

1 “Wisdom Can’t Be Told; It Must be Experienced: Our Best Transition Strategies”

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Attention Device

2 Would a coach expect athletes to perform well in a game if they had never practiced the skill of the sport? No! Would a Drivers’ Education teacher expect students to skillfully drive on the highway if they had never sat behind the steering wheel of a vehicle? No! Consider a construction site. Would a foreman even consider having someone working heavy construction machinery if that person had only been TOLD how to do it, had never used the equipment? No! That’s ridiculous.

3 Then WHY would a university expect high school students to perform well in college courses if they have never practiced the skills of college? Please consider a couple of situations I have recently had.

- While performing a review on Parent Permission forms making sure that all students had submitted these forms and that all required college course information was included – 4 I came across one paper, that at the top simply said, “Help Me!” At first I kind of laughed. Then I looked and saw that this student was signed up to take several difficult courses. Clearly, she was a student who was academically strong. She had written in course numbers, CRN numbers, high school course names, everything she could think of. It was clear to me that she wanted to do this correctly, but she didn’t know how. For our office, it was a simple form. We had provided this form for high school students for years. It was obvious and clear to us, but the required fields were foreign to her.
- Second situation. In a recent conference I attended the results of a survey given to high school students taking college classes were discussed. The questions were aimed at discovering if students were help-seekers. This survey was delivered to Concurrent Enrollment students asking about situations they had encountered and then why they had not accessed resources that were available to them. The overwhelming response was “I didn’t know.” How could they not know? We know! They didn’t know they had the resources, and they didn’t know whom to ask.

- One more situation. At times we have a student who has signed up for the wrong course, misread a prerequisite letter, or possibly forgot an important step during admissions. And when telling someone at the high school, or at the university, and I was told (more than once) “Well, if the student can’t figure out how to get admitted and how to register correctly, then maybe they are not ready for college classes.” Really? We know that! That is why we have Concurrent Enrollment! That is why WE are HERE!

Introduction

5 *Wisdom is usable knowledge.* We need our CE students to have usable knowledge – not just in the content areas, but usable knowledge in **how** to enhance their college experience, **how** to succeed in college.

Many Concurrent Enrollment students are earning college credit; however, they are not arriving prepared to be successful college students. High school students need to experience and practice college etiquette, communication skills, accessing campus resources, working with advisors – and we must teach them.

6 College is full of unspoken rules, expectations, and standards. We cannot assume that students just somehow know this. A successful transition from high school to college is far more encompassing than simply academic performance. Students must LEARN HOW to navigate through their college career. We do not want to continue to experience the situations I just shared. We want to create classrooms and schools that produce students who have practiced college and are ready to experience the real thing.

A well-designed classroom is good; an authentic classroom is perhaps even better. A school with a college-going culture, great! However, we propose that Concurrent Enrollment can be more than that. A CE experience can be an apprenticeship where together with their support team, students can practice the behaviors and expectations of college; they can attain usable knowledge. **7** I present to you... “Wisdom Can’t be Told; It Must be Experienced: Our Best Apprenticeship Strategies.”

Understand and Accept the Curse of Knowledge

8 At different times in our lives we are all afflicted with the *Curse of Knowledge*. And our affliction in turn affects high school students. The curse of knowledge simply put is that you cannot un-learn something once you learn it. Something that you have learned becomes simple, clear, even obvious because you already know it. It then is easy to assume that others know it. University and high school administrators and instructors are often cursed. Because these educators know how to register, how to test, how to pay tuition, how to buy textbooks, and how to fill out that form...they forget that the students do not.

We have some suggestions that could possibly be implemented in our offices and in our schools that might prevent this Curse of Knowledge.

9 One simple idea we saw at Lone Peak High School. The Lone Peak administrators hung their high school pictures on the wall outside of their office. The plaque had a picture of them in all their glory, their name, and the years they attended high school. Principal Rhonda Bromley told me this, "We wanted our students to know that we were once in high school too!" **Show LP plaque**. I got the point. I saw the plaque and knew exactly what they were 'saying.' The point was loud and clear. I later found out that she had required ALL of her faculty and staff to display their high school pictures. This is a reminder of what it was like to be a high school student trying to figure out everything. We decided to put pictures of ourselves in our office, to remind ourselves of our high school days and ways!

10 Another idea is to have a student or parent focus group. Have the focus group them look at forms, follow the steps, or review the procedures to make sure that everything is clear. It will save time and frustration for the students, for the high schools, and for the university. **11** A good rule of thumb about a form: If it has to be explained, then it's not clear enough. If it's not clear enough, then it needs to be changed. If students are calling your office to ask you questions about a parent permission form, and the form cannot stand on its own without being explained, then the form needs to be changed. If a student is checking with your site coordinator or counselor about the prerequisite and testing information, and the directions cannot stand on their own, then they need to be changed.

We cannot hide behind the excuse, “If they can’t figure it out, then I guess they’re not ready for college.” That is a lazy excuse. Look at your classroom, your school, your office, your department...have you been bitten by the *Curse of Knowledge*? If so, make a change.

Consider School and Classroom Presence

A high school is a high school and mascots, school colors, pep assemblies, and school dances are all part of the culture and the high school experience. However, we can easily add some items or activities that will add a college-going culture to our schools. Consider these ideas:

- **12** Behind each teacher’s desk, display credentials or diplomas. Outside of counselor offices or teacher classroom doors, display the college or colleges where our high school faculty members were educated. [Show Nebo District pictures.](#)
- Designate a day each month to wear college attire. [Show college hoodies, pendants.](#)
- Teachers could post Office Hours and use them as they are in college. Explain the difference between prep period or planning period and office hours. (I shared with my colleagues that I was unaware of what ‘office hours’ really meant. I don’t know why I thought it was posted. It didn’t dawn on me that it was a time set aside for students to meet and discuss with professors. Several of them told me that they had the same experience.)
- **13** Use official course name and number in the classroom. Psychology 1010 should be listed on assignments and on submission baskets.
- [Show UVU CE Door Sign](#) Post a sign above your door saying that it is a CE classroom, a college classroom – The students are walking into a college class and should expect to have a college experience.
- Tell the students the difference between students and scholars. Address them as scholars in the room.

Teach and Use College Etiquette, Vocabulary, and Professional Language

- **14** Remind your instructors and yourselves to use the language. There are terms and phrases that are collegial and can be used first in the high schools so they are familiar in college.
- Consider having a Glossary of College Terms or a College Vocabulary Bank that is used along with the glossaries and vocabulary banks that correspond with the curriculum. Some possible words or terms– Syllabus, Plagiarize, Registration, Financial Aid, FERPA, Adjunct, Office Hours, One Stop, Admissions, Academic Advisor. These last 3 are out of order compared to the slide. Maybe it doesn't matter.
- Teach them how to address the professor. Hey Coach! vs. Mr. Johnson or Dr. Ungricht!
- Teach them how to participate in a class discussion. This is HUGE!! A common mistake of all of us is to repeat answers. When a student answers a question, the instructor often repeats the answer therefore apparently validating the response. This trains the students to only listen to the teacher. This kills a class discussion. Teach them to contribute and to listen to each other and to discuss. Teach them to agree to disagree. Show them that disagreement can actually produce better ideas and result. Class discussions are part of college life. Let them practice and experience this in high school. This is a critical part of the apprenticeship.
- Teach scholars how to submit a paper. No ripped pages out of spiral notebooks with a first name scratched across the top. Papers should have a title page, use professional font styles and sizes, use headers and footers, and always credit sources. Students should be prepared to share, discuss, and defend their opinions and papers.

Teach the Students the Difference from High School to College

- **15** Mandatory and 'free' vs. voluntary and expensive – “You signed up for this class. It was voluntary. You paid for it. You deserve it. You need to take responsibility for it.” Perception.

- Hours in class require hours outside of class – My own children are used to going to school, coming home and having a snack and/or a short break, then completing the assigned homework. When they are done, they are done. This is far different from college. Explain that to them. There is much time outside of class that is required to be filled with study before returning to class. Students need to be in charge of themselves and their time. This use of time management might be very different from what they now experience. Reiterate the difference between homework completion vs. study til you know It
- Explain the difference in pacing. Semester vs. year – the pacing is much faster. A student once commented that the difference between high school and college is kind of like the difference between getting water out of a drinking fountain or a fire hydrant.
- Class notes and note-taking – what is required and expected. Give them a few tips: Go to class prepared with notes you have taken from last class as well as from your reading assignment- Improve your listening skills - Develop a note-taking method that works for you - Pay close attention to content - Review and edit your notes. Teach them these skills and let them practice in your CE classroom.
- Textbooks – budget for them, buy them promptly, and teach them that it’s okay to mark them up. Consider for your CE classroom to provide an open-source book. Students can then buy at the copy center at a very inexpensive price and practice marking for further review and study. Perhaps you could do this for one chapter of a college textbook that supplements your provided school text. Tell them about sell-back stores, used bookstores, and online bookstores. Make sure they know what a semester of textbooks might cost them.
- How many students are in that freshman course on campus? Prepare them. Let them know that they might be in a class with several hundred students. This can be intimidating OR they can feel like their attendance doesn’t matter. Attendance is a huge. This depends on the teacher but it can be a big part of their grade. Share some tips about how to be successful in this kind of environment.

- **16** Reading assignments may not be covered in class. You may be expected to read and know and then be tested on the information and the instructors may not teach or review the information. Be prepared for first-things-first quizzes. Students must be prepared and know the content of assigned reading before class.
- **17** What happened to extra credit, participation points, and make-up work? There may be occasional chances in college for these, but generally there is not. Students should assume that they are not available.
- **18** How do they grade in college? Let them experience the difficulty, expectations, and level of work to be submitted. Show them examples. Maybe have a department liaison grade a submitted project. Show them a college rubric. Let them use the course management program.
- **19** **Show the class syllabus.** Teach how to follow a syllabus. Show the UVU CE course syllabus page and what is provided for and expected of CE teachers.

Transitional Classroom Procedures

- **20** Testing vs. Assignments – How it's Weighted. The weighting of assignments and participation vs. testing and research papers shifts dramatically from high school to college. Perhaps the weighting can transition from a typical high school weighting during first term (mostly assignments combined with quizzes and a test) to a typical college weighting during fourth term (perhaps a mid-term, a research paper, and a final exam). Practicing this will prepare students for their first experience in a campus college class.
- A Testing Center with Testing Procedures. Practice it! Consider once or twice simulating a college testing center. Students come to class with a pencil, UVID number, and identification. Take the test in the lunchroom or a different room that is the 'testing center.' Maybe show the students some pictures of testing centers on local campuses and/or have a testing center coordinator talk with your students with test-taking tips. If possible, give your students an opportunity to go on a college campus tour and visit the testing center.
- Testing Rigor. Give them a college exam so they see the difficulty. A transition idea: First quarter is open note, second quarter is full page of notes, third quarter is an index card with notes, and fourth quarter is closed to any notes.

- Ask the Question! For a period of time, switch from rewarding answers to rewarding questions! Talk about the questions they have and who they could ask. Be help-seekers in the classroom and on campus.
- Pace. Let them experience a chapter or a section of the course with college pace. This is especially critical for reading-intensive courses. Generally, high school students are not prepared for the amount of reading and the pace of reading and comprehension expected in college. Make sure they are aware of Reading classes and Student Success classes that are available on campuses to help.
- Study Groups. How to choose a study partner. In high school, you often have a classroom full of friends who are usually your study group. Talk about the interdependent learner and how to choose a study group, how these groups function, and what an important tool they can be. This could be an actual assignment. Who would they choose and why. Perhaps I am a good presenter, so I don't need to choose another presenter. I need to choose a good researcher....

Support System in High School | College Resources in High School

- **21** Scaffolding holds in place and supports until the structure is solid and can stand on its own. Then the scaffolding is peeled away. You get it. Share the concept with your students: In high school there is a very supportive and nearby team. CE students are surrounded by team members and coaches and cheerleaders. High school students have teachers and coaches who know them personally and believe in them; there is a familiarity of surrounding, a comfort zone; the family is nearby and more involved; family, counselors, friends, and teachers are their fans and support system. We refer to this as scaffolding. In high school the scaffolding is up high and strong. It is very supportive. During our CE experience, the scaffolding is slowly removed allowing the scholars to stand more independently. Eventually, the scaffolding is removed and it's time to go to college! This is the transition that we want.
- **22** There are college resources at the high schools that are available to our CE students. HOWEVER...we cannot just tell them about these resources – we must show them how to access the resources. And – as mentioned earlier – teach them to help-seekers. **23** “Whah whah whah whah whah.” Do we sound like the adults in the *Peanuts* series?

College-like Situations | Simulate and Share

- **24** Explain How Learning is Context-Dependent and How to Best Transfer. Examples: Home Court Advantage, Math Classroom, Return to Room to Remember. Use this as a help. Environmental cues. Our classrooms should provide contextual clues.
- **25** Our classrooms, our schools...should provide the home court advantage for our students.

Get Them to Campus

- **26** Find out what your department is doing on campus and get your CE students there to participate. Let them know of service projects, competitions, displays and encourage them to participate. Example of our Art Show. [Show our Art Show poster.](#)
- Testing Center. Visit it.
- Library – A college library can be overwhelming. A quote from my oldest daughter after her first visit to our college library, “And people are not as nice as your happy high school librarian.” Have an assignment to tour the library or go there on a fieldtrip. Tell them about the UVU library. It is new, it is state-of-the-art, and it is amazing.
- Cafeteria. The cafeteria or food court will be a big part of their college experience. Let them go there and see college students socializing and studying. Let them use a food card to purchase. We are considering having a Registration Boot Camp for those students and/or parents who might feel overwhelmed or confused. They can come to our office during the summer. Our Registration Experts will walk them through the process as well as give them a brief campus tour – ending with a card to use at the cafeteria.
- Weekend Visits. Explain our CE Wolverine Weekend sponsored by prospective student services.
- Tutors. Show them where the tutors are located and how to make an appointment. Explain that contacting a tutor BEFORE they are behind or confused is the smart way to go. FREE! CE students have access to tutors – even if that is not the specific course they are taking for college credit.

- Campus Connection. This is where they get their ID Cards. With this as well as other on-campus resources – we tell our CE students that they are available and then assume they know how to access them. Remember...they don't know who to ask! Ask us!!
- One Stop. Show them where that is and what that means. Even if this is a virtual 'fieldtrip' knowing about One Stop is a valuable piece of knowledge.
- Academic Advisors...Different From High School Counselors? How? When? Where? Show them our website and how to schedule an appointment with our CE Academic Advisor.
- Fieldtrips – Let them See and Feel. An innovative idea: When a coach of an athletic team, a director of a choir, or a leader of student government takes a group of students to any college campus to compete or perform – schedule time for a campus tour! Take advantage of the school trip to a college campus. Arrange ahead of time to visit a few key buildings and perhaps get free sodas or ice cream.
- **27** Utah Valley University Aint what it used to be! I personally have made the mistake of viewing our campus when driving down I15 and noting a few changes. I challenge you and your students to take the exit, get on campus, and see how much it has changed. "Come see for yourself how Utah Valley University's unique indoor campus makes engaged learning possible! Whether it's Accounting or Zoology - or anything in between - UVU has a place for you!"
- Student Government or Club Facebook page. Direct your students to visit FaceBook pages and see what is going on at a college campus.

Analogy and Conclusion

28 Back to the analogy of driving a car:

1. Class time. We tell them how to drive. We tell them all the parts of the car. We tell them about laws and consequences. They read about driving. They are tested on knowledge of driving.
2. The Range. There is a controlled environment with peers, an instructor, and a practice course. We give them cues and directions. We help them perform and navigate through the driving range.

3. Road Driving. Students show that they know how to drive. An instructor is there as a help and to watch. The instructor actually has brakes and can take over if needed.
4. Road Test. This is the final exam. Does the student know HOW to drive?
5. License to Drive.

This would make sense for driving a car, playing a sport, or working a construction job. It also makes sense for going to college.

29 “Apprenticeship” fosters implicit learning (Learning How) over explicit learning (Learning About). So...the question is: “Can our Concurrent Enrollment classes be an apprenticeship for college?” They can! Just telling students about college is not enough. Students must have authentic (ish) experiences. We need to stop TELLING our students to be ready, to prepare themselves...and instead SHOW THEM HOW to do it. Create a designed course, an authentic classroom, an apprenticeship where students are introduced to the college experience and have the opportunity to practice it. It has not just been told, it has been experienced. Let’s give our students usable knowledge, wisdom.

30 A winning outcome for our Concurrent Enrollment students would be to walk onto any campus and say to themselves, “No problem. Been there; done that.”