduced to the philosophy and practices of the Camp through the Student Success Institute will put into practice their skills in learning facilitation, mentoring, and assessment in a collaborative and supportive environment. In this way, Learning to Learn Camp is a transformative experience for faculty as well as for students.

That students see that the faculty are also working on improving their skills has a synergistic effect on the Camp atmosphere. Students and faculty develop relationships beyond those possible in a traditional class setting, and changes in understanding of one another can be significant.

Many past Learning to Learn Camp faculty highly value their own growth from the Camp experience. Here’s how some of them describe their experience with Learning to Learn Camp:

“I plan to revamp my math courses following this model.”

“I’ve changed how I teach, how I assess and evaluate......

the camp completely changed me as a teacher.”

“The changes are subtle, but important. I turn more control over to the students.”

“It stimulated me to use student self-assessments as a tool to foster critical thinking analysis skills.”

“Self-assessment—what an economical tool. It costs five minutes of your time and can give a lifetime of returns.”

“The camp is a living laboratory of the power of mentoring.”

Section 4 of this guide provides more information about Faculty Development at Learning to Learn Camp.

Specialized Content Camp

Pacific Crest now has considerable experience in blending a concentration on academic content with the traditional learning skills development curriculum. In this choice of camp, students experience a blend of content-based curriculum delivered in a process learning atmosphere and learning skills development.

This Camp requires that the host institution leadership team, with consultation from Pacific Crest, develop content-based activities for a major part of the Camp curriculum. With careful blending of core activities from Foundations of Learning, blended activities that integrate selected content with Foundation of Learning content, and content-specific experiences, students get the learning skills foundation of Learning to Learn Camp at the same time as they learn the focus-area content.

Section 5 of this Guide explains and illustrates how the type of Camp is planned and conducted.
Your first Learning to Learn Camp requires a lead facilitator from Pacific Crest and a small group of key personnel from the host institution who will be trained to lead future camps. In your second Learning to Learn Camp, the host facilitation team will lead the Camp while being mentored by a Pacific Crest coach. The goal is for these leaders to be able to conduct a Camp independent of a Pacific Crest mentor in the third year.

In addition, in your camp, there will be a group of coaches who are responsible for 12-15 students who comprise a “learning community” (within the structure of the entire camp community). Each coach has 3-5 assistant coaches who are responsible for a “team” of three or four students. These coaches should have been trained by attending a Student Success Institute. They will be engaged in intensive faculty development as well as working with the students. They should be prepared to be engaged in Camp all day for the entire week.

Roles of Camp staff are covered in more detail in Section Two of this Guide. Pacific Crest will customize your camp to fit your local needs, staff availability, and number of students.
Learning to Learn Camp Logistics at a Glance

Length: 5 days

Time of year: Coordinate with Pacific Crest’s schedule. Past camps have typically been scheduled during the summer months. A popular period is the time just prior to the start of school.

Daily time frame: Non residential 8:00 A.M. – 5:00 P.M.
Residential 7:00 A.M. – 10:00 P.M.

Meals: Non residential – daily morning and afternoon refreshments, daily lunch, and one banquet meal
Residential – daily breakfast, lunch, and dinner (one banquet) along with morning and afternoon refreshments

Rooms requirements: Large meeting room to accommodate all participants.
Breakout rooms for each learning community.
Classrooms for facilitation of camp activities.
Daily access to a computer lab.

Equipment: Projection system
Overhead projector
Access to laser printer on site
Items in the following checklist are described in more detail below. This checklist makes a handy way to check progress and avoid letting details get lost. Add your own items as you go.

Things to do during the week of Camp are covered in section 3. Faculty development is covered in section 4. And if you are going to adapt the camp by adding content of your choosing, that comes in section 5, so be sure to review this entire resource early in your process.

**Six-18 Months before Camp**
1. Identify two or three key leaders.
2. Identify target audience.
3. Prepare initial budget.
4. Schedule with Pacific Crest for Camp and Student Success Institute
5. Arrange funding (college funding, grant request submissions, student fees, etc.)
6. Coordinate with curriculum approval process for your institution (especially if course will be offered for credit.)
7. Coordinate with student orientation programs.
8. Coordinate with housing office if offering a residential camp.
9. Schedule key personnel to participate in a Camp at another institution for training (optional).
10. Carefully read the notes you made after your last Camp, if you had one.
11. Design a camp logo, if you wish.

**Three to six months** before Camp
1. Hold Student Success Institute.
2. Recruit Camp faculty.
3. Schedule facilities.
   - Classroom with desks that can be moved for small groups, with projection system
   - One classroom meeting area for each learning community
   - Computer lab(s) that will allow loading of math software and printing
   - Faculty work area—with copying/computer printing capability and phone.
   - Eating/snack area
   - Auditorium for last day events, with sound system
4. Arrange housing for residential camps.
5. Order meals and snacks.
6. Arrange parking for students and staff.
7. Set-up closing banquet facility
8. Arrange for books and supplies
9. Coordinate with facilitator monthly.
10. Actively recruit students.
11. Plan for follow-up after camp.
12. Design your curriculum

**One to three months** before Camp

1. Coordinate with facilitator weekly until camp.
2. Produce and print local materials.
   - Registration materials
   - Syllabus
   - Activities that are locally written.
   - Contest flyers
   - Daily points sheets
   - Student schedules, with times and room assignments
   - Faculty schedules—with their duties assigned.
   - Signage
   - Faculty development forms.
3. Finalize all logistics arrangements when you know how many participants you will have.
4. Communicate with students and faculty with the details they need.
5. Meet face to face with staff at least once after the Student Success Institute.
6. Recruit persons to evaluate work products and judge contests on last day of Camp.
7. Arrange meals and snacks.
8. Arrange for a camp photographer/videographer.

**Week before camp**

1. Re-check entire checklist
2. Confirm all reservations for spaces and equipment, food, and housing
3. Set up rooms
4. Install math software
5. Assign students to learning communities and teams
6. Prepare name tags for all participants, ideally re-usable ones
7. Check all printing orders and textbook orders
8. Move in all materials and arrange for distribution
9. Arrange greeting of students on the first morning
10. Confirm all participants, faculty and students
11. Finalize details with Pacific Crest facilitator(s) and any visitors

**Detailed information on procedures for the week of camp and the week after Camp are in the next section of this Guide.**
Six to Eighteen Months before Camp

1. **Identify two or three key leaders**

To make Learning to Learn Camp happen, it is essential to have a few people who are willing to work hard to make that happen. They can be faculty, administration, or staff, but they have to give Camp a priority position in their work lives for months. A core belief in the philosophy of process education is crucial.

These people need to attend a Student Success Institute as early in the process as possible, and it is very helpful for them to spend at least a few days at a Learning to Learn Camp at another institution.

2. **Identify target audience**

The most important consideration for a target audience is that students selected will be motivated to fully participate in the camp, but the camp itself will build motivation for students who give it a chance by showing up and participating. Camps have had success with students with various learning disabilities and physical limitations and with students who have always been high academic performers. The most common audience is in-coming freshman students, but younger audiences and populations with some college experience already have also had great Camp experiences, so there is no “right” audience, but many future decisions depend upon the selection you make about students.

Diversity in the student population can be as asset for camp, but camps with fairly homogeneous populations, such as honors students or nursing students with academic history of failure, also work well too.

Sinclair Community College targeted at-risk populations and had students who were blind, in wheelchairs, learned disabled, and non-traditional older returning students, all at the same time, and the diversity turned out to be an asset for students learning to function well in their learning communities.

Of course, if there is an intention to build in a specific content focus, such as math skills or even something as specific as Smart Grid (see Section 4), that consideration may be the key focus on selecting the target population.

The Camp program is intense and will demand a high level of performance by students, likely more challenge than they have ever experienced. Therefore, students who have some tangible reward to work for may do better. This can be accomplished by making Camp a requirement, offering it for credit, etc. Scholarships or other academic preferment could also be used as a tangible reward. Students who will be continuing in a learning community situation have special motivation to learn to work together effectively.

Some camps have had an issue with no-shows. Think about a reward for attending and some way to insure that students who sign up are serious in their intentions. It may be that having students pay some non-refundable money in advance will help. If there are more applicants than you can take, be sure to keep a waiting list so you can fill spots that open up in the last days before Camp or even the first morning of Camp.

There is nothing wrong with making Camp attendance a mandatory first week of an academic program, provided the number of students in manageable.
Unless you have a lot of workers and a lot of budget, it is probably better to start with a modest number of students. Camps can work with as few as 20 students, but 40-60 could be a good target for a first camp. If you have enough trained coaches, it is easy to ramp up to higher numbers by adding additional teams and learning communities.

3. **Prepare initial budget**

Realistically, Learning to Learn Camp can’t happen without quite a bit of money from somewhere. You will need to cover:

A. **Student Success Institute**—facilitator, materials, meals. Often this can be done through an existing faculty development budget. (If you choose to do the Student Development Camp with only core staff, you may be able to get around this one by sending your core staff to an Institute somewhere else, but that is also an expense.)

B. **Learning to Learn Camp**—facilitator(s), textbooks, recruiting costs, printing, prizes, meals and snacks, housing, parking, etc.

Getting this funding may require some creativity. Consider applying for grants, both internal and external. Tap any available funds for faculty development. Consider charging a fee to students, especially if the camp is for credit or meets some program requirement. Students may be more committed if they have some money involved, and therefore the number of no-shows may be decreased. (By requiring students with academic problems to attend or leave the nursing program, Hinds Community College had not only 100% showing up, but others who were not registered showing up to try to get into Camp.)

Tap into campus organizations for donations of food, prizes, etc. The athletic department might have t-shirts, and the bookstore might be willing to give you pens, mugs, etc. Departments that the students will enter might have items they can contribute or be willing to sponsor a snack in return for putting out some recruiting materials for a program. Textbook gift certificates are always a big hit. The best “prize,” though, is a scholarship, and some schools have been able to get some good scholarships for Learning to Learn Camp top graduates through various campus organizations. You won’t know until you ask. Maybe you can even get an administrator to give the faculty some appreciation gift or to sponsor a meal or snack.

**Use the Pacific Crest website pccrest.com to find out current costs for facilitation and materials. The calendar will show you which dates are available. Demand for the precious few summer weeks is high, so schedule as soon as you have secured the blessing of your institution.**

Pacific Crest recommends that Camp faculty be volunteers. Many Camps have been well staffed without paying the faculty. In some cases, trying to get funding that includes even modest payment for faculty participation has kept Camp from happening. The intrinsic motivations of being involved with transforming students’ learning skills and attitudes, and improving their own skills, etc. are powerful motivators for faculty. It is certainly helpful if the institution recognizes Learning to Learn Camp participation in its employee/faculty assessment system in some way. This is most likely to happen if you can get key decision-makers involved, especially by inviting them to have a role in the camp or to visit the Camp.

4. **Schedule Student Success Institute and Camp with Pacific Crest for Camp.**

Summer weeks fill up fast, so schedule as soon as you are confident of support for your budget. You can get more exact figures for Pacific Crest fees at this time, although the pccrest.com site will have basic information on this. Add in expenses for travel and housing for your facilitator.
5. **Coordinate with curriculum approval process for your institution (especially if course will be offered for credit.)**

Some institutions allow Camp to be a general education credit. Others allow it as an option for freshman orientation. Some programs may choose to require the Camp also. Remember that you can use some locally generated content if you need to do so. Coordinate that with your facilitator. Also decide whether students will be charged for Camp and how much.

6. **Coordinate with student orientation programs.**

If your students will still need to attend orientation, perhaps with a day for counseling and registration, etc., that could be scheduled for the day after Camp. If parents participate in that day, they could attend an awards banquet on Friday and then be available for orientation on Saturday. See what you can work out, especially if students are going to have to travel to come to your Camp.

7. **Coordinate with housing office if offering a residential camp.**

You will need to figure out if you can use dormitories, how students can be assigned, if you need to get your own residence hall advisor, etc. Of course, this also figures in your budget. If your camp is residential, coordinate housing before you sign up for a date.

8. **Schedule key personnel to participate in a Camp at another institution for training (optional).**

It is very helpful for your key persons to participate in a Camp at another institution. This can even be done a year in advance for summer camps. Pacific Crest can help make arrangements for you to have a place that is convenient and helpful. Plan to learn by doing.

9. **Design a Camp Logo**

Certainly you can have a Camp without its own logo, but it’s fun to have something distinctive to use on your materials and signage. Some schools also make camp tee shirts with the logo. You can use the art contest to get students to do designs that can be used for the next camp if you wish. They could even vote for the winner.

**Three to six months before Camp**

1. **Hold Student Success Institute.**

Unless you are going to have only your key personnel at Camp, you will need to train your staff by having a Student Success Institute on your campus. To make Camp work, the staff must come from a shared philosophy of challenging performance and mentoring. The SSI is your framework for building that core. No one expects a faculty to be perfect for Camp to succeed. In fact, making mistakes often leads to the best learning at Camp, but you do need a common starting place.

Think about the SSI as a first step in a faculty development process and the Learning to Learn Camp is the second step. The SSI will be the core group for your recruitment of Camp faculty.

2. **Recruit Camp faculty**

There are really two stages for this. First, recruit people for your Student Success Institute. Don’t overlook the possibility of including staff persons who have contact with students, such as counselors, and administrators, such as department heads and program chairs. Also look at people who are key to programs that will involve your target audience.
Consider staff members, especially those who have student contact for participation in Student Success Institute also. Counselors, student support persons, tutoring center personnel, and even curriculum designers from distance learning programs have had great experiences at Learning to Learn Camps. There is great potential value for faculty and administration and staff to work together closely and get to understand one another better during a Camp experience. A counselor can be a key person for follow-up after camp.

First, find full-time participants who will be coaches or assistant coaches as well as full participants in the faculty development aspects of the Camp. You can use as many as one person to 3 students to get maximum faculty development, but get by with fewer if necessary without sacrificing too much in the student experience. Besides the lead team of about three persons, ideally you want to have a coach and two or three assistant coaches for each learning community of 12-24 students.

In getting faculty to volunteer, it is HIGHLY important to consider the level of commitment of the person to the Camp. Full-time participation in the Camp is highly demanding, and faculty who take on that responsibility should clear their calendars of other responsibilities for the week. However, that is by far the best way to give the students the best experience and to get the most growth for the faculty member. There will be plenty to do all day long, as every camp has to adjust on the fly to the needs of the specific participants. Faculty often find that the Camp is the hardest work week they have ever had—and the most rewarding. Once you get faculty for the first year, it will be easy to get them for the second year.

One of the documents on the Pacific Crest website is a page of faculty comments about the value of their experience at Learning to Learn Camp. These can be used to make your recruiting emails, flyers, etc., more persuasive and personal.

If you have faculty who cannot make a full-time commitment, then make sure to be clear about what level of participation will be. It is not fair to students to have them without the support of a coach when they need one, and it is not fair to other faculty to have to fill in for those who are not available. Also, the limited number of slots you have for camp faculty makes these spots valuable. They should go to people who will make the most of the experience. Dropping by for an hour here and there is not going to produce the faculty growth that Camp can provide. Faculty should not be expected to teach classes, attend meetings, etc. during Camp.

There are jobs that can be done well by part-time volunteers, such as games, scoring of work products, facilitating learning of an area in which they are especially knowledgeable, etc., provided everyone is clear before camp begins about what the level of participation will be. It is highly desirable to have everyone together for the morning and late afternoon faculty meetings to make sure that key information gets to everyone. Remember that you will be making changes every day in response to specific needs, student feedback, etc.

You will also need a facilitator or facilitation team for each activity in your schedule. These will likely be the same people who have the coaching positions, perhaps plus others. Some activities should be facilitated by the Pacific Crest staff for purposes of modeling and for getting the students into the swing of how Camp works. This is especially helpful on the first morning of the Camp. However, for maximum professional growth, faculty members need to facilitate at least once, and twice is better, so they can use the feedback from the first facilitation. Camps with very large student populations can run parallel sessions in separate rooms and thereby increase the opportunities for facilitators.

If you are doing an adapted -content-based camp (see section 5) , then you will need at least one content expert. While facilitators can effectively do activities without being content experts
(learning the content along with the students has its benefits), the credibility of the content learning is enhanced if there is a content expert on the team. This person can facilitate the most content-heavy activities and be a consultant for the work products as well. This person should, of course, also greatly be involved in the planning and faculty development aspects of the camp.

A content-based camp will require writing of about 20 activities based on your chosen content. It will be very helpful to have a team of three or four people to write these activities. You may have some activities that you are already using that can be adapted to the Camp environment.

You will also need persons to prepare for and run the games during days 1–4 and the contests on day 5. These make good jobs for part-time participants, although the can be done by full-time faculty also. These persons can recruit their own helpers and judges for contests. They will also need to know how to report scores quickly to the record keeper for entry into the camp database. Consider asking administrators that you want to impress with what your students have accomplished in just four days. Having them judge or at least observe the speech contest is a powerful way to show your administration the power that Camp has. There are helpful documents with specifics about these jobs at the end of this section.

Finally, you need teams of people on Friday to score the work products. They will need brief training in the criteria for the scoring and a person with the authority to settle any issues that arise. These scores also must be reported quickly so that the awards can be presented at the closing session. For content-based camps, you will need a content expert to be involved here. Faculty members will want to be available to their students during the contests and to hear the speeches, etc., so it is better if you can keep them free for that purpose. Also, after developing relationships with the students all week, it is harder to be an objective rater of the work products.

A more thorough description of each of the roles and the time requirements for each is included at the end of this section of this Handbook.

3. Schedule facilities

You’ll need the facilities to be available at least an hour before camp starts and at least two hours after camp ends for the day, if the students are commuting. It is very helpful if the key main leaders have keys.

A. Classrooms

You will need a classroom with furniture suitable for making groups of about four to accommodate all students, with enough space for moving around during activities. There should also be room for faculty to observe the activities. This room should have at least one projection system and white board, black board, or space for posting newsprint sheets. This room should be exclusively used by the Camp for this week.

B. One meeting room for each learning community.

A classroom will be fine. Again, it will be helpful for furniture to be grouped. Also needs some place to post materials and notes and to store projects, etc. It is also preferable that these rooms be used only for Camp, so you don’t have to move things around and clean up every day.

C. Computer lab space to accommodate all of the students at once.

You’ll need to have access to load math software before the Camp and remove it after, as well as printer capacity for students. This room may also be used for writing activities and writing
and math contests. More than one lab can be used. A computer lab tech person should be present or at least on call.

D. A place for eating meals and snacks.

This space might also be helpful for contests and for students to spread out to work on activities at times.

E. A workroom for faculty, with a computer and laser printer, space for storing materials, and space for small conferences. This needs to be separate from the student workspaces for privacy. A coffee pot in there is nice.

F. Places for special Friday activities:

One room each for evaluating work products: Live Vision Portfolio, Personal Growth Papers, Foundations of Learning, art contest entries. These need to be quiet and separate from the contests.

Suitable spaces for Friday contests, including display space for art around the time of the banquet/awards ceremony, speech contest room with space for judges and visitors and a suitable microphone, a stage for talent show, with sound system and a piano if possible. (You may need to do some last minute work here depending on what talent the students want to do.)

4. Housing

In you are having a residential camp, coordinate with housing office to arrange how you will handle roommate assignments, move-in instructions, move-out instructions, payment, lists of what to bring and what will be provided (linens?).

5. Meals and Snacks

Keeping people well fed is important to good morale at Camp. Remember that you will need to feed the faculty and probably a few guests as well as the facilitator and all the students. Commuter camps should offer breakfast and lunch, with mid-morning and mid-afternoon snacks. Of course, residential camps have to add dinner, and participants will appreciate have a snack in the evening also. They may well be up late working.

Try to keep your group together at meals if possible. Letting people disperse too much often means loss of valuable time after eating. Instead, if the food is close to your work rooms, the meals can be times for informal bonding of learning communities and faculty and students.

6. Arrange materials

A. Order books from Pacific Crest at least a month in advance, but when you have a good handle on your student count. Remember faculty members will also need copies of Foundations of Learning and the Student Success Toolbox, unless they have those from the Student Success Institute. Coaches will appreciate having a Life Vision Portfolio also.

B. Arrange for loading of math software from Pacific Crest.

C. Buy, beg, or borrow materials for the art contest

D. Obtain markers and large newsprint tablets. The ones that work like post-its are great—or have tape or pushpins handy.
7. Write activities of your own, if you are using a content focus for your camp. These take time, as you will want to collaborate in your group and with your Pacific Crest facilitator. See more information in section 5 of this Guide.

8. Coordinate with facilitator monthly.

   Keep your facilitator up to date on your progress and ask any questions you have. Usually email is fine for this.

9. Actively recruit students

   It won’t do any good to build it if they don’t come, so be sure to make a strong plan for recruiting the students you want. Keep track of registrations as they come in. Your plan will have to be based on your choices for target audience, but here are some things to consider. Look on the support website for examples of recruiting materials.

   After you have had one camp, past students make excellent recruiters. Just find a way to put your “grads” together with your prospects and let them talk. You can also do this with a video if you make one during Camp.

   Here are some ideas to consider using:
   - Pacific Crest brochure
   - Locally produced brochure
   - College website advertising
   - e-mail for identified potential students
   - counseling programs and pre-college orientation programs
   - faculty referrals
   - radio or television mentions
   - approaching parents of students
   - employing help of students from the previous year’s camp, where applicable.
   - targeting students through placement test scores
   - requiring Camp for entry into a program
   - an alternative for a freshman orientation credit program

   Most programs will need three or four communications with Camp participants. Samples are included on the Pacific Crest website, but you will need to make them your own.

   A. First contact letter/flyer/brochure/email to students, with basic information about your camp, including dates, costs, requirements for admission, purpose of the camp, etc. It should be clear before students apply that they are going to be expected to spend the Camp week focusing only on Camp (and not trying to do part-time jobs, other classes, etc.)

   B. Application form. It is helpful for setting up for the camp to have good demographic information about students, including age, gender, ethnic group, and special needs. It’s not helpful to find out at the beginning of the first day that you have two wheelchairs, a deaf student who needs a sign language interpreter, etc.
C. Acceptance letter, with instructions and requirements. This should specifically address logistics, such as parking, housing, etc. It should include convenient means for students to ask questions, refer friends, and drop out.

D. Reminder letter: If your acceptance is sent a long time in advance of the Camp, it will be very helpful to send a reminder letter and/or email a couple of weeks in advance of the camp. Here remind students of the basic information and encourage them to make arrangements for time off work, child care, etc. If you are doing this communication, the logistics topics can be more detailed than in the acceptance letter. You could also include items like parking passes, bus passes, and room assignments.

E. Billing might be needed as a separate communication from the bursar, depending on local business decisions.

F. Specific housing arrangements for students who are going to be moving into campus housing for the camp week.

Any or all of these could be online instead of in print, but be sure to confirm receipt if you pick that option.

All of the materials students see should make clear that LTLC is a serious program with significant benefits for their lives as students. They should be upbeat and energetic in tone, but not give the impression that the Camp is going to be recreation, an assumption sometimes made based on the name.

10. Design your curriculum

This step is already mostly done for you by Pacific Crest, which provides both a curriculum design and a syllabus that are based on years of experience with Learning to Learn Camp. These documents are included at the appendix for this section.

Local adjustments to the curriculum can be made by consulting with your facilitator, but try to get a solid syllabus in place as soon as possible, as that document will determine a lot of other things you need to know, such as workspaces and staffing needs.

The basic Learning to Learn Camp curriculum will be provided as part of your facilitation fee. You don’t have to prepare activities for Camps that are based on the Pacific Crest curriculum, as your students will have Pacific Crest textbooks, which include plenty of well-tested activities and supporting materials for Camp. However, you may need to adjust the curriculum in format if you are going to submit it for local approval as a credit course. Allow time to get that done as soon as possible.

If you do want to add some local content, be sure to consult with your facilitator about adjusting the curriculum to do so. This is certainly possible, but it will be a lot less stressful for everyone if the curriculum adjustments are kept to a minimum, keeping in mind that there will almost certainly be some adjustments during the camp, based on real-time assessments of needs of the students, student council and faculty feedback, etc.

If you have chosen to have a content-based camp, the last section of this Handbook will provide a lot of guidance about how to adapt your content to work in conjunction with the Camp content, achieving the learning skills that are central to Learning to Learn Camp at the same time. There you will also find an example of a content-based syllabus and revised work products and point systems. You should plan on beginning to work with your facilitator as a consultant on designing
your content-based syllabus and activities several months before your camp will be held. If this is a repeat of an earlier camp, don’t forget to use the assessment of the last camp to make appropriate revisions in curriculum and activities.

11. Make a follow-up plan

What are you going to do to follow the progress of students after camp? If you want to do a research study of their success, you may need to begin early to get the institutional support you need for research. Will you need a control group? What parameters would you like to track? If you have done data to show that Camp improved academic performance, it will be easier to get funding for your next Camp. Do you want to follow-up with the faculty development? How?

Some schools have selected such specialized groups, such as honors students, that it is easy to see how these students perform, but if you draw from a wider spectrum of students, it can be difficult to see the difference you have made unless some effort is made.

You may also want a plan to continue to meet with the students periodically. The students are likely to want to see one another again. Something as simply as a pizza party every month will let you keep the relationships you have built active. Be sure to include the faculty.

If you are going to have another camp, be sure to use the energy at the end of Camp to start plans in motion for next year. Do a thorough assessment of the Camp and record what you want to keep and what you want to change. Revise your activities while they are fresh in your minds, and then carefully store them away for the next Camp. Make multiple copies or store electronically in a way that can be accessed by several persons, so there is no risk of losing things if there are personnel changes. No one will have the energy to do this the day Camp ends, but do it soon!

Your camp leadership should do a thorough de-brief with your Pacific Crest facilitator as soon as possible after the Camp. This may need to be a conference call. Make good notes and keep them safe so you can fine them to refer to when you start planning your next camp.

One to three months before Camp

1. Coordinate with Pacific Crest facilitator weekly until camp.

2. Produce and print local materials

   Samples of these materials are available on the Pacific Crest website.

   If you have the printing done in time, you can use some time at your general faculty meeting the week before camp to assemble packets for students and faculty. Loose-leaf binders work well, as then it is easy to add/replace items.

   Registration materials

   Don’t forget the follow-up communication one to two weeks before Camp with instructions your students will need. And you may want to have registration materials for faculty also.

   Syllabus

   Most of this is already done by Pacific Crest, but you’ll need to check to sure it works for you. If you are designing a specific content Camp, see section 5 for make details on making your own syllabus.
Activities that are locally written.

You may still find that you have to do activities to meet a need that comes up during Camp, but the more you can do in advance, the better.

Contest flyers

See examples on the Pacific Crest website, but you may want to use your own writing prompts, art directions, etc. Include sign-up sheets.

For talent show, describe available equipment and how to request equipment (piano, for example.)

Daily point sheets

There is an example on the website. Include spaces for all the activities and a daily total, for first four days. Make a few extra, as someone will lose it. Be sure to make a prominent place for the name of the student and the name of the Learning Community (or color code each learning community).

Student schedules, with times, room assignments, and facilitator’s name(s).

Remember to make enough for all of the faculty too, and some to replace lost ones. And yes, you may have to re-do these as things change during the week.

Faculty schedules—with their duties assigned.

Signage

You may need signs to lead from parking or the dorm to your first morning meeting place. Each learning community room could have a nice sign too. If you made a Logo for your camp, be sure to use it on all your signage.

Faculty development forms. See section 4.

3. Finalize all logistics arrangements when you know how many participants you will have.

Be sure to include Camp faculty and Friday visitors in meal counts.

4. Communicate with students and faculty with the details they need.

5. Meet face to face with staff at least once after the Student Success Institute.

A meeting is really important. It gives you a chance to get everyone oriented before the hectic first day. At this time, the activity facilitations should be assigned. Also extra duties, such as running a game or contest, should be arranged. Have materials ready to pass out. Assign coaches and assistant coaches and give them time to meet together. Make sure everyone knows the job description they are being given. Also, get a commitment to the faculty development aspects of the Camp. Emphasize the assessment climate you will build.

6. Recruit persons to evaluate work products and judge contests on last day of Camp.

You will need a lot of help on Friday to get the products evaluated and the contests judged. This is a good way to involve people who you want to see the Camp, but who could not work all week. Most will be needed all morning. Make sure they have water and snacks. It is courteous to invite them all to lunch.
A. Evaluators for Life Vision Portfolio, Student Success Toolbox, and Foundations of Learning Activities. (and a workplace for each of these groups.) One person per 10 students is a good ratio. They will need a brief training about the product and the evaluation criteria and one evaluation sheet for each product. Camps usually use one evaluator for each product. If you want to use 2, then you’ll need more people, of course.

Try to avoid using faculty who have been at Camp all week to evaluate work products, as it is hard for them to be objective once they know the students well. Besides, they want to be able to encourage their students as they do the contests and to hear the speeches and talent.

B. Contest leaders

These can be persons who have been coaches and assistant coaches. You will need one for each contest to pass out materials and oversee the contest and get materials to the judges or results of points to the person doing your database.

C. Contest judges for Writing Contest, Art Contest, Speech Contest, and Talent Contest.

Teams of three work well. Make sure they know the criteria the students were given. Evaluation sheets are helpful, especially if you have lots of students. Make sure they have a list of names for the speeches and talent. Ideally, provide sheets with names in the order of performance. Each group also needs a form to report results.

D. Emcee for the Speech and Talent Shows and especially for the awards banquet.

E. A runner to collect results and get them to the person doing the points tally and the contest leaders.

7. Arrange meals and snacks

Final check, now that you have your numbers of people more settled. You’ll still need to adjust the banquet numbers as you find out what guests the students have coming.

8. Arrange for a camp photographer/videographer.

A slide show or movie at the awards ceremony will be a big hit. Also, the show can be a recruiting tool for your next camp.

Week before Camp

1. Re-check entire checklist.

2. Confirm all reservations for spaces and equipment, food, and housing.

3. Set up rooms.

If you have access, it is very helpful to arrange the furniture in your spaces into small group configuration so you don’t have to do this on the first morning. If that’s not possible, arrange for someone with a key and a helper to arrive early to do this before the morning meeting.

4. Install and test math software.

Pacific Crest will supply the software you need, but it takes some time to install it on multiple computers, depending on your IT set-up. Allow time for a test run, perhaps during your staff meeting. That will be helpful for letting everyone see how the math works. Be sure to test the printers too. Paper supplies? Scratch paper?
5. Assign students to learning communities and teams, and coaches and assistant coaches to their learning communities and teams.

Use the demographic information you have and any personal knowledge of the students to balance the learning communities and teams as evenly as possible. Make teams as diverse as you can. If you know that some students are close friends, don’t put them on the same team. Coaches may have to change teams later, especially if there are no shows, but it is very helpful to have things as far along as possible to avoid first morning confusion.

6. Prepare name tags for all participants, ideally re-usable ones.

However, that does not mean that faculty can get by without learning names. By the end of the first day, coaches and assistant coaches should at least know the names of everyone in their learning community. By the end of day 2, they should know the names of everyone, unless the camp is really large.

7. Check all printing orders and textbook orders.

8. Move in all materials and arrange for distribution.

Make sure you have enough printing paper. Get a good three-hole punch. Have a dictionary for each learning community.

9. Arrange greeting of students on the first morning.

No student should come in the first morning and sit down without a smiling greeting and a handshake.

10. Confirm all participants, faculty and students.

11. Finalize details with Pacific Crest facilitator(s) and any visitors
LEARNING-TO-LEARN CAMP
Sample Syllabus

<table>
<thead>
<tr>
<th>Term:</th>
<th>Aug, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>1 credit</td>
</tr>
<tr>
<td>Credits:</td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td>Dr. Daniel K. Apple</td>
</tr>
<tr>
<td>Office Location:</td>
<td>virtual</td>
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<tr>
<td>E-mail Address:</td>
<td><a href="mailto:dan@pcrest.com">dan@pcrest.com</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(630) 853-7535</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>(630) 737-0881</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>Leave a voice mail message; I will contact you within 48 hours.</td>
</tr>
</tbody>
</table>

Course Vision
This course is about you becoming the person you want to be, developing the skills you will need for college and in life, and developing the mindset and abilities for self-growth.

Course Description
Welcome to Learning to Learn Camp! This opportunity is designed to help you say “YES!” to your own success! This experience will show you how to achieve greater success in college and in life. You may never again have an opportunity like this to improve the quality of your life. Please make the most it!

Learning Outcomes: In this Camp, you will learn how to...

1. **TAKE CHARGE OF YOUR LIFE.** You’ll learn how to make wiser choices, thus gaining greater control over the results you achieve in college and in the rest of your life.

2. **INCREASE SELF-MOTIVATION.** You’ll learn how to create the inner motivation necessary to keep going when you run into life’s inevitable challenges.

3. **IMPROVE PERSONAL SELF-MANAGEMENT.** You’ll learn proven strategies for creating positive outcomes in your life, outcomes that will move you effectively and efficiently toward the accomplishment of your goals and dreams.

4. **DEVELOP MUTUALLY SUPPORTIVE RELATIONSHIPS.** You’ll learn how to develop meaningful relationships with people who will support you in achieving your goals and dreams while you assist them to achieve theirs.

5. **CREATE POWERFUL NEW BEHAVIORS AND BELIEFS.** You’ll learn how to identify and change self-defeating habits and limiting beliefs that are keeping you from fulfilling your unlimited potential.

6. **MAXIMIZE YOUR LEARNING.** You’ll learn powerful strategies that will enable you to achieve better grades in college, to become an effective life-long learner, and to develop your unlimited potential.
7. **DEVELOP GREATER EMOTIONAL MATURITY.** You’ll learn effective techniques for effectively managing your emotional life and increasing your sense of inner peace, joy and happiness.

8. **RAISE YOUR SELF-ESTEEM.** You’ll learn how to develop greater self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.

9. **WRITE MORE EFFECTIVELY.** You’ll learn how to improve your writing skills through the extensive practice offered by your guided journal entries.

10. **IMPROVE CREATIVE AND CRITICAL THINKING SKILLS.** You’ll learn how to enhance the thinking skills that are essential for analyzing and solving problems in your academic, professional, and personal lives.

**Required Supplies:**

Text books: *Foundations of Learning, Student Success Toolbox, Life Vision Portfolio, Math and Graphing Skills*

**Grading System**

**Levels of Performance**

<table>
<thead>
<tr>
<th>Star Performer</th>
<th>6,000 points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performer</td>
<td>5,000 points (“A” Grade)</td>
</tr>
<tr>
<td>Successful Performer</td>
<td>4,000 points (“B” Grade)</td>
</tr>
<tr>
<td>Completion of Institute</td>
<td>3,000 points (“C” Grade)</td>
</tr>
</tbody>
</table>

*Each Star Performer will received a letter of recommendation from the Camp Director*

<table>
<thead>
<tr>
<th>Opportunities/ Work Products</th>
<th>Potential Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities</td>
<td></td>
</tr>
<tr>
<td>Over 30 activities @ 35 points each</td>
<td>1,050</td>
</tr>
<tr>
<td>daily math 4 @ 100</td>
<td>400</td>
</tr>
<tr>
<td>daily game competitions 4@100</td>
<td>400</td>
</tr>
<tr>
<td>Service points 4 @50</td>
<td>200</td>
</tr>
<tr>
<td><strong>Life Vision Portfolio</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Foundations of Learning activities</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Student Success Toolbox</strong></td>
<td>750</td>
</tr>
<tr>
<td><strong>Self-growth paper</strong></td>
<td>500</td>
</tr>
<tr>
<td><em>Math &amp; Graphing Friday</em></td>
<td></td>
</tr>
<tr>
<td>40 modules @25 pts each</td>
<td>1,000</td>
</tr>
<tr>
<td>Participating in five contests 5 @ 100 each</td>
<td>500</td>
</tr>
<tr>
<td>Winning Contests 5 @ 500, for first place</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,700</td>
</tr>
</tbody>
</table>
Special Recognitions in the Awards Ceremony

- Top three learning communities
- Top three learning teams
- Top five individual performers
- Contest Winners

Opportunities for Earning Points

Participation during Days 1 to 4

You will be given a score sheet to capture your participation points during all activities during the first four days. Every in-class activity provides 50 points with some bonus points at times. The Math and Graphing Skills session will provide around 50 to 100 points per day based upon new modules completed. There will be over 30 in-class activities. Keep your scorecard up to date. Each day there will be a game activity, which offers extra points for placing first, second, or third as a team. Service points are awarded at the discretion of Camp faculty for actions that are helpful for the Camp.

Life Vision Portfolio (25 pages – 1,000) DUE 9 am on Friday

The Portfolio should be between 20 and 30 typed pages. (200 points, 20%, awarded for typing.) The portfolio should be structured according to the instructions in the Life Vision Portfolio notebook. Most of the writing will need to be done outside of daily work time, so plan to work on the Portfolio every evening. It will not be possible to do your best by writing the entire Portfolio the night before it is due.

Performance Criteria for LVP:

1. Level of openness
2. Realistic/honest
3. Completeness
4. Thoughtfulness
5. Objectivity
6. Level of passion/caring/commitment
7. Overall Presentation

Foundations of Learning activities book (25 activities – 1000 points) Due Friday 9 AM

You will have opportunities during the day to complete many of these activities on your FOL book. You may also need to complete activities that you did not finish in class and to do some activities independently on your own time.

1. Building a Learning Community
2. Analyzing a Course Syllabus
3. Creating your Life Vision Portfolio
4. Exploring the Campus
5. Using Reading Logs
6. Practicing the Reading Methodology
7. Analyzing a Literary Text
8. Analyzing the Learning Process Methodology
9. Applying the Learning Process Methodology
10. Analyzing the Problem Solving Methodology
11. Applying the Problem Solving Methodology
12. Student Handbook
13. Developing an Educational Plan
14. Becoming a self-grower
15. Personal Development Methodology
16. Information Processing Methodology
17. Using A Software Help System
18. Time Management
19. Academic Honesty
20. Applying the Writing Methodology
21. Assessing and Revising
22. Team Design Competition
23. Exploring Team Roles
24. Logo Design Competition
25. Exploring the Assessment Methodology
26. Building a Criteria List
27. Student Success Toolbox
28. Self Growth Paper
29. Meta-cognition

**Student Success Toolbox (25 entries – 750 points)  ** DUE 9 am on Friday

This product is fulfilled by completing pages in the Student Success Toolbox. Many of these can be completed during Camp sessions, so you will want to keep your book with you and maximize chances to get work done in it during the day. You will still need to do some pages on your own time.

A complete Toolbox should include the following components:

- at least 5 reading logs (up to 5 more for extra credit)
- 1 reflector’s reports
- 1 recorder’s reports
- 2 analyze and correct the errors
- 3 learning Journals
- at least 5 self-assessments (one each morning and one each evening)
• glossary – 40 words
• Log of entries
• 1 team assessment
• 1 performance assessment
• 1 learner contract
• 3 other forms of your own choice

Performance Criteria

1. Completeness of required components (above).
2. Completeness of each individual component.
3. Legibility (handwritten is expected)
4. Thoughtfulness

Reading Assignments in *Foundations of Learning*. Use these as reading for the reading logs in your *Student Success Toolbox*.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Pages</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Performance</td>
<td>1 – 23</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Life Vision</td>
<td>33 – 49</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Reading Process</td>
<td>61 – 78</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Learning Process</td>
<td>97 – 110</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Addressing Personal Obstacles</td>
<td>175 – 192</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Time Management</td>
<td>231 – 244</td>
<td>Wednesday Morning</td>
</tr>
<tr>
<td>Communication and Teamwork</td>
<td>311 – 334</td>
<td>Wednesday Morning</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>121 – 135</td>
<td>Wednesday Morning</td>
</tr>
<tr>
<td>Context of Performance</td>
<td>149 – 162</td>
<td>Thursday Morning</td>
</tr>
<tr>
<td>Addressing Personal Obstacles</td>
<td>175 – 193</td>
<td>Thursday Morning</td>
</tr>
<tr>
<td>Information Processing</td>
<td>207 – 222</td>
<td>Thursday Morning</td>
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<tr>
<td>Writing</td>
<td>275 – 292</td>
<td>Tuesday Morning</td>
</tr>
<tr>
<td>Assessment</td>
<td>251 – 366</td>
<td>Tuesday Morning</td>
</tr>
</tbody>
</table>

**Self-Growth Paper**

Due 9 am on Friday

Identify 5 key areas of personal growth: use the Transformation of Education, Profile of the Quality Learner, personal growth goals or Classification of Learning Skills (all of which you will encounter and use within this course) to help you identify the areas of your greatest growth. Focus this self-growth paper on growth rather than learning (the Learning Journal illustrates learning). Your Student Success Toolbox should be used as a resource to help you identify and track your growth. The first page of your self-growth paper should set the context: where your personal and team goals provided opportunities for growth. Use a page for each area of growth: identify with evidence that growth has occurred and the means you used during the course to produce that growth. The last page should be used to step back and share what you have learned about producing or encouraging self-growth.
This paper is described in *Foundations of Learning*.

**Performance Criteria**

1. Following instructions
2. Thoughtfulness
3. Insightfulness
4. Using evidence to show growth
5. Presentation

**Contests**

Each student is required to participate in 4 out of 5 (100 points for participating and 500 points 1st place; 400 points 2nd place, 300 points 3rd place; 200 points 4th place; and 100 points 5th place). These contests will all be held or judged on Friday, but you will need to prepare for some of them in advance. Be sure to watch for sign-up sheets with more detailed instructions.

- Art Contest (individual)
- Writing Contest (individual)
- Speech Contest (individual)
- Talent Show (individual or teams)
- Problem Solving (teams – everyone must enter)

**Math and Graphing Skills**

On Friday you will have 60 minutes to complete as many of the 40 modules as possible by yourself. Submit a print-out of your results when time is called to earn 25 points for each module. You may begin at Module 1 and repeat modules you did during the first four days. No help will be given.

**Student Responsibilities**

1. **Commit to being successful in college and in life.** This means you’re absolutely sure that you want a high quality life, and you’re not only willing to grow, you want to grow

2. **Be willing to do whatever is necessary.** For this Institute, this means attending every class, doing all the assignments to the best of your ability, participating actively in every class, spending quality time at night, ...and never, never, never, never giving up!

3. **Be coachable.** This means that you’re willing to take assessment feedback from your teachers and mentors. You’re willing to experiment with new behaviors and beliefs.

4. **Be a responsible team and community member.** Be a positive contributor to the community of learners (increasing the learning of the group).

5. **Be accountable and responsible.** Accept accountability for the timely completion of all course work products (this includes coming to class fully prepared, with all on- or off-line readings, homework, and assignments completed by the day or time identified in the Course Schedule).

6. **Be an engaged learner.** Emotionally engage in the challenge of personal growth and the necessary effort for continuous quality improvement in yourself and in the course.
7. **Meet deadlines.** Work products must be completed with the level of quality and at the time identified.

**Faculty/Facilitator Responsibilities**

1. Provide guidance and mentoring to each participant with respect to improving selected learning skills.
2. Model use of all tools and techniques at the same or higher level of quality expected of students.
3. Provide in-depth consulting during breaks, evenings, and online.
4. Provide assistance in locating additional resources that align with personal and team goals.
5. On request, demonstrate classroom techniques in real time (advance notice should be given when possible).

**Methodology (Course Culture and Processes)**

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just “covered” but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, mid-term assessment, etc.), facilitation, and problem solving.

Language development is critical and participants will be expected to be familiar with the operational definitions given in the course glossary. Pre-class readings and activities correlate with learning activities scheduled for each class meeting of the course. Participants should be prepared to use these resources effectively during in-class exercises. There will be numerous time-pressured learning situations. There will also be cooperative learning activities that require participants to perform in front of team members and course colleagues. Special times will be set aside for teams of students to role-play, articulate understanding to one another, and collaborate to solve problems.

Communication and documentation, both on- and off-line are critical, as these form the basis for course work products.

**Academic Honesty and Integrity**

The principles of intellectual honesty and integrity are central to the Learning to Learn Camp. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others.
### Sample Agenda

<table>
<thead>
<tr>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
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<td>Building a Criteria List</td>
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<td>Student Council (Faculty SII Assessment)</td>
<td>Open Mike &amp; Buffet</td>
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<td>Help System</td>
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<td>Exercise</td>
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<td>Learning to Learn Mathematics</td>
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</table>
Course Design: Learning to Learn Camp – Based upon Foundations of Learning/Student Success Toolbox/Life Vision Portfolio/Math and Graphing Skills

Step 1: Long-term Behaviors

Our students in the future:

Learners

• Are active learners in any course by preparing for this new experience, structure a journal for capturing ideas, thoughts, and meaning during reading, lectures, activities, reflections, and projects so that they can revisit this journal to elevate learning and growth

• Use reading time as a precious and valued time by clarifying its purpose, objectives and expectations, build schemas or outlines for the reading, and do a quick read to identify key vocabulary and inquiry questions so a second reading produces meaningful learning

• Are prized students who own their own learning process and are motivated by intrinsic desires

• Control their emotions so they effectively learn in any environment by focusing, filtering, and adjusting to any space, time, or external conditions.

Performers

• Are proactive as life-long learners and develop learning plans for every course so they can exceed their own and other peoples expectations

• Readily grasps different forms of technology, their appropriate uses, and effectively increases productivity through their use.

• Use self assessment effectively in all courses as the means for improving learning performance across all courses

• Have developed and are updating their life vision (life and career goals and educational plan) so that each and every day produces learning experiences and outcomes aligned with supporting their personal and professional journey.

• Effectively use the complete set of resources of the institution to better meet their needs and accomplish their learning goals.

Citizenship

• Are responsible for themselves within a community but interact as social members to bring value of relating to all they come in contact with and are valued members of any learning community for their added value to overall learning.

• Take care of their social and physical needs through recreation, relaxation, exercise, healthy diets and balance between competing demands.

• Value their role within society, contributions they can make, and live their daily existence with a sense of duty and connectiveness with society

Step 2: Course Intentions

To change attitudes about the dynamics of teaching and learning practices so that learners take on more of the ownership and responsibility
To support the other developmental courses in meeting their learning challenges
To provide the means for students to get prepared for desired programs in which they are currently not qualified.

**Broad Learning Goals**

To develop effective positive student learning behaviors
To locate information, resources, mentors, counselors and small group emotional support structure during their learning experiences
To become a self grower and value self-assessment as the engine for self-growth
To be able to utilize different reading and writing strategies
To grow successful independent learners

**Step 3: Learning Outcomes**

**Competencies**

- Can produce a strong reading log documenting their independent reading
- Can produce an action plan during a self-assessment that is feasible and self-motivating so it will be acted upon
- Can learn a new methodology by analyzing its steps, trying it out, and through self-assessment improve their performance during its next trial
- Can function within a cooperative learning team
- Can capture the 10 key ideas in writing within a 50 minute lecture
- Can learn a new tool at its basic function and features within one hour
- Can produce a term long, monthly, weekly, and daily schedules that prioritizes, budgets, and identifies the key tasks leading to an effective use of time
- Can produce an effective 5 min presentation on something meaningful to themselves

**Movement**

- Improve the desire and skill in self-assessing learning performance on a consistent basis within all courses
- More motivated to own self-directed learning by preparing for class, strongly engaging in class learning, and validating learning through applying the knowledge on self-created problems from real life
- Building of personal and professional identity through better value clarification, goal setting, taking on and accomplishing significant challenges, and relating within a community of shared activities and experiences
- Improves reading performance across disciplines in the preparation, first and second reads, and reflections on each reading experience
- Values more the use of writing for self-exploration, expression, and learning

**Accomplishment**

- Creation of a Life Vision Portfolio that documents past history, future direction, a self-analysis and the plan for achieving a set of challenging life goals that can be used in job searches, recruiting mentors, getting scholarships, and building network connections for future opportunities

**Experience**
As a member of a learning community and learning team students will read or experience a series of articles, books, activities, or class sessions based on past, current and future life issues. Each member will be required to do background reading, recording, journals, and internet searches to construct understanding of the information, prepare for class reporting, compare and contrast different perspectives, accept and provide peer feedback and finally apply this information to their own lives in meaningful ways. The students will continue to take on more and more of the roles that faculty traditionally do – reading, explaining what is in the books, working through problems, and assessing the work of others students.

Integrated Performance

When given a new learning challenge, will position themselves in a positive and constructive mindset, explore the resources and conditions for the challenge, process and bring meaning through effective reading and recording, so they can then think critically in teams or alone to produce meaning for the knowledge itself as well as ways of applying the knowledge in their life pursuits. They will then be able to meet external requirements for demonstrating the use of this knowledge by performing well in any performance task that requires the use of this knowledge.

Step 4: Knowledge Table

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Processes</th>
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<tr>
<td>Time management</td>
<td>Learning</td>
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<tr>
<td>Self-assessing</td>
<td>Communicating</td>
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<tr>
<td>Reflecting</td>
<td>Teaming</td>
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<tr>
<td>Developing a financial plan</td>
<td>Information Processing</td>
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<tr>
<td>Problem solving</td>
<td>Assessing</td>
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<td>Reading</td>
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<td>Writing</td>
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<td></td>
<td>Presenting</td>
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<tr>
<td></td>
<td>Recording</td>
</tr>
</tbody>
</table>

Tools

- Student Handbook
- Textbooks
- Blackboard
- Supplemental Instruction
- Learning Assessment Journals
- Planners

Context

- Peer Assessment
- Study Groups
- Attacking fears
- Personal factors

Way of Being

- Self-directed
- Responsible
- Self-assessors
- Goal oriented
- Self-growth oriented
Step 5: Themes for the Course

Learning to learn
Self-assessment
Time management
Problem solving ones own problems
Building a life vision

Step 6: Methodologies

Learning* Communicating*
Teaming* Information Processing*
Assessing* Personal development*
Reading* Writing*
Presenting* Recording
Time management* Self-assessing*
Reflecting Developing a financial plan

* methodologies already developed

Step 8: Learning Skills

Managing anxiety Seeking assessment
Being proactive Self-motivated
Prioritizing Clarifying Expectations
Being self disciplined Being open to experience
Managing time Persisting
Listening Recording
Being decisive Outlining
Attending Thinking Opportunistically
Recognizing

Step 17: Performance Criteria

Strong identity: Appreciates oneself for his past, family, community, and culture and has set out a clear vision of where he is headed so that the meaning of life is relevant on a daily basis as he walks the walk of his beliefs and values

Confident: Tackles significant challenges because he/she is willing to accept failure as a common and productive process leading to success

Committed to success: At the beginning of a new challenge, sets clear goals and sets up an effective plan and then prioritizes other aspects of one’s life so that you can persist to the goal by doing what ever it takes to get there in the time you set
Diligent: Realizes that effort is only the beginning and thus engages his/her mind and emotions with the community of learners in every learning challenge to produce meaningful learning and growth.

Fully engaged: Realizes that effort is only the beginning and thus engages his/her mind and emotions with the community of learners in every learning challenge to produce meaningful learning and growth.

Self-directed learner: Has clear direction by creating his/her own learning outcomes, produces a personal plan for obtaining these outcomes, and only stops when these outcomes meet his/her expectations.

Connected: Very busy and involved in many other activities in their educational experience to expand personal network, collaborate on meeting +shared needs, enrich learning through effective study groups and campus clubs, and become a valued member of the community.

Communicator: Articulates meaning in a message that meets published guidelines for the medium by carefully listening to the audience, realizing which aspects of disciplinary language should be used and which should be translated into laymen language so that people comprehend and connect to the message.

Self-assessor: Values growth and self-assesses on a regular basis in key areas producing productive action plans that result in future growth that is documented and leveraged.

Step 18: Performance Measures

| Self-awareness | Risk taking* |
| Persistence/effort* | Learning plan |
| Learning performance* | Activity outside of class |
| Writing process* | Informal communication |
| Reflective practice |

Step 19: Assessment System

- Peer Assessment - 10 times inside of class (15 minutes: Reading logs (2), self-assessments (2), Components of LVP (3), key activities (3))
- Self Assessment – 15 times by students
- Mid-term assessment – 3 times (15 minutes of students’ time and 10 minutes reporting back) (2 hours of faculty time)
- Sample of LAJ (5 times by faculty member for 10 students each time to provide a overhead of 5 strengths, 5 areas for improvement and 2 insights targeting 3 tools each time)
- Peer coaching 2 times 2 hours each time
**Step 20: Evaluation System = Grading System**

- Performance Tasks
- Learning Assessment Journal
- Life vision portfolio
- Service learning project
- Self-growth paper
- Community involvement log
- Group portfolio
- Learning Journal
- Financial Plan

### Performance Tasks

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*Activity Table (Steps 7, 9, 10, 11, 12, 13, 14)*
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<td>Identify Assumptions Taking on the perspectives of others Inquiring</td>
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<td>Gain overview of the direction of learning and growth for the engineering student</td>
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<td>Discuss personal expectations</td>
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<td>Analyzing Differences Taking on perspectives of others Identifying issues</td>
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<td>Identify a potential/favorite engineering discipline of interest</td>
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<td>Determining your personal strengths as an engineering student and what areas of professional development and personal growth to become a successful student</td>
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<td>Understanding the culture of higher education</td>
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<td>collaborating time management identifying assumptions</td>
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<td>Discover the joy, challenge, and issues about design, teamwork, problem solving, and communication</td>
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<td>Understanding the reading process and use of the reading log</td>
<td>Reading Process</td>
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<td>documenting inquiring simplifying</td>
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<td>Introduce the process and tool for reading and documenting the reading performance</td>
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<td>deconstructing articulating an idea identifying issues</td>
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<td>To gain the basics of methodologies and how methodology for learning becomes a guide and an assessment instrument – using a reading log</td>
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<td>ACTIVITY TYPE Steps 10</td>
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<td>Gaming</td>
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<td>Out</td>
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<td>Analyzing Differences Taking on perspectives of others Identifying issues</td>
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<td>Identify a second related engineering discipline of interest and contrast this discipline to your current favorite discipline</td>
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<td>Gaming</td>
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<td>Out</td>
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<td>Identify an engineering discipline that you don’t want to become and analyze why not</td>
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</table>

Notes:
- `<handbook/>` indicates a handbook exercise.
- `Professionalism` theme.
- `Analyzing Differences` and `Taking on perspectives of others` learning skills.
- `Identifying issues` learning skill.
- `Out` indicates an activity that is out of the regular curriculum.
- `Identify a related engineering discipline of interest and contrast this discipline to your current favorite discipline`.
- `Identify a second related engineering discipline of interest and contrast this discipline to your current favorite discipline`.
- `Identify an engineering discipline that you don’t want to become and analyze why not`.

**ACTIVITY NAME**
- Scavenger hunt `handbook/`  
- Online handbook exercise  
- Discovery wheel  
- General education requirements  
- Exploring your campus~scavenger hunt  
- Personal Budget  
- Financing a College Education  
- Academic Honesty  
- Educational Goals and Objectives  
- Requirements for a Major  
- Personal Styles and Teamwork  
- The Learning Process Methodology  
- Learning Styles  
- Information Processing Technology  
- Introduction to the Library  
- Using Concept Maps  
- The Reading Methodology  
- Using a Textbook e  
- Analyzing a Literary Text
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<tr>
<th>Wk  &amp; Day</th>
<th>ACTIVITY NAME*</th>
<th>PURPOSE</th>
<th>TECH ADDED</th>
<th>ACTIVITY TYPE</th>
<th>LEARNING SKILLS</th>
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<th>KNOWLEDGE TABLE ITEM</th>
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<td>Writing Methodology</td>
<td>Step 7</td>
<td>Writing Methodology</td>
<td>Assessment and Revision</td>
<td>4 Writers, 4 Characters, 1 Story</td>
<td>Using Word Processing Tools</td>
<td>Intro to WWW</td>
</tr>
</tbody>
</table>
This section begins with a sample daily schedule for a Learning to Learn Camp and a checklist for day to day operation of the camp. Next, there is a brief list of suggestions for follow-up in the week after camp. For reference, at the end of the section you will find definitions of the roles of camp staff and the lead facilitator. When the checklist does not specify who does something, the facilitation team needs to assign that duty—or do it.

**Schedule**

<table>
<thead>
<tr>
<th>Date-Time</th>
<th>Activity</th>
<th>Instructor</th>
<th>Location</th>
<th>Reading Asgnt</th>
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<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>7:30-8:00</td>
<td>Student Breakfast</td>
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<td></td>
<td>Coaches Meeting</td>
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<tr>
<td>8:00-9:00</td>
<td>Building Learning Communities (act 1.1)</td>
<td>Coaches/Assistant Coaches</td>
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<td>Chapter 1</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Orientation - Expectations</td>
<td>Dan A</td>
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<td>Chapter 7</td>
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<tr>
<td>10:00-11:00</td>
<td>Becoming a Self-Grower (act 7.1)</td>
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<tr>
<td>11:00-12:00</td>
<td>Math Skills</td>
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<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
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<td>12:30-1:00</td>
<td>Pictionary</td>
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<td>1:00-2:00</td>
<td>Analyzing a Course Syllabus - Camp (act 1.2)</td>
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<td>Using a Reading Log (act 3.1)</td>
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<td>3:00-4:00</td>
<td>Learning to Learn Mathematics</td>
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<td>4:00-5:00</td>
<td>Creating A Life Vision Portfolio (act 2.1)</td>
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<td>5:00-5:30</td>
<td>Student Council - Faculty Assessment</td>
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<td>5:00-6:00</td>
<td>Recreation Activity</td>
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<td>6:00 - 6:30</td>
<td>Dinner</td>
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<tr>
<td>6:45: 7:45</td>
<td>Analyzing the Learning Porcess Methodology (act 4.1)</td>
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<tr>
<td>7:45 - 8:45</td>
<td>Exploring Team Roles (act 12.1)</td>
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<td>Chapter 12</td>
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<tr>
<td>8:45 - 10:00</td>
<td>Life Vision Portfolio Development</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Self-assessment of Day One - Optional</td>
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<td><strong>Tues</strong></td>
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<td>7:30-8:00</td>
<td>Students Breakfast</td>
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<td></td>
<td>Coaches Meeting</td>
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<tr>
<td>8:00-8:30</td>
<td>Learning Community Time</td>
<td>Coaches/Assistant Coaches</td>
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<tr>
<td>8:30 - 9:30</td>
<td>Student Success Toolbox</td>
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<tr>
<td>9:30 - 10:30</td>
<td>Practicing the Reading Methdology (Act 3.2)</td>
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<td>Chapter 3</td>
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<td>Math Skills</td>
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<td>Exploring the campus</td>
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<td>12:30-1:00</td>
<td>Lunch</td>
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<td>1:00-1:30</td>
<td>Charades</td>
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<td>Time Management (act 9.1)</td>
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<td>Applying the LPM (act 4.2)</td>
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<td>Analyzing the Problem Solving Methodology (act 5.1)</td>
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<td>5:00 - 5:30</td>
<td>Student Council - Faculty Assessment</td>
<td>Coaches/Assistant Coaches</td>
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<td>5:00 - 6:15</td>
<td>Exercise</td>
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<td>Dinner</td>
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<td>7:00 - 8:00</td>
<td>Help System (act 8.2)</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Self-assessment and writing - OPTIONAL</td>
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**Wed**

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<tr>
<td>7:30-8:00</td>
<td>Student Breakfast</td>
<td>Coaches Meeting</td>
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<td>8:00-8:30</td>
<td>Learning Community Time</td>
<td>Coaches/Assistant Coaches</td>
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<td>Exploring the Assessment Methodology (act 13.1)</td>
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<td>Personal Development Methodology (act 7.2)</td>
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<td>11:30-12:30</td>
<td>Self-assessment of Progress</td>
<td>Coaches/Assistant Coaches</td>
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<td>12:30-1:00</td>
<td>Lunch</td>
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<td>1:00-1:30</td>
<td>Pictionary</td>
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<td>Developing an Educational Plan (act 6.3)</td>
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<td>2:30-3:30</td>
<td>Team Logo Design (act 12.2)</td>
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<td>Chapter 12</td>
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<td>3:30-4:30</td>
<td>Academic Honesty (act 10.1)</td>
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<td>5:00-5:30</td>
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<td>5:00 - 6:00</td>
<td>Exercise</td>
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<td>6:00 - 7:00</td>
<td>Dinner</td>
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<td>Assessing and Revising (act 11.2)</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Preparation Time - optional</td>
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**Thur**

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<tr>
<td>8:30 - 9:30</td>
<td>Team Design Competition (act 12.2)</td>
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</table>
### Date-Time
### Activity
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### Location
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<th>Location</th>
<th>Reading Assgt</th>
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<td>Applying the Problem Solving Methodology (act 5.2)</td>
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<tr>
<td>10:30-11:30</td>
<td>Information Processing Methodology (act 8.1)</td>
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<tr>
<td>11:30-12:30</td>
<td>Math Skills</td>
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<td>12:30-1:00</td>
<td>Lunch</td>
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<td>1:00-1:30</td>
<td>Charades</td>
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<tr>
<td>1:30-2:30</td>
<td>Student Handbook (act 6.2)</td>
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<td>Chapter 11</td>
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<td>3:30-4:30</td>
<td>Building a Criteria List (act 13.2)</td>
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<td>Coaches/Assistant Coaches</td>
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<tr>
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<td>Student Council - Faculty Assessment</td>
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<tr>
<td>5:30 - 6:15</td>
<td>Exercise</td>
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<tr>
<td>6:15 - 7:00</td>
<td>Dinner</td>
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<tr>
<td>7:00 - 8:00</td>
<td>Self-growth Paper (act 14.1)</td>
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<td>Analyzing a Literary Text (act 3.3)</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Free Writing - optional</td>
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**Fri 7/10/09**

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<tr>
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<td>Learning Community Time</td>
<td>Coach/Assistant Coach</td>
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<td>9:00 - 10:00</td>
<td>Math Skills</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Writing Contest</td>
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<tr>
<td>11:00 - 12:00</td>
<td>Problem Solving Contest</td>
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<td>12:00 - 12:30</td>
<td>Lunch</td>
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<tr>
<td>12:30 - 2:00</td>
<td>Speech Contest</td>
<td>TBA</td>
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<tr>
<td>2:15 - 3:15</td>
<td>Talent show</td>
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<tr>
<td>3:30 - 4:15</td>
<td>Open Mike - Buffet</td>
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<tr>
<td>4:15 - 5:30</td>
<td>Awards Ceremony</td>
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**Evening before Camp**

- Team coordinates with lead facilitator, perhaps including airport pick-up.
- Team prepares any last minute materials.
- Team prepares first day notes for coaches meeting, after speaking with lead facilitator.

**First Day of Camp**

- Two people with keys arrive an hour before students are due to come check rooms, breakfast delivery, distribute materials.
- Half hour before students arrive: Staff meeting. Distribute first day notes.
- Half hour before students arrive: Have greeters in place to greet students and distribute materials. Stop building rapport.
- Starting time: Coaches and assistance coaches meet with learning communities.
- Distribute nametags.
- Introduce coaches.
- Distribute all materials.
- Have students put their names on everything.
- Assign/form teams.
- Report absentees to facilitation team by 15 minutes after start time.
- Make sure everyone understands the schedule and the points sheet.
- Make a team name and color, if not already assigned these.
- Do icebreaker game or Building Learning Communities activity, depending on your schedule.
- Establish an atmosphere of expectation of success, availability to help, and confidence in your students, but don’t accept disrespectful behavior, such as coming in late or unprepared.
- Check pre-work, if assigned, for completion.
- Sign for points on points checklist.
- Select two student council representatives.
- Have students sign waivers for use of pictures and videos of Camp and quotes from work products.

**Throughout the day:**

*Coaches and assistant coaches*

- Observe and assess how their students function.
- Facilitate learning sessions as assigned.
- Participate fully in faculty development activities (see Sec. 4).
- Follow-up as needed with products from learning sessions.
- Continually assess the functioning of the Camp, making notes.
- Support the lead facilitator
- Participate in faculty development activities
- Assess own performance and set personal growth goals

*Facilitation team*

- Phone no-shows and urge them to come. E-mail or text if no answer.
- Keep one step ahead of need for supplies, food, etc.
- Monitor the time schedule. Make decisions if time needs to be adjusted.
- Deal with behavioral issues with students as they arise. Involve coach or assistant coach when possible.
• Make sure points system is being implemented.
• Award service points when merited.
• Support the lead facilitator
• Participate in faculty development activities
• Assess own performance and set personal growth goals.

End of Day
Coaches and assistant coaches meet with learning communities.
• Collect daily point totals and report to lead facilitator.
• Clarify expectations about homework.
• Give student council members time to get feedback to report to Council.
• Assess each student’s affect. How are the students coping?
• Help with game session.
• Help with math session, if needed.
• Find ways to build learning community and team rapport, including competition with others, wearing your colors, eating together, etc.
• Privately intervene at opportune times with teams or individuals who need help with their performance.

After closing learning community meeting: Lead facilitator and facilitation team meet with Student Council for assessment of the day.

All faculty/staff meet to get report from Student Council, assess the day, and plan for the next day. Identify students who are struggling and plan appropriate intervention.

Evening activities per schedule. Each learning community should have at least one coach available for help with homework during the evening.

Second Day of Camp
Repeat duties from day one, including morning and afternoon staff meetings.
Coaches report no-shows to facilitation team by 10 minutes after set arrival time.
Facilitation team follows up on no-shows. Coordinate with coaches.
Check progress on homework and emphasize time management to get the large amount of work done on time.
Follow-up on intervention plans for students who are struggling.
Contest coordinators pass out flyers with contest rules and sign-up sheets.
Banquet coordinator pass out information about inviting visitors banquet/awards ceremony. Need to have numbers by Thursday am.
Identify any students who are not being challenged and plan a way to challenge them. Consult with lead facilitator on this.
Third Day of Camp

Repeat all duties of previous day.

Contest directors make art supplies available.

Talent show director check on equipment. Encourage group skits about Camp.

*Coaches and assistant coaches:*

Make sure all students have a plan to get their work completed. Strongly intervene with students who are falling behind.

*Facilitation team:*

Prepare certificates for awards, coping with the fact that you won’t know the level of performance until the last minute. One way is to print a certificate for each level for each student. Another way is to have some sort of sticker that you can add to designate the level of achievement. Either way, you’ll want something that looks impressive.

Check prizes for contests to make sure they fit with the entries. Example: What will you do for prizes if a group wins the talent competition? Do you need to wrap up your prizes?

Verify workers for Friday who will evaluate work products and judge competitions. Confirm attendance with any persons you have invited to observe or participate during the Friday performances.

Fourth Day of Camp

Duties repeat from previous days.

Today will be a mixture of exhaustion and panic, so students will need extra support coping with the stress. Encourage use of strategies to get work done efficiently. Make sure everyone knows that the work products will NOT be accepted late. Help them set wise priorities for use of their time.

All staff should be available as much as possible early and late this day to help with work products.

Banquet coordinator needs numbers of guest for each student. Adjust food order as needed.

Last morning to sign up for contest. Contest directors prepare materials today, if not already done.

Coaches collect all daily points sheets, check total for each day and report to lead facilitator.

Videographer/photographer prepares show for banquet, if you have signed waivers. Check with facilitation team about projection equipment in the banquet location. Do a dry run.

Fifth Day of Camp: Performances and Awards

Early Morning: Learning Communities meet with coaches and assistant coaches to finish work products. Have assistant coaches sign off on each work product received. Deliver work products to the appropriate locations for evaluation by the time due.

Contest/performance leaders: Run your competition following the rules you presented earlier and respecting the schedule for the day. Be sure to report results in secret to lead facilitator. Include names of participants and winners. Results are announced at the awards banquet. For math, report modules completed by every student.
Work Product Evaluation coordinators: (Life Vision Portfolio, Foundations of Learning, personal growth paper, and Student Success Toolbox.) Make sure that your evaluators have all the materials they need, including student products, criteria for evaluation, and score sheets. Train evaluators to work through products quickly. Check back often to make sure team is on track to finish work in a timely manner. Provide water and snacks. When your team is finished, carefully report all scores to lead facilitator. Secure all of the work products in a safe location.

Post Camp

Facilitation team should:

De-brief with lead facilitator.

Make sure all bills are paid.

Involves all participants (including students if possible) in follow-up assessment of the camp.

Revise any activities you created before or during camp and save for re-use.

Store supplies, files, and sample materials for use for a future camp.

Report to funding agencies as needed.

Arrange for un-install of math software.

Follow up with students and/or faculty according to plan made before camp.

Return work products to students. (With permission, you may want to make copies of some of them.)

Report grades/participation to appropriate department/registrar.

Share slide show/DVD as appropriate. Students and faculty would appreciate getting a copy or access on a protected website.

Camp Roles

The following descriptions of camp roles are helpful, but not exhaustive. In practice, people will need to pitch in as needed to get the job done. In some cases, a facilitation team chooses to divide responsibilities according to strengths/inclinations of individuals.

In addition to the duties in this section, to get maximum value for faculty development, it is very helpful to have a facilitator of faculty development who can concentrate on just that aspect of a Camp. Pacific Crest can provide such a person to work in conjunction with a lead facilitator. One you have a trained facilitation team at your institution, you can consider taking on the event facilitation with your own trained team and have a Pacific Crest facilitator who focuses on faculty development. It is not necessary to do everything the first time you have a Camp.

Facilitation team

The Pacific Crest facilitator will work with the co-facilitators to help train them to facilitate future camps in a “train the trainers” manner.

- Responsible for the overall flow of the camp.
• Determine the schedule and sequencing of activities.
• Facilitate an activity from the course content of the camp.
• Support coaches with their mentoring of students.
• Provide assessment feedback to the coaches and assistant coaches.
• Oversee the peer coaching system; coach the peer coaches.
• Responsible for the scoring and award system.

Coach
• Responsible for the overall performance and experience of his or her learning community.
• Manage and support the assistant coaches with their teams of students.
• Provide assessment feedback to grow the performance of the assistant coaches and students within his or her learning community.
• Peer coach a colleague’s facilitation of an activity at least once during the camp.
• Facilitate an activity from the course content of the camp.
• Responsible for a review project or organizing one of the general camp activities.

Assistant coach
• Responsible for the overall performance and experience of his or her learning team.
• Motivate, counsel, and provide quality feedback to help grow the performance of his or her learning team and learning community.
• Support the other assistant coaches in the learning community.
• Peer coach a colleague’s facilitation of an activity at least once during the camp.
• Facilitate an activity from the course content of the camp.
• Responsible for a review project or organizing one of the general camp activities.
SECTION 3a

POGIL Instructor’s Guide (Facilitating Active Learning)

Available at: http://www.pcrest3.com/smartgrid/instructors/POGIL_IG.pdf
Overview

Learning to Learn Camp provides a unique opportunity for faculty development in a living laboratory atmosphere. The large number of activities in a concentrated time period creates opportunities for faculty to hone their skills in facilitation. The close contact with students provides opportunities for mentoring, and the creation of an assessment-rich atmosphere yields growth in mentoring. This is true in any Camp, but especially true when there is intentional and structured faculty development.

In addition, since faculty for Learning to Learn Camp have attended Student Success Institute, they have already been exposed to the theoretical foundation that undergirds the opportunities for personal growth in themselves as well as in the students, so they are well positioned to take advantage of their situation. This Guide includes materials from a Student Success Workshop for ease in reviewing that foundational knowledge.

The lead facilitator from Pacific Crest can create a lot of opportunities for growth through modeling of effective strategies, and mentoring of faculty as they do their work. Students also benefit from the atmosphere of continual growth and assessment as they soon realize and appreciate that the faculty are also working on improving their skills, and that their input is valued. The faculty in this professional growth program are still very much involved with the Camp, often in the roles team leader, coach, or assistant coach, so their insights can immediately be put into practice and refined with mentoring and assessment help.

However, a single lead facilitator can do only so much, even with a lot of skills. So, to get the maximum benefit for professional development, it is desirable to have a person whose single focus is professional development of faculty. Pacific Crest is now offering a two-facilitator model in which the company provides a lead facilitator for the student portion of camp and a second facilitator who concentrates on faculty development. In the train the trainer model, the host schools can then train someone from their local team to assume the role of faculty development facilitator. The more skilled in process learning skills this person is, the better.

Professional growth at Camp focuses on these important aspects of faculty performance: personal growth, facilitation of learning, assessment, and mentoring. Trying to list all of the ways these work to improve faculty performance in an exhaustive list is truly impossible, as Camp is set up to roll with the punches, so the exact opportunities that arise cannot be fully predicted. For example, the faculty at Sinclair Community College learned a great deal about working with abused women because they suddenly had a compelling need to know. Opportunities can arise from special needs situations, issues with the group process, etc. However, these four areas of professional development are sure to be available in every Camp.

Personal Growth

Faculty prepare for Learning to Learn Camp by selecting three learning skills in which they wish to improve. They then take on personal responsibility for seeking out ways to grow in those areas, but the
professional development facilitator, (PDF for shorthand here), will also be aware of those areas and use the information in mentoring that person. By frequent assessment of his or her own performance and those of others, the faculty member will gradually gain a deeper understanding of how to grow the chosen skills. At the same time, understanding of guiding the growth process in others comes from interacting with students who are actively growing their own learning skills. That’s the synergistic effect of Camp at work.

Through daily self-assessment and even assessment of one’s own self-assessment, faculty progress along the road to growing their own performance, to becoming self-growers.

**Facilitation of Learning**

By facilitating learner activities with maximum assessment opportunities, faculty will have a unique opportunity to improve their facilitation skills. In addition, they will be able to observe the expert facilitation of the Pacific Crest lead facilitator and the skills of their colleagues. However, the learning here is intentionally designed to be a lot more deliberate and thoughtful than just observation. It involves all of these and more:

A. Facilitation Plan

A facilitation plan is a preparation for facilitating a student activity. It includes planning how to set up the activity, manage time during the activity, anticipate likely needs for intervention, and what to look for in real-time assessment of the activity and follow-up assessment of the quality of the learning produced by the activity.

In a fully realized faculty development Camp, participants will see expert modeling of a facilitation plan, followed by the actual facilitation of the activity and assessment of the plan and the activity. Then they will write their own facilitation plan, get mentor feedback on their plan and peer assessment of their plan, do the actual facilitation, self-assess the facilitation and the plan, receive mentor feedback, and receive peer feedback through peer coaching.

Finally, they will assess plans written by others, see them in action, and peer assess the results. With around 40 activities in a Camp, there are lots of opportunities.

B. Facilitation of Learning

Camp faculty will have at least one and perhaps more opportunities to facilitate an activity with students. As part of the Facilitation Plan for that, they select areas in which they would like feedback. An assigned team will then closely observe the facilitation and offer assessment feedback in a Strengths, Areas of Improvement, and Insights format. The PDF will also be ready to mentor the performance and give additional assessment, as well as assess the assessments from the peer coaches. For example, the coaches might look at the quality of interventions with small groups, the quality of the set-up for the activity, or time management during the activity. The activity facilitator chooses the focus areas depending upon the skills he or she is working on growing.

In addition, everyone will have opportunities to peer coach others as they facilitate learning and to observe and analyze the skills of an expert facilitator of learning. These are likely to yield everything from little tips and tricks that will be immediately applicable in one’s daily life in the classroom to deep insights into what makes a classroom “tick.” The best learning in the Camp may well come from the practice of analyzing what others are doing and why it works well or does not work so well and how it can be improved.
C. Peer Coaching system

Through the use of peer assessment, participants will come to value the peer coaching practice they do in Camp. That can—and should—lead to a commitment to continue the use of peer coaching with one another throughout the rest of the school year. By the end of Camp, participants will have the paper forms and the practices they need to peer coach independent of a PDF.

Assessment

The Learning to Learn Camp is the richest assessment environment that most faculty ever encounter. Here are some of the kinds of assessment that are practiced in a learning to learn camp:

- Self-assessment by learners
- Self-assessment by faculty
- Assessment from peers (students and faculty)
- Assessment from mentor, both from mentor and mentoree perspectives
- Assessment of assessments done by others
- Assessment of assessments done by you
- Real-time assessment during activity facilitation
- Real-time assessment during interventions with students.
- Assessment of small group process
- Assessment of facilitation plans
- Assessment of learning activities
- Assessment of the Camp day by day
- Assessment of assessment of Camp by Student Council
- Assessment of expert facilitator’s performance
- Assessment of work products in progress
- Assessment of the overall Camp after it ends

All of this makes the difference between evaluation and assessment in language and in culture much clearer than any amount of wrestling with readings on the subject.

Mentoring

Faculty in Learning to Learn Camp develop their mentoring skills in several important ways.

Mentoring individuals

The intense relationships between coaches and students that develop in learning communities provide many opportunities for mentoring student growth in learning skills and in personal management. One on one mentoring is a large part of the high performance expectation/high support atmosphere that is central to Learning to Learn Camp. The coach as mentor may have to deal with emotional breakdowns, unacceptable behaviors, etc., but also will see much to commend in the students commitment to their own growth. Mentoring is about reinforcing strengths that students, especially students with low self-esteem issues, may not even realize they have. It is about working with that individual to bring out his or her best self.
Mentoring small groups

The coaching relationship with learning teams allows close observation of how the team functions. Often mentoring that involves growth in working together and using group roles effectively can make a group function much better. Often students cite learning to work well in small groups as one of the most valuable skills they take from Learning to Learn Camp. Employers value that skill also. However, most faculty members have had little opportunity to hone the skill of analyzing small group interaction and intervening appropriately. In Learning to Learn Camp, the lead facilitators will model small group interventions in many situations and faculty will have the opportunity to not only observe interventions and their results but to hear from the facilitators why they chose that particular intervention at that particular time. In addition, faculty members will get assessment of their own small group interventions, if they so choose, when they facilitate a learning activity and when they work within their own learning community. This assessment could come from students, peers, and/or mentor.

Being mentored

By being a mentee of the lead facilitator, the PDF, and perhaps facilitation team leaders, faculty members experience the other side of the mentoring experience and gain skills in how to effectively seek and apply mentoring help. Since working with mentors is very important in most jobs, including faculty work, having a positive mentoring experience—and perhaps some negative mentoring experience—will open up avenues to continuing on the path of self-growth after the Camp is over.
For coverage of professional and faculty development in more depth, please see the extensive material in section 4a.

Student Success Workshop handbook is available at:

http://www.pcrest3.com/smartgrid/instructors/instructors.html
Customizing a Learning to Learn Camp

Pacific Crest has a long history of adapting Learning to Learn Camp for specific users with a wide range of target audiences and specialized content. For example, Learning to Learn Camp has been adapted to focus on calculus, engineering, honors research. This section covers the principles that make such adaptation possible by showing how the processes and curriculum in sections 1-4 can be adapted. Then the adapted Smart Grid curriculum, written for delivery to Job Corps students, is included as an example of how the adaptation works out.

I. Adapting the basics of Learning to Learn Camp (sec. 1).

In order to put in the content from the chosen focus area, careful choices have to be made to preserve the essential core of the learning skills in Foundations of Learning while adding the additional content. The activities in the usually basic schedule for Camp (see section 3 for sample) are modified by careful selection of what to include, so that there are then three types of content. Compare that schedule to the Smart Grid schedule, which is later in this section, and you will see that there are now three types of activities.

A. Core modules from Foundations of Learning. These modules are so essential to the learning in the Camp that they must be included in any version of the Camp, either as they appear in Foundations of Learning or modified into blended activities. (See B, following)

The Core modules are:

1.1 Building Learning Communities
1.2 Analyzing a Course Syllabus
2.1 Creating Your Life Vision Portfolio
2.2 Exploring Your Campus
3.1 Using a Reading Log
3.2 Practicing the Reading Methodology
4.1 Analyzing the Learning Process Methodology
4.2 Applying the Learning Process Methodology
5.1 Analyzing the Problem Solving Methodology
5.2 Applying the Problem Solving Methodology
7.1 Becoming a Self-Grower
7.2 Personal Development Methodology
9.1 Time Management
11.1 Applying the Writing Methodology
12.1 Exploring Team Roles
13.1 Exploring the Assessment Methodology
14.1 Self-Growth Paper
In the Smart Grid example schedule that follows, 7 of these are presented as purely Foundations of Learning Activities and the others are part of blended activities.

B. Blended modules that combine Foundations of Learning and specialized content. These modules take the skills portion of the Foundations of Learning content and combine it with information from the content focus.

In the Smart Grid curriculum, there are 15 blended activities, counting math only once though it is repeated daily. 10 of these are based on activities in Foundations of Learning and the other 4 are math and games which incorporate FOL content and Smart Grid content. These are highlighted in the schedule which follows.

Since these modules need to have some sort of content anyway, the blending is not difficult. For example, the FOL module “Using a Reading Log” requires a reading selection to use as the basis for a reading log. If one uses a key reading from the content focus, the student gets the information from the content focus and the learning skill from FOL at the same time. The module “Problem Solving Methodology” from FOL has to have some practice problem to apply the methodology, so the blend just uses a problem based on the content focus. Blended activities are highlighted in the schedule below.

C. Some activities have to be based on the content focus area. Even in these the Learning to Learn Camp principles are modeled in the delivery of the content and the use of process learning approaches to working with the modules, but the primary learning for these modules is from the content focus areas.

In the Smart Grid schedule, there are 10 content modules, such as “Deregulation of Electricity.”

D. Other Camp activities

Planning for games and contest performances can be adapted to reinforce learning of content (games) and to demonstrate learning of content (performances). So, the content focus should be considered when planning these elements of the Camp.

E. Camp materials

In addition to the materials for the basic Camp, the students will need copies of the activities that are not in Foundations of Learning and whatever materials they need for the evaluation product added to the evaluation system.

II. Adaptations for Planning Learning to Learn Camp (sec. 2) with a content focus.

1. Target audience selection is tightly linked with the content focus in a specialized camp. The curriculum has to carefully assess what the target audience knows already and what they most need to learn. Since there will be limited time available for content-specific activities, the curriculum has to be carefully edited to the most essential parts of the content, just as it is edited to the most essential parts of the full Foundations of Learning curriculum.

2. The facilitation team needs to have at least one expert in the content focus area and one expert in writing process learning activities. They will need to write the content focus activities and the blended activities, so the timeline should allow time for this. The Pacific Crest facilitator will be a valuable consultant in this process. The team may need training before they can write the activities.
3. The curriculum approval process will be affected by the amount and kind of credit that the Camp will carry. It may be necessary to allow time for the approval process after the curriculum is designed.

4. If the content focus requires specialized equipment, the facilities requirements may have to be adapted.

5. The Camp staff should include at least one content expert who can facilitate the learning activities that are content-based. It would be better to have a content expert as a coach in each learning community if possible. There are, however, advantages of having a skilled facilitator who is not a content expert but instead is learning the content along with the students. Your Pacific Crest lead facilitator will have long experience in doing just that with success.

6. The design of the evaluation process for the Camp will need to be adapted to allow students to demonstrate their knowledge in the content focus area. Usually this can be done by adding an additional product, such as a learning journal for the content focus. This additional product can vary depending on the content. It could take the form of a research project, presentation, etc. The personal growth paper could focus on growth related to the content focus area and the Friday performance prompts can also be adjusted to demonstrate learning of the content. These require no additional time and still demonstrate the skills of public speaking, writing, etc. that are shown in the basic Camp. Essentially these are blended performances in the same manner as the blended modules in the curriculum.

7. Because of the time spent on the content product, the standards for evaluation of other products may be affected. The most obvious example is that the number of modules in the Foundations of Learning will likely be reduced.

III. Adaptions in Facilitating Learning (sec. 3)

1. It may be helpful to have a team of activity facilitators or to have a content expert available for consultation during activities.

2. The games and performances on Friday will be adapted for the content focus.

3. The persons who work with evaluating the work products and judging the performances on the last day of Camp should be chosen from stakeholders associated with the content focus, such as potential employers for the Smart Grid students or engineering faculty for the engineering camp. Not only will these persons be more equipped to evaluate the material, but also they will learn about the students and the Learning to Learn program, hopefully creating future support for the continuation of the program.

4. There may be additional follow-up opportunities with the stakeholders as participants in the assessment and revision of the Camp curriculum and activities.

IV. Facilitating the Professional Development Experience (sec. 4)

This section can work the same way in a content-focus camp as in a basic Learning to Learn Camp. Some institutions using content-based camps choose not to include the extra complexity of a fully realized professional development experience, though any experience with Learning to Learn Camp will yield some professional development growth for faculty who want that benefit.
Here’s the Smart Grid schedule for comparison with the basic Learning to Learn Camp schedule. Notice that there is a column that identifies whether each activity is core, blended, or content.

Right after the schedule, you’ll find additional Smart Grid information.

### Smart Grid Learning to Learn Camp Schedule

SG = Foundations of Smart Grid  
FOL = Foundations of Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reading</th>
<th>Focus</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Building Learning Communities (FOL 1.1)</td>
<td>FOL Ch. 1</td>
<td>Core FOL</td>
<td></td>
</tr>
<tr>
<td>Becoming a Self-Grower (FOL 7.1)</td>
<td>FOL Ch. 7</td>
<td>Core FOL</td>
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<tr>
<td>Math Skills for Modeling in Smart Grid</td>
<td></td>
<td></td>
<td>Blended</td>
</tr>
<tr>
<td>Pictionary - Communicating Smart Grid Concepts</td>
<td></td>
<td></td>
<td>Blended</td>
</tr>
<tr>
<td>Analyzing a Course Syllabus - Camp (FOL 1.2)</td>
<td></td>
<td>Smart Grid Syllabus</td>
<td>Blended</td>
</tr>
<tr>
<td>Using a Reading Log (FOL 3.1)</td>
<td></td>
<td>Reading on Smart Grid - History of the Electric Grid (SG 2)</td>
<td>Blended</td>
</tr>
<tr>
<td>Learning to Learn Technology</td>
<td></td>
<td>Designing the Future of SMART METER (SG 18)</td>
<td>Blended</td>
</tr>
<tr>
<td>Creating A Life Vision Portfolio (FOL 2.1)</td>
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<td>Blended</td>
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<tr>
<td>Analyzing the Learning Process Methodology (FOL 4.1)</td>
<td>FOL Ch. 4</td>
<td>Basics of Electricity (SG 4)</td>
<td>Blended</td>
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<tr>
<td>Exploring Team Roles (FOL 12.1)</td>
<td>FOL Ch. 12</td>
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<tr>
<td>Exploring Careers in Smart Grid</td>
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<td></td>
<td>Content</td>
</tr>
<tr>
<td>Open Lab - Self-assessment of Day One Using Engaged Learner and Professionalism Measures</td>
<td></td>
<td>Book of Performance Measures</td>
<td>Blended</td>
</tr>
</tbody>
</table>

<p>| <strong>DAY 2</strong>                                                  |          |                                                 |            |
| Praticing the Reading Methodology (FOL 3.2)                | FOL Ch. 3| Overview of the SMART GRID (SG 1)               | Blended    |
| Math Skills for Modeling in Smart Grid                      |          |                                                 | Blended    |
| Time Management (FOL 9.1)                                   | FOL Ch. 9| Core FOL                                        |            |
| Charades - Communicating Smart Grid Decisions               |          |                                                 | Blended    |
| Applying the LPM (FOL 4.2)                                 |          | Energy Conversion - Electricity to Work (SG 5)  | Blended    |
| Role of Public Policy (SG 22)                               |          |                                                 | Content    |
| Analyzing the Problem Solving Methodology (FOL 5.1)        | FOL Ch. 5| Energy Management (SG 10)                       | Blended    |
| Assessment Practice                                         |          |                                                 | Core FOL   |
| Deregulation of Electricity (SG 3)                         |          |                                                 | Content    |
| Learning to Learn Technical Mathematics                     |          |                                                 | Blended    |
| Electricity - Private or Public Good (SG 12)                |          |                                                 | Content    |
| Self-assessment and writing LVP                             |          |                                                 | Blended    |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Reading</th>
<th>Focus</th>
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<tbody>
<tr>
<td><strong>DAY 3</strong></td>
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<tr>
<td>Exploring the Assessment Methodology (FOL 13.1)</td>
<td>FOL Ch. 13</td>
<td>Making the Right Decisions (SG 21)</td>
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<td>Personal Development Methodology (FOL 7.2)</td>
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<td>Core FOL</td>
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<td>Math Skills for Modeling in Smart Grid</td>
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<td>Pictionary - Communicating Smart Grid Concepts</td>
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<td>Developing an Educational Plan (FOL 6.3)</td>
<td>FOL Ch. 6</td>
<td>Current and Future Opportunities (SG 20)</td>
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<td>Communication Systems Architecture (SG 16)</td>
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<td>Technologies of Smart Grid (SG 14)</td>
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<tr>
<td>Conventional Business Models of Power Industry (SG 13)</td>
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<td>Content</td>
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<tr>
<td><strong>DAY 4</strong></td>
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<tr>
<td>Monitoring, Protection, and Control (SG 9)</td>
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<td>Content</td>
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<tr>
<td>Applying the Problem Solving Methodology (FOL 5.2)</td>
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<td>What if Modeling of SMART GRID (SG 19)</td>
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<td>Math Skills for Modeling in Smart Grid</td>
<td>FOL Ch. 8</td>
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<td>Charades - Communicating Smart Grid Decisions</td>
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<tr>
<td>Transmission and Distribution (SG 8)</td>
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<td>Content</td>
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<tr>
<td>Smart Sensor Network (SG 17)</td>
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<td>Content</td>
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<tr>
<td>Who Controls What? (SG 11)</td>
<td>FOL Ch. 11</td>
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<td>Content</td>
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<tr>
<td>Self-growth Paper (FOL 14.1)</td>
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<tr>
<td><strong>DAY 5</strong></td>
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<tr>
<td>Technology Math Competition</td>
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<tr>
<td>Writing Contest - Presuasive Letter to change policy</td>
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<tr>
<td>Problem Solving in Smart Grid Competition</td>
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<tr>
<td>Speech Contest - Vision of the Future of Smart Grid</td>
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Smart Grid Course Syllabus

Term: Aug, 2012
Course Number: US 180
Credits: 3 credit
Instructor:

Office Location: Virtual
E-mail Address:
Phone Number:
Contact Hours:

Course Vision

Increases the stakeholder awareness, interest and commitment to the effective use and support of the SMART GRID

Course Description

This course is the foundation of any program in Smart Grid. It provides the way of being of the thinking, practices, and systems perspectives that makes the stakeholder a contributor and intelligent user/interfacer to the Smart Grid.

Learning Objectives (Broad Learning Goals)

1) To develop a systems perspective of SMART GRID and its technologies
2) Increase modeling of SMART GRID use from multiple perspectives
3) To increase economic understanding and decision making around current and future SMART GRID technologies
4) To understand the role of policy and politics in the advancement of SMART GRID over time nationally, regionally, and locally
5) To understand how to educate others in SMART GRID changes so their acceptance is productive
6) To vision how SMART GRID will drive innovations and future quality of life
7) To understand how “expert systems” advancements must provide privacy, security and collective welfare
8) To understand the basic sub-systems of the SMART GRID
9) To develop advocates, leaders, and innovators of SMART GRID
10) To contribute your perspective in increasing the public awareness and national dialog on the merits.

Learning Outcomes

Students will:

• In the modeling process or problem solving process, quickly recognizes key tools, concepts, and ideas of the SMART GRID that will enhance the quality of models built or solutions produced
• Quickly identify the best approach and new innovations of SMART GRID technology for a given situation.
• View the SMART GRID through its component sub-systems, their standards, their behaviors, their constraints or limitations, and effective context in order to educate and market consumer acceptance of significant changes

• Consistently view long-term economic implications of current choices especially in investments of infrastructure, integration, alternative sources and future technological solutions

• Takes a systems perspective and “expert systems” technology (computers making effective decisions based upon data and evidence) in all aspects of SMART GRID interactions with society

• Advocate in multiple ways for policy alignment and ethical decision making in the future of SMART GRID at national, regional and local levels

• Consistently identify ways to increase the current cyber security (NERC-CIP) structure around this delicate infrastructure

**Student Responsibilities**

• Be a positive contributor to the community of learners (increasing the learning of the group).

• Accept accountability for the timely completion of all course work products (this includes coming to class fully prepared, with all on- or off-line readings, homework, and assignments completed by the day or time identified in the Course Schedule).

• Participate fully in class activities, allowing others to do the same.

• Emotionally engage in the challenge of personal growth and the necessary effort for continuous quality improvement in yourself and in the course.

• Work products must be completed with the level of quality and at the time identified.

**Faculty/Facilitator Responsibilities**

• Provide guidance and mentoring to each participant with respect to improving selected learning skills.

• Model use of all tools and techniques at the same or higher level of quality expected of students.

• Provide in-depth consulting during breaks, evenings, and online.

• Provide assistance in locating additional resources that align with personal and team goals.

• On request, demonstrate classroom techniques in real time (advance notice should be given when possible).

**Required Course Supplies:**

Text books: *Foundations of SMART GRID; Student Success Toolbox*

**Product 1: Visionary Statement (20% grade)**

5 page inspirational view of where SMART GRID will be by 2030. You want to make sure your vision takes on all various stakeholders, holds together under a systems perspective, with effective use of systems integration and decision making with a long-term stewardship mindset.

The criteria of the paper will include:

  - Systems Thinking: 40%
Critical Thinking 20%
Interdisciplinary 20%
Stewardship 10%
Decision Making 5%
Systems Integration 5%

Product 2: Learning Journal

Build and produce a **Learning Journal** during the course (25% of your course grade).

**Definition of Learning Journal:** A portfolio or journal documenting the growth in appreciating, understanding, and applying new knowledge.

**Components** - Your Learning Journal should include the following:

- an organizing table of contents
- progress towards your personal goals and associated learning outcomes
- your personal educational philosophy updated (before final submission)
- 9 documented discoveries with the following questions answered for each:
  - What I learned
  - Why it is important
  - What triggered the learning
  - How I will apply my new knowledge now
  - Why it is true
  - How I can apply this learning later

*Note that one of the three Learning Journal entries for each batch should be completed as a team effort. Each team member is responsible for including that entry in his or her own Learning Journal.*

Product 3: Student Success Toolbox

Build and produce an **Assessment Journal** during the course (25% of your course grade)

**Definition Assessment Journal:** A portfolio or journal documenting opportunities and results of the application of assessment techniques to products or performances

**Components:** Your Assessment Journal should include a minimum of 7 conducted over the course of the term.

**Deadlines/Submission**

Final submission of your Assessment Journal is due at the end of the final class meeting. This will be a hard copy or electronic.

Product 4: Produce a Self-Growth Paper that documents your growth over the course of this class (40% of your course grade).

Identify 5 key areas of personal growth: Use the Learning Outcomes of the course as a guide. Your Assessment Journal should be used as a resource to help you identify and track your growth. The first page of your self-growth paper should set the context: where your personal and team goals provided
opportunities for growth. Use a page for each area of growth: identify with evidence that growth has occurred and the means you used during the course to produce that growth. The last page should be used to step back and share what you have learned about producing or encouraging self-growth.

This 7 to 10 page paper is due within two weeks (14 days) of the final class meeting.

Methodology (Course Culture and Processes)

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just “covered” but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, mid-term assessment, etc.), facilitation, and problem solving.

Language development is critical and participants will be expected to be familiar with the operational definitions given in the course glossary. Pre-class readings and activities correlate with learning activities scheduled for each class meeting of the course. Participants should be prepared to use these resources effectively during in-class exercises. There will be numerous time-pressured learning situations. There will also be cooperative learning activities that require participants to perform in front of team members and course colleagues. Special times will be set aside for teams of students to role-play, articulate understanding to one another, and collaborate to solve problems.

Communication and documentation, both on- and off-line are critical, as these form the basis for course work products.

Academic Honesty and Integrity

The principles of intellectual honesty and integrity are central to this course. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others.
Curricula for Smart Grid Learning to Learn Camp

*Foundations of Learning* (plus Instructor Resources online)
  (User Name: SGLLC1 Password: SGLLC1coach)
- Note that all Facilitation Plans for *Foundations of Learning* Activities are available Online ONLY at: [http://www.pcrest3.com/FOLIR/](http://www.pcrest3.com/FOLIR/) (User Name: SGLLC1 Password: SGLLC1coach)

*Life Vision Portfolio*
  (User Name: SGLLC1 Password: SGLLC1coach)

*Student Success Toolbox*
- Text plus Instructor Resources online: [http://www.studentsuccesstoolbox.com/](http://www.studentsuccesstoolbox.com/)
  (User Name: SGLLC1 Password: SGLLC1coach)

*Math & Graphing Skills*

*Foundations of Smart Grid*
- This Facilitator’s Guide is also available online from: [http://www.pcrest3.com/smartgrid/instructors/instructors.html](http://www.pcrest3.com/smartgrid/instructors/instructors.html) (User Name: SGLLC1 Password: SGLLC1coach)

*Book of Measures*