

Helping Under-Resourced College Students

Adapted from K. Krodel, K. Becker, H. Ingle, and S. Jakes (2008)
Helping Under-Resourced Learners Succeed at the College and University. Highlands, TX: aha! Process Inc.

Traditional Paradigms	New Paradigms	Solutions
Students		
Students prepared with internal and external resources, focused on educational priority Underprepared students seen as remedial, high-risk	Serving under-resourced students with multiple learning barriers, less-than-ideal background preparation, and competing demands brought on as a result of highly complex life conditions Under-resourced students seen as problem-solvers and creators	Teaching Strategies <ul style="list-style-type: none"> Teaching strategies build cognitive structures Mental models build abstract thinking Explores tacit knowledge bases (such as using hidden rules and building resources to move toward economic stability) Relational learning models balance support, insistence, and high expectations
Faculty and Instructors		
Discipline specific experts Unsupported, autonomous, competitive learning environments	Faculty as learning facilitators using discipline-specific expertise to engage students Supported, relational, cooperative learning environments	Teaching Strategies <ul style="list-style-type: none"> Professional development builds understanding of the hidden rules of class and how poverty affects driving forces, resources, and cognitive development Relational learning balances support, insistence, and high expectations
Programs		
Students seen as remedial, high-risk	Students seen as problem solvers and creators	Students guided from reactive problem solving to proactive planning, knowledge creation, and “future story”
Students feel isolated from each other and the learning tasks	Contextualized and situated learning connects students to each other, to the content, and possibly to the campus and community	With an understanding of learning needs for under-resources students, learning and teaching strategies can make content personally relevant
Institutions		
Accreditation based on institutional asset and fiscal resources	Accreditation based on learner outcomes	Teaching Strategies <ul style="list-style-type: none"> Teaching strategies address cognitive deficits caused by poverty Investigative process engages, motivates, and improves retention

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