



Proactive Advising: Helping College Students to Improve their Learning Skills

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Abstract:

Proactive advising helps at-risk students to succeed by encouraging them to seek out help using resources (Earl, 1988; Cannon, 2013; Varney, 2012). Because the skills necessary to be successful are learnable (Apple, Duncan, Ellis, 2015), as academic success coaches, we wear multiple hats, including teachers of learning strategies, motivators, and advocates. The purpose of this session is for the Indiana University South Bend Titan Success Center (TSC) team to explain how we teach learning strategies to college students. In the presentation, we will review the literature on study and learning strategies, share case examples of students' experiences learning in college classrooms. Then, we will discuss the content of our academic coaching sessions with students, including basic study strategies and referrals to campus resources. Finally, we will discuss the development of a partnership with faculty members and the TSC team to support our students' learning inside the classroom.

Learning Outcome:

1. Attendees in this session will better understand the learning strategies that we taught to students in order to be successful in the classroom.
2. Attendees will also learn the best communication practices to proactively reach out to academically at-risk freshmen and sophomores.
3. Attendees will be able to demonstrate knowledge of these learning strategies and make practical applications in their work with students.
4. To better understand the connections between our practices of teaching learning strategies in our academic success coaching sessions and "Key Learner" processes as identified in scholarship (Apple, Duncan, Ellis, 2015)

Facilitation Plan:

1. First, attendees will be asked to reflect on their study strategies as freshmen. Second, participants will form small groups to share those freshmen study strategies. Third, a member from each group will report those study strategies.
2. We will then show a brief PowerPoint presentation on the literature on study and leaning strategies (see Crossman, 2011) and "Key Learner" processes discussed in manuscripts by Apple, Duncan, and Ellis (See Apple, Duncan, and Ellis, 2015; Apple & Ellis, 2015). It will include information on some learning strategies that students can use to improve their learning performance (how the brain moves short-term memories to long-term memory, descriptions of strategies to include color, movement, sound, and pneumonics). We will also share the learning strategies (e.g., test preparation, memory, and study strategies for reading, writing, and math) that we teach students in our academic coaching sessions. The PowerPoint presentation will end by showing the connections between our practices of teaching learning strategies in our academic success coaching sessions and the field of Process Education (see Desjarlais & Morgan, 2013). More specifically, we will discuss the proactive advising model (see Earl, 1988) and we will discuss the content of our academic coaching sessions with students, including basic study strategies and referrals to campus resources. Then we will share case examples of students' experiences learning in college classrooms. Finally, we will discuss the development of a partnership with faculty members and the TSC team to support our students' success through learning inside the classroom.
3. Attendees will be asked to write down three "key learner" student study behaviors they would have liked to do as freshmen or implement in college freshmen classes, or key learner student study behaviors that they would like see taught to freshmen students in first year seminars. Next, participants will form small groups to share those freshmen study strategies. After that a member from each group will report those study strategies.

