



Tips for Sharing Your CLIP Discoveries

CLIP members engage in inquiries related to teaching and learning that are of importance to them. Often these inquiries are relevant to others within the community college as well. CLIP discoveries can have an impact on student learning and success when the discoveries are shared with others in the college and actions are taken in response to the discoveries.

The CLIP process is structured so that each CLIP presents their preliminary findings and receives feedback from the members of other CLIPs during a spring presentation meeting. Members then can consider sharing their discoveries beyond the CLIPs.

As you develop a plan to share your discoveries consider who you want to share the information with, how you want to share the information, and where you will share your discoveries. In determining who to share with consider to whom your discoveries matter. Various groups within the college including students, other faculty members, or administrators may benefit from learning about your inquiry. They may see ways that they can adjust their teaching and learning in light of your discoveries. There also may be groups outside of the college, such as faculty at other colleges, who could benefit from this information.

In addition to sharing information about your discoveries with identified groups, there also may be groups that you want to engage with in order to take action in response to your discoveries. For example, if discoveries indicate that peer study groups, may increase student learning and success you may want to talk with the student government association about how they might be involved in encouraging peer study groups across campus.

Who you intend to share your discoveries with and the purpose for sharing will influence how and where you present your findings. Determine the appropriate venue for sharing your discoveries whether reaching a broad audience through the college newsletter or website, a selected smaller group such as the faculty of one department through a department meeting, or extending beyond the college to other faculty through professional conferences and publications.

Each of these decisions will influence how you share your discoveries. In determining how to share, consider means you can use to gain deeper understanding of the issues and generate feedback and creative ideas. Your discoveries may or may not point to obvious actions that could be taken to use your discoveries. Even if you have a fairly clear idea of steps to take to use your discoveries, engaging others in a dialogue about the discoveries can help to elicit additional ideas.

Keep in mind principles of adult learning and the importance of engaging your audience. Use interactive approaches that allow people to talk with one another about the ideas presented and think about how it applies to their own work. For example:

- Use a vignette that highlights the key CLIP issues and ask participants to consider how they would apply the CLIP discoveries in this situation. For example, develop a vignette about STEM students' involvement or lack of involvement in study groups. Ask STEM faculty members to

consider how they could encourage more student involvement in such groups. After faculty have shared their ideas, share discoveries from the CLIP inquiry and provide time for faculty to incorporate those discoveries into a plan they can implement with their individual classes, as well as a plan that crosses all STEM classes.

- Develop generative questions that can help people connect the ideas you are presenting, think more deeply about the issues, and spawn additional ideas. After presenting a summary of the CLIP discoveries ask participants to engage in dialogue around questions such as:
 - What connections are you making with the CLIP discoveries?
 - In what ways are these CLIP discoveries meaningful to you? What is surprising or puzzling about these discoveries?
 - What is missing or unclear?
 - What would it take to create change on this issue?
 - Which of the CLIP discoveries needs our immediate attention in order to impact student learning and success?
 - How can we support each other and/or work together to take the needed next steps?
 - What challenges might arise and how might we address them?