Announcing Teaching for Transformation Learning Beyond the Classroom Workshop
in partnership with The University of Chicago’s Office of Civic Engagement,
Institute for the Formation of Knowledge and The Chicago Center for Teaching and Learning
April 24-25, 2023

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 University of Chicago 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 explore the benefits 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 lessons which have been developed over several decades. The workshop will model strategies for incorporating “guests” and other “experts” into classes as a way to deepen inquiry and engagement. Participants will learn from and alongside Sherry Williams, the Founder and President of the Bronzeville Historical Society.

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 April 24 and 25. Participants will meet for breakfast each day at the Institute for the Formation of Knowledge at 5737 South University Avenue, and will end each day at the Community Programs Accelerator at 5225 South Cottage Grove 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](#). Workshop organizers 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. The DKDK Project is committed to support schools and other learning-focused organizations in creating the conditions necessary for both students and adults 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. In addition to her work at the DKDK Project, Erica is the Special Assistant to the President of Sarah Lawrence College. Her work at Sarah Lawrence College is focused on supporting the launch of new educational ventures.

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.

Sherry Williams, President and Founder of The Bronzeville Historical Society

Sherry Williams is the President and Founder of the Bronzeville Historical Society. Bronzeville / Black Chicagoan Historical Society is a not-for-profit educational and African American heritage organization formed to celebrate, provide information, and encourage preservation of black life and culture of Chicago. She has been honored by the Chicago Cultural Alliance with the MOSAIC Award for Outstanding Community Leadership.

The Office of Civic Engagement (OCE) is the University of Chicago’s gateway to the South Side and the city, connecting the University to its neighbors. The 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.

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.

Through its Civic Leadership Initiatives team, OCE stewards the University’s commitment to the scholarship, teaching, and practice of civic leadership, helping to cultivate civic leaders who think critically, imagine new systems, and build resilient communities.

Partners:

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 and Learning supports effective teaching and learning at the University of Chicago. The Center fosters a community of practice dedicated to reflective and innovative pedagogy, teaching as a scholarly practice, and learning environments that are engaged, inclusive, and equitable. We engage faculty, instructors, graduate students, and postdocs across all disciplines through workshops, conferences, courses, learning communities, and consultation on higher education pedagogy. We advance student learning both by serving educators and through direct student support that fosters independent learning in and outside of the classroom. The Center collaborates closely with campus partners, Divisions, Schools, and departments on teaching and learning issues.