Proceedings of the Roosevelt University
Mini-Conference on Teaching

Volume Seven
2010
Further suggestions for instructions include:

students who may have missed a class, discouraging late
session, and closing the door following the completion of that
conducting a student “recall” session regarding the previous
classroom, similarly, is an environment that can be used to
With respect to faculty applications of these principles, the
comprehension can be successfully addressed.

a group setting, such as specific mathematical functions,
Chronic concerns that cannot adequately be resolved within
The advantage of this type of approach is that the specific
staff and content tutors (who include honors undergraduate
within a traditional classroom setting, both from professional
the type of extended-time remediation that is not possible
students can study, receive small group and
small conversation area with two chairs and a coffee table, as
The Environment and Learning Experience

London’s art collection) as well as several paintings from the University’s art collection)
so that others may learn from our successes and challenges,
and students by working closely with its faculty advising board

The Environment and Learning Experience

Acknowledging the influence of instructors who “appear to
be human and caring,” the receptive environment established
within the Academic Success Center (ASC) has been guided
by the principle that students seek out those who make them
feel comfortable and avoid those who cause them to feel
uncomfortable, or who provide unwarranted experience. It has
also sought to recognize that the help of instructors is greatly
influenced by prior expectations, as well as that the
environment within which an interaction takes place
will greatly influence its outcome. Taking these factors into
account, the career advisor has been physically arranged to
create a comfortable/casual space (including a small
conversation area with two chairs and a coffee table, as
well as several paintings from the University’s art collection)
within which students can study, receive small group and
individualized instruction, page through a magazine or
newspaper, and have computer access. Additionally, the ASC
is designed to be a place where students can talk out their
ideas, receive non-judgmental study skills advice, and

Clarify the section of the text that needs to be highlighted or expanded upon.
We read all the journal entries that varied in number based on number of sessions facilitated at the BGCC and coded for themes. The themes that emerged were: basic content summaries of the lessons, misconceptions about teens that were changed, advantages and disadvantages of group co-facilitation, community service/volunteering, reactions to the LU2 curriculum, and how they, as undergraduates, changed from the experience.

Below we present some representative quotes from the undergraduates’ journals on several themes. For example, while recounting her experience with community service and volunteering, one junior said, “I found that going home after working with these teens is extremely rewarding. I feel like I’m meeting people I would never meet with my lifestyle and it’s exciting to hear what the kids have to say, I even talk about it to my co-workers and I love the reaction they give me when I say I volunteer. It’s usually along the lines of, ‘I could never do something like that’ or ‘they laugh at me because it is so out of my character.’ Especially with my crazy busy schedule, I feel like I would make time to do more volunteer work after this is over.”

There were both positive and negative reactions to the structured curriculum; the students liked some parts and pointed out flaws. A senior had both positive and negative things to report. She said, “I also noticed that kids were more prone to remembering the catchy phrases that the LU2 curriculum had employed …This is something I think the LU2 program does well. They come up with easily rememberable names for the techniques and lessons.”

Kozol’s Kids as Adult Learners: Implementing ‘Wraparound’ Instructional Practices

Vince Cyboran
Graduate Program in Training and Development, Evelyn T. Stone College of Professional Studies, Roosevelt University

Borrowing from both health and social services models, we, as faculty in practitioner programs can move beyond the explicit curriculum of our programs and incorporate “wraparound” services for our students. That is, we can emphasize and magnify the natural strengths and informal supports of our students. We can do so by implementing the three guiding principles of what I term a “Model of Inclusive Education for Professional Development (IEPD)”: competency, connections and caring. This article briefly describes these principles and covers explicit methods and techniques used to foster professional development in students, eschewing “skill and drill” and stimulating students’ self-efficacy and potential. Specifically, it addresses how to provide students with the foundational skills they need to succeed in school and beyond, and how to avoid predatory admissions in higher education.

Lessons Learned

After our own reflection on this course, we have discovered a number of things that if we were to repeat, we would change to improve the process for everyone involved. We discovered that when finding a community partner, it was helpful to network and be flexible, but plan for various contingencies far in advance. In addition, it was crucial to have the students visit the site in advance of the actual service so they could familiarize themselves with the site and the administrators, and so the adolescents would recognize them when they returned for the sessions.

Some things we could not change along the way, but would improve if we were to do this again, would be to warn the students about the time commitment in advance (at registration) and to get help. It would have been much easier to have additional teaching assistants to help, or request a faculty course reduction for the semesters, as the time commitment was much more than a regular course. Also, we learned the value of downsizing. Fewer undergraduates working with fewer adolescents would have significantly reduced the complexity of the course. We also found that a more flexible curriculum, or not rigid adherence to the existing one, would have been easier for all involved. Lastly, providing food for the adolescent groups and incentivizing them in other ways was invaluable.

Competency

Much has been written about fostering competency in professional education (Houle, 1980; Schön, 1987). Much has also been written about providing educational scaffolding for learners in those settings (Bonk, Lee, Kim, & Lin, 2009). Within the IEPD model, the fostering of competency is extended beyond past practices by addressing an additional focus — foundational skills — and a strong focus on learner self-assessment.

Foundational Skills

What to include under foundational skills will necessarily depend upon the profession or area being studied. For example, in the Training and Development Program, I offer the following suggestions for helping students improve their foundational skills.

<table>
<thead>
<tr>
<th>Type of Foundational Skill</th>
<th>Strategy/Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Writing for success: Choose key areas on which to focus. Provide a few minutes of direct instruction at the start of each class session.</td>
</tr>
<tr>
<td>Reading</td>
<td>Inspectinal reading: Help students understand the structure of any texts in use and how to make the most of examples, charts, etc. provided in the text. Give specific exercises that ask students to demonstrate an understanding of the text organization and examples.</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Course packs: During the first session, distribute packets that contain the syllabus, feedback sheets, templates for and examples of assignments. Success paths: Create a graphic organizer of how the course works: that is, showing what work is done to prepare for class, what work is done in class, and what work is done following class. Discuss this during the first session. Course web sites: Keep the digital versions of the syllabus, templates and so forth there. Also, create forums for students to ask questions and to continue conversations between class sessions.</td>
</tr>
</tbody>
</table>

*Inspectional Reading: The concept of inspectional reading was introduced by Adler and Van Doren.*