Join the 'collaboration conversation'

- Collaborative wiki QR code
(ask me about contributing content).

- Social media hashtag: #DevEdReform

Believe, achieve, persist: Collaborative strategies that counter academic hopelessness in developmental education

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Session goals, objectives and outcome

- Goals and objectives:
  - Introduce the Theory of Academic Hopelessness.
  - Share examples of collaborative teaching methods created and/or used that have effectively countered academic hopelessness.
  - [Create a topic-based community of practice](#).

- Outcome:
  - Attendees will have a broader understanding of collaborative methods that can target the negative effects of academic hopelessness in developmental learners.

Dissertation / Theoretical background

- [Direct link to Blundell's dissertation](#)

- Studied the academic information search process (AISP) experience of developmental English undergraduate students.

- Began study with 12 participants – 6 dropped out of study before conclusion.

- [Thematic analysis](#) revealed sense of 'academic hopelessness' in 3 participants.
    - "I feel like a tire stuck in the mud – I'm trying and trying and not getting anywhere."

Ken Bain on motivating the unmotivated (*from extrinsic to intrinsic learning)*

- Ken Bain – Educator and researcher, author, reformer.
  - 2014 @ Kent State – Building the best (teachers, students and syllabi)
  - Differences between extrinsic and intrinsic students and learning.
- To move students from extrinsic to internal learning:
  - Learning must have 'greater purpose,' be tied to continued academic performance.
  - Learning through trial and error before grading, and students must believe it is possible.
  - Learning must give students a 'deep sense of autonomy and control.'

Demographics: University of Akron

- Fall 2017 statistics*
  - Approximately 22,104 students (18,802 undergraduate; 2,837 graduate)**
  - Average SAT/ACT scores of enrolled freshmen:***
    - SAT Math – 528 (Remediation free at 530 or higher – ODE)
    - SAT Critical Reading – 514 (Remediation free at 480 or higher EBRW – ODE)
    - SAT Writing – Not reported
    - ACT Composite – 22 (ELA of 18 or higher, Math 22 or higher – ODE)

Demographics:
Youngstown State University

- Spring 2017 statistics*

  - Approximately 12,252 students (10,984 undergraduate; 1,268 graduate)**

  - Average SAT/ACT scores of enrolled freshmen:***

    - SAT Math – 493 (Remediation free at 530 or higher – ODE)

    - SAT Critical Reading – 485 (Remediation free at 480 or higher EBRW – ODE)

    - SAT Writing – 455 (Remediation free at 480 or higher EBRW – ODE)

    - ACT Composite – 22 (ELA of 18 or higher, Math 22 or higher – ODE)

Collaborative strategies: 'Greater purpose'

- @UA – Akron Experience Career Literacy (Partners: Faculty, students)
- @YSU -
  - CMST 3757: Group project – Rebranding (Partners: Librarians, Marketing Dept.)
  - JOUR 2822: Reporting public events (Partners: Youngstown city clerk, local media)
  - General: Online professional portfolio (Partners: Career Svcs, faculty, local media)

Collaborative strategies: Trial & error, support

- @UA – Librarian and Communications faculty collaboration.

- @YSU –
  - Multiple drafts of papers/assignments prior to final submission (Partners: librarians, Writing Center, classmate peer critiques)
  - In-class discussions and presentations/workshops on critical news issues (Partners: Faculty around university, visiting professionals, EIT, local media).
    - Live-stream collaborations facilitated with other universities via Facebook
    - Collaborated with EIT for long-term abilities – now through BB Collaborate.

Collaborative strategies: Autonomy/control

- @UA – Shared meaningful collaboration strategies with other librarians.

- @YSU –
  - YO magazine Students control platform, content, deadlines, staffing (Partners: Students in magazine courses, student media personnel, journalism faculty, faculty around university, YSU alumni).
  - JOUR 3761: Students control platform, content, deadlines (Partners: Journalism faculty, YSU student body, EIT, local media).
  - CCAC 1500: Final project (Partners: CCAC Dean, dept. heads, YSU student body).

Assessments and oversight

- Assessments -

  - End-of-class surveys regarding content, outcomes achievement

    - Use results of survey and SSI data to reflect on courses, improve.

  - Program-level assessment for journalism

    - Developed to be assessed at different stages in program (freshmen, midpoint, end).

  - PollEverywhere$^©$ assessments

    - In-class, can make anonymous, instant feedback for all involved.

- Oversight - Syllabi and grading reviewed by faculty in program and department.

Final Thoughts

- The process "before Day 1" for a developmental undergraduate student.

- Need to encourage more collaboration/participation between faculty and 'service/administrative' departments on campus.

- What works best for you?

Questions?

- sblundell@ysu.edu – Please email me if you'd like to sign up to collaborate on the wiki!

- http://devedreform.pbworks.com

- #DevEdReform

References

- Bain, K. (2014, October 6). The promising syllabus. *What the best college teachers do seminar.* Lecture conducted from Kent State University, Kent, Ohio.

- University of Akron Institutional Research.

- Youngstown State University Institutional Research – Enrollment.

- Ohio Department of Education – College and Career Readiness Test website.

- Collegedata.com – University of Akron

- Collegedata.com – Youngstown State University