

Strategies for Student Success - Teaching and Learning Faculty In-Service – March 5, 2015

Faculty small group responses to the questions:

- How does this discussion affect course design?
- How does it affect how you teach and how you advise?

Faculty Responses

- Identify learning styles
- “group therapy” Comfortable with learning environment
 - Talk about self and how you learn best-build relationships of trust
- Create environment where students can be successful
- “Find passion” what interests them- unique spark in each student.
- Shift paradigm from external to internal motivation
- “benefactor” or role of knowledge for student- take ownership- for others
- Model enthusiasm for learning & create atmosphere of fun & playfulness
- “spiritual” connection to people & place
- Service learning engages people and place
- Eliminate “good and bad” dichotomy re learning-specific academic areas- Brain Science
- Relate biographies of people who have been successful
- Create integrated learning courses “students see connections”
- What are transformational elements experiences to create student- a deeply spiritual to experiential
- Mono culture vs diverse environments
- Personal recruitment by instructor re to absences getting involved
- “Growing your brain” article (not inherent ability, but rather practice)
- Dev ED ENGL: Brain activities (weekly)
- Build on previous knowledge
- Strength –based/asses oriented approach
- Help student B to recognize he/she has the power & opportunity to change
- 7 habits of highly effective college students self-responsibility & community responsibility overall wellbeing (mind, body, spirit)
- Collaboration (not competition)
- Distributed leadership/talk to learn (Vygotsky)
- Goals, connections values
- Students complete a self-assessment (pre/post)
 - Accurate, introspective responses (self-regulating)
- Identify each student’s unique gift
- Relationships among classmates & between students & instructor
- Build community
- Shift in the paradigm: from recipients of knowledge to producers of knowledge
 - Creating self-directed learners/students at the center of their learning