



## **Announcing Teaching for Transformation Learning Beyond the Classroom Workshop**

**in partnership with The University of Chicago's Office of Civic Engagement, Stevanovich Institute  
for the Formation of Knowledge, the Center for Teaching and the Smart Museum  
April 21-22, 2020**

The DKDK Project and The University of Chicago are thrilled to invite educators from secondary, post-secondary and community-based settings to join us for a workshop focused on transformational teaching practices. Designed in partnership with the Office of Civic Engagement, this two-day workshop is a unique opportunity to delve into the following questions:

- How, as an educator, do you use the city as a classroom?
- How can place-based learning advance the civic engagement of students?
- What are the characteristics of deep learning (as opposed to surface and strategic learning) and how can teachers facilitate deep learning?
- How do skills and content work together to create transformational learning experiences?
- How can teachers effectively design experiences within and beyond the classroom?
- What role does engagement and student agency play in deep learning?
- What is transfer and how can it be used to generate experience?
- How are authentic assessments designed and why do they matter?

Participants will leave this workshop brimming with ideas to explore, connected to new, like-minded colleagues and energized to return to their own students and contexts.

### **What participants can expect**

This workshop is an interactive seminar that asks participants to experience the benefit of deep learning, including place-based and experience-based pedagogical practices. Through hands-on sessions and seminar-style discussion, participants will explore ways to make the *content* of their course memorable, transferable and transformational for students. Participants in this workshop will experience model lessons which have been developed over several decades, as well as strategies for incorporating “guests” and other “experts” into classes as a way to deepen inquiry and engagement. This workshop will feature local community members connected to the Office of Civic Engagement and organizations working in Chicago.

Teaching for Transformation Workshops involve more participant engagement than most adult learning experiences. Expect to be actively “doing” learning and reflecting on the design of each experience. You can read more about our approach to adult learning [here](#).

### **Registration**

The workshop will run from Tuesday, April 21, 2020 at 1050 East 59th Street, 3rd Floor (9:00 am to 5:00 pm CST) and Wednesday, April 22, 2020 (9:00 am to 3:00 pm CST) at 5737 South University Avenue.

The cost of the workshop is \$750. This fee includes breakfast and lunch each day, as well as all instructional materials and activities associated with the workshop. Housing and transportation are not included. CPDU offered for public school teachers.

Apply via this [google form](#). We will reach out to confirm your registration and share additional details. For more information, contact Erica Chapman at [ericachapman@dkdkproject.org](mailto:ericachapman@dkdkproject.org).

### **About the DKDK Project**

After fifteen successful years co-leading the Teaching for Experience Workshop, based on the work they did leading CITYterm (a semester program that served as a laboratory for transformational learning with students), Erica Chapman founded the [DKDK Project](#) alongside her long-time collaborator, David Dunbar. The [DKDK Project](#) is committed to refining our collective understanding of transformational learning - what it is and how it happens - alongside like-minded practitioners. Our goal is to support schools in creating the conditions necessary for both students and teachers to experience transformational learning.

#### ***Erica Chapman, Founder***

Erica Chapman is the founder and principal consultant at the DKDK Project, an organization committed to redefining learning opportunities for students through strategic partnerships and transformational teacher development.

Erica is the former Dean of Faculty at The Masters School, where she supervised talent development and spearheaded the implementation of a mission-aligned teacher evaluation system. Prior to becoming the Dean of Faculty, Erica was the Director of CITYterm, a semester program for high school students. At CITYterm, Erica led all aspects of the program, including the interdisciplinary, project-based curriculum.

Erica has experience in the public, private, charter and non-profit domains. She has held positions at Achievement First Charter Schools, New Leaders for New Schools and at the New York City Department of Education. In each role, Erica's aim has been to improve student-learning experiences by advancing the effectiveness of teachers. Erica holds a B.A. from Sarah Lawrence College and a M.S. from the University of Pennsylvania.

#### ***David Dunbar, Principal Collaborator***

Following over two decades of teaching at Deerfield Academy, Milton Academy and Albuquerque Academy, David Dunbar moved to New York, in 1996, to start CITYterm. David was the Academic Dean and a member of the interdisciplinary Urban Core teaching team for twenty-one years. While at CITYterm, David simultaneously worked at The Masters School where he served as the Coordinator for Teaching and Learning Initiatives and held the Joan Smith Hamill '34 Chair for Innovative Teaching.

David has consulted with the public schools in New York, Atlanta and Chicago as well as with various independent and international schools around the world. He is the author, with Professor Kenneth T. Jackson of Columbia University, of the award-winning *Empire City: New York Through the Centuries* (Columbia University Press). The New York Academy of History named David a Fellow, one of only two secondary school teachers given this distinction. David earned his B.A. from Amherst College, his M.A.R. from Yale University and has been the recipient of Woodrow Wilson, Klingenstein and Fulbright Fellowships.

Erica and David are honored and excited to have been recognized as collaborators of The Best Teachers Institute, a research and education organization committed to deep learning led by Professors Ken Bain and James Lang.



The [Office of Civic Engagement](#) (OCE) is UChicago's gateway to the South Side and the city, connecting the University to our neighbors. Our office works to foster UChicago's university-wide approach to civic engagement and instill a shared set of values and practices while empowering each internal unit to build on its own unique strengths in forging community partnerships.

We work to inform, support, and advance the community engagement of our faculty, students and staff. Working with community partners, OCE strengthens community organizations and small businesses, improves access to education, and connects residents to jobs—all with the goal of advancing economic and social progress in our neighboring communities and the city as a whole.



The [Stevanovich Institute on the Formation of Knowledge](#) provides an incubator for multi-disciplinary thinkers to challenge accepted perspectives within and outside the University. We foster collaborative inquiry to spark breakthroughs, create new fields of knowledge, and educate a new generation.



The [Chicago Center for Teaching](#) facilitates a wide variety of events, seminars, and workshops throughout the academic year. Through orientation training, seminars and workshops the CCT enhances the teaching at the University of Chicago.



The [Smart Museum of Art](#) at the University of Chicago is a site for rigorous inquiry and exchange that encourages the examination of complex issues through the lens of art objects and artistic practice. Through strong community and scholarly partnerships, the Museum incorporates diverse ideas, identities, and experiences into its exhibitions and collections, academic initiatives, and public programming. The Smart first opened in 1974. The Smart Museum of Art's mission is to open the world through art and ideas.