Reading Apprenticeship For Learning Assistance Professionals

Devon Werble: English Faculty; Reading Apprenticeship Specialist, Los Angeles Pierce College

Jennifer Nash: Tutor Leader Extraordinaire; History and English (Graduate Student at CSUN)
Welcome!

- Introductions & Norms
Goals for Today

1. Investigate the relationship among expertise, apprenticeship, and motivation, and why it is important to become cognizant of these conceptualizations during learning assistance situations.

2. Discuss how the RA framework can be re-envisioned as a learning framework, supporting learning assistance professionals in tutorial situations.
READING APPRENTICESHIP AS A FRAMEWORK FOR TUTORS
Personal “Expertise” History

• Think about an area of expertise

  • How did you become an expert?

  • What are some of the experiences that stand out for you? High points? Low points?

  • What were the times that this subject made you feel like an “insider?” Like an “outsider?”

• What (or who) supported your expertise? Discouraged?
Pair-Share

• Connect with a partner and share your “expertise” brainstorm.

• 1 min per person

• Notice any similarities and differences
Expert Identity

Whole Group Share-out
Read Together!!

KEEP CALM AND LOVE READING
Read Together Jigsaw

Steps:

1. Everyone reads the first two paragraphs.

2. A’s Read: Expectancy-Value Theory

3. B’s Read: Attributions

4. C’s Read: Goal Orientation
RA as a Framework for Learning Assistance Professionals
Attending to the Whole Student
Four Dimensions of Reading(Learning)

• Take two minutes to look the RA Dimensions over.

• Take note about what you notice.

• Do you do any of this in your work with students?
Pair Back Up

- Re-examine those factors that you identified in your journey to “expertise”

- Into which dimensions do they (primarily) fall?

- Are they “affective” or “cognitive?”
Metacognitive Conversations

- “Make the invisible visible”
- Expert blindspots
- “Thinking about thinking”
- “Monitoring and control of thought”
- “A means of uncovering the layers of thinking that it takes to make sense and to engage a text fully.”

Reading Apprenticeship
Why WE Care…
Metacognitive Conversations

Social Dimension
- Creating safety
- Investigating relationships between learning and power
- Sharing "book talk"
- Sharing learning processes, problems, and solutions
- Noticing and appropriating others' ways of learning

Personal Dimension
- Developing:
  - Learner identity
  - Metacognition
  - Learner fluency and stamina
  - Learner confidence and range
  - Assessing performance and setting goals

Cognitive Dimension
- Getting "the big picture"
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting learning purposes and adjusting learning processes

Knowledge-Building Dimension
- Mobilizing/building knowledge structures/schemata
- Developing:
  - Content or topic knowledge
  - Knowledge of word structure and vocabulary
  - Knowledge and use of text structures
  - Discipline- and discourse-specific knowledge

Adapted from: "The Reading Apprenticeship Framework." West Ed
Learning Assistance + Reading Apprenticeship: A Love Story
Framework for Tutoring Training

Use of RA as the foundation for tutor training:

• Expose tutors to different ways of thinking about peer tutoring
• Emphasize that tutors aren’t “teaching” the content, but rather, assisting their tutees in developing their own learning processes
• Encourage tutors to ask questions of their tutees and take an strength’s-based inquiry-based approach when working with a tutee
• Offer RA pedagogy to tutors because they have different but equitable roles than faculty.
Modeling

Incorporate the RA dimensions into tutor training sessions and is one of the theoretical frameworks which is an underpinning of the philosophy of tutoring at Pierce’s Center for Academic Success (CAS).

- Norm setting
- Think Alouds
- Use Think-Pair Share
- Golden Lines
- Reading Strategies List (RSL)

Metacognition and “thinking about thinking” to help tutees build awareness
Current RA Techniques

- Expert Blindspots
- Automaticity
- Making Thinking Visible
- Elevates discussion on how tutors help their tutees
Future RA Techniques

- Sentence Frames that Support Academic Conversations
- Working with misconceptions
- Give One/Get One
Questions & Discussion
Contact Information

Devon Werble: devon@3csn.org