Bridging the Gap of Teaching and Learning: Increasing Student Academic Success

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http://www.nade.net
Two Sides of the Same Coin?

Is teaching and learning two sides of the same coin?
### New Emphasis in Higher Education

<table>
<thead>
<tr>
<th>Old Model</th>
<th>New Model</th>
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<tbody>
<tr>
<td>Teacher-centered</td>
<td>Learning-centered</td>
</tr>
<tr>
<td>Transmission of increasing</td>
<td>Efficiency &amp; effectiveness of learning</td>
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<td>quantity</td>
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<td>Traditional exam and verify</td>
<td>Continuous classroom assessment</td>
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<td>methods</td>
<td></td>
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<td>Traditional views of students</td>
<td>Understand needs of today’s students</td>
</tr>
</tbody>
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NADE Vision Statement

By 2003, NADE will be a nationally recognized association of professionals with expertise to help students succeed throughout the entire educational experience from high school through college and graduate/professional school.
Multiple Responsibilities of the Developmental Educator

- Program designers and managers
- Providers of direct service to students
- Classroom teachers
- High expectation levels with modest staff and financial support
Common Developmental Educator Strengths

Strengths to share with others

– Peer collaborative learning
– Informal classroom assessment
– High school/college bridge programs
– Instructional technology
– Affective domain needs of students
– Curriculum development
– Adapting instruction for diverse learning styles
Future Trends, Challenges, and Opportunities

• Political
• Student
• Institutional
• Economic
• Instructional
Political Trends at Local, State & National Level

- Most battles will be at local & state level
- Most policy makers want to see individual success stories AND research studies
- Demand accountability regarding outcomes: content mastery, graduation, job placement
- Pressure on D.E. at public 4-year colleges
- False belief that stringent high school standards will help eliminate need for D.E.
Institutional Trends at Local, State & National Level

- All students need academic enrichment, regardless of previous achievement
- Persistence rates for students generally are stable or declining
- Commercial companies are offering their services to supplement or replace D.E.
Economic Trends at Local, State & National Level

- Diminishing federal financial support
- More institutions plan to pass along higher costs to D.E. students
- Effective D.E. & learning assistance programs with research-based evidence will survive or prosper
- Business & union leaders link economic development with educated work force
Instructional Trends at Local, State & National Level

- Research-based instructional improvements will increase student success
- More D.E. departments are expanding into teaching/learning centers
- Services will need to be “bundled” to increase their synergistic impact
- “Mainstreaming” of developmental education
Seven Habits of Highly Effective Developmental Educators

• Be proactive
• Begin with the End in mind
• Put first things first
• Think win-win
• Seek first to understand…Then to be understood
• Synergize
• Sharpen the saw
1. Be Proactive

- Conduct detailed studies on program impact
- Develop partnerships
- Join campus retention committee
- Publish an annual report on program
- Get involved politically
- Expand program to new areas of service
2. Begin with the End in Mind

- What do we want our program to look like in ten years?
- “Repurpose” and expand into Learning and Teaching Centers
- Embed study strategies into courses
  - Paired-courses
  - Supplemental Instruction
    http://www.umkc.edu/cad/si.htm
  - Faculty development
3. Put First Things First

Schedule several hours weekly to plan the future

- Grant applications
- Research studies
- Develop curriculum materials
- Write professional publications
- Meet with faculty members
4. Think Win-Win

- Work closely with other departments on campus
- Seek other faculty members to be involved with the program (assist with research, staff training, publications)
5. Seek First to Understand...Then to be Understood

- Listen to Rush Limbaugh, for an hour every once in a while
- Be sure you have heard what they have said
- Use the language of the other person so that your message will be more clearly understood
6. Synergize (1 of 3)

- Share your strengths with others
  - Peer collaborative learning
  - Informal classroom assessment
  - High school/college bridge programs
  - Instructional technology
  - Affective domain needs of students
  - Curriculum development
  - Adapting instruction for diverse learning styles
6. Synergize (2 of 3)

- Develop a “Pipeline” of Support
  - New student orientation
  - Assessment
  - Academic advising
  - Supplemental Instruction
  - Developmental courses
  - Study strategies courses

- Customize the pipeline for others
6. Synergize (3 of 3)

- Examples of learning assistance programs serving others on campus
  - Educational Development Center at Central Missouri State University
  - Anne Arundel Community College (MD)
  - University of Port Elizabeth in South Africa
7. Sharpen the Saw

- Attend conferences
- Read widely in areas related to learning assistance
- Check the NADE home page periodically
  http://www.umkc.edu/cad/nade.htm
- Earn advanced academic degrees
Final Thoughts

• Whatever the name for your program, become a more comprehensive learning center in service.
• “Mainstream” your program within the institution
• Put “First Things First” and begin today.