Before we start, please write your name and course on the card stock!

Best Practices
For Teaching Teenagers and Young Adults

Sponsored by Arts & Sciences, ECCA, Early College Services, & CETL

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August 15, 2018
Our Goals Today:

- Discuss the unique challenges that come with teaching teens and young adults
- Learn why these challenges exist based on the development of these students
- Develop practical ideas for teaching these students and helping them succeed in college
The secret thoughts of teachers...

I’m sorry, is my teaching interrupting you?

Click here to watch "What teachers say in their heads"!
What are your experiences?

Think-Pair-Share

► Please turn to your neighbor and introduce yourself

► Please describe one tough situation you encountered in teaching teens and young adults

► Also please describe one unexpected surprise about teaching teens

How can we understand these challenges and surprises?
Teens and Young Adults are still Developing in many domains

- **Physical:** Body, brain, health behaviors, etc.
- **Cognitive:** Attention, memory, self-regulation, problem solving, etc.
- **Social/Emotional:** Emotions, empathy, motivation, social relationships, etc.

Why do you think that these circles intersect?
But the environment in which they develop also affects them.

But! The context of development affects them too.

How might this be?

Let’s look back at our examples...
By understanding their development AND environment we CAN support their needs!

- Called developmentally appropriate practice (DAP)
We can use DAP to support development in the challenging areas you mentioned!

<table>
<thead>
<tr>
<th>Research-Based DAP</th>
<th>Best Practices</th>
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<tbody>
<tr>
<td>To help develop rapport, use uncommonly attentive behaviors</td>
<td>Use names</td>
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<td></td>
<td>Notice when they are gone and contact them</td>
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<tr>
<td>Help cultivate a growth mindset</td>
<td>Teach them that mistakes are ok!</td>
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<td></td>
<td>Explain HOW to improve</td>
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<td>To help students meet expectations set them early</td>
<td>Active engagement with syllabi</td>
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<td>Required advising meetings</td>
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<td>To achieve best learning, use active engagement</td>
<td>Self-application</td>
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<td></td>
<td>Elaborative interrogation</td>
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<td>Repeated testing</td>
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<td>To improve classroom management, implement consistent policies</td>
<td>Operant conditioning</td>
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<td>Explaining cell phone and laptop policies are about distraction</td>
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<tr>
<td>Support skill development</td>
<td>Discover where they are at and help them improve</td>
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Handout for Success in College

Pass this out early but have students actively engage with this information!

Tips For Being Successful in College

Paradise College faculty share tips to help high school students prepare themselves to be successful college students.

EXPECTATIONS

- Attending class is critical. Students who miss just two consecutive classes will miss a lot, begin to feel lost and less connected to what is going on in the class, which can lead to not completing the course.
- Assignments are requirements, not suggestions. Following assignment instructions is very important.
- Class rules are set by the professor. Every professor has his/her own expectations in the classroom; these can and will be different between instructors and courses.
- Do not expect extra credit or to be able to submit late work.
- Performance, not effort, determines grades.
- Do not expect everything to be spelled out for you. Part of helping you become an educated individual includes asking you to figure things out on your own. The struggle to understand and master skills is part of the learning experience—embrace it.
- Expect to do homework, study, and manage several projects at once. Be sure to provide time in your schedule for this.
- Come to class prepared. Have the required textbooks and class materials and be ready to engage.

GOOD ADVICE

- Get to know your professor. Visit during office hours; call/email.
- Get involved outside of the classroom, too. You will feel more connected if you take the time to join a student organization or get involved in activities offered within your program of study. Make time in your schedule to do this.
- Ask questions often. As soon as you don’t understand something or you begin to feel lost in a course, get assistance from the professor, your classmates, and the Center for Academic Success. We are here to help you be successful.
- If you have an emergency, contact your instructor immediately. If you find yourself in a life crisis situation—for whatever reason—tell your instructor or a counselor. We have resources to help you; you will get the support you need if you ask for it.
- Do not rely on information from your classmates.
- Be an active participant in class. Come to class with the required reading and/or assignment done; ask and answer questions in class or online and be actively involved in your own learning.
- Have high expectations for yourself. Don’t sell yourself short. Success in college takes determination and stick-to-itiveness; you can succeed if you don’t give up.
Best pedagogical practices

- None of the 4 PASSIVE reading techniques were effective!
  - NOT highlighting
  - NOT summarizing
  - NOT memorizing keywords
  - NOT re-reading material

So, our students typically are wrong in thinking of how to best study!

Click here to access Dunlosky et al., 2013
Best pedagogical practices

- Meta-analysis examined effectiveness of 10 learning techniques (Table 4)
- Five most effective techniques were ones that required more **ACTIVE** processing:
  - Distributed practice
  - Practice testing
  - Elaborative interrogation
  - Self-explanation
  - Interleaved practice
Here are some techniques that help students learn best!

This publication does an excellent job of reviewing what research suggests about what learning techniques are likely to be most successful.

Click here to access a pdf of the publication.

Let's work in groups to look at a few articles.
Each group has the task of summarizing the learning technique described!
Here's another research-based resource on the best learning techniques.

This book does an excellent job of reviewing what research suggests about what learning techniques are likely to be most successful.

You can borrow it from the Hub in CETL.
Might you use one or more of these tools that we discussed to learn about your students, understand their perspectives, and use DAP?

A. Definitely
B. Probably
C. Probably not
D. Definitely not

Turn your plinker card to the direction that reflects the answer you want. Click here to learn about using plickers to engage students in class.

We would love to hear what tool(s) you are thinking of trying!
What do you think?

Think-Pair-Share

- Please turn to your neighbor and discuss one DAP approach you want to try to use!
- Also discuss how using DAP can help you help your students develop in a positive way
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Did we reach our goals for the day?  
Please fill in the evaluation about the workshop!
Thank you for your willingness to support our students!

- Click [here](#) to get access to this presentation!
- Any questions or thoughts?
- Please feel free to email us at:
  - llyne@parkland.edu
  - sgrison@parkland.edu
- We look forward to continuing to work with you in the future!