

# Reading Apprenticeship Metacognition & Mindfulness Conference

## Gallery Walk Evaluation

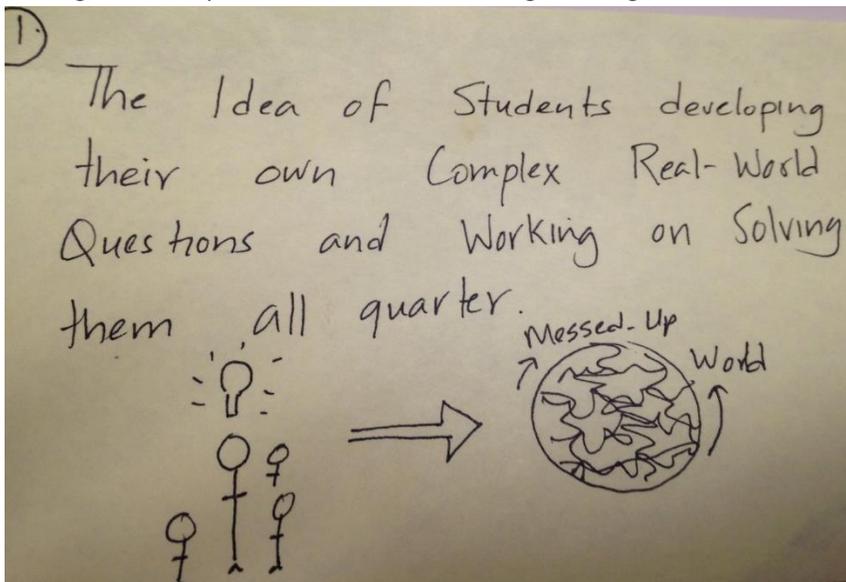
### 1. What did you connect with today?

- I connected with the energy and passion that this professional development opportunity elicited from faculty/staff from different organizations/institutions.
- The passion for reading.
- Templates and “usable” materials
- Tangible tools to use to embed more RA.
- Many of the “routines” I do, but I can do better!
- Connect with our community.
- Other faculty who are using RA in ways I never thought of. Fantastic!
- I connected with colleagues in WA (I’m in OR) about their & my “aha’s” regarding our reading processes & what our learning means for our students.
- Connected with: cohort members from RA Leadership training, and Librarians from around Washington and Oregon. Also, that everyone is at their own place in the process.
- I connected with other people who shared the same interests and shared the ways they utilized RA in their classes.
- The people – networking with colleagues
- The enthusiasm of other instructors
- I connected with other CTC instructors & especially the librarians who taught the Info literacy RA bracelet session
- I connected with the energy of a lot of people focused on the importance of reading and metacognition.
- I connected with awesome colleagues who had lots of great ideas and I interacted with them in and out of sessions
- I really connected with my co-presenter! She is light, air, fire and earth – to have her as a co-worker and fellow RA enthusiast!
- Meeting others. Realizing how important & relevant professional development.
- Many colleagues in different departments on my campus.
- Instructors from other institutions who share my desire to use RA to improve student success.
- The participants ☺ ...building community.
- Networking
- My colleagues
- The examples
- Anticipation Guides
- RA as service learning
- The Think Aloud
- Guided reading.
- Read Alouds

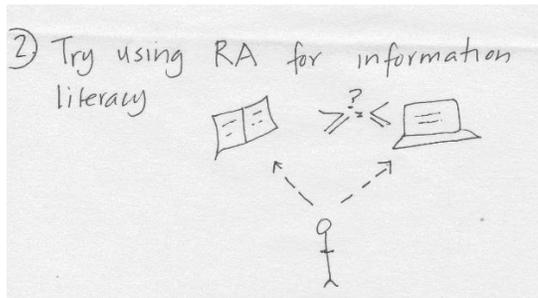
- How to help students focus on desired content
- Create reading strategies as a collective group and revisit/add to list throughout quarter
- Presenters modeled RA routines during sessions (I could see myself using RA in my courses)
- Methods to engage adult learners who are struggling with reading complex texts
- Great ideas, strategies that I can use in my own teaching
- Reconnected with inspiring concepts from when I took the 101 online course
- I reconnected with my commitment to teaching adult learners
- I connected with RA levels in the playing field.
- Project oriented around metacognition: critical thinking; sca
- I realized the critical role RA can have in further developing HS 21+
- Project based learning & seemingly impossible problems
- Scaffolding for reading understanding creates engagement
- I connected with the RA framework and the necessity of the social dimension.
- Connected with: A way to incorporate inquiry into project based instruction.
- Everybody focusing on how to help students become better readers – we agree this is important.
- People are SO eager for RA strategies. It is clear there is a need & purpose for RA in the disciplines.
- Great session on expanding RA campus wide. Thank you! Would like to connect with other campuses trying to do the same.
- As a presenter, I found others who wanted to know of NEW ways to reach their students. Everyone was so open to learn!
- Faculty from disciplines other than my own.
- I connected with my colleagues and our mutual concern with student success.
- My colleagues.
- I connected with the passion I heard, felt and saw from the other attendees about student success.
- Just when I think my lessons are so student-centered, I learn umpteen more ways to do this better.
- Students already have strategies. Expose those strategies to share & build upon.
- Developing a reading strategies list for students for students that makes reading strategies transparent.
- I connected with how to get students to build off of what they are already doing well with reading.
- Getting students to share reading/interpretive strategies with eachother.
- Modeling the behaviors I want students to do.
- Giving students control of learning
- Projects I have my students complete will become more meaningful.
- The whole idea of understanding the process of reading. In particular I do not believe students realize that the things they do, underline, highlight, summarize, etc, assist with comprehension.
- Watching the sample of students learning (on video) – seeing how learning takes place.
- Effective pre-reading strategies
- Introductions idea

- Ideas for a metacognitive log
- Scaffolding reading instruction.
- Guided questions
- Metacognitive funnel
- The challenge of reading content that I'm unfamiliar with
- RA – to learning outcomes
- Clear examples from RA classrooms, examples of RA in process
- Teaching ideas and materials
- Basic RA gave glimpse about RA, more in reading a textbook
- The next session I'll hope give the idea how to use RA with technology, fancy but challenging
- I connected with the idea that promoting social & personal dimensions helps deeper learning
- The session on information literacy.
- I loved the layers of vertical texts/service learning presentation ☺
- Vertical texts – very cool idea to increase complexity on the same theme/topic
- I connected with the metacognitive RA breakout session.
- Learned about RA for the first time last Summer @ Rendezvous 2014. Hearing today for the 2<sup>nd</sup> time Reading Appren Basics and learning more about scaffolding RA Routines.
- I got some great ideas from Michele Lesmeister's session. I connected with her passion to give everyone equitable access to information and learning.
- Michele's example of using the topic of poverty in a multi-level, multi-ethnic, multi-lingual classroom
- I connected with Michele's sentiments that she really wants to know what her students are thinking.
- So far, the Freaky Inquiry workshop has been the highlight along with the food!
- I connected with the presentation Freaky Inquiry – Really informative & inspiring.
- I connected with the idea of “thinking like a freak” – teaching students to break their habits and think in new ways.
- I connected with Thinking Like a Freak. Having the ability to change your thinking, knowing your biases to find more information and have an open mind.
- Jennifer & Gretchen's Freaky Inquiry resonated with me.
- The discussion and instruction on Inquiry Questions regarding search teams.
- I really enjoyed playing the role of the student to understand how the process worked.
- Making math less scary: story problems that are relatable.
- I connected with a lot of ideas for R.A. in the math classroom.
- RA strategies for teaching math using stories students can relate to.
- Using real life examples and situations to access background knowledge when working on math story problems.
- That RA practice can support math students well
- How to effectively use talking to the text with word problems in math
- I connected with the great way to teach slope that was simple and easy to understand.
- Info in the 1<sup>st</sup> session: “What does it mean to get ready?” - strategies used – shared new ideas w/sm & lg group
- Ways to integrate RA into math to address student anxiety.

- Learning new techniques of RA in teaching.
- Metacognitive Skills through Guided Reading. Great presentation & very useful handouts.
- How Reading Apprenticeship does not focus on the lecture mode of teaching students.
- I connected with Cindy's presentation on how to read, interpret and question and assess data from a diagram. I thought this was a good skill because students can interpret data in different ways and exchange info amongst themselves.
- How to teach students to decide what type of sourcing is credible by using RA
- I connected with the need to have more data about my students.
- The personal nature of RA work.
- The idea that RA enhances relevancy.
- How to get some metacognition activity in large class.
- I connected with the idea that I can measure the effectiveness of my use of RA methodologies by collecting DATA on my students.
- Data collection – being intentional.
- I connected with the need to participate in data collection.
- I loved it when session facilitators gave time for Q&A and open discussions + (not just exclusively us listening)
- How to set up my Canvas so students can preview coming content
- Hopefully, an I-Pad.
- The Idea of Students developing their own Complex Real-World Questions and Working on solving them all quarter. – with the following drawing:



## 2. What is one thing you'll try when you return to your classroom workplace?



- Reading log
  - What author said
  - What I am confused about
- All of the Routines
  - Use of the book: Thinking Like A Freak
- Generating reading, Strategies list for a class
- I will use the Frayer method for scaffolding text
- Tips for evaluating sources
- Vertical texts
- What I won't do—is teach reading strategies in isolation
- One thing I will try in my workplace is the Frayer model around an interesting concept AND the metacognitive funnel
- 1. Evidence log
- 2. More talking to the text
- I will utilize the community building (classroom norms) handout and the ABC Brainstorming handouts right away. I will work on vertical scaffolding as well. Sorry to be so excited and unable to choose 1.
- I am going to tweak my final assignment/project for my Reading 104 class for next quarter.
- Think about/think aloud model how I/we approach a reading or problem.
- Interactive digital text. Would like to integrate several class mtgs using online text
- I had implemented parts of RA, but I want to do the classroom norms both on butcher paper and on a blank page in their syllabi.
- I will create a template for an online version of MARS1 to share with my colleagues through Canvas.
- Virginia B. had some great ideas for math lessons. The “Bar story” for Algebra + murder mystery for story problems approach.
- Making my reading habits with digital texts more visible to students through modelling.
- Student generated reading strategies list
- Having previous students write welcoming letters to new students
- R.A. & How to think Freak
- Using a version of the columned notes/directed reading

- Talking to the text to help students understand different kinds of text
- 1. Lilit's Evidence/Interp. Icebreaker
- 2. Gretchen's Think Like a Freak text
- MARCI
- I want to try using vertical texts, and using some of the materials I received from Lesmeister's session.
- More Frayer Models, add more videos on CANVAS & presentations
- 1. Have students share the texts they annotated in diff ways to compare what noticed in the ready + to share + notice how use annotates differently.
- 2. Explore ways to us rubric as a thinking protocol for making sense of student work.
- When I return to my classroom I will try to implement student Metacog discussion about reading techniques.
- Try—using “credibility meter” exercise in a library instructor session where students first reflect quickly on an article by themselves, then, work in groups.  
→re-configure instruction/demo to inquiry/experience
- Vertical texts
- I will try to use more digital reading materials and experiences in our classroom learning.
- Clarification Charts for math Homework
- A pre-post test of reading for an Anatomy course using CERA
- I will use the Reading Strategy List for several of the activities in the classroom.
- I want to try the first protocol, intro session, how I read the text w/my students so we make reading strategies visible + compare them across types of texts.
- Refocus on consistent use of evidence logs in my Dev/Reading class
- Anticipation survey/metacognitive log
- Anchoring unsolvable, big questions about the workplace for AENG 100, then modeling inquiry & research.
- CERA  
Creating guided reading questions  
Some of the lessons from Michelle's shares resources ☺
- I will use CERA pre- and post-reading assessment (with a one on one conference report)
- Integrating a metacognitive text/having student compile an RA Portfolio
- --use pre-reading questions and meta-cognitive guided questions  
--use change Eng to Math language practice make explicit!
- Continue using Talking to the Text, but now add Scaffolding RA Routines
- Timed discussions in groups, allowing 1 person to speak at a time
- Integrating pre-reading concepts into 101 hybrid course to boost student reading practices
- Metacognitive Funnel & Evidence-Interpretation framework
- I will use the modeling while reading, Think Aloud exercises for students, and use of inquiry project with related texts.
- Using RA strategies on information literacy building & w/interacting w/academic texts
- Think aloud

Think pair share

CERA – DATA collection

ALL Great

- Ideas from Michelle’s ABE workshop – returning to routines repeatedly
- Apply more Think Alouds & work more on Cognitive Dimension – Taking time to build schema
- I will try the vertical texts
- I will use the “Warm-up” exercise the presenter of my first session used.
- K-W-L charts (Pre-reading activities)  
Pass the Pen  
Anticipation + evidence follow-up
- Think aloud  
Talk –to-the-text  
KWL charts  
Anticipation Guide
- I repeat over & over in class but after teaching today, I think I need to ask MORE questions!
- Think Alouds  
KWL logs
- Incorporating RA into my math course with Talking to the Text activities
- Changing the way I teach evaluation. I will try grouping the students, have them place a dot on an evaluation scale, and then articulate why they put it there.
- The Last Word w/Golden Line
- “Pass the Pen” activity where students take turns doing the think aloud
- → Inquiry platform: to motivate students to read  
→ Collaborative work: students reflect, share their ideas, find solutions together, share their strengths
- Have students interpret meaning from diagrams using critical thinking
- Guiding questions for assigned reading book
- Integrating RA into a Research Reading Log + Evaluating sources, the “golden line”
- Using RA for looking at results pages of searches
- Ginger’s math bar story 😊  
Math think-pair-share  
Math journals
- I want to work harder at “making the invisible more visible”.
- Talk to the text with medical case studies
- I will try to incorporate the schedule of content coverage that Guided reading showed
- I will gather data from my students to measure student gains and tie it to the effectiveness of my use of RA methodologies.
- Creating a workshop to help ELL students decipher math word problems (or any students)  
Using “Thieves” and “AXES” in my workshops + classes
- Add layers to reading/learning
- Talk about RA Routines for math w/I-BEST instructors + ways to integrate other RA Routines

- Using stories when teaching math i.e.  $x$ =name of your girlfriend
- --25 word summaries
  - Vocab Squares
  - The routines
- 1. Definitely Think Aloud! Sessions
- 2. Collecting Data!!!!
- RA as Service Learning
- A new icebreaker
- Gather & Post Readers Strategies list form student input
- Try the Frayer Model
  - Different texts on the same concept/subject
  - Online sources
- I will try to create quality guided reading questions for my readers so they will create better comprehension.
- I want to develop a project base research assignment with the teachers at Highline to help our students put what they are learning into something they can see and how they can teach each other and learn from each other.
- I'd like to try reading Think Like A Freak, mentioned in my first session, and possibly use it as a course text!
- I plan to start using "personal math logs" with my next quarter of ABE math students.
- I can try to use some of the helpful handouts in my classroom.
- Interpreting text makes many students feel very vulnerable. Helping them think of difficult text as an ancient or alien artifact that they have dug up in the desert—with no expectation that it will all make sense to them.
- Guided questions
  - THIEVES/prereading
- The routine Andy taught in RA Basics.
- Evidence logs and using them to buffer writing.
- Vertical strategies (in a more structured, formal way)
- Math: Think, Write, pair/share
- I want to try the "think aloud"
- Reflective questions after
- I want to begin tracking CASAS formally and incorporate MARS
- I will definitely try the Talking to Text exercise with students. I like the idea of breaking them into groups and doing this exercise.
- Using more vertical text sets to get students to reflect on reading/metacognitive methods.
- Have students write to next quarter's students. Start algebra with fun symbols before using letters for unknowns.
- Frayer Model 😊
- Having the students gain information through reading rather than interviewing with an oral explanation.

- Making a strategy list as a class.
- I will try an e-reading strategies list.
- I will use horizontal text. (Think “freaky”)
- I will try the first day questionnaires. 70 sentence frames for academic texts.

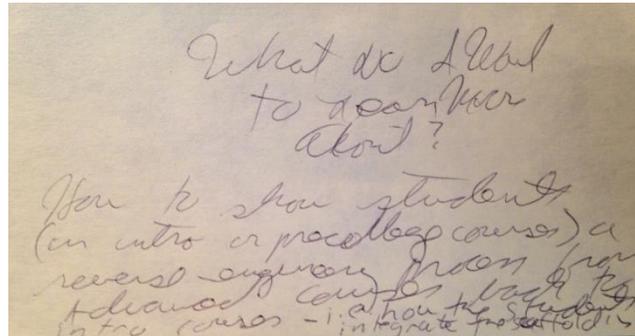
### **3. What do you want to learn more about?**

- Various types and uses of logs
- How to be a leader at school? Where to begin
- Data collection
- Data collection @ CC level
- How to assess and utilize data obtained from the use of RA
- How RA benefits students. Data
- I want to learn more about assessing RA and collecting meaningful data
- Different variations or ways to use Reading/Metacognitive log
- What RA looks like in various science classrooms.
- I would like to learn more about how to determine the level of a specific text.
- I would like to learn more about the scaffolding process
- Application of RA methods at “higher” levels of undergraduate research.
- How to facilitate this work @ my college and elsewhere
- Online vs in person coursework.
- Becoming a leader/facilitator at my campuses & maybe at schools in the area.
- I would like to see a recap of all of today’s presentations and share more math tips with other teachers.
- TttT – guided sessions?
- Using RA to help students with research and in developing literacy skills
- RA in online environment. Looking forward to hearing/seeing session at 1 PM
- Strategies for RA in online environment
- RA for lower level ESL
- Cases that example the integration of RA into low-level ESL classroom
- Using RA in ABE math classes.
- RA for online, hybrid & Canvas
- How to use RA in online environment
- Does this work online?
- How to integrate RA methods in online teaching
- Even more on student involvement in hybrid + online courses
- I want to learn more about employing RA methodologies in online courses.
- I don’t know about learn – but I want to hear more ideas about how to incorporate RA into my classes.
- How to introduce students to more strategies (if they currently have only a limited set)

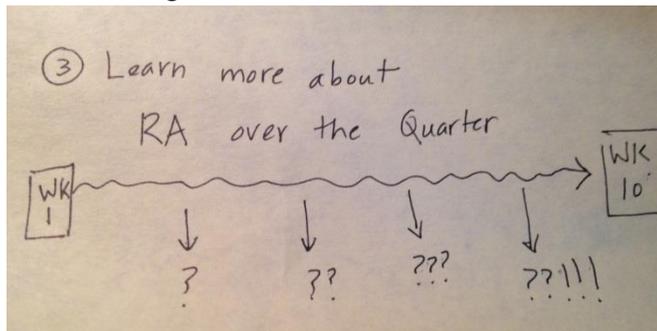
- RA in flipped settings other than classroom [faculty trainings]
- Implementing RA with and English/Writing class.
- RA in online math courses
- I would like to attend more sessions on implementing math ideas for ABE (and lower level) populations.
- Making assessment more RA friendly.
- I would like to learn more about discipline-specific RA routines.
- More STEM application
- Uses & methods for RA in STEM
- Discipline-specific reading strategies – how scientists, historians, literary critics, etc. read
- Application of RA methods at “higher” levels of undergraduate research.
- Using RA in upper division “college level” content (non ABE) courses
- I want to delve deeper into RA. Possibly see it in action?
- Opportunities to observe a teacher using RA in the classroom?
- Other texts that ask readers to think about their thinking.
- The process to creating a WA RA project.
- How to get more PD? (some has been answered)
- I want to have on-going refreshers to be re-energized and examples to take back to my teaching teams and departments.
- I want to learn more about how to get students to want to engage with texts.
- Emphasis here was use of routines by practitioners, which is useful: understanding the methodology is needed as well.
- Routines that 1. Leverage student thinking & focus while reading. 2. Leverage faculty discussions about student skills & how to support learning goals by scaffolding reading.
- Vertical Texting
- Finding vertical reading material on same topic.
- Check out website [englishforeveryone](#) (How to determine reading level)
- Framing reading assignments/activities using RA strategies
- Everything I can about RA. I want to become a Leader/Teacher of RA!
- Difference between Think Aloud and Talk to the Text – when to use & why
- Various way to deliver RA in class: combine the methods & technique in class
- Some assessment idea, rubric, etc.
- Student perspective. What do they think about RA? Helpful? Exhausted?
- I’d like to learn more about strategies to use in the classroom. + more professional development
- Using evidence loop in extended reading
- RA 201. More opportunity to discuss what worked/what didn’t with various techniques
- I want to learn more of the RA basics, more strategies.
- Building ongoing FLC (ex: RATS at RTC) and keep it going.
- How to read for content and retain materials read.
- Time frame – how long to expect it will take students to adopt RA & use it effectively
- RA in healthcare classes
- Applying RA across the board – in math, science, SS
- Becoming an RA instructor or advocate for my campus

- How to apply this information to “non-reading” courses such as anatomy
- How to become more versed in RA
- Higher order thinking skills SQR# (4,5,2) ☺
- More strategies
- See more examples how RA is utilized in other modules for HS 21+.
- RA can be applied to more experiential learning activities
- What is UDL.
- Hear + share experiences using RA.
- Seeing specific examples of how to use the RA principles in a variety of courses.
- RA framework model. West End/SLI videos for basic skills (from website)
- I’d like to learn more about how to deal with unfamiliar vocabulary (esp for college-level non-native speakers).
- More ways to use RA strategies for scaffolding – the minor assignments & day to day exercises that engage students
- Creating/developing quarter/semester-long projects using RA.
- How can I give students enough time to “grok,” or really comprehend that which they read?
- How do you make those spiffy videos (Camtasia Studio) in the UDL workshop
- Additional training – resources – online resources
- How to handle resistant/bored students who do not want to participate in RA activities
- Is there a scope + sequence for RA activities beyond the initial focus + strategies...or, does this just evolve with your texts students?
- Learn more about many more open sources!
- Reading scaffolding
- How to certify – go to the next step in RA
- I want to learn more about and in what ways RA can be applied both research, project and classes in STEM. Having more than one way it is applied and in different ways would go a long way into showing teachers in STEM they can use it.
- I want to learn more about how to help students with content reading (medical) retention and application.
- RA strategies applied to writing
- How to get instructors resistant to RA on board.
- RA routines, learner success stories, learner motivation, learner choice in reading
- I didn’t make the introductory session, so I am desperate to learn more about the basics and how this amazing method came to be.
- Want to learn more about developing assessments like MARS1 or CERA specific to math only classes and instructors
- I would like to know more about how Pierce College runs their classes to integrate ABE and ESL
- I want to learn more about using the RA website + videos in my classes
- Funding for RA classes
- I want to learn more about RA assessment – both in the classroom and across my district. How can I prove this works!?
- I want to learn more about creative routines for RA beyond Think Aloud, Talking to the Text, Reading Strategies List and Think-Pair-Share.

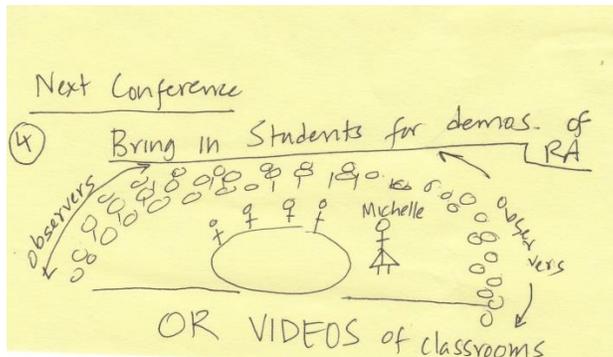
- A Review of reading Instruction: Watching how others model reading (student videos)
- Basic philosophies and strategies – I am entirely new to this
- Metacognitive logs
- I've been using RA principles since my first training in all my classes but I'd like to connect with more people using the principles in non-reading contexts
- I want to learn about more training opportunities.
- I am an RA newbie – I just would love more opportunities to learn more routines beyond Talking to the Text and Think Aloud ☺
- More hands on examples/practice
- Multiple-day conference – too many sessions to choose from at the same time.



- I can't read this one:
- One with a diagram:



#### 4. Suggestions for next conference and contact information?



- More STEM
- Provide a panel of students who have been exposed to this (RA) method-students who can testify.
- Every workshop I attended went through the “4 dimensions” and the “Metacognitive funnel”. Perhaps have beginner & advanced tracks? Or an introductory keynote session followed by workshops showcasing individual implementations.
- Go more deeply w/less content in the break-out sessions.
- Discipline-specific tracks
  - English
  - Science
  - Math, etc
- This conference has been a fabulous use of my time AND the food is wonderful healthy! I think it is very well-organized and executed.
- Longer conference “I wanted to do more of the break out sessions!”
- Longer time to get through packets and have time for reflection.
- Suggestions for next conference:
  - Implementing RA
  - Using RA with content areas like Social Studies, Science, Math, etc.
- Next Conference: Connecting and communicating w/other organizations that students use as pathways
- Repeat sessions at different times, so you have opportunity to go a session held at the same time.
- RE work in learning communities, coordinated studies and partnerships, as well as more RA work within an online platform.
- Include educators from NW region—Oregon, Idaho
- Next conference...sharing more stories of success
- Make it two days . So many wonderful topics but not enough time to process.
- Two days (Thurs/Fri)

- For the next conference, I would suggest more time given to explain/demonstrate the wealth of information.
- My suggestion for the next conference is to do a 15-20 intro—about the basics—during the breakfast.
- Suggestions: Two-day conference. Help next conference—sure!
- I like that you offered same sessions in different time slots.
- Systems, practices for provoking curiosity a campus + among faculty; practices to support faculty learning communities a literacy
- Bring in some of the students from education programs at local community colleges as interns or reduced rate attendees
- None to think of—thanks!
- “same as before, only more so...” I went to 2 really good presentations (3<sup>rd</sup> one has not started yet) and would like to have more exposure to the ideas + energy. More TttT sessions with hands on + guidance.
- More of the wonderful union between UDL & RA. Also more RA in online learning.
- At the next conference, I would like to hear how attendees of this gathering introduced techniques into their classes.
- Next conference—put affiliation/location on name tags
- More time so some more sessions can repeat. (4 break outs maybe). Larger learning spaces—“D” building rooms were crowded.
- Have people pre-register for workshop sessions—enable planning for room size/copies, etc
- Facilities—some trouble w/rooms locked, equipment not working, late start due to tech.
- More session times—there were too many sessions to choose from. \*Please don’t schedule this at the END of the quarter!
- Next conference—Another 1 in Western WA. Possibly in Bellevue.
- More water stations ☺, hot coffee. Next time, please consider scheduling earlier in the quarter! Timing not the best!
- --Time for groups from the same institutions.  
--Flow to involve more discipline faculty to get them to this type of professional development.  
--Transforming the classroom-how to get to RA classroom?
- Observing more faculty practicing w/various materials.
- Short term workshop to develop lesson plan centered with RA.  
Students panel
- 2 days rather than 1 day! To the whole group modeling of RA in variety of subjects.
- Suggestions for next conference—For the RA basics, it would be nice if there were more instructions that “think-pair-share”. Most of us don’t have much idea about what RA is which why we started with the Basics class. My partner and I felt we did not learn much from the class because we did not have enough background info to share/exchange. I do appreciate the handouts. I will read the materials and learn from it.
- A student panel with testimonials of how an RA classroom influenced their learning.
- Don’t ask us to tell what we know (& share) about RA in the intro to RA class ☺

- While I like the broad spectrum of discipline + levels—it would be great to have 2 separate conferences or breakouts on different levels—ie ABE, ESL, Dev. Bio, Upper level Engl, etc. Please define terms + acronyms—esp. in UDL? Breakout
- More people of color? With so many colleges represented I think we could have more people of color.
- More handouts + practice
- Time for attendees to share their experiences.
- Allow attendees more participation/practice. Many sessions were heavily lecture-based. No time to process!
- Have E-1 sheets in the program/for sessions, just like the “notes” space that was provided in the program/manual/schedule/thing.
- Suggestions for the next conference. Please post the session descriptions online before the conference.
- Post session themes/titles in a more accessible way—email participants? Or provide a link in the email?
- Suggestions: There are too many classes I want to attend and can only choose three. More than one day!
- How to utilize this wonderful info in prof-tech course. More session times: Two more courses I wanted to attend 😊. Let presenters know expected attendance—severely short on handouts.
- What do you want to learn more about? Sample/demonstrated RA lessons
- Opportunities for participants to share, meet, talk by professional focus:
  - Dev Ed
  - ABSE: SS, Sci, Math, Writing, Lang Arts-Reading
  - I Best
  - ESL
  - etc
- Please include State of Oregon in all plans + best practices
- Less review of RA basics—more crazy ideas!
- Challenge presenters to present large font videos (break 1 page of dense small print into 4 quarters of enlarged font). Practice what we preach.
- Instead of Power-Pointy, lecture-type presentations, have instructors/presenters actually present lessons to us like they would to students, and debrief at end.
- Read Aloud
  - Balancing
  - Lecture
  - With
  - Group Discussion
- I liked the repeated sessions so I had multiple opportunities for interesting sessions—continued presentations/handouts from RA faculty for ideas for classroom applications.
- Schedule earlier in the Quarter. Encourage presenters to give more specific examples of what they have done & how it has impacted their teaching.

- Longer sessions (fewer?), Great info—felt like we were just getting started
- Bigger room for RA basics session or offer @ multiple times. Provide link to Ra framework on conference website before conference.
- Have it be a longer—2 days and/or longer sessions
- --restructure Intro session, which was confusing (didn't give us a clear idea of RA)
  - for Intro course, ask us to list what we know about meta cognition (a term most of us have heard)-use this as a jumping-off point
  - send a list of key terms + definitions in advance of the conference for people who haven't had training yet
- Printed info on RA Certification Process
- Make sure Michele is there again 😊
- --Fewer sessions per time slot
  - sturdy badges (stickies fall off, get caught in my hair)
  - roles + institutions on name badges
- Two-days, please
- Make it two days! More hands-on routines to take & share.
- RA use in Healthcare professions
- Possibly shorter presentations so we can see more.
- Quality Matters workshop
- --More STEM + RA
  - More RA w/service learning, undergrad research, Honors, 1<sup>st</sup> year/Common Core (i.e. High Impact)
- Longer sessions w/specific time for questions/answers
- Student videos
- Repeat what you did this time.
- A suggestion for the next conference is campus teams creating strategies for scaling up RA at our schools.
- Put course descriptions on a link before we come to the training.
- Maybe explicit invitations to discipline faculty
- The rooms were really crowded—many people sitting on the floor! Also the presenters never seemed to have enough time
- Groups focused on different instructional areas...but today has been great.
- More “repeated” sessions
- Put a Creative Commons all handouts we are allowed to Keep and SHARE
- Nothing!
- I would love to have a two-day conference to spend more time sharing ideas with fellow teachers.
- I-Best and Reading Apprenticeship, Developing regional RA communities
- Great! Hearing from more discipline faculty would be interesting.
- I would like if video of the presentations, handouts and powerpoints be put up online, so I can have access to the information and for the sessions I missed.

- Have Basics sessions indicated with an \* asterisk, etc. on program to make it easier for new people to learn what RA is about.
- More often. I signed up in Nov. of 2014. I would have loved to have done this earlier.
- Teaching Content Sessions—(specific CCAs or how to apply RA in bursts)  
Applying RA in content heavy survey courses  
Integrating RA with Interteaching, Just in Time teaching and/or Active Learning
- Applying RA to visual mediums ART/Film

### **Contact Information:**

We have the list of people who would like to help.

