Acceleration in Context (AIC) is a comprehensive new initiative with the central aim of introducing accelerated curriculum and pedagogy into a broad cross-section of disciplines and programs across the state, even potentially the nation. Acceleration in Context is a markedly different expression of Acceleration than other models encountered around the country, even though there is overlap and certainly some shared goals. Most of these expressions of Acceleration are defined primarily by structural changes in course offerings. However, years of experience and research tell us that tinkering with structure is not enough to address the epidemic of failure going on in Basic Skills classrooms.

Acceleration in Context incorporates structural change but is distinguished by three core principles:

1. Curriculum must be dramatically redesigned.
2. Pedagogy must meet at the intersection of a student's capacity to learn and a teacher's fundamental relationship with her discipline.
3. Institutions must engage in innovation, networking and assessment tailored to their own needs to sustain Acceleration over time.

Supported by a planning grant from the Walter S. Johnson Foundation, we are developing and piloting effective training and support strategies for guiding faculty through profound curricular and pedagogic redesign as they build their own models of Acceleration. We are also developing protocols for what constitutes institutional readiness for scaling and sustaining Acceleration in Context.

Acceleration in Context hopes to build a positive, creative and analytical dialogue that revisits our assumptions about students, about adult learning and about how literacy and numeracy skills are acquired. In AIC, faculty evaluate many models and taxonomies of Acceleration to inform their work. AIC takes a multi-faceted approach to practice and curriculum, operating from the position that structural changes go hand in hand with curricular and pedagogic redesign.

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In this newsletter we will introduce some of the activities and experiences of our team and the pilot colleges. We will share our conceptual framework, organized around 7 core areas, as well as student reflections on accelerated classrooms. We will also highlight examples of professional development activities and respond to FDQ's—Frequently Discussed Questions. The newsletter also features a movie, How Was the Ride, where students talk about their experiences in accelerated classrooms. Lastly, we are introducing an interactive website that launches in a few weeks.

http://accelerationincontext.net
The Initiative/FDQ's

Below you will find a number of FDQ’s—Frequently Discussed Questions. We use “Discussed” not “Asked” because, although we certainly have strong opinions about the matters at hand, and share them in our training settings, the dialogue we initiate around these questions is not prescriptive or dismissive. While our opinions are steeped in research, data, and years of experience both in the classroom and in professional development settings, it is more important for AIC practitioners to investigate, test and form answers to these questions in their own right. With that in mind, here are some FDQ’s:

1. Does Acceleration mean the students have to go faster, learn faster?

Ironically, it is the depth of the learning, the context for the ideas, and the challenge of the work that are the focus, rather than the speed. One happy consequence of this kind of deep engagement is that students acquire skills that allow them to attain transfer status faster.

2. Does an accelerated classroom leave out instruction of important skills and content?

No. It changes the way they are addressed, but it doesn’t omit important skills. Most of the skills and content remain in the class, but they are learned inside of a specific context: full-length works, larger ideas, projects, applications, genuine and relevant learning experiences. The skills themselves are not the primary learning objective and are addressed in context of the content of the class and the work that students produce.

3. What does the word “context” refer to in the name of your Initiative, Acceleration in Context?

Context refers to at least 3 things: 1. Deep learning happens in a context, and understanding and relevance come out of a context; 2. The context of our students' lives and how they play out in our classrooms; 3. Conceptual frames (detailed in this newsletter) guide and offer context to our work.

4. How do we know that the work accelerated students produce indicates that they are ready for transfer level courses?

Engaging in reading-based writing, context-based learning, complex problems that require critical thinking, and other learning methods that encompass accelerated learning give students skills and learning strategies useful across the curriculum. And because the work teachers and students do assumes serious assessment strategies and trusts that faculty will articulate high standards, students are better prepared for transfer level coursework.

5. Is the data that argues for acceleration practices and curriculum merely correlational?

Perhaps, but it is difficult to differentiate causality from correlation for all data related to success because it is difficult to control for all the variables. That said, a broad cross section of data shows that students achieve transfer directed status more quickly as a result of accelerated courses.

FDQ's are continued on page 14 of the newsletter...
In this movie a faculty member and three Student co-Inquirers interview students from four English 102 sections. English 102 is a 4-unit accelerated course offered at Chabot College that is designed to move students to transfer level English in one semester. The course has been a cornerstone of Chabot's curriculum for over fifteen years.

In the interviews, which take place during finals week, students speak candidly about a wide variety of issues: the fears and uncertainties they had about their own Capacity at the start of the semester; the challenging work asked of them in an accelerated setting; the role Love plays—or should play—in the classroom and curriculum; what kind of car their Learning Community would be, and much more.

How Was The Ride, divided into two parts, offers an on-the-ground view of how the accelerated classroom has positively impacted students’ educations.

http://vimeo.com/15745312
Our work in the Acceleration in Context Initiative starts with two related facts: students have the Capacity to do far more than what is often expected of them in the community college classroom; and, Acceleration works when the teacher trusts that her students have the capacity to DO the work. Why is it crucial that the teacher operate from this position?

One reason is that many students, especially Basic Skills students, arrive to community college with little awareness of their own Capacity and thus little confidence that they can do the work. For these students their meta-cognitive awareness lacks nuance and studenting skills are attenuated. They show up inchoate, not truly knowing who they are or what they are capable of. Thus a teacher’s encouragement, patience, and ability to uncover and leverage student Capacity may be the difference between a student succeeding or dropping out.

For a teacher struggling through a lesson, the power of students’ Capacity may seem less fact and more hope, but happily, Capacity isn’t merely wishful thinking. In the Acceleration in Context Initiative, faculty are introduced to ample and compelling qualitative and quantitative data—including success data, student work, and students’ own analysis of their education—that makes the case that students can do more. Students themselves—who may have never before been supported and challenged to do accelerated work—are often shocked and extremely proud when they succeed in writing a long essay, solving a difficult Math problem, finishing and synthesizing concepts from a full-length text.

In our trainings, we add to this student-centered data recent discoveries in Cognitive Science and Adult Learner theory, as well as Meta-cognitive strategies—all to support faculty as they design educational experiences that uncover and leverage increased student Capacity. Faculty report that they begin to develop an “eye” for, and a sensitivity to, student Capacity and that this becomes a very powerful tool in the classroom.

On the next page we dig a little deeper into one of the areas where untapped student Capacity can be found: Institutional and classroom assessment.

On the first day of class, The “21st Century Student” doesn’t exist, except in cliché. Over the course of the semester, teacher and student collaborate to create the “21st Century Student”. This work takes place at the intersection of Capacity and Love. You can tell the work is going well when the better natures of teacher and student each begin to fill up the spaces of the classroom.
Capacity

When students arrive to community college—or even before they arrive—they are often told that their education starts with assessment. Unfortunately, most assessment tools administered on community college campuses don’t reveal Capacity. On the contrary, assessment, whether deliberately or inadvertently, usually discovers what students do not know. If institutions look for deficit in community college students—or in any of us for that matter—they are bound to find it. When they do, institutions—mistakenly, we believe—then create curriculum designed to “fill the hole” that assessment seems to have revealed. In the article “Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning,” published by The Stanford Center for Opportunity Policy in Education, Linda Darling-Hammond & Frank Adamson write:

“A key concern about the content and nature of tests is the growing recognition that assessment, especially when it is used for decision-making purposes, can exert powerful influences on curriculum and instruction. A long line of research has shown that—for good or ill—tests can ‘drive’ instruction in ways that mimic both the content and the format of tests.”

The consequences of deficit-based assessment are profound for both institutions and Basic Skills students. Darling-Hammond & Adamson criticize the step-wise approach to learning when they write, “A successful education can no longer be organized by dividing a set of facts into the 12 years of schooling to be doled out bit by bit each year.” This same critique can be applied to much of our community college Basic Skills curriculum. Many departments and programs teach to overcome deficit in a step-wise fashion. However, evidence from across the state indicates that teaching using an incremental approach is ineffective for the vast majority of Basic Skills students. In AIC we are working at the institutional level to evaluate alternatives to the deficit-model approach to assessment. On the AIC web site you can find the Darling-Hammond & Adamson essay and other documents that offer intriguing alternatives to the deficit-based assessment paradigm.

(http://accelerationincontext.net)

Below is a thought experiment we do with faculty that starts the conversation in our Grading as Celebration module:

Johnny came to office hours half-panicked and said to the Professor, “You told me I had to study 50 vocabulary words from the chapter, and then you would pick 10 for the test. Dude, I don’t know which words you’re going to ask me, and it’s freaking me out. Why don’t you let ME pick the 10 words that I KNOW I know? After all, isn’t a vocabulary test really just a MacGuffin designed to get students to engage with the different concepts that are in the chapter?”

Ok, Johnny didn’t ask the last question. But supposing for a minute that he DID, what would you say to him?
Our 2.4 million community college students respond to Love and trust. Acceleration in Context draws upon our experiences in the Faculty Inquiry Network and the Umoja Community where we have heard from countless students that, in essence, feeling loved and respected opens the gates to engaging and learning. Learning is so much about relationship, intellectual relationship to be sure, and particularly with our developmental students, emotional relationship.

Acceleration in Context seeks to expand the goals of developmental education beyond skills and knowledge, the so-called cognitive domain, to the affective domain. In other words, developing the intelligence of the affective domain and most particularly helping weave it into the cognitive domain is an explicit strategy of accelerated learning.

Love and practices that can be traced back to Love, including practices that intentionally engage the affective domain of our students, result in increased cognition, engagement, transference, and self-reliance on the part of our students. So many of our students need to develop a sense of belonging in our institutions. Acceleration in Context encourages practices that build the identity of a student as a learner by, for example, embracing the culture, language and intelligence the student brings from outside of the college.

One of the Umoja Community Math instructors, A'kilah Moore, calls the increased engagement in learning that comes from strategies aimed at the affective domain, "No More Blank Pages." Moore notes that students—particularly Basic Skills students—would leave pages blank when they were unsure, but now her students are making an effort on every problem. Not surprisingly, her students are achieving a higher level of success.

While there is an abundance of research into the affective side of human beings vis-a-vis Education, there is not much pedagogy and methodology derived from it. Acceleration in Context is actively developing a pedagogy of affective learning, while inviting practitioners from across the state to add their own thoughts and strategies. Intelligence abounds in our students; we are opening the doors as wide as possible to both access and develop it within them.

Announcing "love that matters" as a professional standard, a learning outcome, or a best practice may seem absurd, but at the same time it begs the absurdity of so many of our discussions and efforts around the educational topics du jour. Not only is a classroom accelerated and individual learning accelerated when love is brought into the classroom, but teachers can go places and challenge students in ways that will invite students to respond, take risks, and perform.

Imagine asking your students two months into the class if they love learning; they should not only be able to say YES they love it, but that they are excited, passionate, even feeling courageous about committing themselves to it.
Love

One of the activities we conduct with faculty asks them to explore attitudes that can accelerate or hinder learning. Below is a summary of one such event:

In Spring 2010, De Anza College invited Tom deWit to present at an event he called "The Space In Between: What's Love Got To Do With It." Tom arrived with his team of collaborators who staged the space by placing numerous soccer flags all around the front of the room—a visual metaphor for the "labyrinth of attitudes." The opening activity invited student and faculty attendees to read and consider a quote from James Baldwin.

"The person who distrusts himself has no touchstone for reality—for this touchstone can be only oneself. Such a person interposes between himself and reality nothing less than a labyrinth of attitudes. And these attitudes, furthermore, though the person is usually unaware of it (is unaware of so much!), are historical and public attitudes. They do not relate to the present any more than they relate to the person." (The Fire Next Time).

After analyzing and discussing the quote in its own right, attendees then applied the quote to the arena of Education. To enrich that discussion, a short text-film meditation was shown (This film, and other materials from this day can be found on the AIC website.) The dialogue then deepened around a series of questions:

- What attitudes can fill up the space in between teacher and student or student and institution?
- What is the relationship between the labyrinth and Acceleration?
- How do we engage and honor the labyrinth so that learning is a creative, effective and positive experience?

These questions lead into a discussion of the role of the affective domain in Education. Attendees wrote responses to a prompt that asked them about their "First Kiss"—that is, the first time they recall falling in love with their discipline. The moving responses and ensuing discussion served as an effective springboard into the second half of the day.

For the second half of the day, attendees first were shown an excerpt from Door Number One, a film made by Chabot College students. The excerpt delves into the emotional and affective dimension that students bring with them when they first arrive at college and enter the "labyrinth."

Attendees were then lead through a Live-Learning exercise that explored the following prompts:

- What needs to happen in your classroom so that students can fall in love with learning, and maybe even your discipline?
- What are the conditions for Love to flourish, and learning to then accelerate?

Attendees worked in groups, sharing ideas and experiences; they then collaborated to create written responses that incorporated themes developed in groups. One fascinating thing that happened: 3 groups (independently) created documents that function like letters of welcoming to students as they begin their educational journeys. Attendees liked the documents so much they plan to introduce them in their courses next semester.
Voices

In accelerated classrooms and programs students and teachers work—but also play, experiment, practice, compete, perform—on high meaning content in low stakes settings. “High meaning” means content that matters, not only to their civic and personal lives but to their philosophical and psychological framework as well. Doing this work in “Low Stakes” settings is crucial because at-risk Basic Skills students cannot afford to relive educational trauma for it may derail them.

Inside such a classroom dynamic it is important that the teacher see—in real time, and in later reflection—where learning is and isn’t taking place. One way to do this is to access a great untapped resource hiding in plain sight on all community college campuses—the students’ own voices. When a teacher invites students to reflect upon their own learning experiences, among other things it enables the teacher to shape a story about what is happening in the class. When the teacher reflects that back to the students, they begin to share a meta-cognitive stage.

Offering a mix of practical advice and theoretical underpinnings, we train faculty to access—and Make Visible—Student Voices through field research strategies, video, multimedia and other means, in order to gain deeper understanding of how Basic Skills students learn and how they perceive their own educational experiences. Uncovering Student Voices works because in every student’s ground level classroom experience lie embedded trends about student learning. In the Accelerated classroom teachers benefit when they trust that students can be co-inquirers into their own education. And Student Voices are an especially rich source of qualitative data.

However, Student Voices tell only half the tale of the Accelerated classroom. Faculty Voices also are accessed, analyzed and leveraged in our work in the Acceleration in Context Initiative. We conduct a kind of call and response between student and teacher, which frequently blends into a chorus.

Developed under a SPECC grant, refined in the Faculty Inquiry Network, and now fully integrated inside the Acceleration in Context Initiative, Student Voices are a central feature of the professional development work as well as program implementation being done by AIC teams.

KOAN #12: Acceleration lays bare a moralizing that is part of the problem of how we teach Basic Skills students.
In the Acceleration in Context Initiative, faculty often work closely with Student co-Inquirers who bring a wide variety of skills to bear. They take control of technology: conducting interviews, editing video, and creating Making Visible products. Student co-Inquirers also offer a fresh perspective about what transpires in the accelerated classroom. Below, Ryan Hicks, Student co-Inquirer from Mesa College, reflects on the first weeks of an English 265 Accelerated course.

The first thing I noticed, on the first day of school, was how grateful the students were to have the opportunity to participate in a new class that was created for their benefit, before even getting into the content of the course. The second thing was how prepared and excited they seemed once the overall content was discussed. This of course can go either way once the class gets under way and they are actually faced with the advanced curriculum, but even then they haven't lost a step from the first day. While they struggle with certain basic skill techniques (what student doesn't?), such as:

- Trouble with transitions in their papers
- Poor time management when writing the in-class essays
- Spending too much time on analyzing and using their notes, not enough on outline and actual writing (but the fact that they are using a surplus of notes from various readings/discussions/activities is undoubtedly a very good thing)

The important thing is that they are aware of these problems, as opposed to making blind mistakes with no evidence of comprehension and/or intention to improve. For this kind of awareness to be evident within the first few weeks of the semester says a lot about their ability within the accelerated format, as well as their eventual transition to transfer English.

Not only are they noticing these issues early on, they are also openly discussing them in class. They seem to already be noticing the necessary connection between in-class discussions and how helpful the exchange of information can be to them as individual students. The group work and partner assignments help to facilitate this environment in which they can have even more ideas and opinions at their disposal, and instead of dreading the group work, they seem almost to gravitate towards helping each other as a way to help themselves. They have also been equally open about what they are doing right, and how the format of the class is working positively in their reading, writing, and other assignments. They say they are:

- Using the surplus of evidence
- Feeling prepared and well-read
- Connecting the various readings and notes into their work

Another thing I've noticed about the actual content of the material is how accessible it is. It would be difficult for a student not to be able to find connections in the real world and their personal lives. This is yet another great thing about acceleration. By challenging the students with a higher-unit class/difficult assignments/higher-level reading, there is always the risk of leaving the majority behind. But with using relatable material and lecture/discussion that assists in the comprehension of the advanced curriculum, the evidence speaks for itself. The students are more than able to keep up and even gain something beyond a letter grade through their academic experience.
The primary goal of our work inside the Acceleration in Context Initiative has been to deepen the relationship between professional development and student success. A central organizing principle in service of this work is called Design Mind.

Ask a teacher, "How do you organize your class?" and you will get an answer. Ask a teacher, "How do you DESIGN your class?" and you will get a very different answer. Their tone of voice is frequently lighter, less weighed down with predictability; there is more ripeness of possibility, more gracefulness of thought.

Faculty are not often invited to leverage conceptual or metaphorical organizing principles to guide professional development. Design Mind—a professional development approach developed inside Acceleration in Context Initiative—does just this by incorporating design concepts and metaphors from disciplines as diverse as Biology, Architecture, Cognitive Science, and Advertising. We help faculty develop mindfulness, playfulness, and intentionality about how the many variables inside a classroom, a program, or a discipline interact with each other.

Design Mind offers an aesthetic and intellectual arena; faculty "find" themselves inside design, and once they create the design, there is a different kind of ownership. A Design Mind sensibility embraces change, new variables, and evolution in the classroom.

Design Mind brings together a number of different educational strands: uncovering and leveraging student—and faculty—capacity; attention to students' affective domain; surfacing Student Voices to assess and refine classroom practice; facilitating productive space for faculty to rethink and redesign the classroom. Design Mind fosters fresh eyes in the service of bringing practical, yet creative ideas and approaches into the classroom.

Supporting faculty to develop a Design Mind is only half of the work. We also train faculty to teach Design Mind principles to students, so that they become designers of their own education. Students, as a result of spending thirteen years in school before arriving at community college, are—whether they know it or not—educational experts. The classes and programs in which we have been developing these principles are primarily composed of at-risk students, first-to-college students, and students of color. They thrive inside a Design Mind approach because their learned passivity is erased and replaced by the opportunity to be authors of their own experience.

KOAN #22: For the students to go faster, the teacher must slow down.
We have learned a lot over the years about institutional navigation. When faculty experiment with accelerated practices, or transform curriculum, they very soon have to work constructively within their institution. Changing curriculum is no small matter, logistically or politically. In many instances, whole cultures have grown up around curriculum, including in our case at Chabot College, with the accelerated curriculum that we participated in creating fifteen years ago.

Whether an individual faculty member is effective or experienced at navigating their institution is hit or miss, and yet it is crucial, not just to achieve desired change, but even more importantly to work as graciously and openly and analytically as possible with colleagues to bring about new approaches.

At our pilot colleges, we have supported faculty in a whole range of activities related to creating accelerated courses, including: presenting AIC core concepts and data to interested colleagues; introducing Acceleration at the department level; facilitating conversations across the district; meeting with administrators; consulting with curriculum chairs and institutional researchers; structuring pilots as an inquiry so the group can collectively study their experience; and more. Many of these moments have been challenging, even unnerving, and some others have been beautiful and creative.

Faculty are exposed, even fragile from so many vantage points: in the classroom, in the department, in their own sense of professionalism, and in their institutions. We are conscientious about cultivating a creative and safe space for faculty to hone the navigation skills so necessary to grow Acceleration on their campus. We also know that the more faculty can articulate and Make Visible their vision and their learning to their peers, the more they can successfully navigate their institution.
SPACES is a term used in AIC to refer to creative, collaborative, and educational settings intentionally designed for faculty, students, and stakeholders in an institution. Spaces also refers to less literal settings—for example, websites and interpersonal networks—that support faculty in their work developing and implementing Acceleration in Context expressions. The kind of tone we strive to set in these Spaces is outlined below.

If there is to be a major shift in the way we do Basic Skills instruction, given how dismally our students are faring across the country, this shift has to be local and horizontal; it has to be authored by individual faculty, groups of faculty, departments, networks and movements.

In support of this, we approach training straight on, trying to get to some deep place where faculty can feel their intelligence, voice their experience, and leap out and design learning spaces that engage their students and themselves. We invite and support AIC practitioners to share generously, inspire, inquire, trade, and give each other permission to express vision and design in support of accelerated student learning.

We recognize that curricular and pedagogic redesign asks faculty to take intellectual risks, so an important feature of our training, developed in the Faculty Inquiry Network, is to create a space where vulnerability is honored and even encouraged. Acceleration in Context training does not begin in opposition or suspicion. We start with asking folks to capture their love and passion for their subject and their wishes for their students, and out of this space we start to reflect on curriculum and practice. Design comes out best when it arises from a true, connected, and happy space.

Our training supports faculty design following the assumption that when anyone—faculty, students, landascapers or coaches—designs experiences and makes choices that both create expressions and leave room for our users to interpret and engage, it is from this position that we most feel connected and authentic.

Our core conceptual frameworks


are all brought to bear in the Spaces

we create for AIC faculty to do their work
Spaces

Below is an agenda from a recent AIC professional development gathering. The event was one of several on-going professional development activities. The ideas and enthusiasm generated at the event are still informing work being done at the pilot colleges. It is interesting to note that this agenda, with our coaching, was created by the attendees themselves. This is in line with our philosophy that faculty take charge of their own professional development.

I. Project Acceleration
   A. Hopes, fears, expectations
   B. Support and communication

II. Course and Curriculum
   A. Setting up the semester
   B. The “magic” in an accelerated classroom
   C. What all sections will have in common
   D. Pace and structure of semester
   E. Our curriculum
   F. Accelerants and our practices
   G. Assessment
   H. The “basics” of classroom management

III. Our students
    A. Share student work and assignments
    B. “Holes” that students have/will have

IV. Our Intentions
    A. Portfolio for us and our departments
    B. Working together as an accelerated community
6. Is Acceleration in Context relevant to instructors and courses outside of Basic Skills classrooms?

Absolutely. Most of the emphasis is on practice, pedagogy, curricular design, theories of how adults learn and how the brain works, methodology and inquiry. And since we don't believe instructors benefit from prescription any more than students do, all of this work is relevant across the curriculum.

7. Is there a particular sequence of courses, a particular structure, that you most recommend?

No. Chabot College has an acceleration model that has worked for many years, but every teacher, department, institution and district is different. It seems best to start with where faculty are and let them work out their own educational designs in an environment where they give each other room to be innovative and creative.

8. Isn't acceleration really attractive to managers because it is proffered as a silver bullet that can save money?

Perhaps and yes we have been approached by the silver bullet seekers. In the Basic Skills areas, acceleration curriculum will save money on Basic Skills instruction, and money saved can be spent in other areas of instruction identified to best serve the student population of particular campuses. Improving access and success is a win-win-win for students, faculty, and managers.

9. How can you expect me to believe that students reading at X grade level can be ready for college-level work in one semester?

If your orientation is towards some correlation between reading level and intellectual ability, or if you teach towards student deficit rather than Capacity, then you probably won't believe it. However, there are many examples of underprepared students using a deep learning approach to rapidly gain the skills necessary to do transfer level work. This question begs many questions and requires a more nuanced investigation of student learning than the confines of a newsletter FDQ format will allow. Visit our website where you can find a more detailed discussion of this, and many other, FDQ questions.

http://eccelerationincontext.net
A primary goal of the work done by faculty, students, and administrators in AIC Spaces is to create Practices that can be taken back to the classroom, division, even institution. These Practices vary in scope: from individual lesson plans, to the thematic shape of a course, to innovative teaching methodologies, to meta-cognitive strategies, to classroom learning environments. The expression of Practices is one of the most exciting aspects of AIC work because faculty are so courageous and creative when they are given the Spaces to do so.

Below is a sampling of training modules we are using to bring faculty into Design Mind mode in order to create Practices. Because all of these are generative and because most of the activities are built around effective teaching strategies, these modules also serve—either straight out of the box or adapted by faculty—as classroom practices in their own right. In fact some of these activities were created by faculty during Acceleration in Context trainings.

First Kiss
Paradigm-ing
Teaching in the Seams
Subsuming Skills Inside of Context
Acceleration Koans
Tessellation Techniques
Learning as Relationship
Assessing Capacity and Ability
Students Behind the Wheel
Live Learning
Verb-ing
Doing as learning
Agency and Connections
Labyrinth of Attitudes
Posturing, Posing, hmmm, Let’s Go
Personal to Big Picture
Hip Hop Learning Style Inventory
Neurons to Pathways
Northern Hemisphere—Southern Hemisphere
Grading as Celebration
Low Stakes Learning, High Stakes Results
Rhythm as Indicator
Back Row Up Front

KOAN #5: Acceleration is a ladder with only one rung.
Below is a screen shot of the Welcoming Portal for the Acceleration in Context website. The site will launch in mid-October, maybe earlier! The site invites participation by students and faculty, classrooms and programs, and it will be very interactive.
Look for our first two contests: a Making Visible project for students, and an Accelerated Practices challenge for faculty. The site will be resource rich, populated by student work, video and multimedia Acceleration expressions, relevant research, articles and data, faculty projects, Acceleration in Context principles and materials, and much more.

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