MIRRORING LEARNING COMMUNITIES OF TEACHERS AND STUDENTS (LCTS)

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Changes to consider:

- **Restructuring**—changing rules, roles, responsibilities, & relationships
- **Reculturing**—sharing beliefs, customs, attitudes, expectations
University of the East (UE) located in the heart of Manila called the University-belt, with more than 12 universities within walking distance of each other

Autonomous University

Student population of UE: 35,000
Why is there a NEED for LCTs?
Rationale

- Part-time faculty members—come only for their classes
- Not much time to—
  - help each other professionally
  - be available for student consultation.
OUTCOMES

- Establish a culture of collegial learning relationship among faculty, students & College officials;
- Improve student learning thru scholarly teaching;
- Provide a habitual, active and reflective teaching and learning using various tools, technology included
PROFESSIONAL LEARNING COMMUNITIES (PLC)

- PLC central factor in teachers’ ability to sustain professional growth & implement ongoing reform (Peters, 2001).

- Concept--Community where we can learn -- the artistry of teaching;
  --where teachers & leaders provide support & challenge each other to learn new practices & to unlearn old assumptions, beliefs & practices (McLaughlin, M., 1997)
Learning thru reflection on practice
Collaboration, Commitment, Communication, Concern
Team, Trust
Sharing, Shift of thinking, Scholarly teaching
HART APPROACH IN MIRRORING LCTs (*)

- Habitual (*)
- Active
- Reflective
- Teaching
Maintain professional relationship with colleagues & be an effective team member;

Be partners in learning--develop curiosity-driven, research proficient approaches

Inspire students, co-faculty members & other College constituents;

Make optimal use of support systems for student learning
Theorize activities of practice; develop theory of practice; shift thinking from cognitivist to constructivist--co-construct knowledge with others.
Convex (Diverge)

FACULTY & COLLEGE OFFICIALS

- MM: Mutual Mentoring/Peer Coaching
- Minandaldal (Team Meeting)
- Almuchatchchat (New Faculty)
M-M (Mutual Mentoring) Senior & Junior faculty; observation, reflective chatting (2012); Peer Coaching Program

Minandaldal (2012 & 2014)
- Sharing of selected readings (Faculty Focus), creative & innovative ideas;
MINANDALDAL - AN OPPORTUNITY FOR CREATIVITY AND ...
Professional dialogue & discourse; multimedia brown bag sessions;

- **Almuchatchat** (Semestral orientation of new faculty by officials) 2009 to present; group/one-one-one teaching; portfolio of scholarly teaching activities and reflections;

- **Tanghal-Daldal Sessions** (formal half-day mini-workshops on multimedia, ICT integration, OBE, test construction, etc.)
Students’ Roles & Responsibilities

- Accept responsibility for own learning
- Value own learning & that of others
- Develop each other’s reflective skills
- Allot time & space to engage in learning relationships with peers, tutors, faculty & College officials
Convex (Diverge)

STUDENTS

- Ate & Kuya (Peer Tutoring)
- Community of Students Teachers
- **Ate & Kuya:** Peer tutoring (1st & 2nd year students to partner with 3rd & 4th year students; *Akademia*, in-charge)
  - “For the Least, the Last and the Lost (Luistro, 2014) so that they don’t drop out or get pushed out of the system (Schaeffer, 2014).”

- **Community of Student Teachers** (weekly; Student Teacher Organization) Journal writing OR podcasting
  - Autobiography/Pictobiography/Videobiography
  - Reflective learning plan
Concave
(Converge)

LET’S COME TOGETHER (LCT)

- Reflective Team Building
- Learning Huddle
  - *Pan-de-soul* (First Friday)
- HART
CONCAVE (CONVERGE)
FACULTY, OFFICIALS & STUDENTS
(HUDSON, P., 2013; LEE, 2014)

Team Building (Annual--June)
Learning Huddle (face-to-face or online chat, FB; Dept. Chairs in-charge)
- Sharing viewpoints
- Problem solving (reflection-in-action)
- Sharing teaching experiences (reflection-on-action)
Habitual, Active and Reflective Teaching (HART)

- Integrated Course-Note-taking with HART
  - Record
  - Reduce
  - Recite
  - Reflect
  - Review-Syndicate
Habitual, Active and Reflective Teaching (HART)

- Educational Technology 2 and Intro to ICT-Courses with HART
- Wait time for HART (*)
**Concave (Converge)**
LET’S COME TOGETHER (LCT)
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- HART

**Convex (Diverge)**
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**Concave (Converge)**
STUDENTS
- Ate & Kuya (Peer Tutoring)
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**Convex (Diverge)**
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“Now this is not the end;
It is not even the beginning of the end,
But it is, perhaps, the end of the beginning.”

- Winston Churchill
WHAT
SO  WHAT

1.  MOST SIGNIFICANT LEARNING
2.  WHAT YOU ARE THINKING OF APPLYING
3.  A CREATIVE IDEA YOU WANT TO EXPLORE FURTHER
NOW WHAT
Thank you and God Bless!

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