



Henderson Community College Title III

Coaching for Student Success

**Spotlight on the Hill:
Mini-Grants Available for HCC Ideas & Innovation**

By Rebecca Emerson

Have you ever wished you had more time to develop new ideas for your classroom? Are there experiments or projects you know your students would really enjoy and benefit from, but you just don't have the resources to complete them? Do you have an idea, concept or system that you believe will impact student success at HCC? If so, we want to help you live out your idea!

Henderson Community College's Title III program is now receiving mini-grant proposals for the Summer and Fall 2006 semesters. These grants will fund faculty, staff or mid-management personnel who have innovative and outstanding ideas but not the time or resources to implement them. These projects may be focused either in or out of the classroom and may incorporate technology, learning-centered approaches, advising and other areas of student support services. The topics are only limited by the applicant's ideas and imagination.

Each grant recipient will work with the Title III Advising Coach or Learning Specialist to set a timeline for their special project. Advising

Coach Rebecca Emerson will work along side personnel seeking grants for 'outside the classroom' ideas and our Learning Specialist will work with projects designed to utilize technology or other strategies within the classroom.

For faculty, the grants are designed to provide release time in the fall or a scaled monetary reimbursement for work done this summer. For others, special arrangements will be made.

The deadline for proposal submission is Friday, February 24th. Applications will be considered based on their meeting criteria outlined on the Funding Rubric available on the Title III website (available at <http://www.hencc.kctcs.edu/title3/about/mini-grant.asp>). Writers of winning proposals should be notified of their award by early to mid April. Mini-grants will be funded on a per-project basis regardless of how many individuals are involved.

If you would like more information, to get help developing your idea, or if you have questions about the application process, please contact [Rebecca Emerson](#) at 19828 or [Doris Cherry](#) at 19772.

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Upcoming Learning Opportunities at HCC

For information or to register see: <http://www.hencc.kctcs.edu/title3/development/training.asp>.

Beginning Contribute	This class will focus on the basics of Contribute, the program used to create and update a web page.	Friday, February 10, 9-10 a.m. in AD 205
Contribute II Workshop	A continuation of above designed for learners to bring a particular page they are working on and having trouble with.	Friday, February 10, 1-2 p.m. in AD 205
Beginning PowerPoint	Learn the basics of this presentation software. Start from scratch and create a new show for your office or classroom.	Friday, February 17, 9-10 or 1-2 in AD 205

Indicators Guide Toward Meaningful, Engaged Learning

In recent years, researchers have formed a strong consensus on the importance of engaged learning in schools and classrooms. This consensus, together with a recognition of the changing needs of the 21st century, has stimulated the development of specific indicators of engaged learning. Jones, Valdez, Nowakowski, and Rasmussen (1994) developed the indicators described below. These indicators of engaged learning can act as a "compass" for reform instruction, helping educators chart an instructional course and maintain an orientation based on a vision of engaged learning and what it looks like in the classroom and community.

1. Indicator: *Vision of Engaged Learning*

What does engaged learning look like? Successful, engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their own achievement. They are also energized by their learning; their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking. These learners are strategic in that they know how to learn and are able to transfer knowledge to solve problems creatively. Engaged learning also involves being collaborative--that is, valuing and having the skills to work with others.

2. Indicator: *Tasks for Engaged Learning*

In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. These tasks often require integrated instruction that incorporates problem-based learning and curriculum by project.

3. Indicator: *Assessment of Engaged Learning*

Assessment of engaged learning involves presenting students with an authentic task, project, or investigation, and then observing, interviewing, and examining their presentations and artifacts to assess what they actually know and can do. This assessment, often called performance-based assessment, is generative in that it involves students in generating their own performance criteria and playing a key role in the overall design, evaluation, and reporting of their assessment. The best performance-based assessment has a seamless connection to curriculum and instruction so that it is ongoing.

4. Indicator: *Instructional Models & Strategies for Engaged Learning*

The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers. This allows for co-construction of knowledge, which promotes engaged learning that is problem-, project-, and goal-

based. Some common strategies included in engaged learning models of instruction are individual and group summarizing, means of exploring multiple perspectives, techniques for building upon prior knowledge, brainstorming, Socratic dialogue, problem-solving processes, and team teaching.

5. Indicator: *Learning Context of Engaged Learning*

For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings collaboratively but also create empathetic learning environments that value diversity and multiple perspectives. These communities search for strategies to build on the strengths of all of its members. Truly collaborative classrooms, schools, and communities encourage students to ask hard questions, define problems, lead conversations, set goals, have work-related conversations with family members and other adults in and out of school, and engage in entrepreneurial activities.

6. Indicator: *Grouping for Engaged Learning*

Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries. Heterogeneous groups (including different sexes, cultures, abilities, ages, and socioeconomic backgrounds) offer a wealth of background knowledge and perspectives to different tasks. Flexible grouping, which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

7. Indicator: *Teacher Roles for Engaged Learning*

The role of the teacher in the classroom has shifted from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide--a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and co-investigator with the students.

8. Indicator: *Student Roles for Engaged Learning*

One important student role is that of explorer. Interaction with the physical world and with other people allows students to discover concepts and apply skills. Students are then encouraged to reflect upon their discoveries, which is essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking processes used by practitioners. Students also become teachers themselves by integrating what they've learned. Hence, they become producers of knowledge, capable of making significant contributions to the world's knowledge.

Reference: Jones, B., Valdez, G., Nowakowski, J., & Rasmussen, C. (1994). *Designing Learning and Technology for Educational Reform*. Oak Brook, IL: North Central Regional Educational Laboratory.

Moving Your Advising Toward a Developmental Style

You may be clear on the differences between developmental advising and prescriptive advising, but be wondering how to move in that direction. How can an advisor acquire skills that reflect a “developmental” advising philosophy. One simple technique that can be employed easily is the **circular process of inquiry**. By incorporating this method into your advisor-advisee interactions you can move a big “A” to a little “a” while encouraging your advisee toward their growth toward a big “S” from their little “s” point of origin.

The circular process of inquiry explores each area of concern: assessment, goal-setting, decision-making, and evaluation. This model, developed by R. Paul Nelson, Dean for Student Development at Aquinas College, Grand Rapids, MI, formulated the questions which advisors must be prepared to address in their interactions with students. The circular process of inquiry consists of four phases: assessment; goal-setting; decision making; and evaluation. The objective of this model is to assist students in moving through the necessary steps in arriving at a career goal / educational goal. Advisors can assist students in their becoming more self-directive and independent education consumers as they work toward their desired educational/career goals. Through open ended questions and discussion, an advisor can guide the students in the process of discovery and decision making. Note sample questions for each phase are listed below.

ASSESSMENT Phase

What do you like to do?

- What have they enjoyed studying, learning, reading?
- What have they learned on their own?
- What experiences have been most interesting to them?
- What are they most eager to learn?

What are your strengths?

- What subjects have they been most successful?
- What can they explain to others particularly well?
- Are they intellectually curious?
- What is their preferred learning style?

What are your weaknesses?

- What subjects have they not been as successful?
- What subjects or disciplines have been difficult for them?
- What do they need to improve on to be successful in college?

GOAL-SETTING Phase

Where is the student going?

- What courses will best prepare the student for his/her future?
- What courses will help the student select a major?
- What courses will help him/her select a career?
- What courses will expand and enhance his/her curiosity?

What skills does the student want to develop?

- What courses will help the student learn how to learn?
- What courses will develop critical thinking and communication skills?
- What courses will give the student an appreciation of his/her heritage?
- What courses will help the student gain different perspectives on problem-solving and decision-making?

Who and What does the student want to become?

- What courses will make the student a better person?
- What courses will lead in expertise in an area?
- What courses will prepare the student for a career?

*Prescriptive Advising:
“Do it for them”*

*Developmental Advising:
“Help them do it for themselves.”*

DECISION-MAKING Phase

- How are they going to get there?
- What courses, activities and experiences will prepare them for the future?
- What co-curricular activities will be beneficial?
- What kinds of experiences and activities will contribute to the student’s personal and professional growth and development?

EVALUATION Phase

How is the student doing?

- What has the student accomplished and what does he/she still need to do?

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The advising process starts when the student first enters the institution and is in great need of direction from the advisor (“A”). Using Developmental Advising and the circular process of inquiry, over time the advisor moves from a big “A” to a little “a” on the scale. Conversely, the student (“s”) who needs great input at first, steadily moves toward more self-reliance over time, thus becoming a big “S”. See below.



Moving Toward a Developmental Advising Style

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- What else is necessary for the student to learn?
- What motivates him/her to study?
What are their concerns? What if...?
- What if I can't learn?
- Where do I go for help in writing, study skills, tutoring?
- Where do I go for help with my personal problems?

Questions such as the preceding are an integral part of a student's education and continued growth and development. To assist students in answering these questions,

the role of advisor must be conceived broadly — mentor, advocate, guide, advisor, counselor, referral agent, friend, etc. By collaborating with an advisee, the Advisor assists the student in taking full advantage of their college experience.

Materials adapted from:
Keller, M.C. (1988) Advisor Training. In W. R. Habley (Ed.), The Status and Future of Academic Advising: Problems and Promise (pp. 160-167). The American College Testing program.

Staffing Notes:

The Title III staff is happy to introduce the newest member of our team: Administrative Assistant Tamara Thomas. Tammy comes to us from Henderson County Schools where she served as Computer Technician at North Middle School. Tammy replaces Tracy Sword who has moved to another position within HCC. Welcome Tammy!

The search for a new Learning Specialist is underway. The search committee has already reviewed resumes and the initial round of applicants and will begin interviews the first week of February. The Search Committee will announce via e-mail as soon as a candidate is chosen so that you may get all of your great projects and ideas back on track for mini-grant time and for this semester.



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