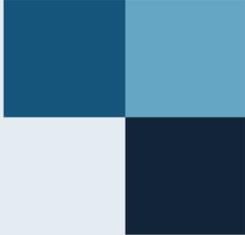
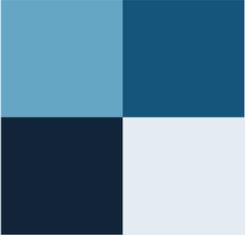


Before we begin, please text HULME to 37607
and keep your phone handy.



Higher Education at a Crossroad: Angst or Opportunity





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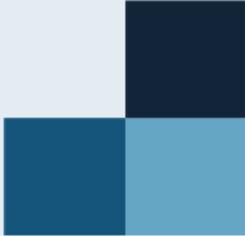
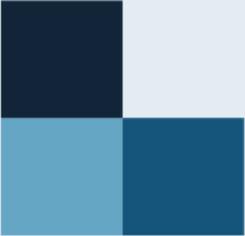
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Why Study Change?

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

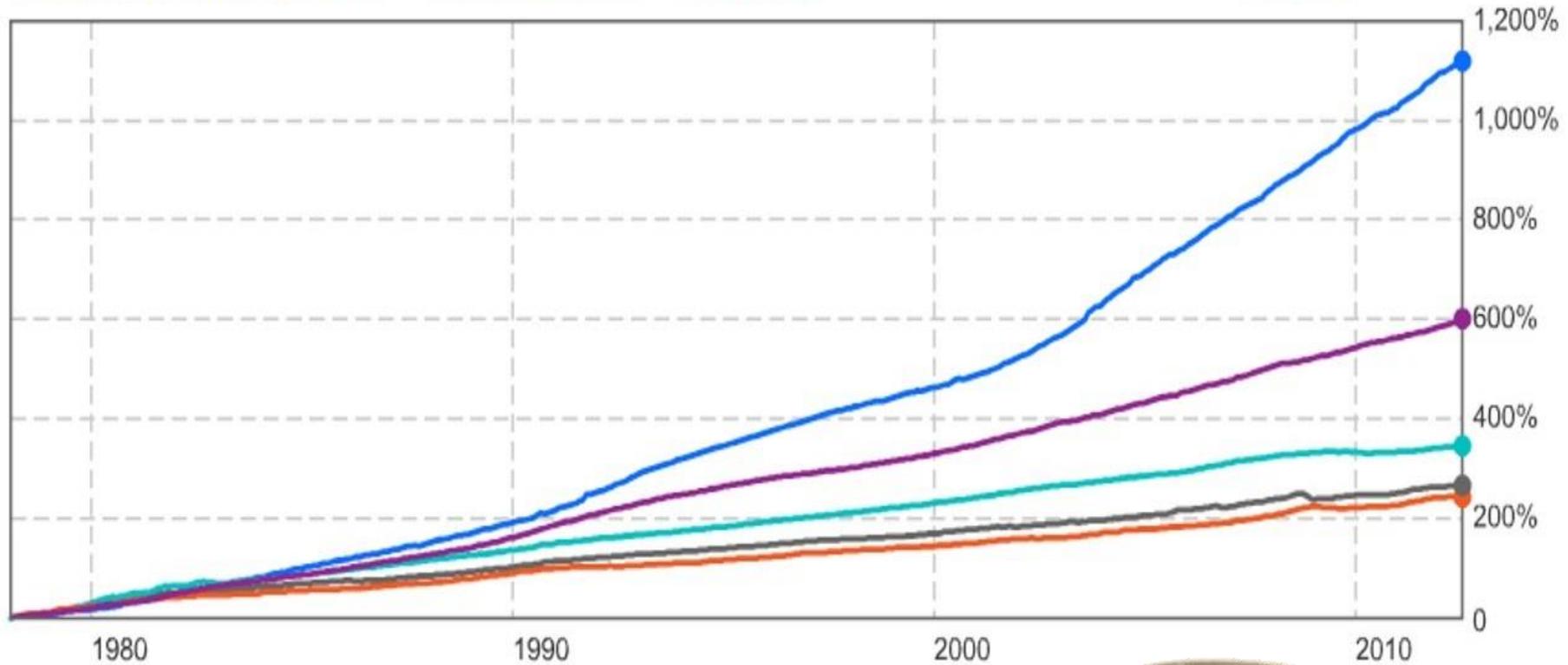
Cost and Career Preparation

Diminishing First-Year

Student Preparedness

Percent Change Since January 1978

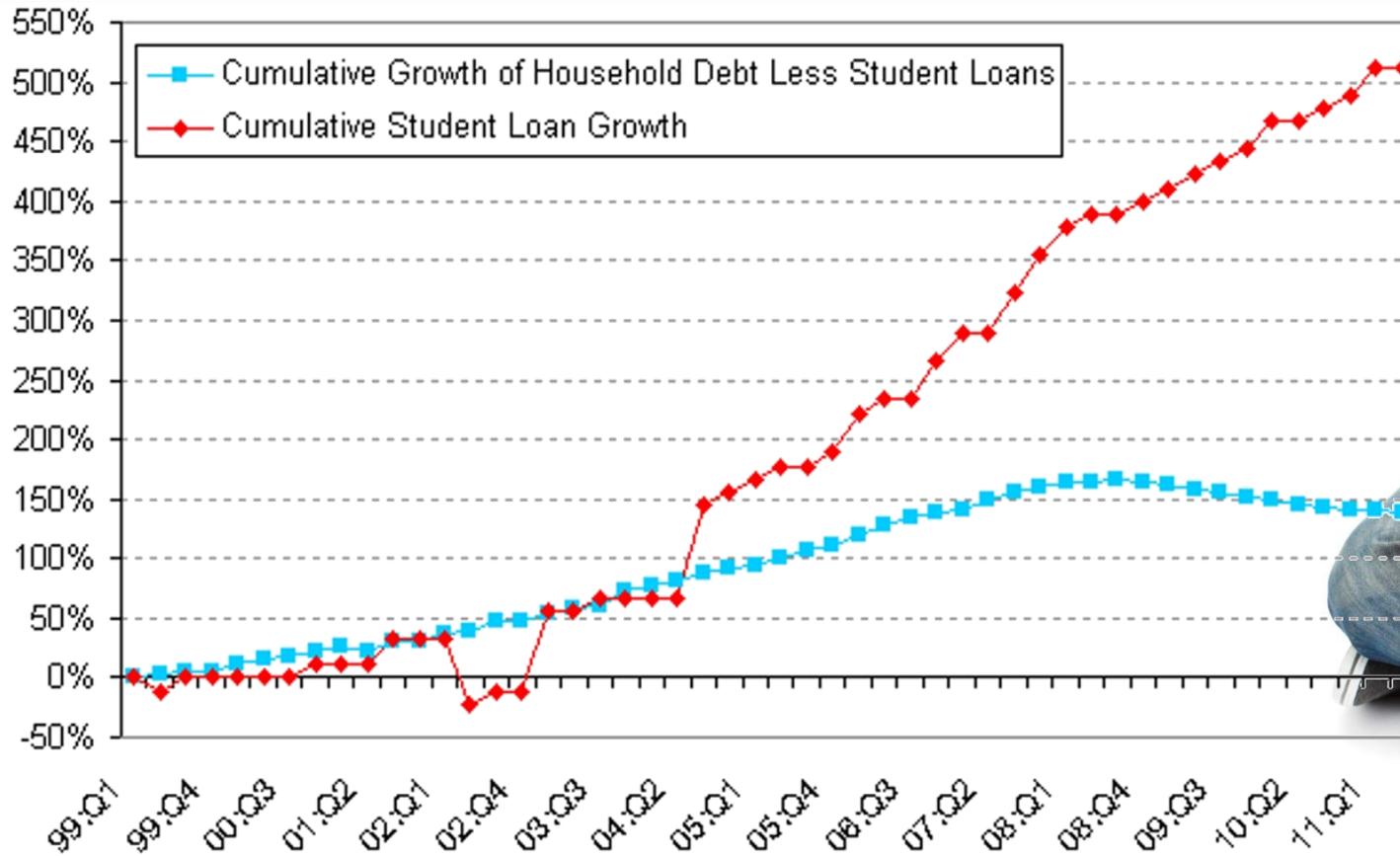
● College tuition and fees ● Medical care ● Shelter ● Consume Price Index ● Food



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

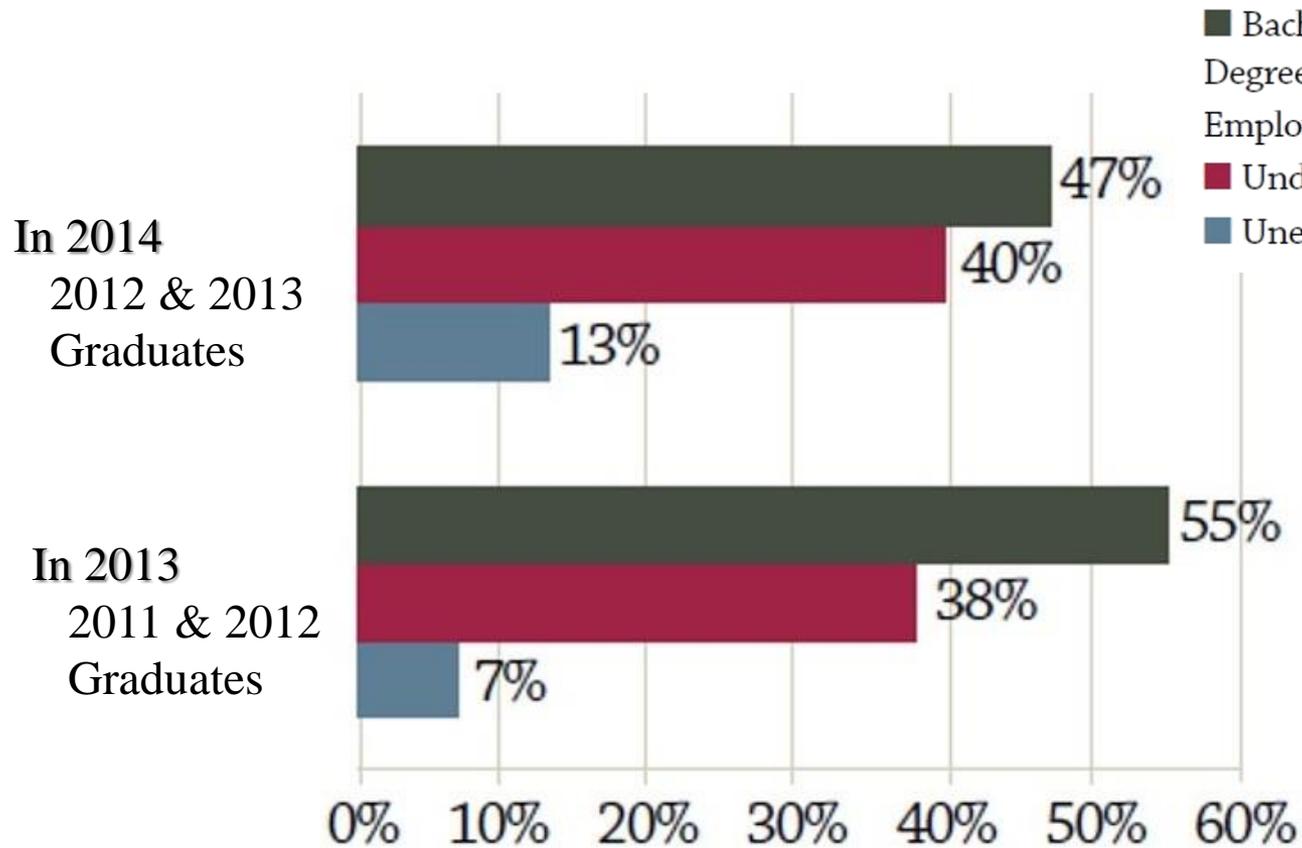
77.1% To get training for a specific career

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



Source: Accenture

Diminishing First-Year



Dual Enrollment

US high school students who took classes for college credit

2010 – 1,300,000

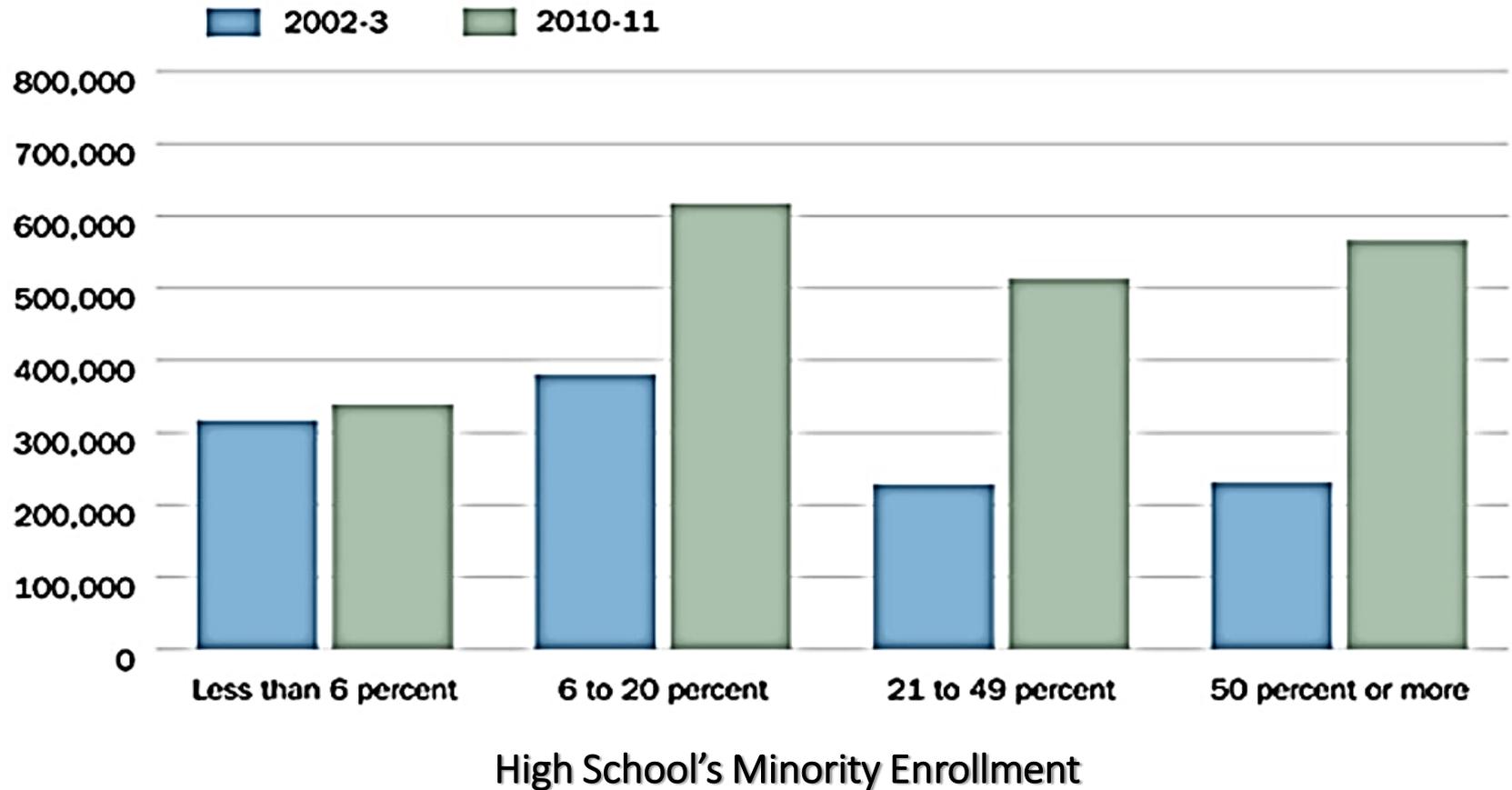
2002 – 800,000

67% increase!



Dual Enrollment

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



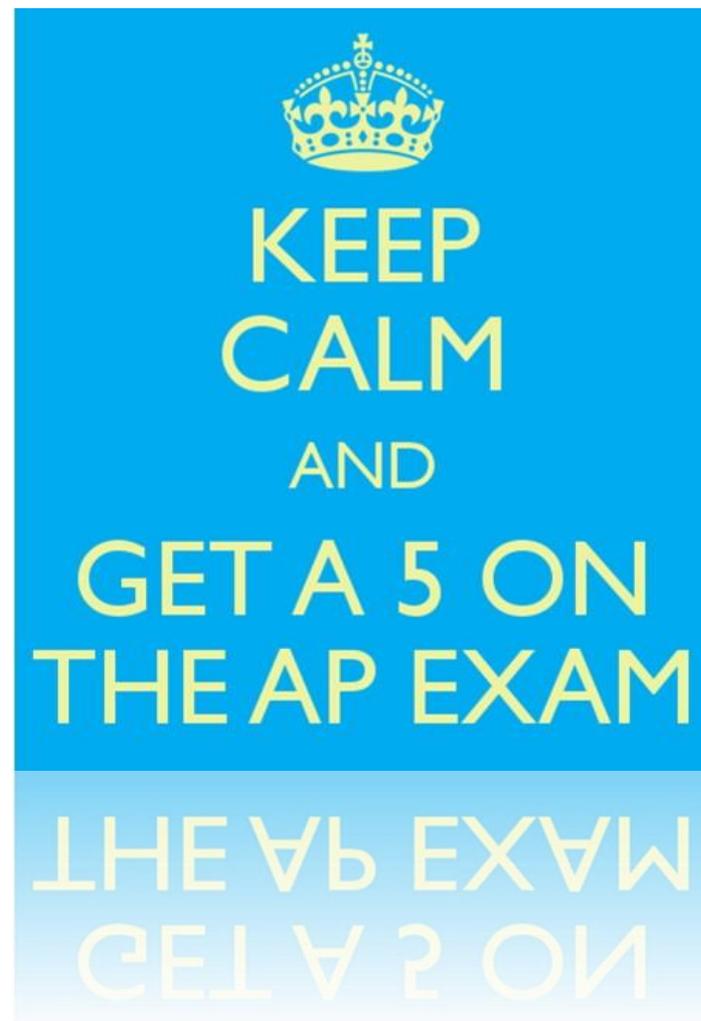
Public High School Students Who Took an AP Exam

15.9%

2000

33.2%

2013



Number of High School Students Enrolled in a Distance Education Course

2005 - .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



College Student Stress

80%

have sometimes or frequently experienced stress in their daily lives.

20%

Increase from a survey five years ago.

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

37%

seeking help have *severe psychological problems*

16%

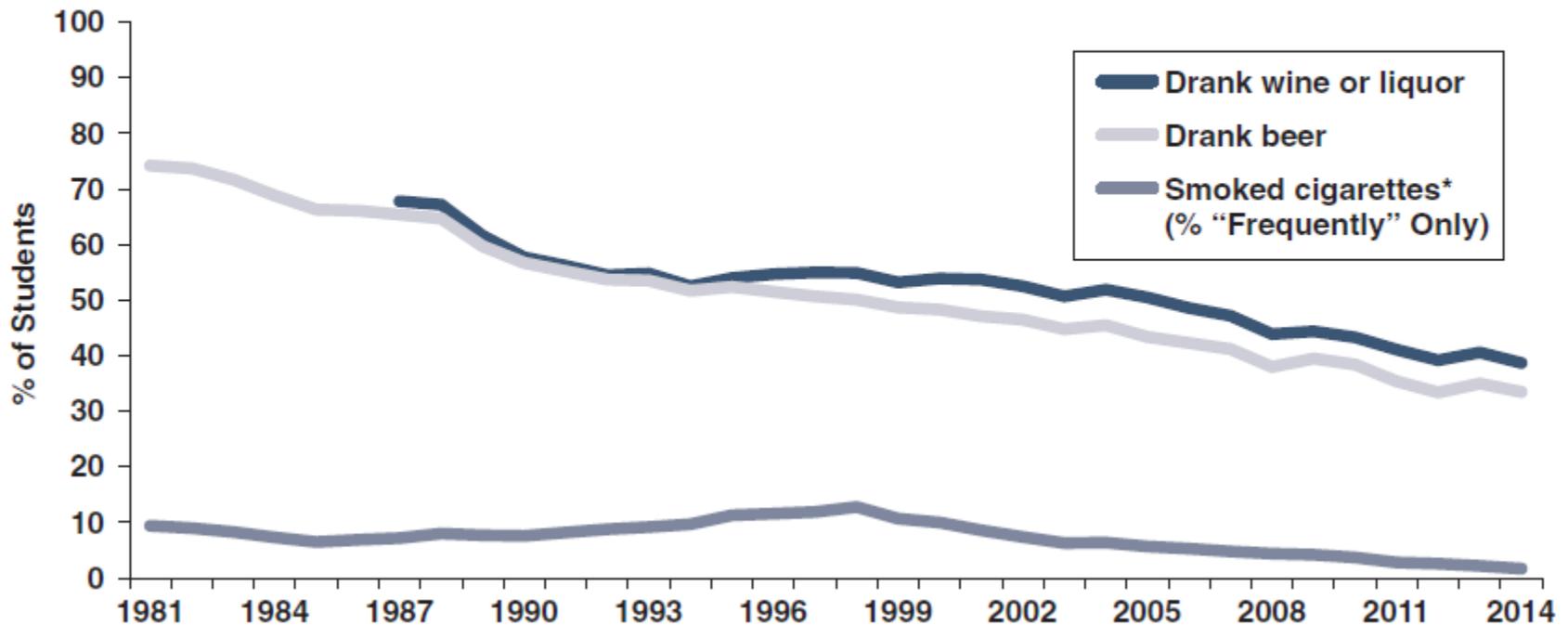
Increase from a survey twelve years ago.

2012 study by the American College Counseling Association



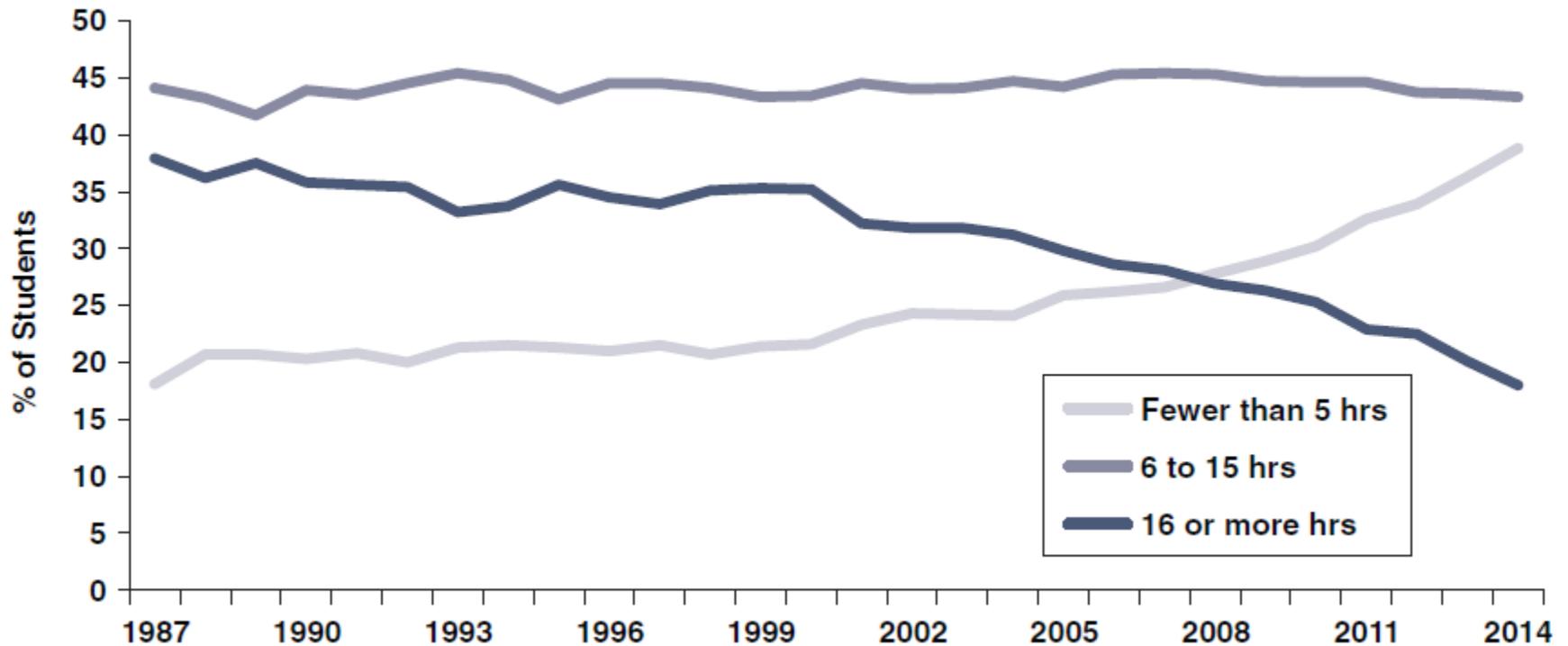
Might be stressed because they are drinking less!

Figure 3. Frequency of Alcohol and Cigarette Use Prior to College Entry
(% Indicating "Frequently" or "Occasionally")

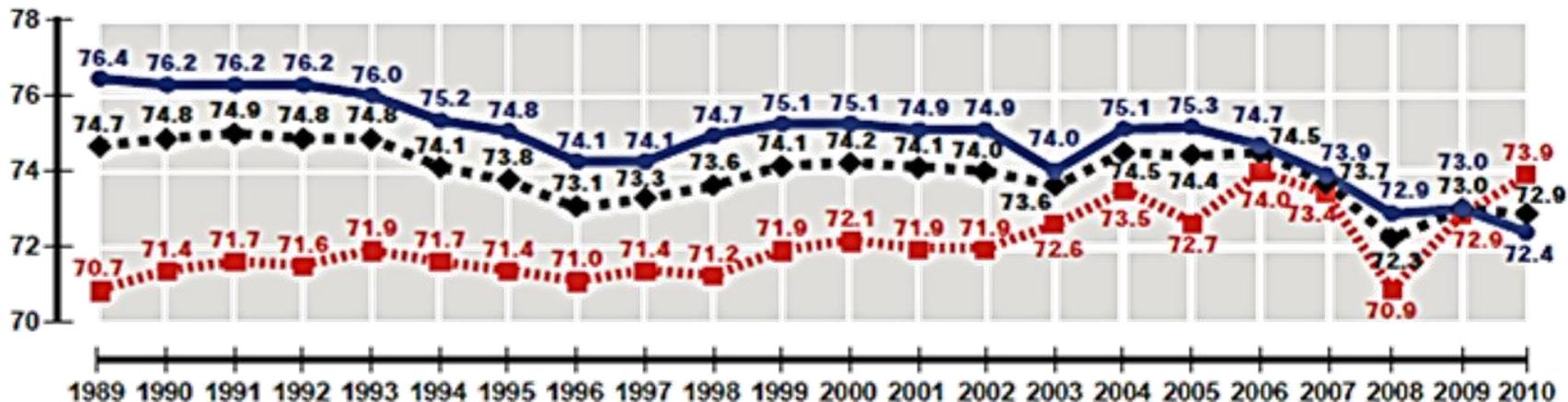


Might be because they are spending less time with friends

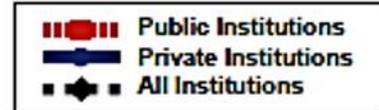
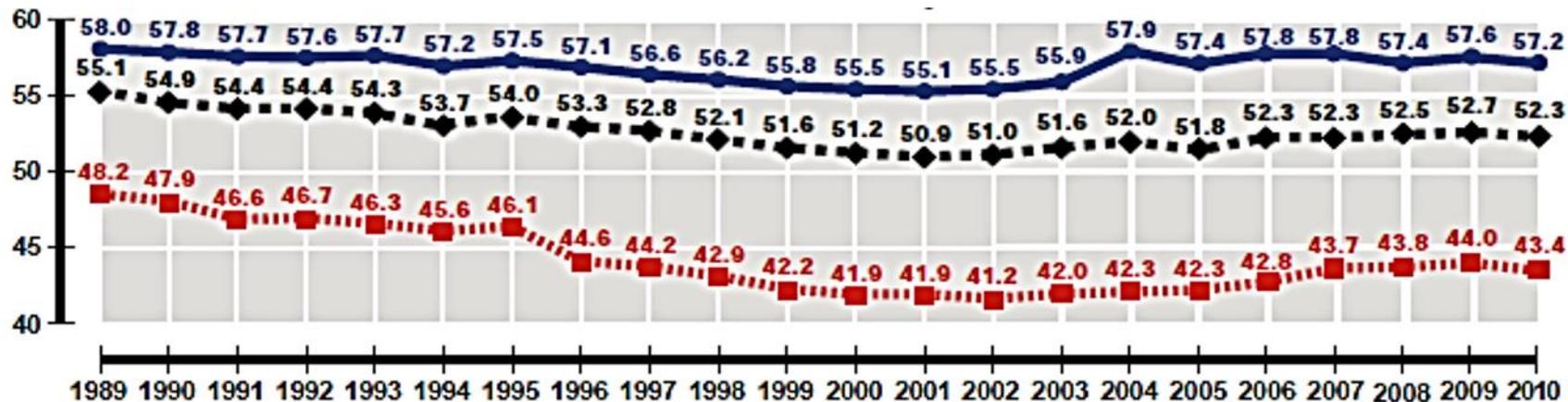
Figure 6. Time Spent Socializing with Friends (Hours per Week), 1987–2014



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



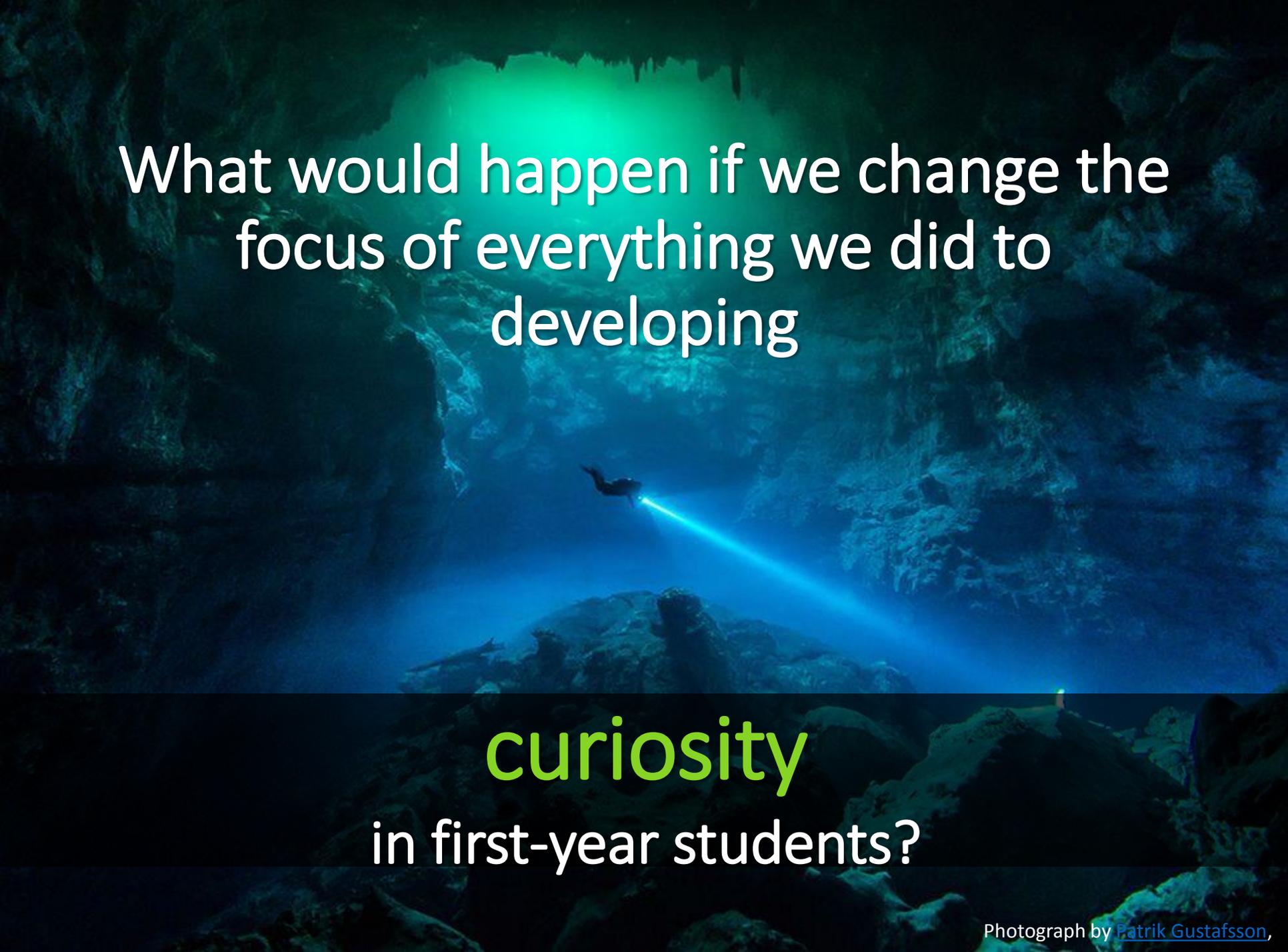
Source: Compiled from ACT Institutional Data Files.

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?**



A photograph of a diver in a dark cave. The diver is in the center, holding a flashlight that casts a bright beam of light across the water. The cave walls are rocky and textured, with some stalactites hanging from the ceiling. The overall atmosphere is mysterious and dark.

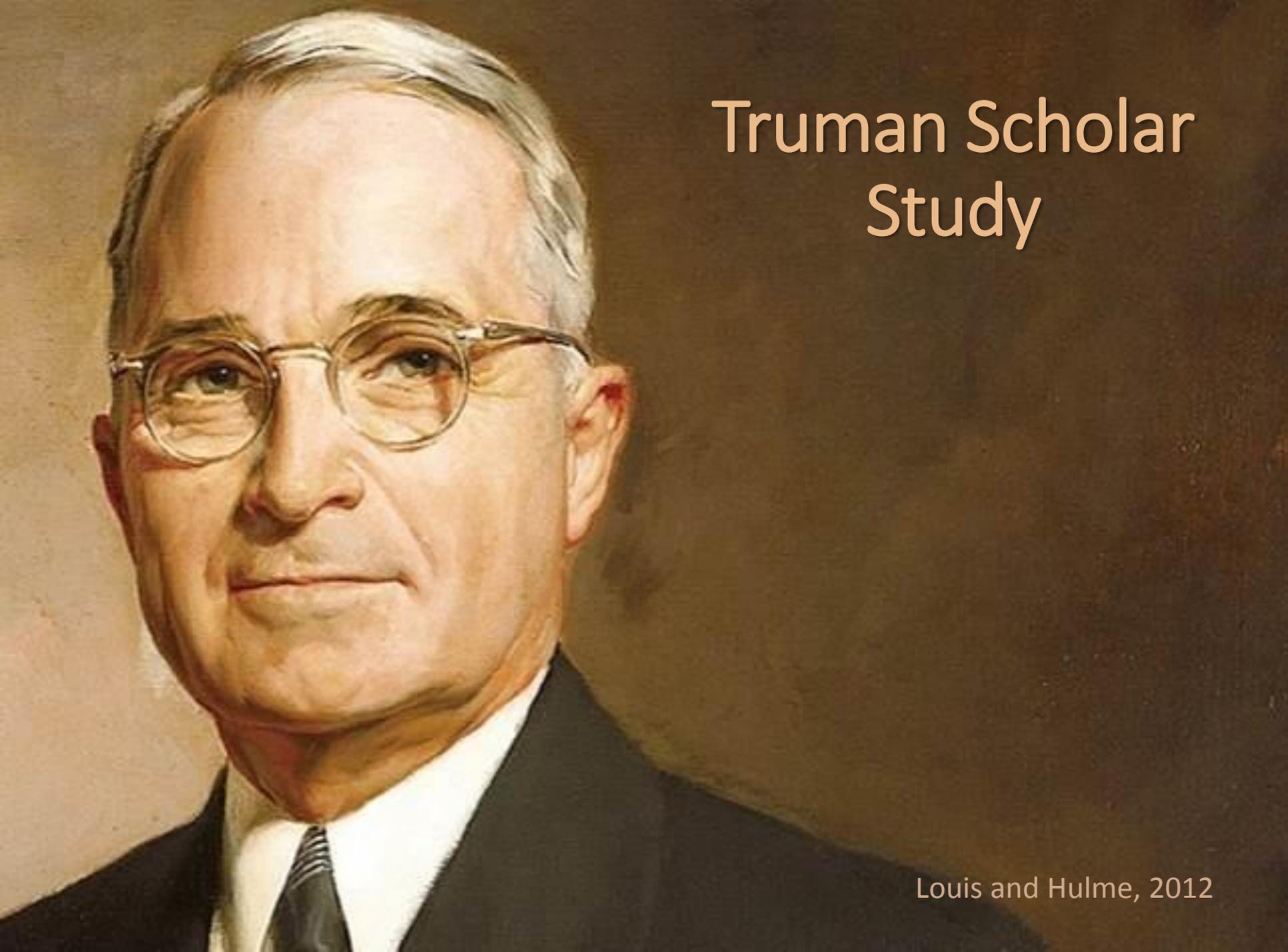
What would happen if we change the
focus of everything we did to
developing

curiosity
in first-year students?



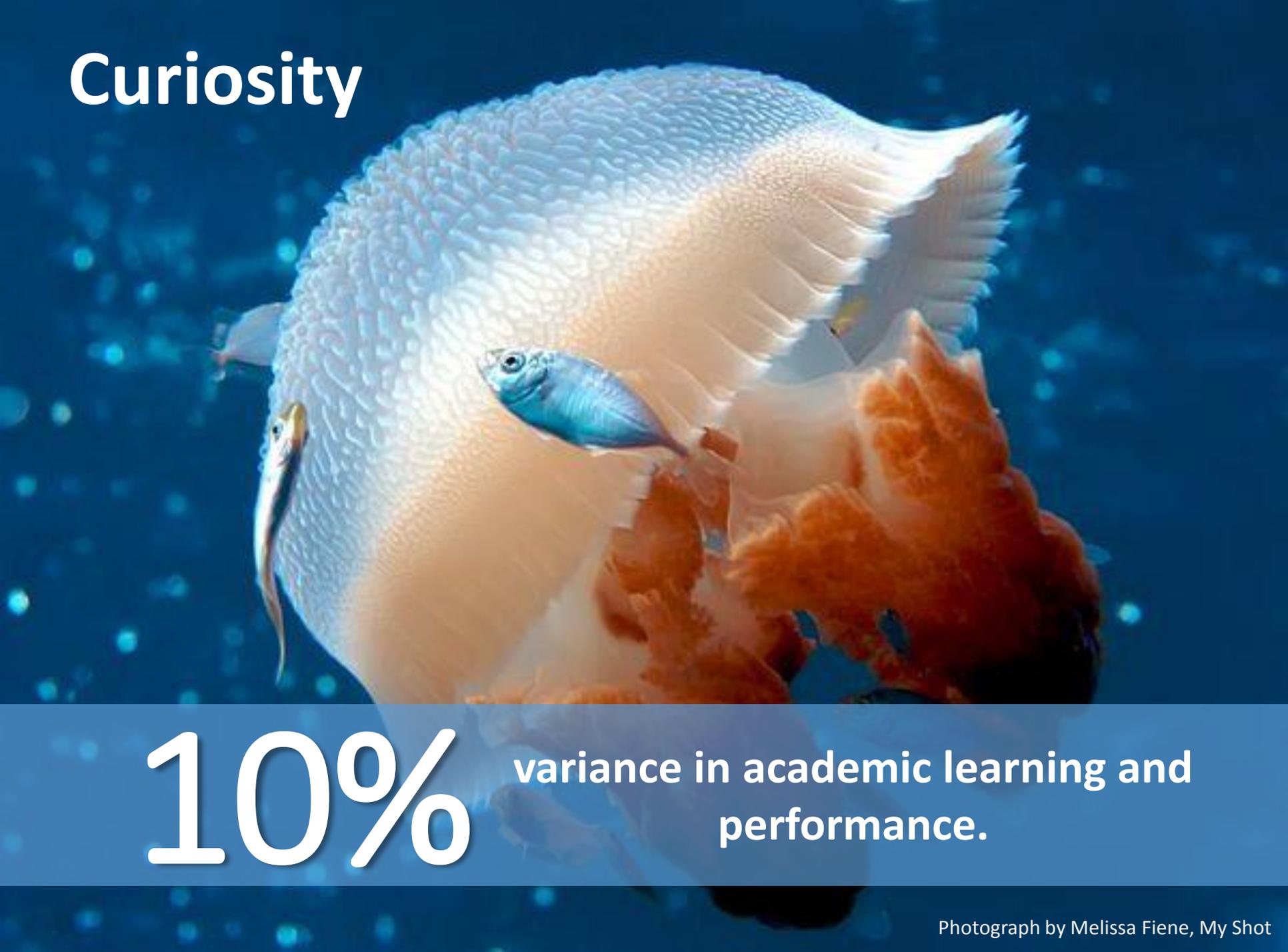
Why is
curiosity so
important?

Truman Scholar Study



Louis and Hulme, 2012

Curiosity

A white swan is the central focus, its feathers detailed and soft. Several small, vibrant blue fish are swimming around the swan, some near its head and others near its tail. The background is a deep blue with out-of-focus light spots, creating a dreamlike, underwater atmosphere.

10%

variance in academic learning and performance.

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)



Curiosity-



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

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



Exploration

Actively seeking opportunities for new information and experiences

Stretching

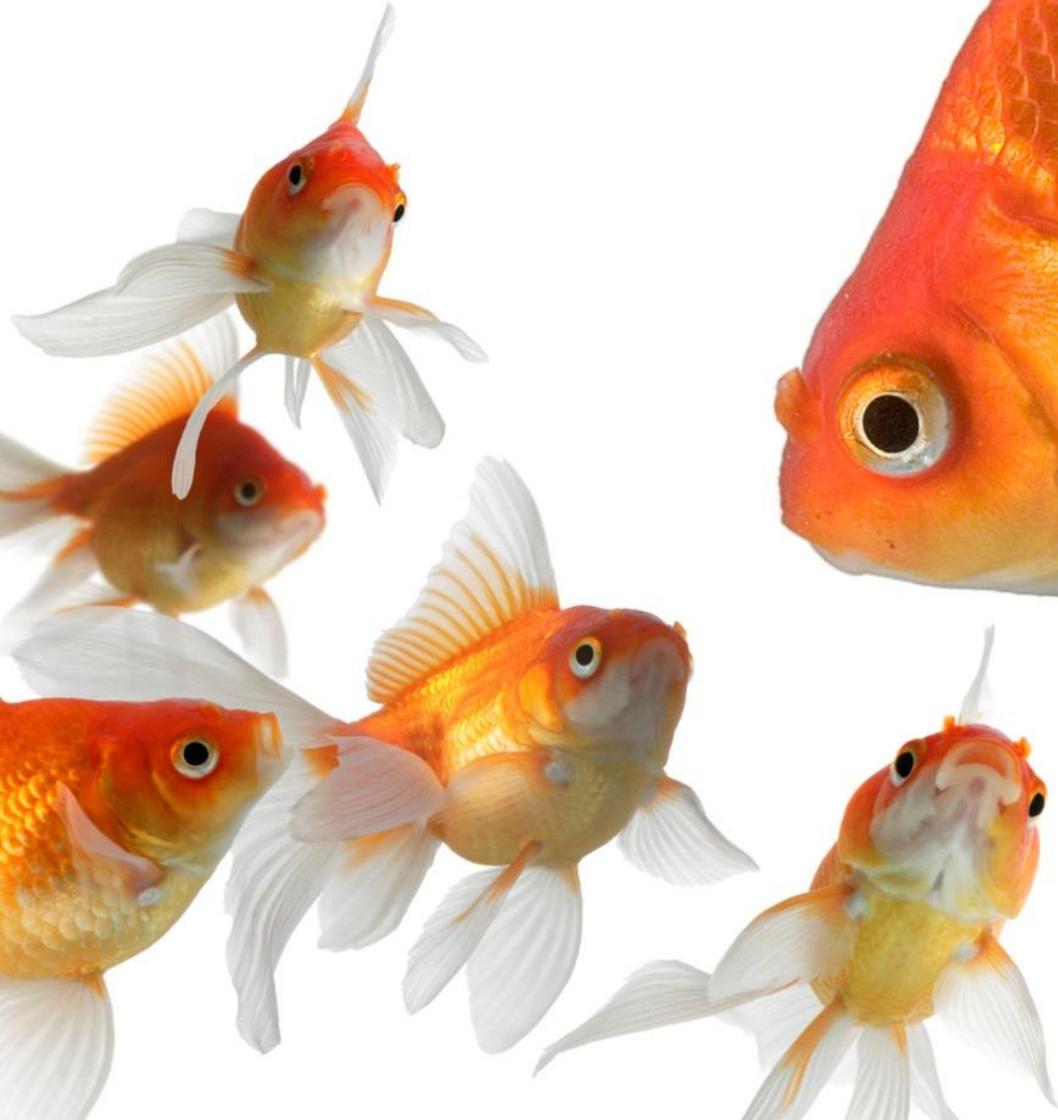
The willingness to embrace the novel, uncertain, and unpredictable nature of everyday life.

(e.g., Ainley, 1987; Berlyne, 1960)



What is curiosity?

State



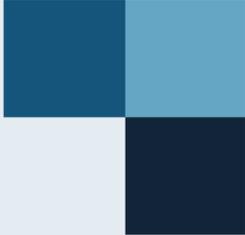
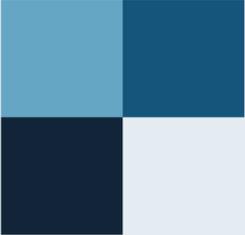
Trait

State Curiosity

Curiosity and interest are often used synonymously in the literature.

What makes something interesting?





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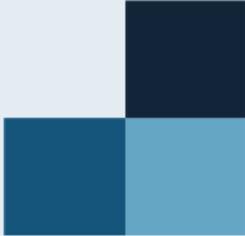
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State Curiosity

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

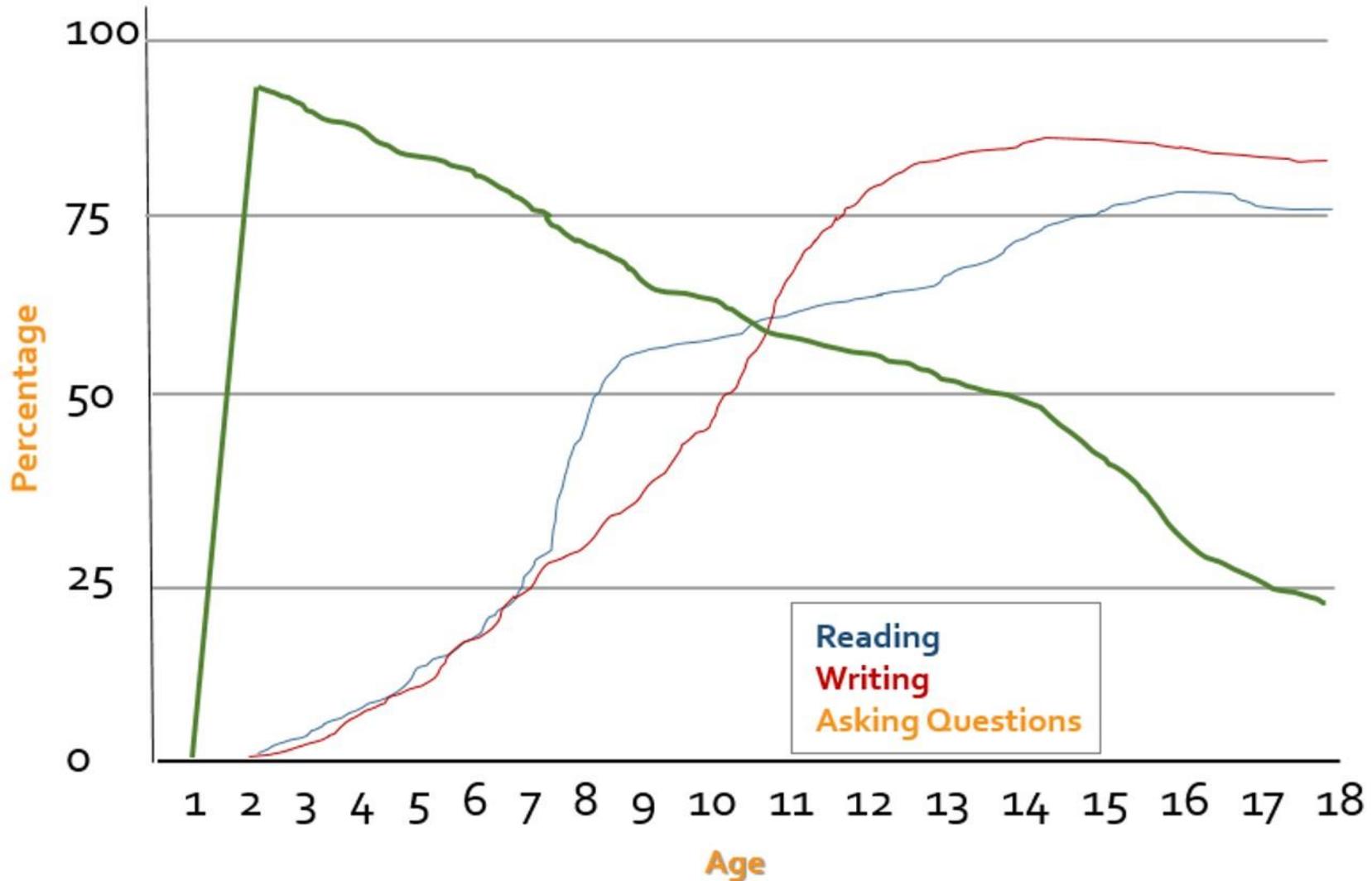
Students with high trait curiosity:

Balance the tension created by uncertainty

Ask meaningful questions



Ask Meaningful Questions



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



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



Perspective Taking

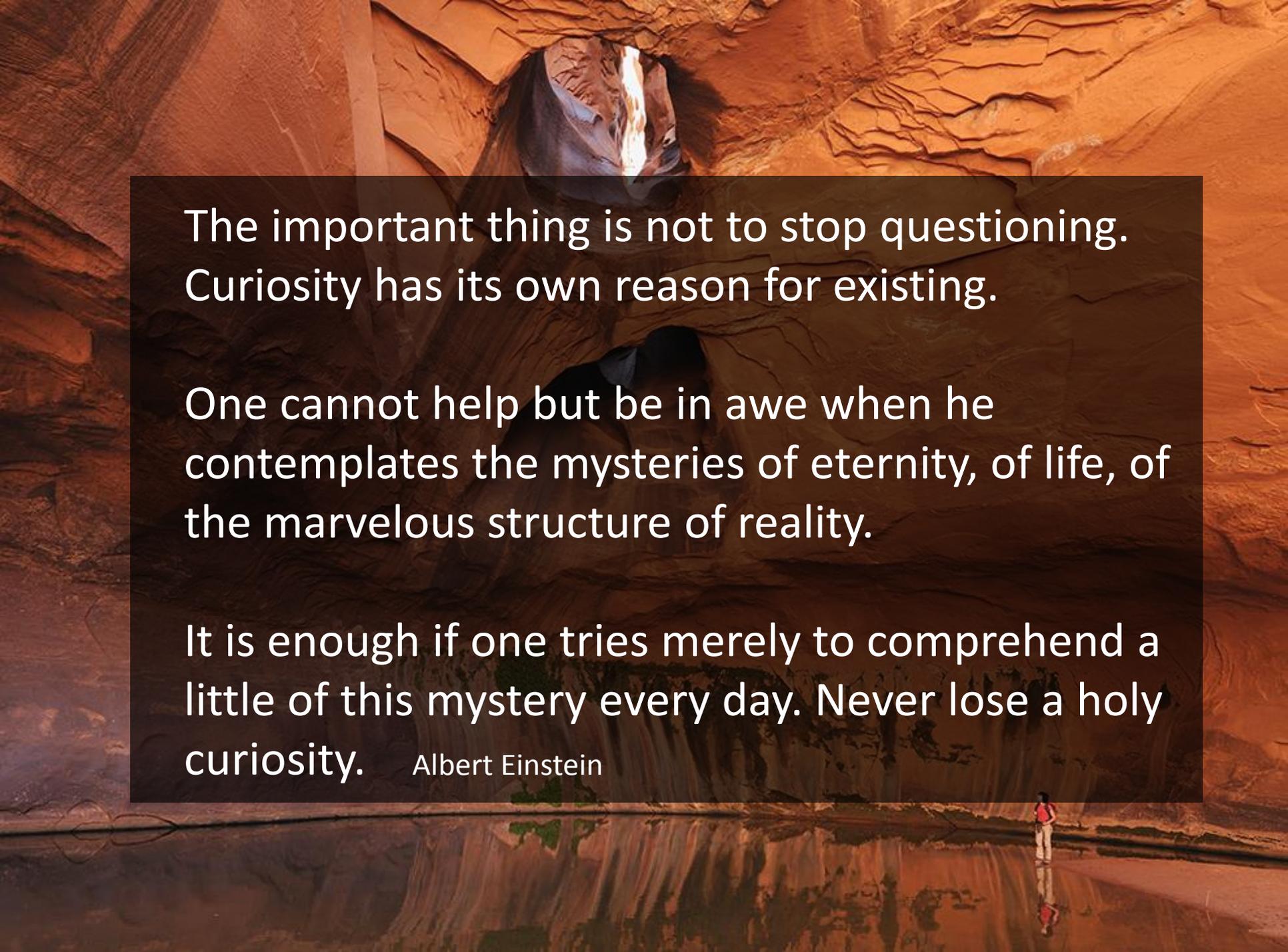


Humility

Imagination

Requires cognitive agility

Willingness to suspend judgment

A photograph of a person in a dark cave, looking up at a glowing rock formation. The scene is dimly lit, with the primary light source being a bright, ethereal glow emanating from a crack in the rock above. The person is silhouetted against the dark cave walls. The overall atmosphere is mysterious and awe-inspiring.

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.

Professor

Azusa Pacific University

<http://www.apu.edu/graduate/doctoral/>

Ehulme@apu.edu

Creator and Contributor

TheEDG.org

Ehulme@theedg.org

State Curiosity

What will make this presentation interesting?

Text your answer to
626-487-1960

