One More Student

Session 3: Is there such a thing as an exciting lecture?

Workshop series by First Year Experience and Center for Excellence in Teaching & Learning

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Our goal is to discuss how we can keep one more student by:

- Discussing the academic challenges our students face
- Understanding what learning techniques research suggests to be effective
- Coming away with practical tools to help engage students in effective learning strategies

Now we want to know who you are and what your goals are!
We know academic support is just one of our students' varied needs.

Click here to access the PPT slideshow on the Anatomy of a Parkland Student. And click here for the handout on the challenges Parkland students face.

- 15% come to class often/very often without completing assignments
- 40% care for dependents living with them
- 25% work more than 30 hours per week
- 31% are self-financing their education
- 75% do not participate in college activities
- 70% said Parkland does not help them with non-academic issues
But do students know how best to learn?

What do you think that students say is the most effective way to learn by reading a textbook?

A. Highlighting information
B. Summarizing key points
C. Memorizing keywords
D. Re-reading material

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.
But do students know how best to learn?

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Do you agree with them? Why or why not?  
Let’s see if it’s true...
Let's explore some techniques that might 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!
Now let's talk together as a larger group to delve into these techniques further

- What do these learning techniques have in common?
- And how do these learning techniques differ?
What these learning techniques have in common...

- 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

Click here to access Dunlosky et al., 2013
So, were the students' correct or not in their view of how to best read?

- 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
How these learning techniques differ...

They can be applied to learning in different situations:

1. Reading textbooks and comprehending written material
2. Learning while in the classroom
3. Doing homework
4. Taking quizzes and tests

Let's partner up and take a minute to think of how we can apply the 5 active learning techniques to these situations!
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.

Click here to access Table 4.1 from Mind, Brain, and Education Science
Did you realize you were using active learning techniques in our session today?

We used a Background Knowledge Probe at the start.
Click here to access the chapter.
Click here to see Student Engagement Techniques or borrow it from the Hub in CETL.

We also used a Jigsaw technique to discuss the research articles and Think Pair Share to come up with learning activities for our students.
Click here to access the chapter on Jigsaw and here to access the one on Think Pair Share.
Click here to see Collaborative Learning Techniques or borrow it from the Hub in CETL.
What success have we had at Parkland using these active learning techniques?

In Psy101 we wanted to encourage active reading of the text

- Two faculty and six sections totaling 160 students took part
- Students were asked to write answers to reading activities while reading the textbook before class for a low-stakes grades
- All rated their attitudes towards the textbook and reading it at the end of the term
What success have we had at Parkland using these active learning techniques?

In Psy101 we also wanted to encourage active engagement with homework

- 2 faculty & 6 sections with 160 students took part
- Students were placed in a group:
  - Group A: InQuizitive for odd chapters
  - Group B: InQuizitive for even chapters
- All took the post-quiz at the end of the chapter

Preliminary analyses show that higher online homework grades are associated with higher quiz grades.
Might you use one or more of these four approaches to increase active learning?

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.
What other approaches can improve student retention and success?

- Check out the rest of the One More Student workshop series
  - Attendance at 2+ workshops is needed to teach FYE101 for 2017-18
  - Session Four: How Do We Get Students to Come Back? (May 4, 12-1)
  - ALTERNATE OPTION: Four-Hour Workshop of all sessions (May 19, 9-2)

Are you considering attending another workshop? Might you want to teach FYE?
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What do you think?
Did we reach our goals for the day?
Please fill in the evaluation about the workshop!
Check out new programs in the fall!

- New PT Faculty Academy program!
- Health and wellness programming!
- Growth mindset workshops!
- Support for student response systems!
- Brain-based learning workshops!
- One-on-one consults!
- And more!
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:
  - clarenas@parkland.edu
  - dryan@parkland.edu
  - sgrison@parkland.edu
- We look forward to continuing to work with you in the future!