

Welcome Back Day – Spring 2015

Session II:

Classroom Learning Assistance



LEARNING SPECIALIST PRESENTERS:
PROF. DIANE FLORES-KAGAN, WRITING
DR. MAGDALENA CAPROIU, MATH
WENDY RIDER, WRITING
SNIZHANA JANE BOWERS, MATH

<http://www.avc.edu/student-services/lc/faculty-resources>

Purpose of this presentation



- To discuss strategies in the classroom for student study skills improvement, metacognitive growth, and self-regulation.
- To help students develop positive mindsets by doing the following:
 - reminding them that they belong to an academic community and that success is achievable
 - engaging students in tasks they find meaningful and relevant to their own lives
 - fostering the attitude that knowledge, skills, and abilities can grow with effort and persistence.

What is learning assistance/ support?



clipartillustration.com

Standard definition:
'Learning support' is defined as any activity beyond a college program's prescribed content that contributes to individual students' attendance, retention, learning, and achievement. Green, M. and L. Milbourne. (1998). Making learning support work. FE Matters; v2 n6 1998. ED417345

BUT, teachers should monitor their students' knowledge gaps and skills throughout the semester. A concerted effort to help students change their study habits and to develop metacognitive skills will promote independence and life-long learning. YOU are the ones students have contact with the most.

Angelo and Cross 4

Study Skills Overview



Time
management



Note-taking
strategies



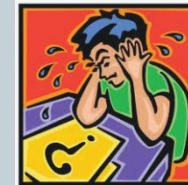
Textbook reading



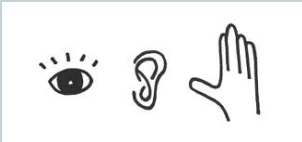
Active listening



Improving
memory



Taking tests
and managing
anxiety



Utilizing learning
styles



Locating
campus
resources



Managing
the study
environment

Emphasis on study skills in the classroom can facilitate:



Metacognition

Thinking about one's own thinking:

Motivation

Control of attitude and preparation for study

Acquisition

Selection and understanding of information and processes

Retention

Ability to recall information and processes

Performance

Demonstrate understanding of information and processes

<http://www.avc.edu/student-services/lc/tools.html>

Self-regulation

Adopting behaviors and habits that can lead to success:

Be self-directed

Manage emotions

**Work autonomously and
with others**

Clarify purpose and goals

Develop integrity

From the perspective of a classroom instructor: How to Motivate Students



- Motivation to complete the class in order to graduate or transfer

versus

- Motivation to learn new skills and be able to transfer knowledge and skills to the next class and for life.

What instructors can do:

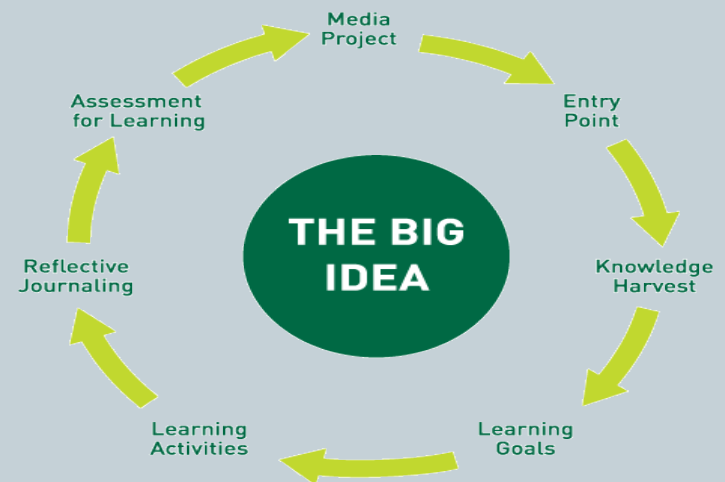
- provide goal orientation
- gain students' attention
- stress success opportunities
- provide intrinsic and extrinsic rewards

The Meaning of “Intentional Learner”



What does intentional learning consist of?

- Self-awareness about the reason for study.
- Understanding of the learning process itself and how education is used.
- Seeing connections in seemingly disparate information
- Ability to make decisions



Teaching toward Intentional Learning



Instructors can teach students to do the following:

- **Effectively communicate orally and in writing**
- **Understand and employ quantitative analysis to solve problems; make choices; interpret and evaluate information from a variety of sources**
- **Transform information into knowledge and knowledge into judgment and action; interact with diverse individuals and ideas**
- **Develop intellectual honesty**
- **Encourage active participation and involvement in direct and varied experiences; discern the ethical consequences of decisions and actions**
- **Receive feedback and objectively self-assess.**

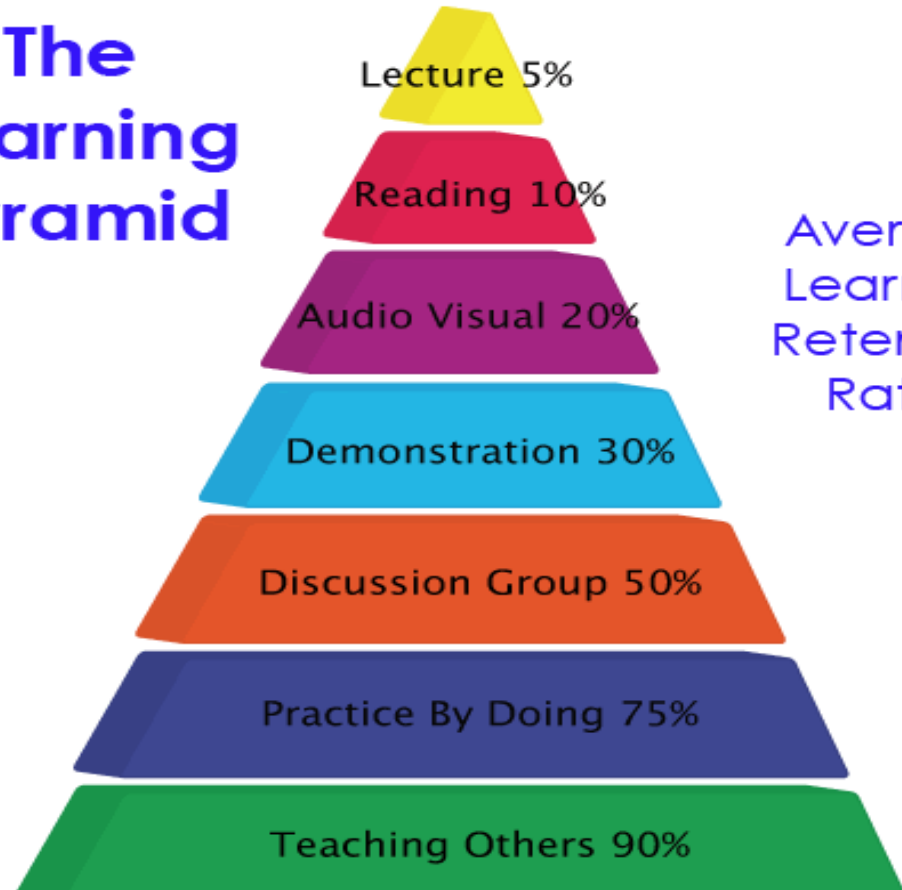
What students can also learn from you:

- Recognize they have control of what they are doing
- Decide they will make an honest effort in this class
- Decide they want to do much better than pass the class
- Decide they will persist in the class regardless of any problems that might arise.



Strategies for classroom teaching and learning

The Learning Pyramid



Adapted from NTL Institute for Applied Behavioral Science

Learner-centered Teacher-directed

Syllabus Quiz



- 1) What are the days of the week and the time of the class meeting? _____
- 2) What is the instructor's name and email address? _____
- 3) What textbook is going to be used to learn math this semester? _____
- 4) What do I need to bring with me to every class (circle all applicable)
a. textbook b. paper notebook c. pencil/pen d. computer e. cell phone
- 5) How many excused absences can I have this semester? _____
- 6) If I have to miss the class, how do I notify the instructor? _____
- 7) If I miss class, I will have to study missed material myself and do the homework to come to the next class prepared (TRUE or FALSE)
- 8) The grading consists of the following categories _____
- 9) How many tests are going to be in class? _____
- 10) What percent do I need to score to get a credit for this class? _____
- 11) Where do I get help if I have test anxiety? _____
- 12) Explain why is it important to complete the homework after each class _____
- 13) Calculators are allowed in this class (TRUE or FALSE)
- 14) Where can I get additional help (circle all applicable)
a. my textbook b. my instructor c. Learning/Resource Center d. my classmates
- 15) What is the policy for late assignments? _____
- 16) How much time do I need to spend studying outside the class? _____
- 17) Why it is required to be in class on time? _____
- 18) If I come to class late 2 times, it will be counted as one absence (TRUE or FALSE)
- 19) The use of cell phone is allowed in class (TRUE or FALSE)
- 20) I will pass this class if I do all assigned work on time, come to every class prepared, and ask for extra help as soon as possible (circle TRUE or FALSE)

MATH IS FUN AND YOU CAN DO IT!



Tools

Study Behavior Inventory
and Metacognition
Rubrics

Learning Styles Survey

Study Environment
Survey

Time Management
Schedule

Learning Express Library

[On Course Self-
Assessment](#)

Available in the Learning Center and
online at <http://www.avc.edu/studentservices/lc/tools.html>

The image displays four overlapping educational forms. The top-most form is a yellow 'TIME MANAGEMENT SCHEDULE' with a silhouette of a person at a desk. Below it is a purple 'Student Study Behavior Inventory' with fields for Name, Course, Instructor, Student ID, and Date, and a table for self-assessment. The middle form is a white 'STUDY ENVIRONMENT ANALYSIS' with instructions and a table for evaluating three study locations. The bottom-most form is a yellow 'LEARNING STYLES INVENTORY' by Stein & Nihazy, with instructions and a table for self-assessment.

TIME MANAGEMENT SCHEDULE
IMPORTANT POINTS ABOUT A WEEKLY STUDY SCHEDULE

Student Study Behavior Inventory
Name: _____ Course: _____
Instructor: _____ Student ID: _____ Date: _____
Instructions: On the line, write the number that applies to the statement.

	Often (5)	Sometimes (3)	Never (1)
1. I regularly prioritize study tasks.			
2. I complete my study task, even when I don't want to.			
3. I select a time and a place for studying that is the most efficient and effective.			
4. I use a time management system effectively.			
5. I turn my work in on time.			

STUDY ENVIRONMENT ANALYSIS
The purpose of this inventory is to help you evaluate the three places you study most frequently. Begin by identifying these three locations in the blanks below. List them in the order in which you use them most frequently. Then answer each question according to whether the statement is mostly true or mostly false about each of the three places you have identified.

	Place A	Place B	Place C

LEARNING STYLES INVENTORY
Stein & Nihazy, Los Medanos College
Note: This form is not fillable. You must download and copy it in order to complete it.
Place a check on the appropriate line after each statement.

	Often	Sometimes	Seldom
1. I learn new information best by reading about it.			
2. When learning new material, I learn better by looking at diagrams, illustrations, pictures, charts, etc.			
3. While listening to a lecture, I like to take notes.			
4. Talking about a subject to someone else helps me clarify my own ideas.			
5. I am good with my hands and consider myself to be mechanically inclined.			
6. When I have the time, I prefer reading the newspaper rather than listening to the news on the radio or watching it on TV.			
7. When learning new material, I learn better if I listen to a verbal explanation.			

Using Classroom Assessment Techniques (CATS)



Purpose

- To assess course-related learning and study skills, avoiding gaps between what was taught and what was understood
- To help students make their learning more efficient and effective

Characteristics

- Learner-centered
- Teacher-directed
- Mutually beneficial
- Formative
- Context-specific
- Ongoing
- Rooted in good teaching practice

Angelo and Cross 4-6

CAT #6: Minute Paper



- **Description:** Before class ends, ask students to respond to “What was the most important thing you learned today” and “What important question remains unanswered?” Students write their responses on a piece of paper and hand them in to you.
- **Purpose:**
 - quickly check how well your students are learning what you are teaching.
 - help you decide if changes/instructional adjustments are needed
 - helps improve listening and metacognitive skills

CAT #38: Punctuated Lectures



- **Description:** During a lecture or demonstration, the teacher stops periodically and asks the students to reflect and write briefly about what they were doing during the presentation. Five steps: listen, stop, reflect, write, give feedback.
- **Purpose:**
 - provides immediate feedback on how students are learning.
 - help students focus on their listening and processing behaviors, self-monitor, and become more effective learners.

CAT #40: Diagnostic Learning Log



- **Description**
 - Focused versions of academic journals.
 - Students keep a record of each class session by writing the main points covered, ones understood and ones unclear.
- **Purpose**
 - Provide faculty with insight into their students' awareness and skills re: identifying their own strengths and weaknesses as learners.
 - Provide students with practice in skills necessary to becoming independent, self-directed learners.

Benefits of Group Work



- Involvement in their own learning/learning to work with others/active rather than passive
- Encourages skill building: breaking tasks into parts, problem-solving, communicating/giving and receiving feedback/resolving differences, summarizing, planning and managing time, etc.
- Accountability to each other and the group process
- Opportunity/enhancement of social skills
- Advantageous to the instructor: can assign more complex tasks/larger projects, may improve learning outcomes, etc.

Booklet—Success Strategies (for any discipline)



Ordering information for a class in any discipline:

1. Provide the title, editor, and ISBN in an Email.
Gurnee, Kim. Ed. *Success Strategies: Accelerating Academic Progress by Addressing the Affective Domain*. ISBN: 978-0-9817794-3-0
2. Send your request to
orders@impact-publishing.com
or visit the site online at
www.impact-publishing.com

Time for Sharing



What do you do in the classroom related to study skills improvement?



Learning Center Website



- www.avc.edu/student-services/lc
- Academic Skills
- ESL Success Center
- Math Center
- Reading Center
- Supplemental Instructions
- Writing Center
- Faculty Resources
- Workshops and Tutoring Schedule
- Tools for Students (with handouts)
- Learning Express Library

Feel free to call upon us to request:



- Classroom visits for general and/or instructional purposes
- Class visits to the Learning Center
- Targeted group tutoring sessions and workshops in the Learning Center
- Student referrals for individual consultations (ILIPs) to include early alert and at-risk students
- Collaboration re: assignments, rubrics, student issues
- Supplemental Instruction
- Directed learning activities (DLAs) if funding is available
- Faculty resources/information on LC Website

www.avc.edu/student-services/lc



Thank you
for attending
our
presentation!

Please consider
joining the
Learning Center
Advisory
Committee on
MyAVC



Contact information:

dfloreskagan@avc.edu

mcaproiu@avc.edu

wriider1@avc.edu

sbowers@avc.edu

Works Cited



Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993. Print.

Bereiter, C. and M. Scardamalia. "Intentional Learning as a Goal of Instruction." In L.B. Resnick (ed.) *Knowing, Learning, and Instruction: Essays in Honor of Robert Glasser*. 361-392 Hillsdale, NJ: Laurence Erlbaum Associates, 1989. Web.

---. "Intentional Learning as a Goal of Instruction." Ontario Institute for Studies in Education. 2005. Web.