ENGAGING AND SUPPORTING THE WAKE FOREST STUDENT: PEDAGOGICAL APPROACHES TO SUCCESS

The Office of Multicultural Affairs and The Teaching & Learning Center
• **Introductions**
  
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  o **Provost Rogan Kersh**
  
  o **Catherine Ross, PhD**
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• **Who else is in the room and why?**
• The case for increased awareness and competence
• What makes a Millenial? What assets do they bring to our classrooms and campus community?
• What challenges do they face?
• What can we do to position them for success?
• We won’t cover everything.
• The information shared will not reflect all students in all settings / situations.
• An intercultural mindset is more effective than a monocultural one (IDI, LLC, 2012).
• “…students who master course content but fail to develop adequate academic self-confidence, academic goals, institutional commitment, social support and involvement may still be at risk of dropping out” (Chandler, 2008).

• “Students must develop a strong affiliation with the college academic environment both in and out of class” (Chandler, 2008).
Rogan Kersh, Provost
OMA/TLC Workshop
April 2013
Overview: American Generations
Gen Y: What We Think We Know

THE MILLENNIALS: THE BEST. GENERATION. EVER.

Key Characteristics

- Conservative
- Obedient
- Clean
- Well-mannered
- Hyper-organized
- Future-oriented
- Hard-working
- Productive
- Self-improvers
- Little 'generational identity'
- Tolerant
- Culturally Egalitarian
- Self-confident/Narcissistic
- "Always On" (Wired)
- Surface-Dwellers
- Incurious Intellectually
- No Life-
- Transforming Passions/Causes
- High-pressure… "it's all work"
So Why'd Gen Y Turn Out This Way?

- Work culture
- World events
- Media
- Parents and family
- Education
- Social environment

Gen Y influences

CONFORMITY
When People are Free to Do as They Please, They Usually Imitate Each Other.
Gen Y Support
- Overstressed/Routinized
- Mentors Wanted: Faculty Fellows

Central Hub: Wellness Center

“Wired” Generation: Well-being Apps

National Model: Well-being Metrics
Deep Learning, Deep Teaching

Today’s Students

Wake Forest University
“We’ve gotten accustomed to a system in which the very few excel in school (and reap the rewards in the vocational world beyond) and the many stumble along and more or less get by, or get through, or fail.”

Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)

Understanding Motivation
Ambrose et al, p. 80
Students’ motivation generates, directs, and sustains what they do (Ambrose et al, 2010)
• Brief intro to metacognition
Metacognition is “the process of reflecting on and directing one’s own thinking”

• Metacognitive processes to monitor and control learning: (Ambrose et al, pp. 190-193).
  o Assess the task at hand
  o Evaluate own skills and knowledge, identify strengths and weaknesses
  o Plan approach to task
  o Apply strategies and monitor progress
  o Reflect on whether approach is working/adjustments
QUESTIONS TO PONDER

What the Best College Students Do

KEN BAIN

C. Ross
Is the course built around clearly identifiable questions to be pursued or abilities to be mastered, and does it help the students see the importance, beauty, and intrigue of those questions and abilities?
Does the course allow students multiple opportunities to engage in higher order activities in pursuit of those questions or abilities, receive feedback, and then try again before anyone “grades” their work? Or does everything ride on one or two high stakes tests or papers where there is no chance to revise and improve what they have done?
Do students have the opportunity to collaborate with other learners struggling with the same problems, questions and abilities? Does the instruction foster that collaboration?
Does the class encourage speculation, and an opportunity to exercise new skills even before students are well-versed in the discipline? People learn by doing, yet some courses insist that students must memorize myriad facts before they can plunge into doing any substantial intellectual, physical or emotional work.
Does the course challenge existing ways of thinking and seeing the world? …One of the great traditions of a liberal arts education is that it ideally helps students realize the problems they face in believing whatever they may accept, putting them in situations where their existing models do not work.
Does the course expect students to grapple with important questions, mount their own arguments, exchange ideas, accept challenges, and defend their conclusions with evidence and reason?
Do the course and professor provide the kind of support that students need as they struggle with important, intriguing, and beautiful questions? This support may take many forms: intellectual, physical and sometimes even emotional.
Do students come to care about the inquiries, the promises and the invitations of the course, and about whether their existing paradigms feel challenged and do not work?
Do students in the class generally feel in control of their own education (learning), or manipulated by requirements?

Do they believe that their work will be considered fairly and honestly and in keeping with standards that are important beyond the class?
Does the course encourage and help students to integrate the questions, concepts, and information broadly with other courses and with their understanding of the world?
Does the course offer inductive opportunities to learn, moving from specific examples to general principles? Or does it offer only general principles to be memorized and regurgitated?
Do students believe that their work in the course will matter, that is, will it make a difference in the world?
Does the instructor clearly believe in the students’ abilities to grow, to develop the dynamic powers of their minds, or does the teacher assume that abilities come prepackaged, with little or no chance to improve? Does the instructor have a fixed or flexible view of the intelligence and talent needed in the class?
WHAT DOES IT ALL MEAN?

- Authentic and relevant
- Just-in-time
- Explicit
- Multiple Modalities
- Linked knowledge: across time and experiences
- Interactive and engaging
• A Vision of Students Today
Bibliography


Cross, K. P. (2005). *What Do We Know About Students’ Learning and How Do We Know It?*. Center for Studies in Higher Education. University of California, Berkeley, CSHE.7.05.
