Before we begin, please text HULME to 37607 and keep your phone handy.
Higher Education at a Crossroad: Angst or Opportunity
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Why Study Change?

83% say the U.S. higher education system needs to change in order to remain competitive with other countries around the world.
Why Study Change?

90%

Of respondents between the ages of 18 and 30 believe American higher education needs to change.

National opinion poll, conducted for Northeastern by FTI Consulting northeastern.edu/innovationsurvey.
Changing Landscape

Cost and Career Preparation

Diminishing First-Year

Student Preparedness
Percent Change Since January 1978

- College tuition and fees
- Medical care
- Shelter
- Consume Price Index
- Food

Source: Bloomberg, Labor Department
The Growth of Student Loans

Sources: New York Fed, Bureau of Economic Analysis
Employment is the Most Important College Motivator

The following reasons were “Very Important” in deciding to go to college:

86.3% To be able to get a better job

77.1% To get training for a specific career

73.3% To be able to make more money

69.6% To gain a general education and appreciation of ideas
Employment Status of Recent College Graduates

In 2014
2012 & 2013 Graduates
- Employed: 47%
- Underemployed: 40%
- Unemployed: 13%

In 2013
2011 & 2012 Graduates
- Employed: 55%
- Underemployed: 38%
- Unemployed: 7%

Source: Accenture
Diminishing First-Year
Dual Enrollment

US high school students who took classes for college credit

2010 – 1,300,000
2002 – 800,000

67% increase!
Dual Enrollment

Numbers of Dual-Enrollment Students by High School’s Minority Enrollment

High School’s Minority Enrollment

- Less than 6 percent
- 6 to 20 percent
- 21 to 49 percent
- 50 percent or more

2002-3

2010-11

National Center for Education Statistics
Public High School Students Who Took an AP Exam

15.9%  
2000

33.2%  
2013

Number of High School Students Enrolled in a Distance Education Course

2005 - 0.3 million

2010 - 1.3 million
Students are also coming to college less prepared and more stressed.
More Undergrads Need Remedial Classes

28%  
2000

36%  
2007

http://nation.time.com/2012/10/18/degrees-of-difficulty/
College Student Stress

80% have sometimes or frequently experienced stress in their daily lives.

20% Increase from a survey five years ago.

37% seeking help have severe psychological problems

16% Increase from a survey twelve years ago.

Source: 2008 mental health study by the Associated Press and mtvU

2012 study by the American College Counseling Association
Might be stressed because they are drinking less!
Might be because they are spending less time with friends.
Percent of First-Year Students at Four-Year Colleges Who Return for the Second Year

Percent of Four-Year College Students Who Earn a Degree Within Five Years of Entry

Source: Compiled from ACT Institutional Data Files.
Time to Consider a New Way

Many of our universities are asking: How do we retain first-year students?

We should be asking: How do we make this university so engaging, interesting, and caring that no one wants to leave?
What would happen if we change the focus of everything we did to developing curiosity in first-year students?
Why is curiosity so important?
Curiosity

10% variance in academic learning and performance.

Photograph by Melissa Fiene, My Shot
Greater curiosity-related behaviors and cognitions are associated with greater learning, engagement, and performance in academic settings.

(Harachkiewicz, Barron, Tauer, & Elliot, 2002)
Curiosity
Has a significant positive relationship with

- Emotional intelligence (Leonard & Harvey, 2007)
- Improved decision-making (Stocking, 1999)
- Intrinsic motivation (1997)

Photograph by Melissa Fiene, My Shot
Curiosity-

Drives critical thinking
Enables students to thrive in an uncertain world
Improves relationships

Photograph by Melissa Fiene, My Shot
Our students really do want to learn!

The following reasons were “Very Important” in deciding to go to college:

- 86% To be able to get a better job
- 82% To learn more about things that interest me
What is curiosity?

**Exploration**
Actively seeking opportunities for new information and experiences

**Stretching**
The willingness to embrace the novel, uncertain, and unpredictable nature of everyday life.
(e.g., Ainley, 1987; Berlyne, 1960)
State  Trait
State Curiosity

Curiosity and interest are often used synonymously in literature.

What makes something interesting?
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State Curiosity

Berlyne’s four variables that address the question: What is interesting?

Novelty
Uncertainty
Conflict
Complexity
Trait Curiosity

Students with high trait curiosity:

Balance the tension created by uncertainty
Uncertainty

Performance Vs Mastery Learning

Give an example of something you did when you weren’t sure you would be successful?
Uncertainty

Wildcard Assignment

How do we ease our students out of their comfort zones?
Trait Curiosity

Students with high trait curiosity:

Balance the tension created by uncertainty

Ask meaningful questions

Louis and Hulme, Unpublished
Ask Meaningful Questions

The graph shows the percentage of children's ability to perform various tasks over different ages. The tasks include Reading, Writing, and Asking Questions. The graph indicates that the percentage of children who can read increases significantly between the ages of 1 and 2, while the percentage of children who can write and ask questions increases gradually from ages 5 to 8. The decline in the percentage of children who can read begins around age 12, while the percentage of children who can write and ask questions continues to increase until age 18.
Ask Meaningful Questions

Two types of questions:

**Performance-Based**

Will this be on the test?

**Mastery-Based**

Why is it that way?

Is there another way to look at this?

What difference does this make?
Our life is shaped by the questions we ask.
Trait Curiosity

Students with high trait curiosity:

Balance the tension created by uncertainty

Ask meaningful questions

View failure as learning, value experimentation

Louis and Hulme, Unpublished
We teach how to transform failure into learning and the value of experimentation when we model that by taking a risk in classes and through our new student programs.

Class on Power Experiment
Trait Curiosity

Students with high trait curiosity:

Balance the tension created by uncertainty

Ask meaningful questions

View failure as learning, value experimentation

Deeply interested in the perspectives of others

Louis and Hulme, Unpublished
Perspective Taking

- Humility
- Imagination

Requires cognitive agility

Willingness to suspend judgment

Photograph by Thomas Piekunka
The important thing is not to stop questioning. Curiosity has its own reason for existing.

One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality.

It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity.  
Albert Einstein
Eileen Hulme, Ph.D.

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State Curiosity

What will make this presentation interesting?

Text your answer to

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