



# Best Practices For Teaching Teenagers and Young Adults

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

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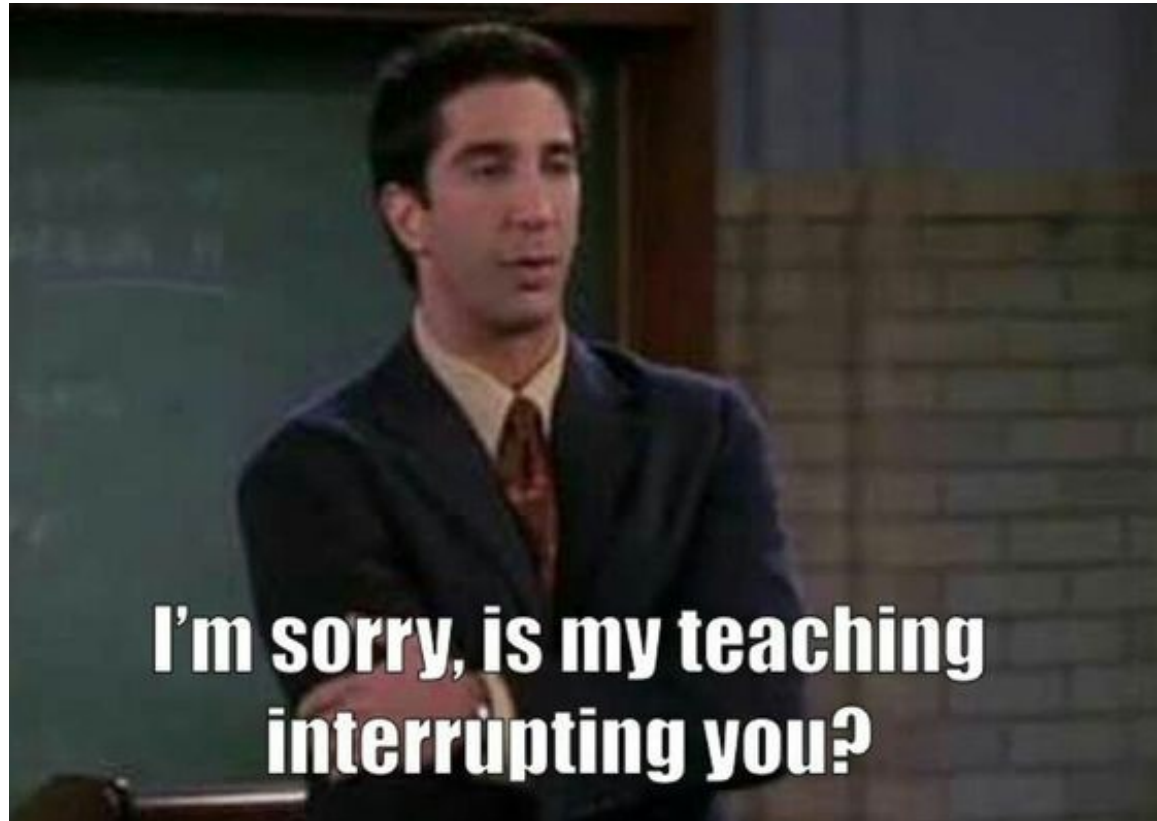
Before we start,  
please write  
your name and  
course on the  
card stock!

# 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...



[Click here](#) to watch "What teachers say in their heads"!

# What are your experiences?

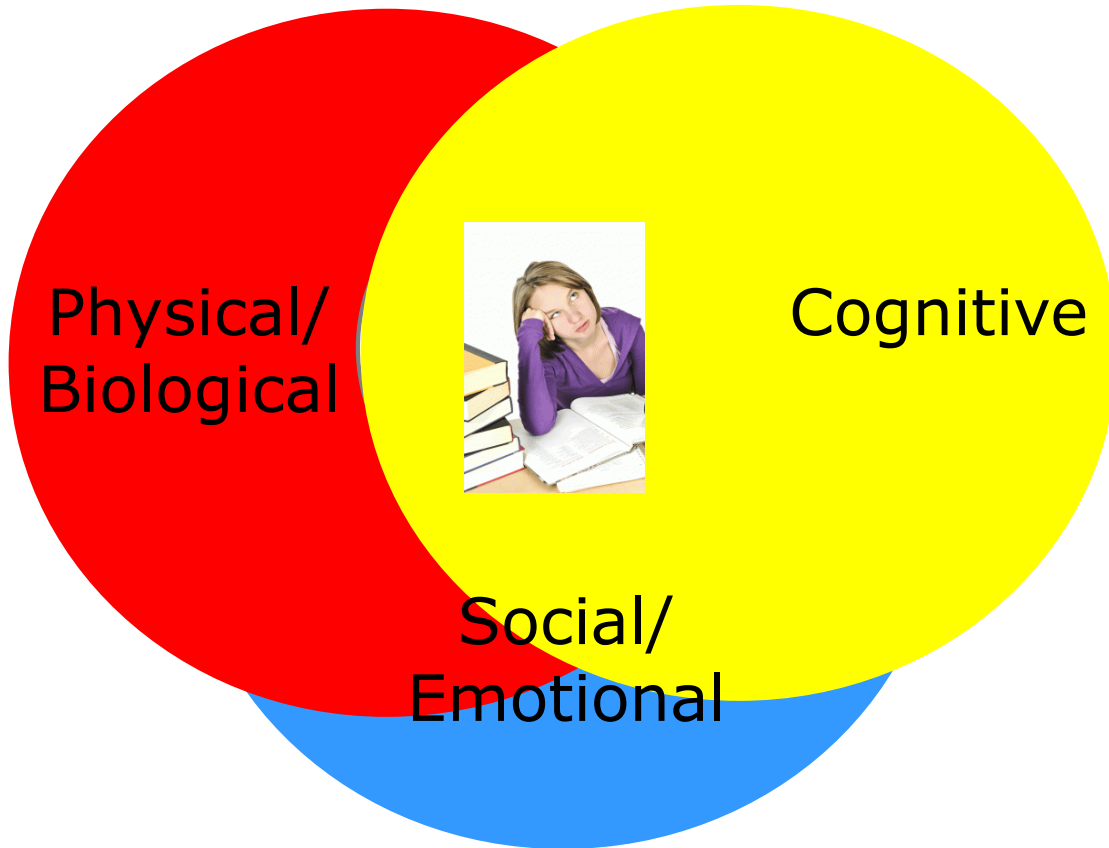


## Think-Pair-Share

- ▶ 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?

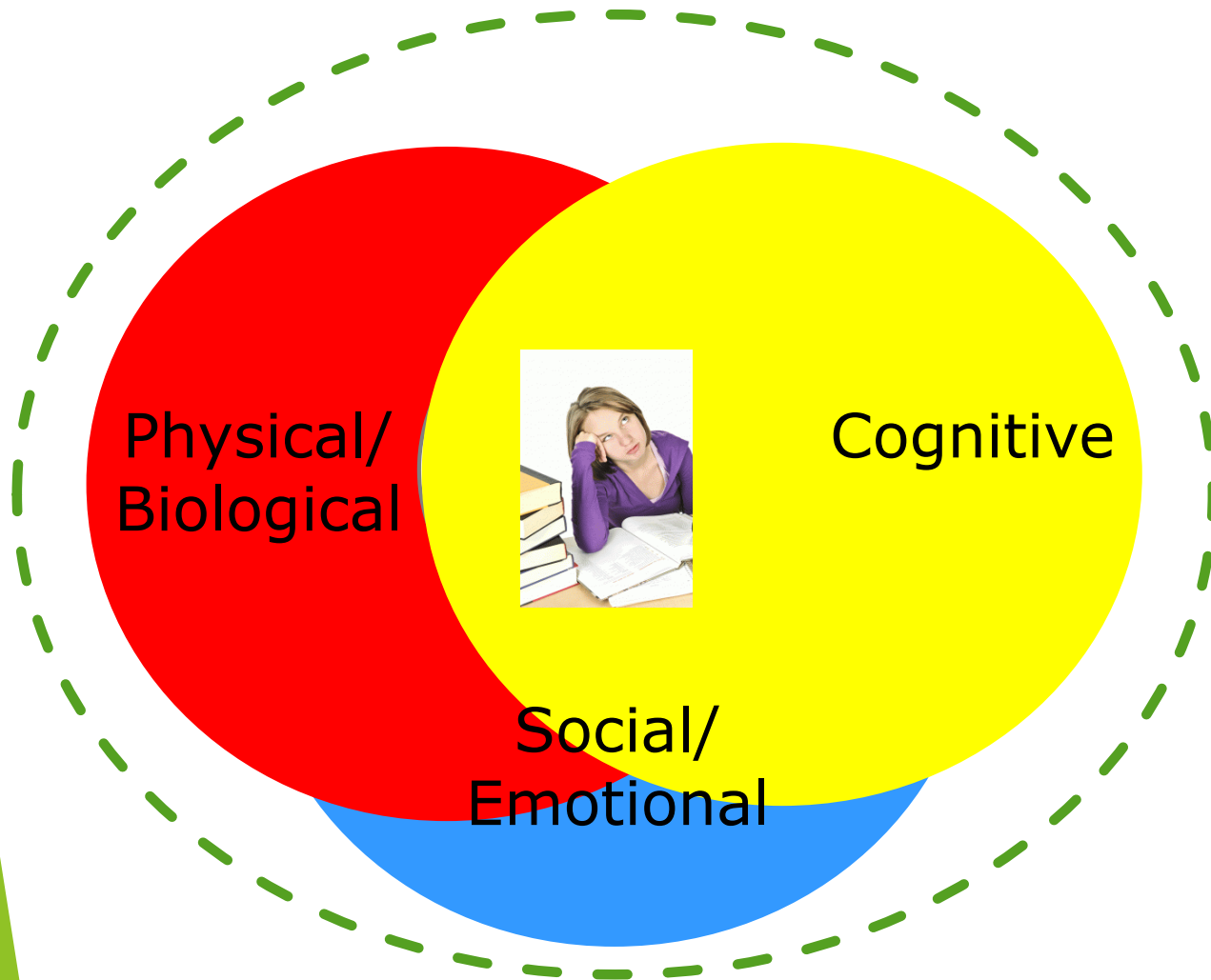
# Teens and Young Adults are still Developing in many domains



- ▶ **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



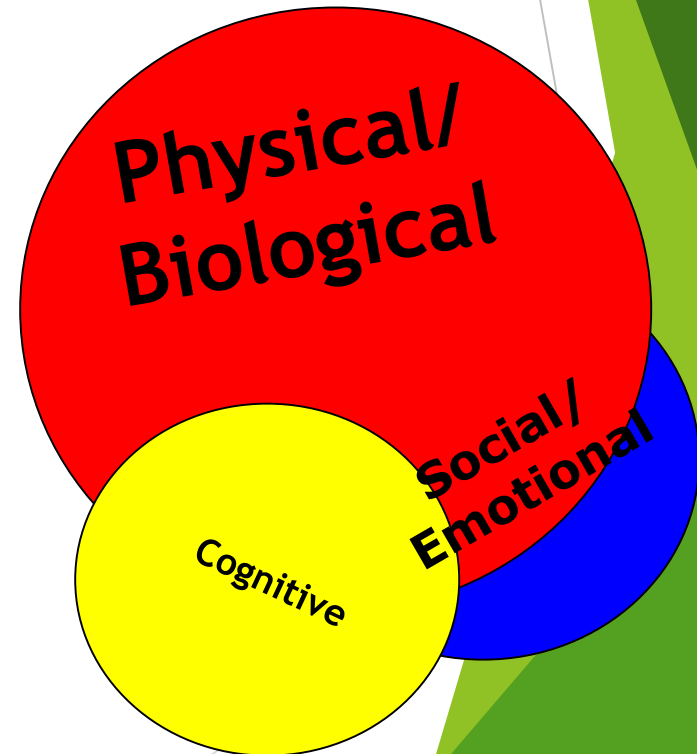
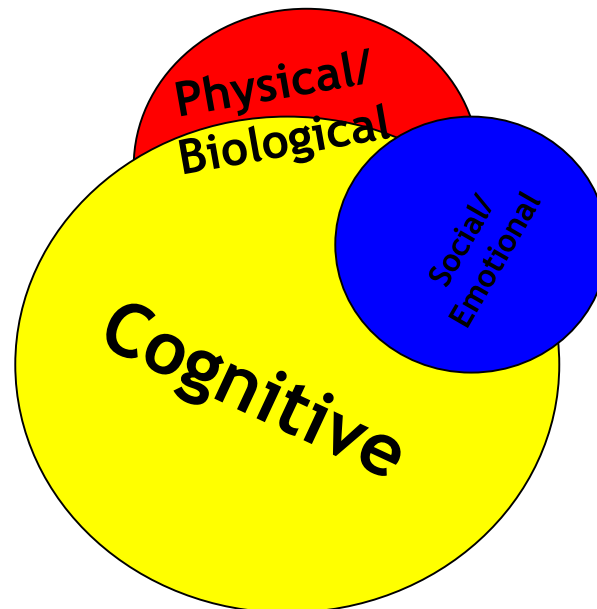
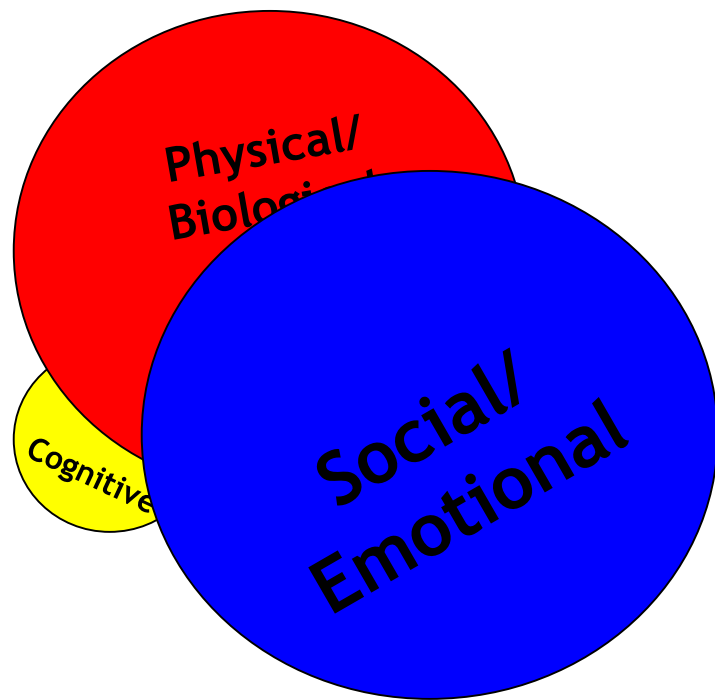
But! The **context** of development affects them too.

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!

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



# Handout for Success in College

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

## Tips For Being Successful in College

*Parkland College faculty share tips to help high school students prepare themselves to be successful college students!*

IT ALL COMES DOWN TO.....

- Time Management
- Ask Questions
- Attend Class
- Actively Participate
- Do Homework
- Take Ownership
- Study
- Don't Give Up

### 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 if 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, determine 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 take 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!

## Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

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Improving Student Achievement

45

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques


Technique	Utility	Learners	Materials	Criterion tasks	Issues for implementation	Educational contexts
Elaborative interrogation	Moderate	P-I	P	I	P	I
Self-explanation	Moderate	P-I	P	P-I	Q	I
Summarization	Low	Q	P-I	Q	Q	I
Highlighting	Low	Q	Q	N	P	N
The keyword mnemonic	Low	Q	Q	Q-I	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I	P	I
Rereading	Low	I	P	Q-I	P	I
Practice testing	High	P-I	P	P	P	P
Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

Note: A positive (P) rating indicates that available evidence demonstrates efficacy of a learning technique with respect to a given variable or issue. A negative (N) rating indicates that a technique is largely ineffective for a given variable. A qualified (Q) rating indicates that the technique yielded positive effects under some conditions (or in some groups) but not others. An insufficient (I) rating indicates that there is insufficient evidence to support a definitive assessment for one or more factors for a given variable or issue.

[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



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Improving Student Achievement 45

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Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

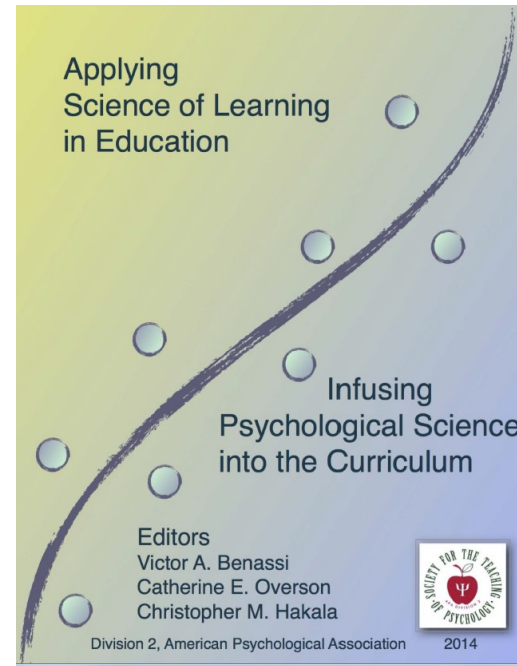
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Dunlosky et al., 2013

# 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.

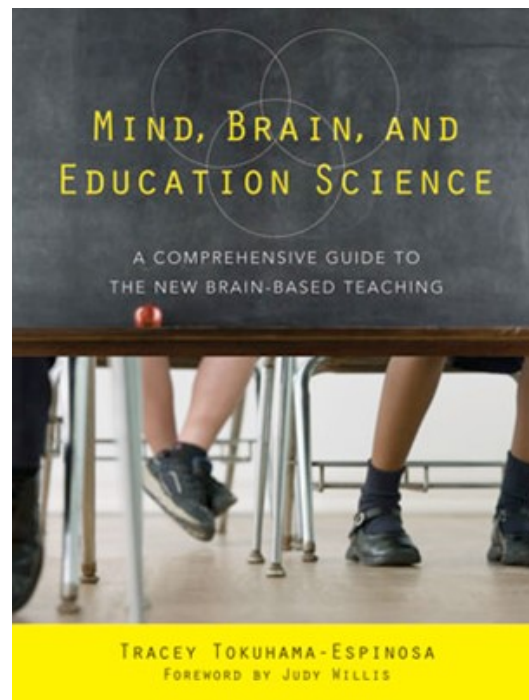
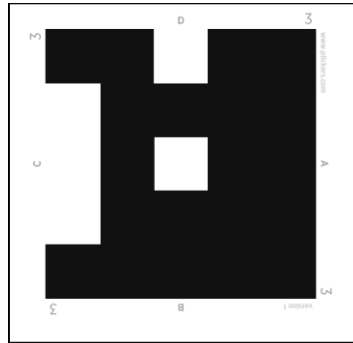


TABLE 4.1  
Four OECD Categories Compared with Best Evidence Encyclopedia and What Works Clearinghouse

Four Categories of Information in the Emerging Field of Educational Neuroscience/Mind, Brain, and Education Science	Best Evidence Encyclopedia	What Works Clearinghouse
<b>WHAT IS WELL ESTABLISHED (A)</b>	<b>STRONG EVIDENCE OF EFFECTIVENESS</b>	<b>POSITIVE EFFECTS</b>
A1. "Human brains are as unique as faces; while the basic structure is the same, there are no two which are identical. While there are general patterns of organization in how different people learn and which brain areas are involved, each brain is unique and uniquely organized." A2. "All brains are not equal in their ability to solve all problems. Context as well as ability influence learning. Context includes the learning environment, motivation for the topic of new learning, and prior knowledge." A3. "The brain is a complex, dynamic, and integrated system that is constantly changed by experience, though most of this change is only evident at a microscopic level." A4. "Human brains have a high degree of plasticity and develop throughout the lifespan, though there are major limits on this plasticity, and these limits increase with age." A5. "Connecting new information to prior knowledge facilitates learning."	At least one large randomized or randomized quasi-experimental study, or multiple smaller studies, with a median effect size of at least +0.20. A large study is defined as one in which at least 10 classes or schools, or 250 students, were assigned to treatments. Smaller studies are counted as equivalent to a large study if their collective sample sizes are at least 250 students. If randomized studies have a median effect of at least +0.20, the total set of studies need not have a median effect size.	Strong evidence of a positive effect with no overriding contrary evidence.  Two or more studies showing statistically significant positive effects, at least one of which met WWC evidence standards for a strong design.  No studies showing statistically significant or substantively important negative effects.

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 plicker 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

# Our Goals Today:

- ▶ Discuss the unique challenges that come with teaching teens and young adults
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- ▶ Develop practical ideas for teaching these students and helping them succeed in college



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](mailto:llyne@parkland.edu)

[sgrison@parkland.edu](mailto:sgrison@parkland.edu)

- ▶ We look forward to continuing to work with you in the future!