Accelerating Academic Success 101

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OnRamps
Professional Development
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after this workshop you will be able to:

• identify the problem OnRamps is working on and the solution OnRamps is trying to solve

• identify dimensions of college success

• Big Ideas for accelerating college success (Conceptual Framework)

• select real, research-based strategies for accelerating student success

• identify resources for learning more about this domain
Problems and Solutions
Bishop Gorman High school
College Preparatory
1801 Maryland Parkway, Las Vegas, Nevada

REL4: Religion A+ 4.25
BIO4: Anatomy and Physiology A+ 4.25
SP4: AP SPANISH A+ 5.25
HIS4: AP GOVT A 4.0
MATH: PRE-Calculus A 4.0
ENG4: AP ENG LIT A+ 5.25
MISC: Technology A+ 4.0
YB: Yearbook P 1.0
PE: Weight Lifting A+ 4.0

*Athlete
Bishop Gorman High School
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1801 Maryland Parkway, Las Vegas, Nevada

REL4: Religion A+
BIO4: Anatomy and Physiology A+
SP4: AP SPANISH A+
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MATH: PRE-Calculus A
ENG4: AP ENGLIT A+
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YB: Yearbook P
PE: Weight Lifting A+

*Athlete

University of Nevada Reno
Reno, NV

ENG 201 Honors English Literature B
Math 126 Algebra and Trig C-
Spanish Spanish 201 A
Political Science Honors Intro to Political Science B-
Core Western Civilization B-

**Transcript**
Problem: Misalignment in ways of thinking and doing in high school and college
## Learning approach

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewarded for</td>
<td>Rewarded for</td>
</tr>
<tr>
<td><strong>Surface Learning:</strong> motivated to get by</td>
<td>• <em>Deeper Learning</em>: motivated to develop mastery</td>
</tr>
<tr>
<td><strong>Strategic Learning:</strong> motivated to get an A</td>
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**Misalignment** in ways of thinking and doing in high school and college
Misalignment in ways of thinking and doing in high school and college.
**Consequences of Misalignment for Students**

**High School**

**College**

- Shock
- Self-doubt
- Mismatch of choices
- Time to Degree Increases
- Drop out?

**Misalignment** in ways of thinking and doing in high school and college
College Reflection

What do you wish you would have done in high school to accelerate your college experience?
College Reflection

“I would have learned more skills like guitar-playing so I could woo the girls, and maybe studied harder for my advanced classes, also for the same reason.”

UT Sophomore, Engineering
College Reflection: Students

• I wish I would have learned that procrastination and anxiety are very bad. My study skills aren't that great because high school was too easy for me. I could write a major paper the night before it was due and end up with the highest grade.

• I wish I would have been tested more on theories and ideas. I feel that in high school we are taught more to memorize. College is not about memorization. It's about understanding.

• Developed better time management skills, gotten into physical shape, and payed more attention in class/learned how to study

• I wish I would have been more informed about the whole college experience. Also, wish I would have known how crucial it is to study and be responsible once one is on his/her own

*Excerpted from DEDP Project, PI Dr. Cassandre Alvarado*
College Reflection: Faculty

• Intellectual and historical curiosity, the ability to read carefully, the ability to make connections between/among diverse ideas.

• I expect them to have intellectual curiosity about the world and society, to be able to pose questions about the unknown or the uncertain, and to be able to express themselves with a certain degree of clarity.

• Some time management and responsibility, as well as basic grammar and sentence structure abilities. I did not expect any area knowledge or advanced research skills.

• Need a lot of support coming to terms with challenging text, can’t be explicit about what in the text they didn’t understand. Not used to looking beneath surfaces; don’t know they can have subjective confrontation with what’s around them.

*Excerpted from DEDP Project, PI Dr. Cassandre Alvarado*
## Differences in Content

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<th>High School</th>
<th>College</th>
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<td>Emphasizes development of content knowledge</td>
<td>Requires higher order cognitive and foundational skills</td>
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**Misalignment** in ways of thinking and doing in high school and college
Problem: misalignment in ways of thinking and doing in high school and college, which has consequences for students, colleges, disciplines, workforce
OnRamps Solution: accelerate students in their first year (versus remediate them).
Dimensions of College Success
## Dimensions of College Success

<table>
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<tr>
<th>Content Knowledge</th>
<th>Key Cognitive Skills</th>
<th>Foundational Skills</th>
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<tbody>
<tr>
<td>ELA, Math, Science, Social Sciences</td>
<td>Intellectual Curiosity, Reasoning, Problem Solving, Academic Behaviors, Work Habits, Academic Integrity</td>
<td>Reading, Writing, Researching, across the curriculum, Use of Data Technology</td>
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Dimensions of College Success

Key Cognitive Skills

• **Intellectual Curiosity:** Demonstrate willingness to take intellectual risks by investigating novel, controversial, or unpopular opinions or conclusions.

• **Reasoning:** Identify counter examples to disprove a conclusion.

• **Problem Solving:** Apply previously learned knowledge to new situations.

• **Academic Behaviors:** Persevere to complete and master tasks.

• **Work Habits:** Complete work with minimal supervision, seeking assistance accordingly.

• **Academic Integrity:** Evaluate sources for quality of content, validity, credibility, and relevance.
# Dimensions of College Success

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<th></th>
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Big Ideas about Accelerating Success

(Conceptual Framework)
Big Ideas about Accelerating Student Success

College readiness is **not a binary**, it is a spectrum - students need targeted feedback to improve areas where they are weak.
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College readiness is **not only about content**, indeed it may be more about ways of thinking--students need opportunities to develop cognitive strategies in addition to content knowledge.
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College success is **not static**, even for kids who aren't expert in every dimension, but we can accelerate them through directed effort.
Instructional Design Tips
Tips for Instructional Design

**Grading** - have options for teachers to give college level AND high school level grades
Sustained engagement - assignments that take more than 1 hour to complete
SandBoxes

- *Experimentation* - practice multiple solutions/drafts/ideas in response to prompts

- *Knowledge transfer* - practice apply knowledge to new situations

- *Metacognition* - practice developing awareness

- *Organizing and Networking Knowledge* - practice finding connections in knowledge across multiple disciplines

- *Collaboration* - normalize the experience of constantly interacting with peers about subject matter
Goal setting - help students recognize their ability to set and achieve goals (when the motivation is right)
**Readings** - give students practice with doing heavy amounts of readings
Study skills - give students practice developing study methods that will help them retain knowledge
Resources for Learning More
Texas College and Career Readiness Standards
Resources

**College Knowledge**
What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready
David T. Conley

**College and Career Ready**
Helping All Students Succeed Beyond High School
David T. Conley

**What the Best College Students Do**
Ken Bain
Acknowledgements:

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http://scholar.harvard.edu/julieschell