

C.R.E.A.T.E.

An appreciative model for teaching first-year students

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The University offers 70 bachelor's, 76 master's and 20 doctoral degrees

Enrollment: 23,079 (Fall 2014)

UTEP is dedicated to becoming the first national research (Tier One) university serving a 21st century student demographic

Entering Student Program

The Entering Student Program (ESP) serves the majority of students at UTEP. The program offers two courses—UNIV 1301 and UNIV 2350. ESP also administers learning communities for general and special populations to help students make academic and social connections. Another key component of ESP is a large peer leader program that prepares and supports students who serve as members of the instructional team for UNIV courses

ESP Administration

Dorothy P. Ward, Ph.D., Director

Mary Ann Gabbert, Ph.D., AD for Student Support and LC Coordinator

Claudia Vanessa Garcia, M.A., Peer Leader Manager

University 1301

University 1301: Seminar in Critical Inquiry is a 3-credit hour course created to help students make a successful start at UTEP. This course is designed to engage students intellectually in a specific academic topic.

Sections are taught by an instructional team consisting of an instructor, a student peer leader, an academic advisor, and a university librarian. In addition, class sizes are small (20-30 students), students work closely with others, forming friendships with classmates. Program objectives, instructional team, and class size all combine to make University 1301 a course designed to promote college success.

Program objectives

Students will:

- begin to understand their roles, opportunities, and responsibilities that impact their success within the context of the university.
- learn about and practice essential academic skills in order to strengthen performance in the university setting.
- begin to build a network of faculty, staff, and peers in order to create a supportive and positive learning experience/environment.
- begin to access and better understand their own interests, abilities, and values in order to more efficiently pursue their academic, career, and life goals.
- become involved in the UTEP activities and utilize campus resources.

UNIV 1301 Course Objectives

Students will:

- gain knowledge about contemporary topics in higher education.
- develop an understanding of UTEP traditions and resources.
- learn the value of a quality education.
- develop skill in critical thinking, oral & written communication, academic reading, and leadership.
- begin to have a positive attitude about the university experience.

Essential academic skills

- ✓ Note taking
- ✓ Calculation
- ✓ Academic reading
- ✓ Communication
- ✓ Research
- ✓ Critical Thinking



College survival skills

- Time Management
- Learning styles
- Support services

Appreciative Education

Appreciative Education is grounded in Appreciative Advising which has its roots in Appreciative Inquiry.

- Disarm - create a safe environment where the voice of advisees is heard and appreciated.
- Discover - encourage open-ended and positive questions where advisees learn, grow and build upon their strengths.
- Dream - uncover and explore grand possibilities.
- Design - organize the dreams of advisees into a living plan and align the dreams with the student's goals.
- Deliver - act on the design, navigate around obstacles that may arise and redesign the plan when necessary.
- Don't Settle - continual re-visitation of disarm, discover, dream, design and deliver to find creative ways to accomplish goals. (pp.8-9)

Appreciative Education in the classroom

Disarm eliminate barriers by standing in front of the podium; walk around the classroom (especially during the first week of the term); create a welcoming and safe office space.

Discover students learn about the university traditions; dialogue on a topic related to the course theme; understand the objectives of the course; initiate in-class conversations to allow students to voice their educational goals.

Dream meet one-on-one with each student at the beginning of the term to learn about each student's academic and career aspirations.

Design student's turn in a learning plan/contract that identifies specific goals—career, personal, academic—they want to accomplish and identify resources and strategies they will use to meet each goal.

Deliver students revisit the learning contract/plan a few times during the term and revise as often as needed (the contract is a living document); at the end of the term students write a 1-page letter to themselves 10 years into the future addressing where they desire to be.

Don't Settle the course objectives are revisited as a checklist to show students how class assignments met each learning objective; give a brief 'my hope for your future' presentation the last week of the term.

CREATE

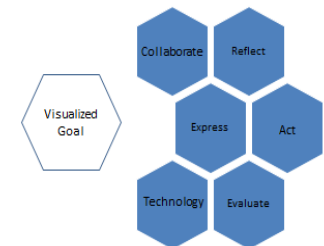
A model for teaching and student development

The CREATE model

- builds students' capacity for learning
- lets students determine their own value and capabilities
- the freedom to appreciate their educational journey

The model also helps instructors make connections with students and deliver a positively quality education.

CREATE model of Student Development



Collaborate = work with others, team building; student/student and student/teacher

Reflect = get a strong sense of who they are as a college student

Express = give students and instructor the opportunity to share the best of their experiences in college with the class

Act = students and instructor participate in the dissemination of knowledge (gives students ownership in their learning)

Technology = embrace technology for enriched dialogue in the classroom

Evaluate = continually use strength-based assessments to discover the best of students and build upon those strengths; improve the course each term

What I do

- Get to know students early*
- Self-directed learning
- Academic survival skills
- Educational Journey*
- Leadership skills
- Dialogue*
- Collaboration

Specific assignments

One-on-One meetings

Visual Explorer

Class discussion



- Before CREATE 74% of my students passed
- During CREATE 82% of my students passed
- Since CREATE 85% of my students passed

Thank you

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