



Transitions to Academic Success Team Report

Spring 2013

Co-chairs Trish Schade and Emily
Gonzalez

We have met monthly to share ideas for supporting student success in our classes

- Most strategies involve supporting student reading
- Many of the reading strategies are Reading Apprenticeship type routines designed to increase engagement, comprehension, and both student and faculty learning

Here are a few of the strategies faculty have tried in their classes this semester and last



Think Alouds

- Discovers student thinking, stumbling blocks and breakthroughs



This coming fall 2013. . .

- The learning community with CSS and MAT 021 (Schade/Bower) will use “Think Alouds”, a metacognitive strategy as a warm up for math concepts at the beginning of class.
- A verbal or “think aloud” protocol is a transcribed record of a person’s verbalizations of her thinking while attempting to solve a problem or perform a task. In their classic book, *Verbal Reports as Data*, Ericcson & Simon (1980) liken the verbal protocol to observing a dolphin at sea. Because he occasionally goes under water, we see the dolphin only intermittently, not continuously. We must therefore infer his entire path from those times we do see him. A student’s verbalizations during problem solving are surface accounts of her thinking and there are no doubt “under water” periods that we cannot observe and record. But, with experience, the analysis of students’ verbalizations while trying to perform a task or solve a problem offers powerful insights into their thinking.

Try a think aloud in pairs to this paragraph:

“Professor Linton first brought the ritual of the Nacirema to the attention of anthropologists twenty years ago (1936:326), but the culture of this people is still poorly understood. They are a North American group living in the territory between the Canadian Cree, the Yaqui and the Tarahumare of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the east. According to Nacirema mythology, their nation was originated by a culture hero, Notgnihsaw, who is otherwise known for two great feats of strength – the throwing of a piece of wampum across the river Pa-To-Mac and the chopping down of a cherry tree in which the Spirit of Truth resided” (Miner, Horace. *Body Ritual among the Nacirema*)

Talk to Text – a metacognitive way of annotating one's reading process, a conversation with the text noting connections, summaries, predictions, questions, clarifications, visualizations, etc.

Name: Ricardo [REDACTED] CSS 101 Fall 2012

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Directions: Talk to Text, note visuals, connections, questions, predictions, summaries. Then share your notes with a partner. Look for commonalities and differences.

Wes stared back at me after I'd asked my question, letting a moment pass and a smirk flicker across his face before responding.

I can see his smirk on his face.

"I really haven't thought too deeply about his impact on my life because, really, he didn't have one."

I think since he never had him and never counted on him for anything, he never thought of it.

Wes leaned back in his seat and threw an even stare at me.

"Come on, man," I pressed on. "You don't think about how things would have been different if he'd been there? If he cared enough to be there?"

He wouldn't be in jail maybe if dad was there

I feel bad for Wes because he tries to hide his feelings.

"No, I don't." The lower half of his face was shrouded by the long beard that he'd grown, an outward sign of the Islamic faith he'd adopted in prison. His eyes danced with bemusement. He was not moved by my emotional questioning. "Listen," he went on. "Your father wasn't there because he couldn't be, my father wasn't there because he chose not to be. We're going to mourn their absence in different ways."

This was one of our first visits. I had driven a half hour from my Baltimore home into the woody hills of central Maryland to Jessup Correctional Institution to see Wes. Immediately upon entering the building, I was sternly questioned by an armed guard and searched to ensure I wasn't bringing in anything that could be passed on to Wes. Once I was cleared, another guard escorted me to a large room that reminded me of a public school cafeteria. This was the secured area where prisoners and their visitors

I can see how Wes was being searched before to the jail.

Double Entry Journals- A variation of Talk to text that invites students to write as they read in two columns

Evidence: I read, saw, heard. . . .	Interpretation: I thought, wondered, visualized, connected with. . . .

Metalog Journals

Metalog Journal

Student Name: _____

Title of Text/Chapter: _____

1. In your own words, write a short (one or two sentences) summary of this piece.

2. What kinds of ideas, connections or revelations entered your mind as you read this? (Use your annotations for this answer.)

3. What did you do that helped you to understand the reading? (Visualize, clarify/re-read, question, predict, make associations with personal experiences – Be specific. Tell what particular parts you used these skills on. What exactly did you gain from using one of these skills?)

4. What questions or problems do you still have with this piece?

5. How easy or difficult was this piece for you? (circle one)

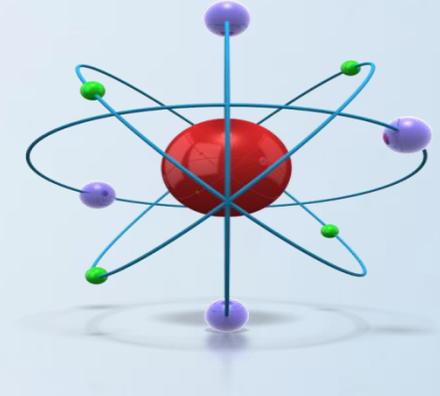
Easy

Not too hard

Too hard

6. How well would you say you understood this piece?

Double Entry for Dental Rad.



Reading Log

Name: _____ Class Period: _____

Chapter: _____ Sections: _____ Due Date: _____

Important Ideas and information in the Text (include page #)	My thoughts, feelings and questions
Pg 141: Need knowledge and technical skills for x-ray procedures	Why are x-rays needed? I've had x-rays taken but never knew why!
Pg 142: Dental radiograph is an image formed by x-ray on films	How does x-rays work? What if a patient refuses?
	Why haven't I gotten them every time I go to the dentist?

Professor Morrow's Reading Response Journals

Reading Response for BUSN5 - Introduction To Business

Directions:

Read Chapter and then carefully write a response to the following questions. Your answers should be thoughtful and written in complete sentences.

Part One: Identify 3 **key moments or ideas** from this chapter. Explain what each moment or idea is and why it is significant to highlight.

1.

2.

3.

Part Two: Create 2 **discussion questions** that we can use in class. Your questions should prompt other students (and yourself) to explore an important facet or idea from this chapter. You do not need to answer your questions.

1.

Professor Emily Gonzalez is using:

- Thought questions, visualization activities, double entry journals and SQ3R
- Results so far: We have gone from no questions in class or otherwise (except for “what is going to be on the exam”)
- To:
 - “so in the reading it said that muscles and nerve cells are ALWAYS in the G1 or growth stage. Why???”

”also what happens if a cell does not divide ? does it just continue to absorb nutrients and burst? does it die?”

“and red blood cells and liver cells are the exceptions to having 46 chromosomes , Why is that?????”

Results so far. . . .



Business 101, Professor Pat Morrow

Comparative Results

- Fall 2011, one section, no reading response journal
- Fall 2012, two sections, both assigned reading response journals on class texts.
- This was the only difference

	Fall 2011 One section	Fall 2012 Two Sections
Business 101 Class Average	68%	82%

Professor Kristi Arford, Anthropology used Talk to Text as a strategy

- Assigned the article *Body Ritual Among the Nacirema*, which is a disguised description of American culture, written from an outsider's perspective.
- Did not tell students beforehand that the article is about American culture, but ask them to read the article and do a written response commenting on the culture they have read about. I typically have very few students who actually "get" that the article is about American culture, and many make no connection at all between the descriptions they've read and American cultural customs.
- This semester she compared two different sections of the same class, both sections having exactly 22 students, using talk-to-text in one class, and not using the talk-to-text in the other, and I compared the results of the written responses.

Professor Arford evaluated the written responses with a rubric consisting of 3 categories:

(1) The student made very little or no connection between the article and American culture

(2) The student made some insightful connections between the article and American culture

(3) The student realized that the article was about American culture, and therefore saw all of the connections

Results for this assignment

Class with no talk to text instruction (22 students)

- **41%** either made some insightful connection or "got" that it was American culture .
The breakdown:
- **27%** got it
- **14%** made connections
- **59%** failed to see the connection

Class with talk to text instruction (22 students)

- **68%** either made some insightful connection or "got" that it was American culture.
The breakdown:
- **27%** got it
- **41%** made connections
- **32%** failed to see the connection

Professor Paul Cavan has been using talk to text in his CJ101 classes since 2010

- Anecdotally, I feel confident the reading strategies are the driving force behind the improvement in completion rates for CRJ 101, but the sample sizes are limited other variables are at play, especially the CSS 101 class.
- The completion rate for the fall 2010, CRJ 101 Early Intervention Project Pilot section was 80.1 %. (N=26, C- grade or better)
- This is in comparison to a 59% completion rate based on data for all sections of CRJ 101 from the Spring 2009 semester.
- *The overall completion rate for all sections of CRJ 101 was 73.5 %. (Fall 2011), a 3.5% increase from the previous year.*

Professor Kevin Mitchell is using metalog journals and talk to text in:

Human Biology (Bio 101)

The goal is to get them to read and help them link what they are doing in class to the "real world".

He intends on using this in Intro to Chem (Chem 111) as well and conducting a pre/post test to measure improvement

Microbiology (Bio 220)

Since using these tools Professor Mitchell has noticed the quality of questions students are asking about the reading material to be more critical and academic.

Professor Donna Marquis has been supporting student reading with double entry journals in her Dental Radiology course since 2010.

- Direct correlation with student using double entry journals properly and performance on exams
Early insight to students requiring more support
- The first time DAS101 Dental Radiology had 100% pass rate in 3 years teaching this difficult course. Since 2010, only one student has not passed the state exam. That one student was tutored and later passed.

Professor Marquis is also creating an online version of **HES102 Learning Strategies for Success in Healthcare Careers**

Developing the Hybrid course
Module 2: Active Reading

1. Read texts to identify key points.
2. Demonstrate effective note taking.
3. Use strategies to improve writing skills.



Professor Bill Zannini uses Talk to Text in his Bus 101 classes. In the Fall of 2010, he used talk to text in one class, but not in another.

- Class comparisons:

Class using Talk to Text

- **Final Grade average: C+ (78.76)**

- **24 students submitted final paper***

- **Class without Reading tools**

- **Final Grade average: C- (70.86)**

- **16 students submitted final paper**

- *Students felt more comfortable with their reading and writing, and in asking questions in class



So we are spreading the word. It's not rocket science. When students do their reading, when students understand what they are reading. . .

They are more likely to succeed in your course.

Transitions to Academic Success Members:

Trish Schade-Team

Leader

Emily Gonzalez-Team

Leader

Kristi Arford

Paul Cavan

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Lisa Mahoney

Donna Marquis

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Kevin Mitchell

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Bill Zannini