



Santa Ana College

**22nd Annual
Distinguished Faculty Award**

Motivating, Nurturing, and Letting Go:

Student Persistence and
Ultimate Success

Rob Jenkins

A lecture on student success













Today's Goal



Discuss the principles that can improve student learning by identifying and meeting student needs, providing an atmosphere of success, and eventually developing a disposition toward independent learning.

Learning



Teaching is a byproduct of learning.

“When we focus on instruction rather than learning, we confuse the means with the ends.”

Barr and Tagg (1995)

Motivation



Persistence



Persistence is the degree of internal motivation each student has to continue in his or her education despite obstacles and setbacks, manifested by the learner completing or not completing his or her goals.

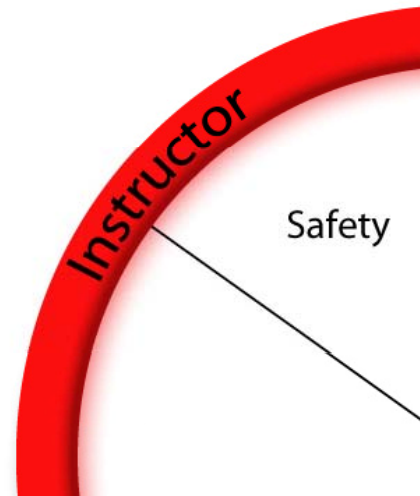
Persistence



Adapted from National Center for the Study of Adult Learning and literacy

Persistence - Safety

An environment in which learners feel that it is okay to make mistakes, they are respected for what they know, and they are equally valued in the program regardless of race, gender, class, sexual orientation, etc.



Student-Centered Instruction

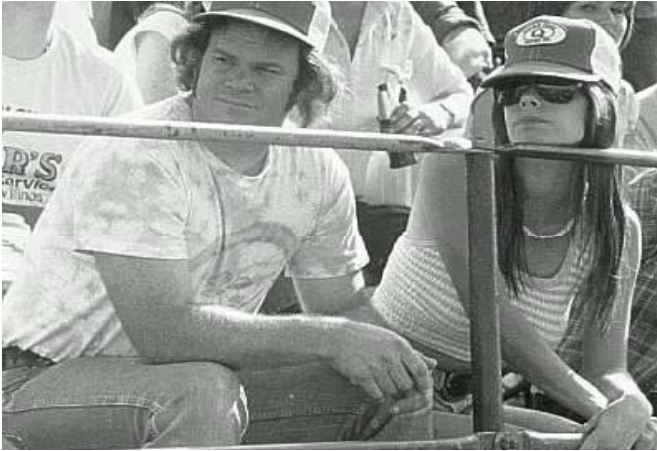


“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge”.

McCombs and Whistler (1997)



Student-Centered Instruction



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Chickering & Gamson (1987)

Persistence - Quality of Service

High-quality instruction, program practices, and structures that are driven by the needs of learners and that are engaging, supportive, and relevant to their daily lives.



HOW CAN YOU IMPLEMENT STUDENT-CENTERED INSTRUCTION?

LESS	MORE
Whole class instruction including lecturing and teacher-led discussions	Time spent in small group discussions and individual inquiry
Busy work such as worksheets, dittos, and workbook exercises	Student-focused inquiry on topics of interest to students
Time spent by students reading textbooks and basal readers	Time spent reading/using authentic materials
Emphasis on content coverage with large quantities of material introduced and memorized for later evaluation	Time spent learning to understand the content being learned
Emphasis on ability groupings that tend to "label" students	Emphasis on heterogeneous grouping and inclusive instruction; differentiated instruction
Reliance on standardized testing and published assessment programs	Reliance on portfolio assessment that includes both teacher-developed and self-assessments

Nurturing Students



Engaging students is nurturing them!

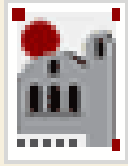
- *Helping Them Build Confidence*
- *Building Relationships*

Ziegler and Durant (2001)

Nurturing Students

Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.





Santa Ana College

SAC MISSION STATEMENT

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and *lifelong intellectual pursuit in a dynamic learning environment.*

Cooperative Learning



When we engage our students in cooperative learning, they are developing cooperative skills.

Mary McMullin

Skills include:

Active listening

Paraphrasing

Checking for understanding

Resolving conflict

Building consensus

Expressing appreciation

Cooperative Learning

Cooperative learning fosters

“positive Interdependence”

“individual accountability”



Mary McMullin

Learning Modalities / Brained-Based Research / Multiple Intelligences



1. We are all different. Our students are all different. Each class we teach is different
2. If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.
3. This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways.

Differentiated Instruction



- *Students differ in their learning profiles*
- *Classrooms in which students are active learners, decision makers, and problem solvers are more natural and effective than those where students are served a “one-size-fits-all” curriculum and treated as passive recipients of information.*
- *“Covering Information” takes a back seat to making meaning out of important ideas.*

Sacramento City Unified School District

Differentiated Instruction

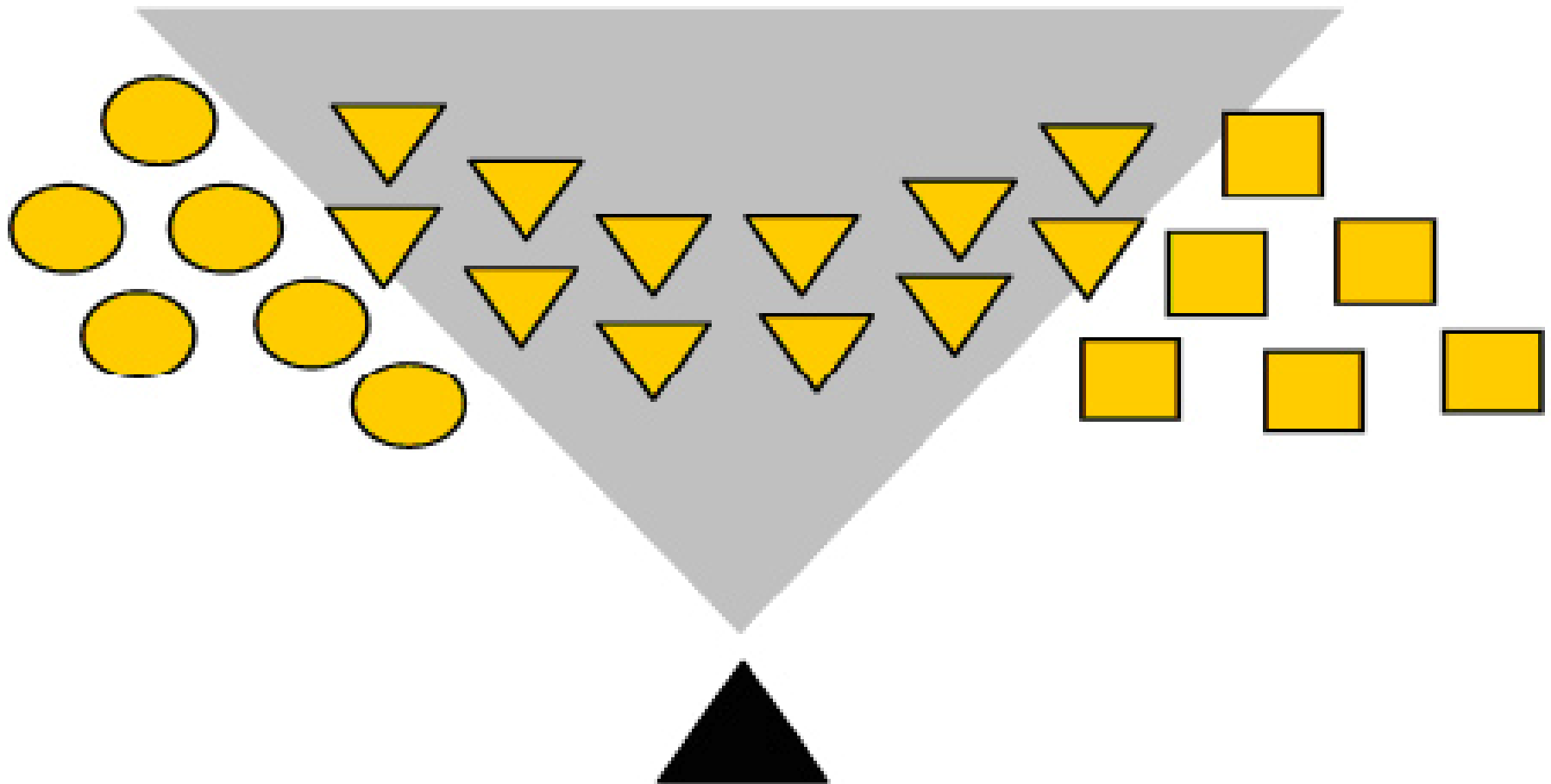


Teachers who incorporate differentiated instruction allow students and their needs to shape instruction.

“The potential of humans as learners is maximized when there is a deliberate effort by instructors to provide opportunities for participants to make decisions regarding the learning process”.

Heimstra and Sisco (1990)

Should we teach to the middle?



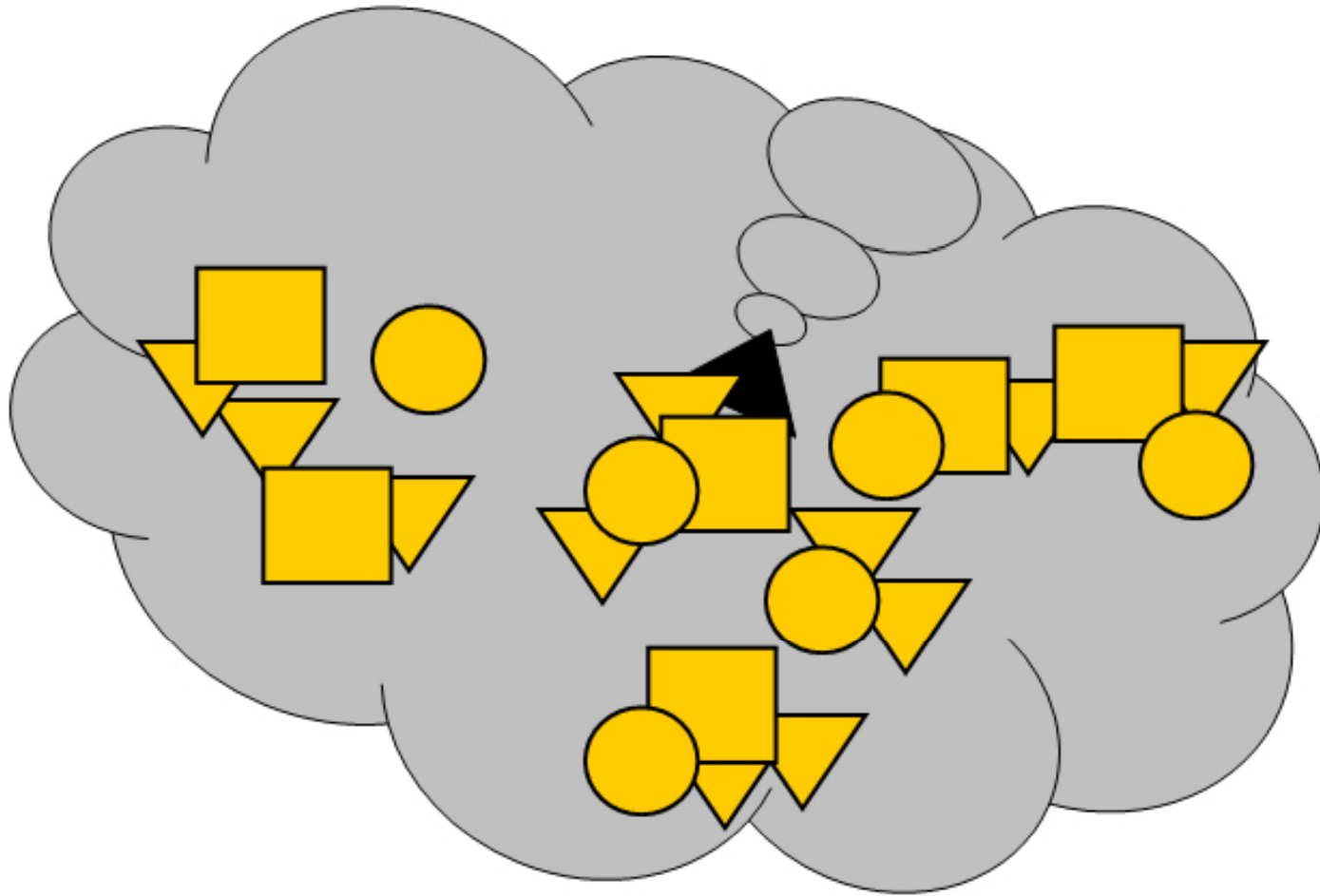
Differentiated Instruction



Group Students by

- Interests
- Abilities
- Learning styles
- Skills

Should we teach to the middle?



The Learning Process



Learning is a process and not merely depositing information:

- Warm-up
- Presentation and Discovery
- Practice in a Variety of Ways
- Check for Understanding
- Application

The Learning Process

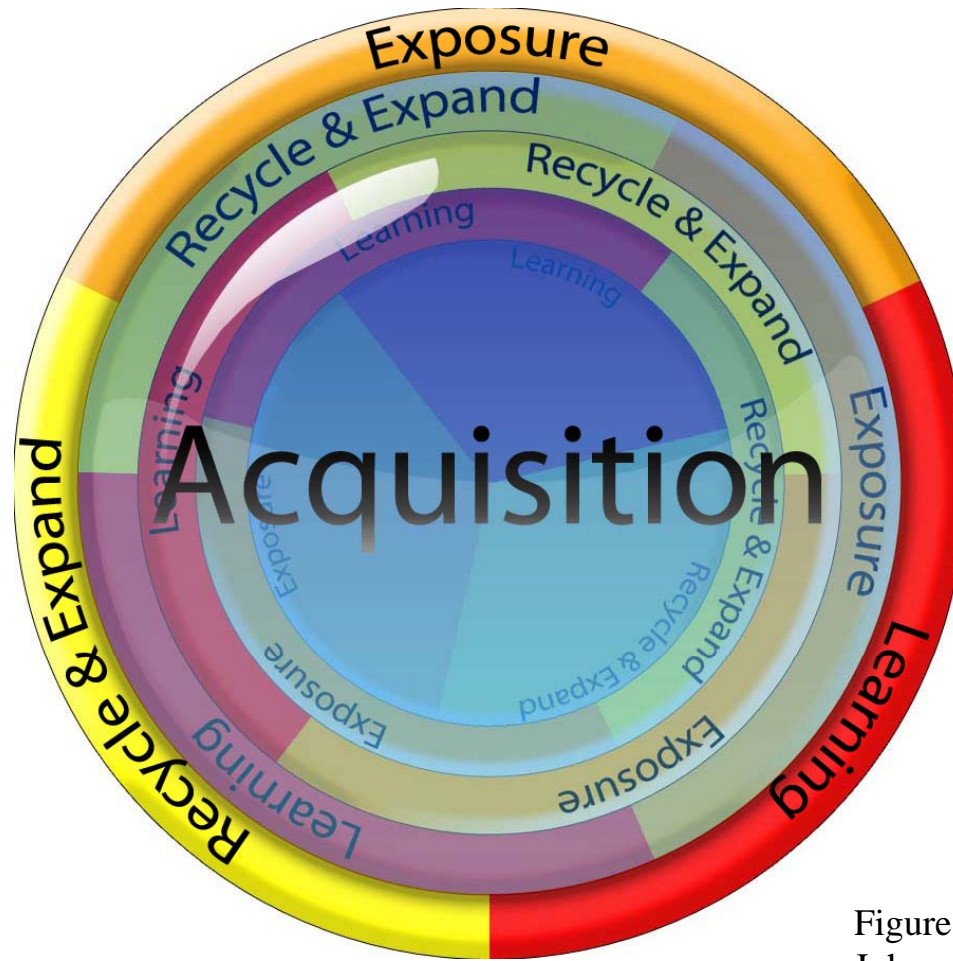


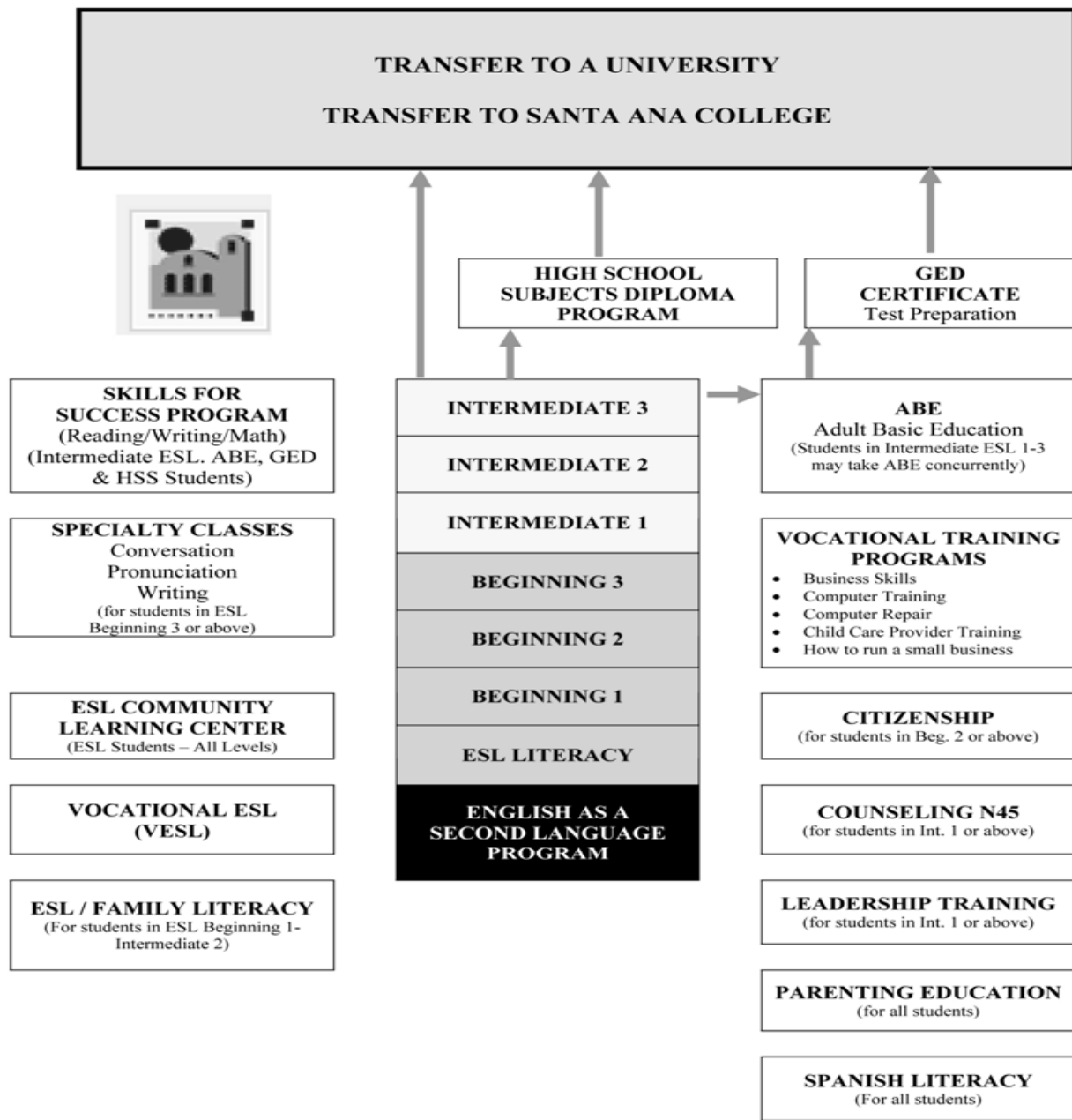
Figure by Rob Jenkins and Staci Johnson

A low-angle photograph looking up at a bright blue sky with scattered white clouds. In the upper center, a butterfly with dark wings and white spots is in flight. In the lower right, a pair of hands is reaching up, palms open, towards the butterfly. The bottom of the frame shows the tops of green trees.

Letting Go

**SANTA ANA COLLEGE
CREDIT**

**SANTA ANA COLLEGE SCHOOL OF CONTINUING EDUCATION
NON CREDIT**



SMART Goals



Specific

Measurable

Attainable

Reasonable

Time-bound

Letting Go



Letting go means to give students challenging opportunities in the classroom that lead to success, so they can gain confidence in their own abilities. This will be of greater benefit than anything else we can do for them.

We allow them to do this by giving them opportunities to revisit their goals regularly and assess their progress.

Reflective Teaching



My Mission Statement:

My goal is to give students challenging opportunities to be successful in their language-learning experience so they develop confidence and become independent, lifelong learners.

Adapted from
Stand Out: Standards-based English
(Jenkins and Johnson, 2008)



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