

Academic Excellence Workshop (AEW) Training -Train the Trainers-

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MESA's Commitment

To prepare educationally disadvantaged students to transfer and graduate from a four-year college or university with a math-based degree

Assist students in developing academic and leadership skills, increasing educational performance, and to gain confidence in their ability to compete professionally

Focus on students who historically have had the lowest levels of attainment in four-year and graduate level institutions

MESA's Components

- Recruitment, Retention and Transfer
- Academic Excellence Workshops
- Orientation
- Advising
- Student Organizations
- Scholarships/Internships

MESA's Impact

- 30 California Community College MESA Programs Service 4,000 Students
- 100% of the MESA Transfer Students persisted in Math-based Majors
 - 47% Transferred to Univ. Of California
 - 49% Transferred to Cal. State University
 - 4% Transferred to Independent California Colleges and Out-of-State Institutions

California Association of MESA Directors (CAMD) Commitment

- To ensure continuation of opportunities for students.
- Collaboratively develop and implement innovative system-wide programs, beyond the core components of the community college program.
- To significantly enhance our students' academic, technological, and professional development, particularly those from traditionally under-represented backgrounds.
- To seek additional resources through support from industry, foundation and governmental agencies.

CAMD's Goals

- Increase system-wide collaboration among MESA community college programs.
- Ensure core components support technological development.
- Seek additional sources of revenue to support technology initiatives.
 - National Science Foundation
 - Hewlett Packard Corporation
 - Contributions and grants

Aiming High, Reaching Higher

- The goal of the workshop is to help students gain a greater mastery of the subject. This is accomplished by:
 - Collaborative learning in small communities
 - Enhanced and reinforced learning experiences
 - Enabling experiential learning
 - Teaching to be conscientious students

Why do you do it?

- Allows for mastery of material
- Develops sense of belonging
- Develops positive mindsets
- Provides opportunity to intervene

AEW vs. Two Group Learning Models

- Group Study
- Supplemental Instruction

Group Study

Pros

- Student ownership
- Student empowerment
- Exchange of ideas
- Collaboration
- Safe environment
- Social outlet

Cons

- Potentially non-directed (study wrong material)
- Easily distracted, derailed
- Not consistently scheduled
- Becomes a homework session
- Easily distracted, derailed

Supplemental Instruction (SI)

- Pros
 - Directed by a leader
 - Reinforces teachers expectations
 - Provides review
 - Opportunity to do homework
- Cons
 - Just repetition
 - Temporary help – “crutch”
 - No room for advanced learning and comprehension
 - Not based on a team concept

The AEW

- Pros

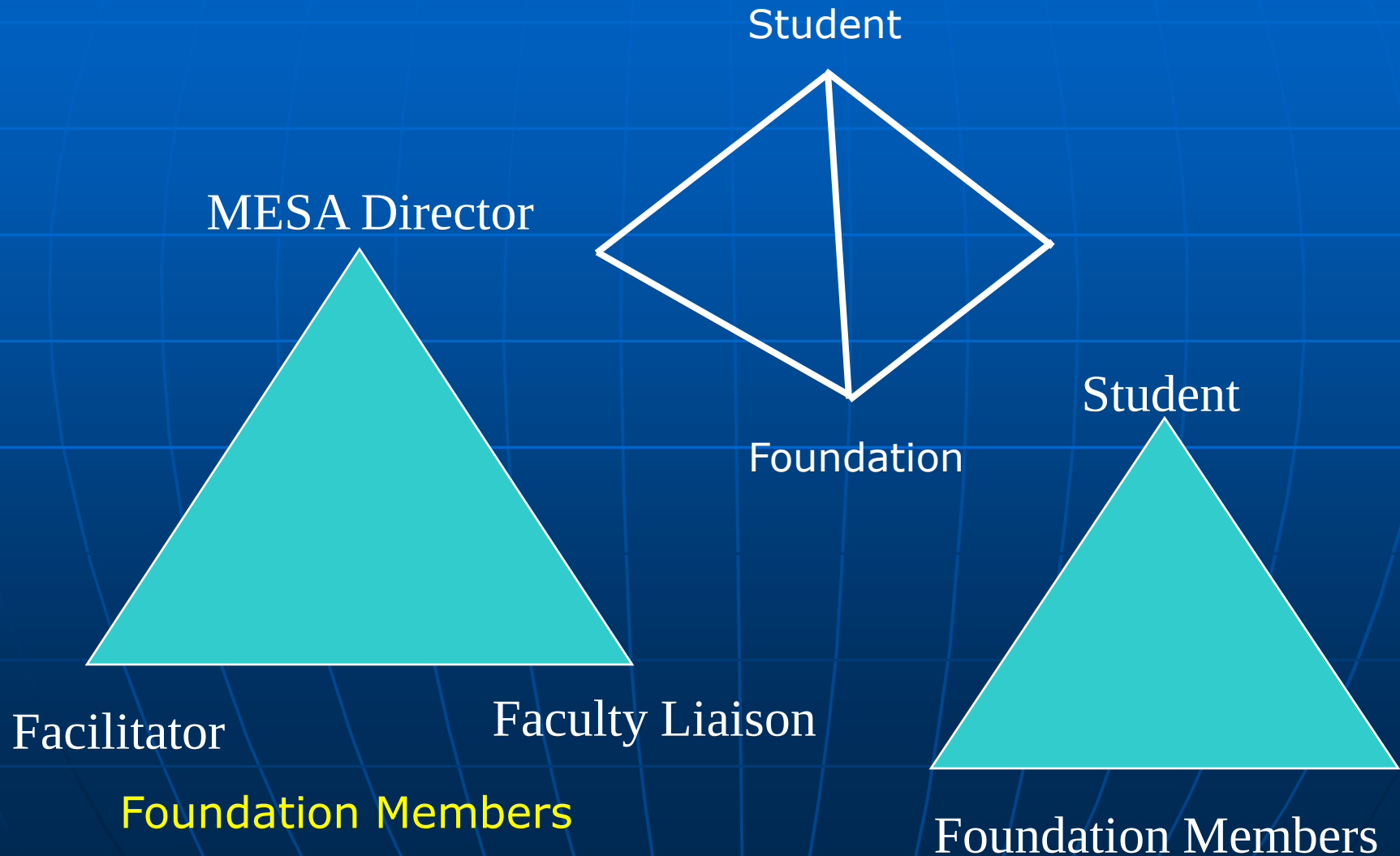
- All of the “Group Study” pros
- All of the “SI” pros
- Peer led
- Experiential learning
- Appeals to a variety of learning styles
- Teaches students to become effective learners
- Teaches students to become more responsible for their learning
- True facilitation

- Concerns

- Must have a skilled facilitator
- Group dynamics

Questions?

Who Are The “Foundation” Members?



Understanding The Roles of the Foundation Members

Responsibilities of the Administrator/PI

- Schedules, Hires, Trains
- Sits in on some workshops to monitor for quality control
- Tracks weekly reports
- Primary source of intervention on behalf of the student

The Responsibility of the Faculty Sponsor/Liaison

- Not vital, but beneficial
- Designated by course
- May participate in hiring process of facilitators
- Resource for facilitators
 - Reference materials, problems
 - AEW paced with class
- Meets weekly with facilitator
- May conduct occasional workshops

Role of the AEW Facilitator

- Effectively develops and maintains a cohesive learning community – inclusion and empowerment of all members
- Focuses discussion, while allowing for exploration
- Observes and addresses problems promptly
- Interacts with “foundation” members
- Develops worksheets

Skills of AEW Facilitator

- Sufficient mastery of course material
- Mature leadership ability
- Effective communicator
- Patient, encouraging, and sensitive
- Creative
- Strong interpersonal skills
- Dedicated
- Ability to build consensus and collaboration
- Manages time well

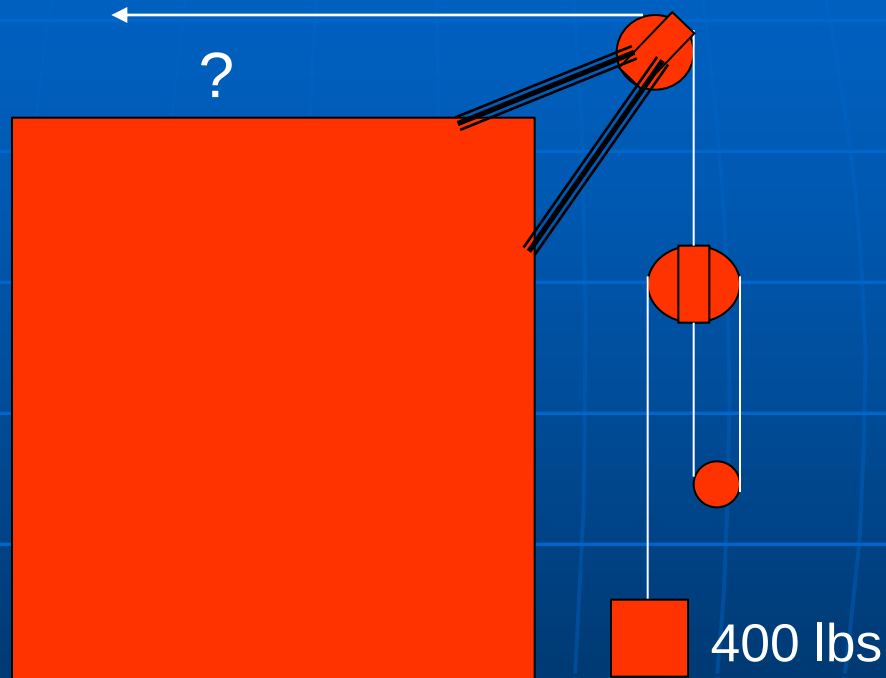
The AEW Model

- Quick preview
- The Challenge Problems
- The Foundation Problems
- Review the Challenge

Structure of a Worksheet Challenge Problems

- Difficulty fosters dialog and participation
- Incorporates several key concepts
- Helps provide a safe environment
- Prevents false sense of mastery
- Shouldn't be solved initially

Example Challenge Problem



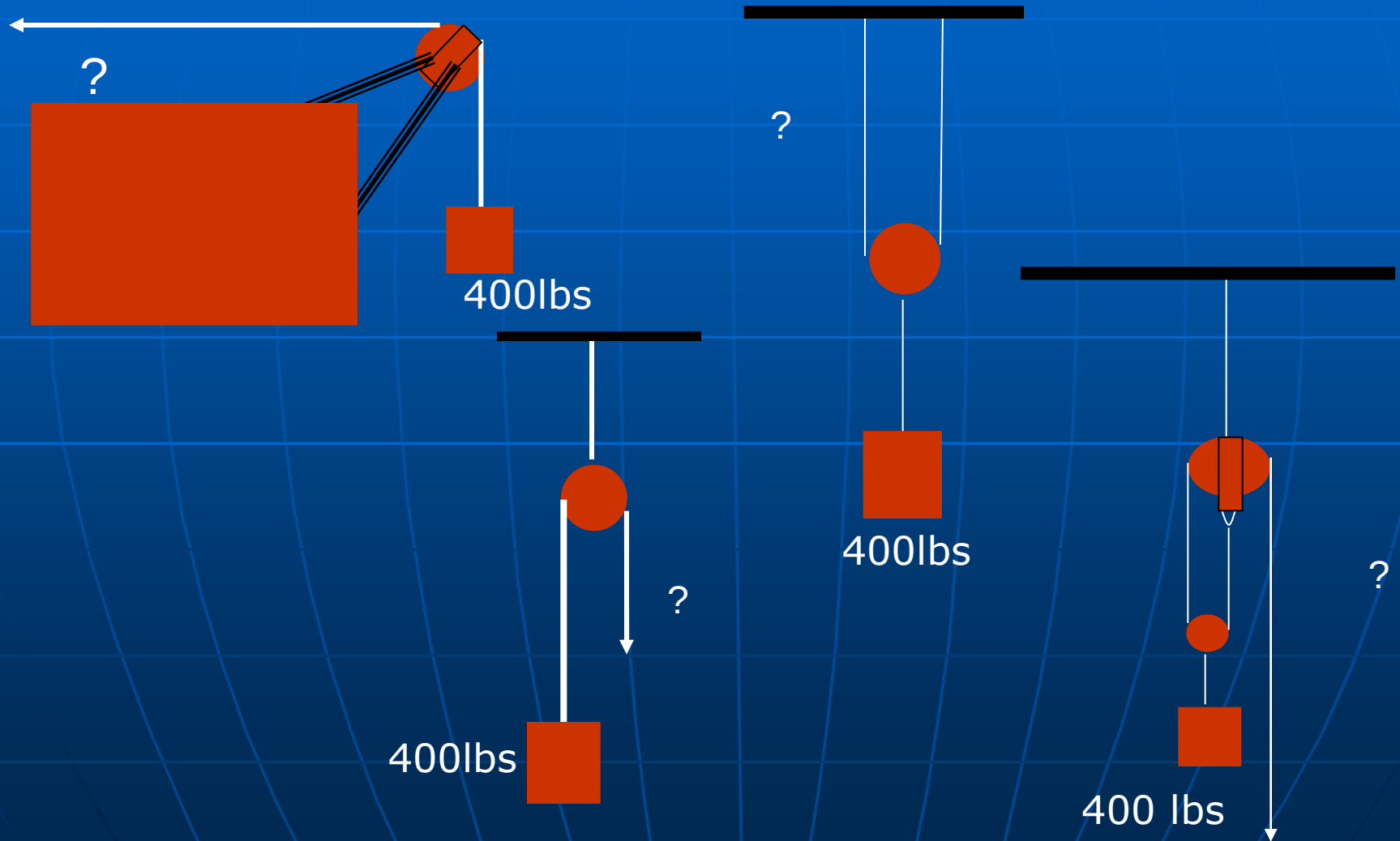
How much force does it take to raise the 400lb block using this pulley system?

Structure of a Worksheet

Foundation Problems

- Similar to homework
- Illustrates key concepts needed to solve the challenge problem
- Helps to build confidence – progresses in difficulty

Example Foundation Problems



Developing Worksheet Problems

Where do you get them?

- Text (non-homework problems)
- Reference books
- Faculty Liaison
- You!

Getting Started

- Start Small
- Course Selection/Difficulty
- Personnel
- Cost

Costs of the Workshop

Possible Workshop and Drop-in Hours Budget

Activity	Hours	Cost
Workshop	3	\$21
Prep time	2	\$14
Drop-in hours	5	\$35
<u>Weekly meeting</u>	<u>1</u>	<u>\$7</u>
Total per week	11	\$77

**Price per for 15
week workshop
@ \$7 per hour**

\$1,155

Establishing the Community

- Icebreaker activities
- Establish rapport
 - Eye contact
 - Respectful interaction/environment
 - Learn more about participants
 - Accept individuality
- Build comfort levels
- Instill a “team” concept – work together to solve problems
- Individual commitment to community
- Establish expectations

Perception

Your reactions to, and perspective and perceptions about, other people's comments may be influenced by your own values and experiences.

A Group “Stew”

- Diversity
- Personality
- Communication
- Learning styles
- Leadership styles
- Personal issues

Positive Student Behaviors

- Competitive
- Collaborative
- Task Oriented
- Strategic
- Challenging
- Non-Verbal

Discuss Contracts

Refer to sample in the manual (p.39)

Characteristics of a Successful AEW

Students...

- Share info and ideas
- Ask questions
- Are open to new ideas
- Use good listening skills
- Challenge assumptions
- Support contributions of others
- Refocus discussions
- Summarize
- Harmonize conflicts



An AEW in Trouble

Students...

- Do not participate
- Use too much humor
- Consistently arrive late
- Leave before it's over
- Sidetrack discussion
- Rush team to a quick decision
- Engage in side concentration
- Monopolize discussion
- Introduce personal problems or concerns
- Are angry and/or frustrated



Handling Problems...

A Group Exercise

In Conclusion...