


Issues and Strategies for Student Academic Support and Counseling

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Learning Expectations


- Examine various components of academic support and counseling
- Apply insights about common issues to realize practical and effective strategies
- Examine your situation and develop an action plan for enhancing academic support for learners

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One other expectation


Use today's seminar to close the series by reflecting on and integrating learning and insights from previous seminars



Previous Seminars in Series

- Norman – Cognitive perspective
- Dannefer – Portfolios, competence, and reflection
- Curry – Styles and preferences
- Robins – Learning environments
- Pelley – Concept maps and integrative thinking

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People generally remember. . . .

- 14% of what they hear
- 22% of what they see
- 50% of what they hear and see
- 90-95% of what they hear, see, *and* do

Source: Howe, M., 1997; Robinson, R. D., 1994


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Noteworthy Pause

- Adults don't like to take notes
- Passive involvement leads to forgetting 50% by this time tomorrow
- Jot down notes, comments, and questions
- Collective wisdom – learn with and from each other


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In this session

- Broad view of academic support and counseling
- Focus on learning and learning how to learn
- Institutional and group considerations
 - Formats and examples
- Individual considerations
 - Strategies and examples


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Academic Support

- Centralized or decentralized
- Tutoring
- Study groups
- Peer-assisted learning
- Supplemental instruction
- Personal, social, cultural, emotional support


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Academic Counseling

- Educational program guidance and planning
- Career interests
- Career decision making
 - Specialty choice
- Post graduate planning
 - Fellowships
 - Residency application
 - Advanced degrees


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Inputs

- Rigorous admissions process
 - Vary considerably across schools
 - Rich source of research literature
- Predictors useful only to a degree
 - Cognitive variables
 - Academic achievement
 - Non-cognitive variables


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Common Academic Concerns

- Content
- Study skills and test-taking
- Time management
- Personal
- Professional
- Learning difficulties (e.g., LD, ADHD)

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Content Issues

- Proactive/Preventive
 - Clarity about learning expectations
 - Breadth and depth
 - Scope and sequence
 - Orientation and priming at major transitions
 - Situate learning in context of past and future
 - Make learning meaningful
 - 3 R's: relevant, related, responsible

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Content Issues

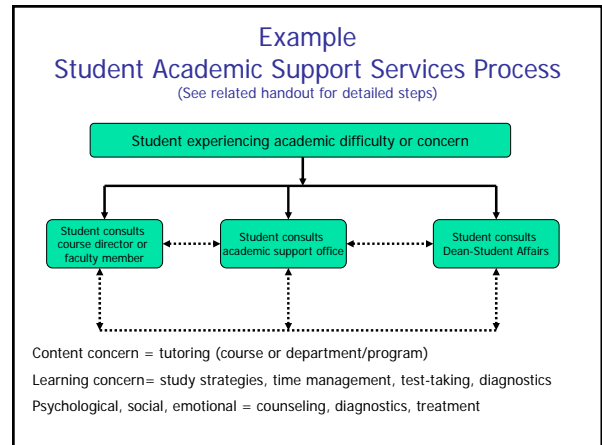
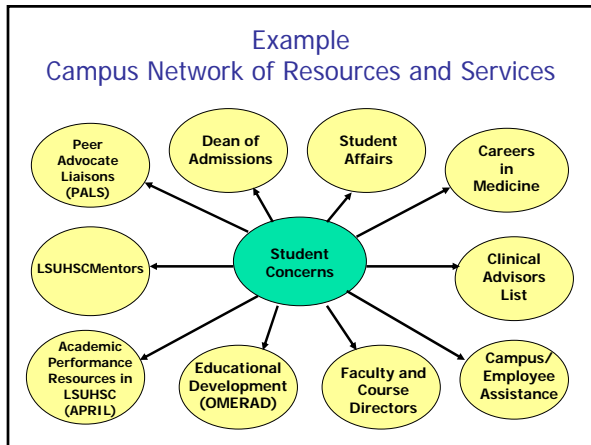
- **Interventional**
 - Monitoring and feedback
 - Communication within and across courses/clerkships, programs, and resources
 - Coordination and collaboration
 - Supplemental instruction, tutoring
 - Examine and address contributing factors
 - Personal
 - Learning effectiveness

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Institutional Strategies

- Course level monitoring and student advising
- Course/Clerkship director meetings
- Committees
 - Educational performance/promotion
 - Professional conduct
- Student organizations

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Student Learning Series

- Student Learning Brown Bag Series
- Proactive
- Student-generated topics
- Voluntary participation
- One hour session
- Monthly – *on average*
- Faculty and student-led
- Broad participation

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Student Learning Series

- Resources and support for learning
- Learning styles
- Study strategies
- Test taking skills
- Time management
- Stress – healthy and not
- Preparing for certification/licensure exams
- Specific learning techniques (e.g., concept maps)

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Important Features

- Communication
- Collaboration
- Shared responsibility
- Multiple avenues
- Multiple levels of intervention
- Safe – positive and confidential
- Early intervention – potential for all

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Create a professional learning environment where responsibility for learning and development is explicit, proactive, and shared.

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Group Strategies

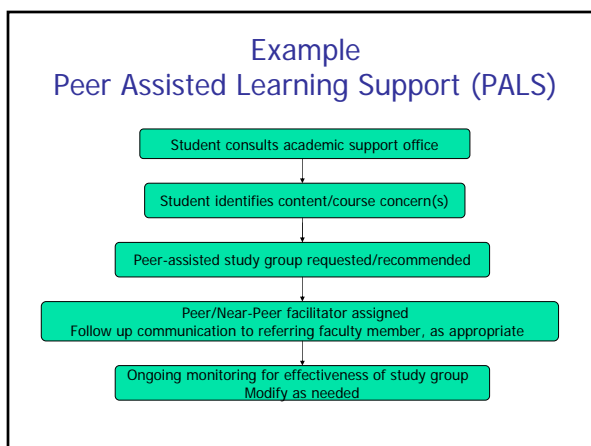
- Informal study groups
- Course-specific review sessions
- Student-run study/review/practice
- Supplemental instruction (SI)
- Peer-assisted learning support

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Facilitators

- Faculty
 - Advanced learners
 - Residents
 - Doctoral students
- Peers
- Near-peers

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Facilitator Training

- Leadership expectations
- Available resources
- Active learning strategies
- Small group teaching/learning strategies
- Confidentiality
- Professionalism issues

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Individualized Strategies

- 1-1 consultation
- Self-initiated with or without referral
- Confidential
- Short term support
- Long term support
- Assessment and diagnosis
- Strategies, monitoring, modifications

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Typical Intervention

- Examine current practice/behavior
- Explore and address multiple factors
- Assess learning style
- Fit learning strategies to fit style
- Active and meaningful learning
- Promote self-assessment and self-responsibility
- Follow up is important

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Style

- VARK (Neil Fleming)
 - <http://www.vark-learn.com/english/index.asp>
 - Visual, Auditory, Read-Write, Kinesthetic
- Gregorc Style Delineator (Anthony Gregorc)
 - <http://gregorc.com/>
 - Two dimensions
 - Abstract to concrete
 - Random to sequential

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Levels of Learning

Bloom's Taxonomy of Cognition

Higher Order Thinking Skills HOTS

- Evaluation/Judgment
- Synthesis
- Analysis

Recognition

Recall

Application

HOTS

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Study Strategies


- Selection and use of learning materials
- Use of time and place
- Refine what works, drop what doesn't
- Prevent/Eradicate *Rainbow Syndrome*
- Alternate assessment with study
- Concept maps, graphical organizers
- Use meta-cognitive strategies

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Content Reading Strategies

- Active versus passive reading
- Identify expectations and levels of understanding
- Start with what you know
- Question/Identify what you need to learn
- Read to find information/answers


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Note Taking

- Develop a system that fits style
- Use preview strategies and advanced organizers
- Make your own notes
- Summarize your own notes
- Use *white space*
- Revisit notes and use multiple passes


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Summary

- Issues often exist at multiple levels
- Strategies must fit scope and level of concern
- Proactive is preferred to reactive
- Strategies make a significant difference
- Relevant references on separate handout


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Reflective Points

- Make learning meaningful (Norman)
- Style matters (Curry)
- Use methods that promote reflection (Dannefer)
- Promote effective learning environments (Robins)
- Facilitate integrative and meta-cognitive thinking (Pelley)
- Maximize academic support resources (Chauvin)

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Your Turn

- Questions and comments
- Other potential points of discussion
- Collective wisdom
 - Insights
 - Experiences
 - Resources
 - What works, what doesn't

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