

SESSION ABSTRACT: (100 WORD LIMIT) *

Please provide an abstract of your proposed session. This abstract will be used as the description for the session in the conference program, if accepted. (100 word limit - abstracts exceeding the word limit will be edited to meet guidelines)

Do you wish that your students were more prepared for academic life in college? What role can you play in helping your students learn "how to learn"? Come to this interactive session where we will talk about sneaky ways that you can teach and model study strategies throughout your course. Walk away with a plan on how to reinforce learning on a daily and weekly basis.

SUMMARY OF RELEVANT LITERATURE: (250 WORD LIMIT) *

Please provide a brief summary of how the current literature informs session content. (250 word limit)

Kolb's (1984) cycle of learning informs us that in order to learn it must be experiential. We must work through the four stages of abstract conceptualization, active experimentation, concrete experience, and reflective observation in order to fully understand and utilize what we learn. Learning "how to learn" is no exception. Students who are successful in college are more likely to use "metacognitive knowledge to justify, plan, and evaluate the cognitive processes they use" (Allgood, Risko, Alvarez, and Fairbanks, 2000, p. 202). These researchers suggest that this can be addressed with instruction that is multifaceted, accommodates several issues simultaneously, and responds to individual needs. If we use Vygotsky's concept of the "more knowledgeable other" and the important role that faculty play in the lives of freshmen students we see that faculty can influence student learning by modeling how good learners learn and manage academic life. Using Kegan's "evolutionary bridge" we can simultaneously value and acknowledge where the learner is while facilitating more complex ways of thinking.

DETAILED SUMMARY: (400 WORD LIMIT) *

Please identify the issue, discuss its importance to the field and learning outcomes for the presentation. (400 word limit)

Issue: Students come to college with an incomplete and ineffective set of study strategies for college-level academic work. FYE faculty serve an important purpose in helping to acclimate these students to the college's academic expectations and can do so by being the "more knowledgeable other" while modeling effective academic behaviors. These behaviors include advanced time management techniques, varied note taking styles, and approaching each reading assignment as a unique task that considers variables such as the author's purpose, vocabulary, and method of organization.

Importance: This session is important because we need all faculty to view part of their job as transitioning students to a set of unwritten, unspoken academic expectations. They can do this by exposing their own reading, note taking, studying, and writing strategies to students and by building in opportunities for practice of these study strategies in their courses.

Learning Outcomes:

- 1) Participants will explain their important role in transitioning students from high school to college level study strategies.

- 2) Participants will identify college level study strategies, such as time management, reading, note taking, studying, writing, and test taking.
- 3) Participants will connect these strategies to specific teaching strategies in their content areas.

Session Details:

The session will open with a reminder of Vygotsky's assisted learning scaffold and Kegan's evolutionary bridge. The participants will be quizzed on what non-intellectual traits equaled a high college GPA in a recent meta-study by Richardson, Abraham, and Bond (2012). We will then discuss promoting learning through self-regulation and the importance of self-regulatory in academic achievement. Then we will dive into college student study habits and how faculty can support students in integrating study strategies throughout the course, from the structure of their course calendar to showing students how they read different kinds of texts. Participants will be active throughout the session sharing their ideas and will walk away with concrete plans to implement in their courses.