MEETING STUDENTS WHERE THEY ARE

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# WHAT DOES IT MEAN TO MEET OUR STUDENTS WHERE THEY ARE?

- Knowing our students deeply as individuals
  - Academically
  - Cognitively
  - Socially
  - Emotionally
  - Culturally
  - Linguistically
  - Behaviorally…
- Teaching, assessing, advising, and responding individually based upon that knowledge to maximize student success

FRAMING THE CONVERSATION

- Frequently discussed in the context of institution-wide competency-based curriculum models
  - Largely in K-12 educational settings
  - Can be more complex in higher education
- Three driving questions:
  - How do we know where our students are?
  - What do we do once we know where they are?
  - How can we navigate around systemic constraints?
- My question:
  - How do we navigate around ourselves?

WHAT MADE/MAKES YOU A GREAT STUDENT?

Be reflective!

Habits of Mind
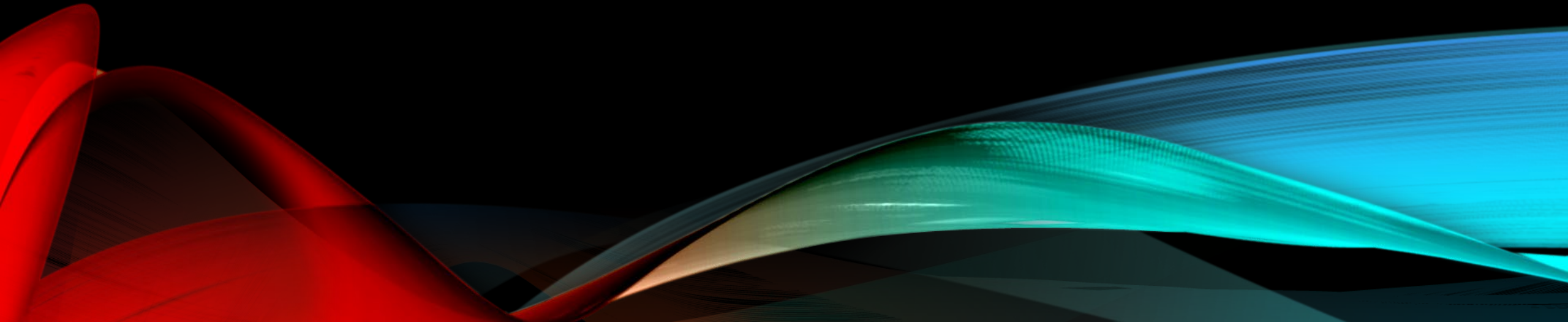
1. Persisting

Stick to it!
Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

2. Managing Impulsivity

Take your time!

Thinking before acting; remaining calm, thoughtful and deliberative.

3. Listening with understanding and empathy

Understand others!

Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.

4. Thinking flexibly

Look at it another way!

Being able to change perspectives, generate alternatives, consider options.

5. Thinking about your thinking
(Metacognition)

Know your knowing!

Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

6. Striving for accuracy

Check it again!

Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

7. Questioning and problem posing

How do you know?
Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.

8. Applying past knowledge to new situations

Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

9. Thinking & communicating with clarity and precision

Be clear!

Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.

10. Gather data through all senses

Use your natural pathways!

Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.

11. Creating, imagining, and innovating

Try a different way!

Generating new and novel ideas, fluency, originality

12. Responding with wonderment and awe

Have fun figuring it out!

Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

13. Taking responsible risks

Venture out!

Being adventuresome; living on the edge of one's competence. Try new things constantly.

14. Finding humor

Laugh a little!

Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.

15. Thinking interdependently

Work together!

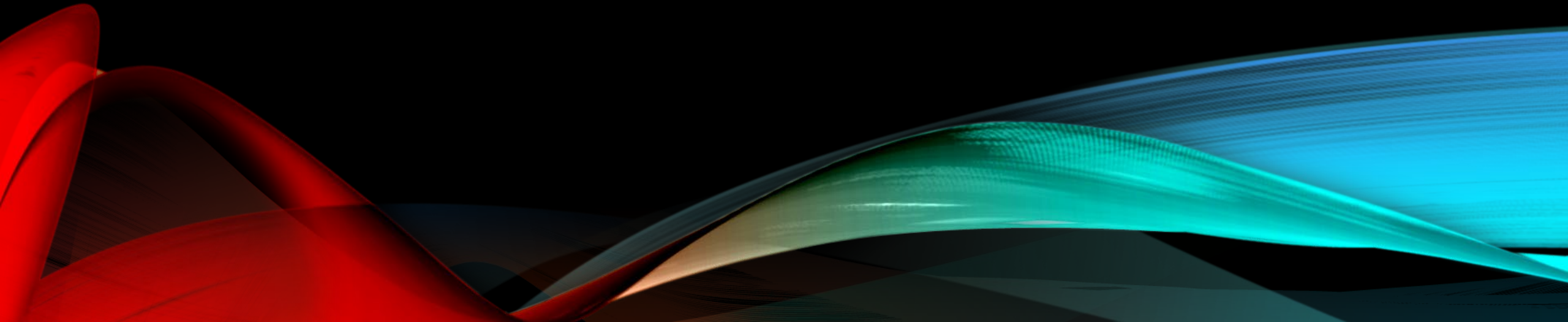Being able to work in and learn from others in reciprocal situations. Team work.

16. Remaining open to continuous learning

Learn from experiences!

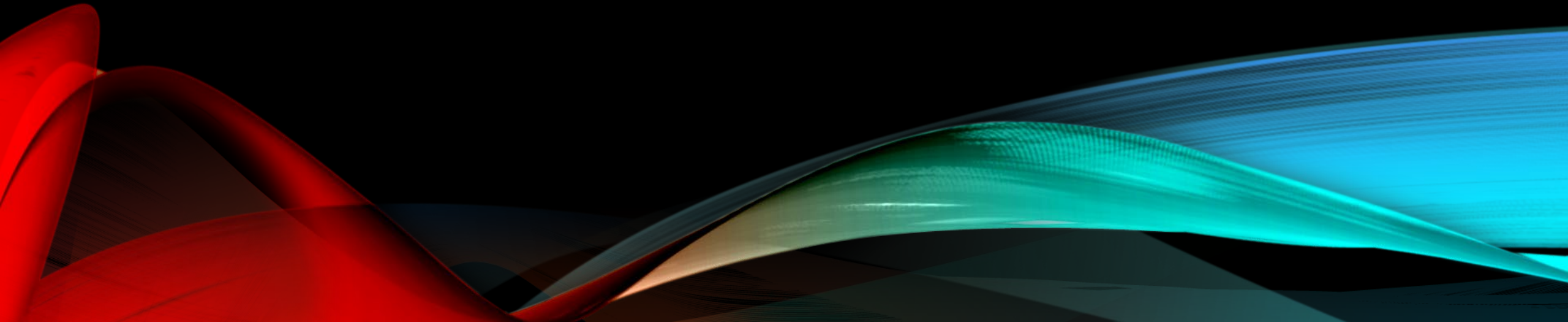Having humility and pride when admitting we don't know; resisting complacency.

HOW DID/DO WE, AS LEARNERS, DIFFER FROM OUR STUDENTS?

And what does this mean for the expectations that we set for them?

WHAT DID YOU NEED OR EXPECT FROM YOUR FACULTY?

STUDENT PERCEPTIONS OF EFFECTIVE EDUCATORS IN HIGHER ED

ONLINE	FACE-TO-FACE
1. Respectful	1. Respectful
2. Responsive	2. Knowledgeable
3. Knowledgeable	3. Approachable
4. Approachable	**4. Engaging**
5. Communicative	5. Communicative
6. Organized	6. Organized
7. Engaging	**7. Responsive**
8. Professional	8. Professional
9. Humorous	9. Humorous

Delaney, J.G., Johnson, A.N., Johnson, T.D., & Treslan, D.L. (2010). Students' Perceptions of Effective Teaching in Higher Education. St. John's, NL: *Distance Education and Learning Technologies.*

PEARSON GLOBAL SURVEY OF EDUCATOR EFFECTIVENESS, 2016

- Students aged 15-19 years from 23 countries
- Most important educator qualities:
    1. Ability to develop trusting, productive relationships
    2. Patient, caring, kind personality
    3. Professionalism
    4. Subject matter knowledge
    5. Knowledge of learners

https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/schools/global-survey/reports/RINVN9283_GlobalSurvey_092016.pdf

PEARSON GLOBAL SURVEY OF EDUCATOR EFFECTIVENESS, 2016

- U.S. students prioritize:
  1. Ability to develop trusting, productive relationships
  2. Patient, caring, kind personality
  3. Knowledge of learners (individual differences)
  4. Dedication to teaching (passion, willingness to help, commitment to student success)
  5. Ability to engage/motivate students to learn

https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/schools/global-survey/reports/RINVN9283_GlobalSurvey_092016.pdf

HOW COULD CULTIVATING THESE DISPOSITIONS AND SKILLS HELP YOU TO KNOW YOUR STUDENTS BETTER AND MEET THEM WHERE THEY ARE?

And what challenges do you see with accomplishing this?
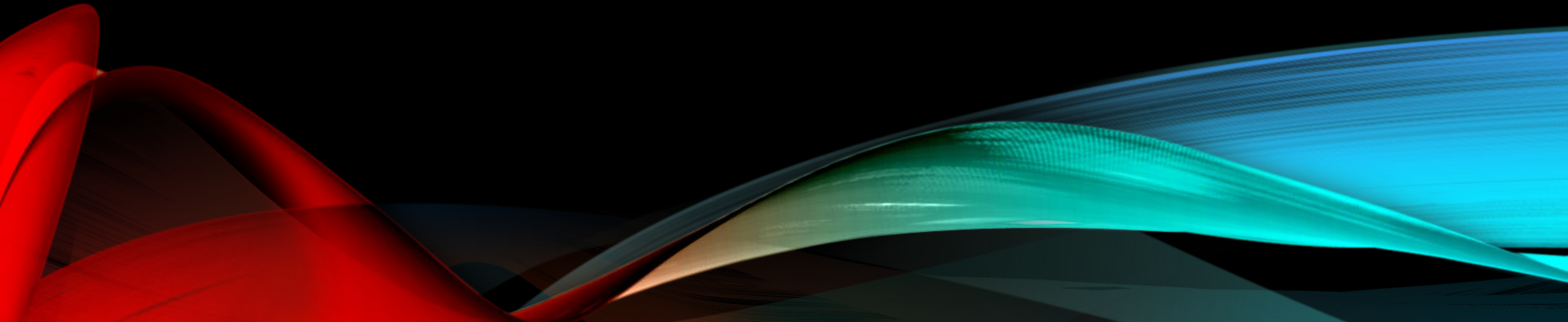
NAVIGATING AROUND OURSELVES TO MEET OUR STUDENTS WHERE THEY ARE

- Actively seek and engage in professional development
- Form communities of practice and collaborate with colleagues from across campus offices
- Get to know your students deeply
- Learn how to set high expectations based upon where your students are and what they need to succeed individually and in a changing world
- Scaffold students from where they are to meet the high expectations we set
  - Transparency of learning goals
  - Explicit modeling and teaching of learning skills and behaviors and habits of mind
  - Helping students to develop agency and self-regulation

TIME TO BRAINSTORM AND DISCUSS…

And don't let the conversation end here!