Improving Student Success through FYE and TLC Partnerships

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Learning Outcomes for Today’s Session:

1. Discuss the advantages of FYE and TLC partnerships.

2. Describe how TLCs can support the work of First-Year Experience programs on campus.

3. Identify at least 3 strategies to build student success skills through professional development.
Sample FYS Learning Outcomes

You will develop a higher sense of self-efficacy by:

1. Engaging in career exploration, networking, and academic and career planning.
2. Identifying and utilizing strategies and resources that promote academic success, personal growth, and resilience.
3. Demonstrating critical thinking, information literacy, and technological skills.
4. Practicing interpersonal and related skills essential in a diverse, global society.
5. Reflecting on values, goals, decisions, and actions in relation to their impact on self and others.

5 Paper Fast Pass

Given the learning outcomes of this course, what is one way that a Teaching and Learning Center could provide assistance to FYS?
What academic skills do students need?

- Reading
- Note-taking
- Studying
- Information literacy/researching

The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell, After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.

(Bransford & Johnson, 1972)
Reading Comprehension: Importance of Background Knowledge
Recht and Leslie (1988)

<table>
<thead>
<tr>
<th></th>
<th>High Baseball Knowledge</th>
<th>Low Baseball Knowledge</th>
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<tbody>
<tr>
<td>Good reader</td>
<td>31.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Poor Reader</td>
<td>27.5</td>
<td>13.9</td>
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How Can We Help Students Build Prior Knowledge BEFORE reading?

**Mini-Lecture**
- Before Assigning Reading
- Reading Assignment Questions
- Organizational Tools such as Power Point slides

**Teach Skills**
- Preview Chapter
- Chapter Summary
- Table of Contents
Note-taking

Re-packaging notes
Preparation before class
Capturing key content

Using Share and Compare

Free Recall of Concepts
- Pause: 22.97
- No Pause: 16.63

Objective Test 12 days later
- Pause: 84.39
- No Pause: 76.28

Ruhl, Hughes, & Schloss (1987)
Studying: Retrieval based practice

Roediger & Karpicke (2006)

Retrieval based practice in action
Information Literacy

Peer-Reviewed Research

Abstract

Introduction

Method

Result

Discussion

Research Article

The Read-Recite-Review Study Strategy

Effective and Portable

Mark A. McNaught, Jane G. Parlett, and Gilbert V. Ianniello

Providing Online Support
What professional development opportunities support this?

Professional development approaches

- Workshops
- Learning communities/academies
- Syllabus support
- Retreats
- Student voices
Implementation

From **IDEA**

to

**IMPLEMENTATION**

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**Fast Pass Conversation**

**WHAT IS ONE TAKE-AWAY FROM TODAY’S SESSION?**
References


Questions? Comments?

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