

# Establishing an Academic Cornerstone through Self Exploration: An Attempt at Academic and Career Advising

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## **1. Introduction**

This poster session outlines, and reports on, the course design of the FYE program developed by the Academic and Career Advising Division of the compulsory foundation college, the College of Cornerstone Education (CCE) in J.F Oberlin University.

## **2. Purposes and Concept Model**

The purposes of the course are (1) to help first year students to engage with the university's Learning Community and (2) to allow them to have experiences that help them establish an academic cornerstone through self-exploration. This course is designed on the basis of cognitive psychology. "Metacognition" includes the concept of self-exploration, which is an ability to integrate one's learning. The process of monitoring and reflection promotes self-regulation. Furthermore, giving expression is effective to promote metacognitive awareness. Also in order to help students recognize themselves as members of the Learning Community as a whole, chances are given for the students to communicate with senior students and administrative staff, as well as for some activities outside of class.

Specifically, four elementary skills the students are expected to learn are set for this course: (1) understanding learning community, (2) self-exploration (metacognition) ; exploring their own concerns and desires by communicating with others, (3) giving expression; learning how to express their thoughts logically to fellow students, and (4) critical thinking; helping students recognize how different ideas expressed through communication should connect to the development of their own self-exploration and analytical and critical thinking skills.

## **3. Structure of the Cornerstone**

The CCE provides the core program for the first and second year students and the Academic and Career Advising division provides an Academic Advising program.

## **4. Course Design**

The course consists of a 15-class semester and eight themes. (1) Introducing yourself and others, (2) Making names cards and sharing them with classmates, (3) Messages from senior students, (4) Messages from administrative staff, (5) Photo and interviews for the college posters, (6) Introduction to critical thinking, academic writing, library information (7) A primer for career advising , and (8) Writing a paper reflecting on themselves through the course content.

## **5. Assessment**

The qualitative analysis of the students' final papers shows that students do actively try to spend a successful college life.