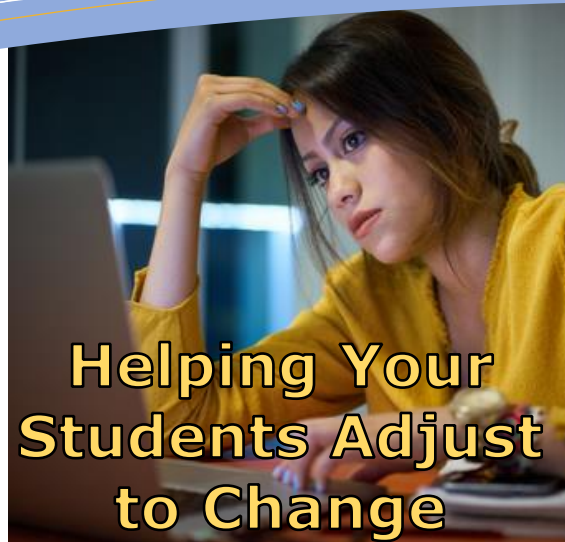


Topics to discuss with your students about adapting to change

- 1. Life-fulfilling opportunities are ahead of you.** Take full advantage of these opportunities by devoting yourself to the demands and expectations that will allow you to meet those challenges.
- 2. Stay positive.** Use mistakes as learning opportunities. Face disappointments as a chance to regroup and try something different.
- 3. Celebrate small victories.** Small victories might be completing all your planned assignments on time for the week, or planning ahead on long-range projects. Build on these.
- 4. Visit with your instructor** for some helpful suggestions and extra help when you need it.
- 5. Focus on what you can control.** Ask yourself what you can do about planning your time, your class attendance and note-taking, and preparing for tests.
- 6. Keep your goals in mind** to keep you motivated.
- 7. Help your fellow students,** and
- 8. Don't be afraid to ask for help** when you need it.



Change is one of the greatest challenges facing your students as they transition to college. Students must navigate school and its more demanding learning expectations independently, without the assistance of parents. Personal decision-making freedoms and responsibilities are multiplied. Students are not often well prepared for the adjustments they must make to be successful. How can you assist your students to adapt to college and to make needed changes in the way they approach learning when arriving on campus?

Intellectual change should motivate a corresponding change in behaviors, attitudes, and actions. Not all students respond well to this change and become stressed and anxious about being able to keep up with the demands of coursework. First-generation students are especially affected by a difficulty adapting to change because they do not always have an effective role model who has navigated college well, nor do they have a well-developed picture of what college study requires.

As the classroom leader, you can help your

Way to Succeed
Mindful Insights for Learning



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Helping Your Students Adjust to Change **P.1**

Academic Cheaters Never Learn
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students develop new patterns of learning throughout the time you spend with them in your course. You don't have to personally counsel them, but some may need a little extra one-on-one time for encouragement and understanding about the demands of your course.

Here are some helpful ideas that you can use to assist your students in making the necessary changes to be successful at the college level.

- 1. Understand what your students are feeling.** They are hopeful, but may not feel confident in their ability to flourish in college. They probably feel a little bit lost.
- 2. Pay attention** for signs of anxiety, depression, and poor work habits. These are outward signs of not making the necessary changes to be successful. A flippant attitude or lack of seriousness toward studies can also signal an unwillingness to modify old ways of learning and is often a mask for deeper anxieties and insecurities.
- 3. Act quickly.** Students who languish in old habits and ways of thinking will fall behind quickly, making it nearly impossible to catch up.
- 4. Communicate with your students** about common changes college students must make. Your understanding and interest are motivating and encouraging.
- 5. Enlist the help** of learning programs such as **Way to Succeed**, which helps students develop their own effective learning practices in a simple, time-efficient way.
- 6. If students need more intense interaction,** refer them to your campus counseling center for more in-depth help.

“I used to be good at math.”

How many times have you heard this from your students?

Every year, students come to the realization that math and most every other subject in post-secondary schools requires more work, thought, and effort to learn than they have been accustomed to. They come to an often erroneous conclusion they are suddenly “bad at math.” When students attribute their failures to a lack of ability, consider using an example from sports or music, and how their participation and intensity levels must change from levels in their early years when first learning their sport or instrument.

Math and other STEM subjects are no different. Time and concentration must increase as learners take on more advanced levels of these subjects. Assure them that their extra effort required is not a reflection of their abilities, but is a function of the higher levels of complexity they are now encountering in college.



Academic Cheaters Never Learn The disturbing rise in cheating

Many professors I have spoken to bemoan the alarming trend of increasing student cheating. Cheating is nothing new. It has been a part of going to school for a long time. But why does there seem to be more of it recently? This article will look at the reasons for the uptick in cheating, the logical consequences, and what to do about minimizing it in your class.

Why do students cheat?

Obviously, they want to pass your class, but why do they feel they must resort to cheating to do so? **First**, students might not believe they have the necessary background to achieve a legitimate passing grade on their own. They may also not have the habits of mind to learn efficiently. The lack of learning skills has at least three sources. **Second**, some students are not college-ready.

The Covid lockdowns, lowering standards and “No Fail” grading policies and other grade inflation trends have all contributed to a lack of college readiness.

Third, the coarsening of society makes cheating seem more acceptable. **Fourth**, the opportunities to get away with cheating have multiplied. Online testing, problem-solving apps, and technical devices have opened up a world of ways to obtain answers for assignment completion and for test answers without students needing to learn for themselves.

We all know the consequences, but are students aware of them? Short-cut methods may be quick and easy, but leave the student without the intended knowledge and skills the course should be delivering.

1. Students who take shortcuts will be unlikely to build learning skills that will allow them to meet challenges in future college courses or when on the job.
2. Cheating and “faking it” become an ingrained way to avoid dealing with ignorance and struggles, bringing the cheating-to-get-ahead mind-set into the workforce and society.
3. Students develop feelings of inadequacy, because they know deep down that what they are doing does not result in learning what they are supposed to know. They know that eventually, they will hit a wall they cannot overcome even if they do cheat.

4. This trend devalues a college education. A diploma is not worth the learning, skills, and knowledge it represents.

Hopefully, your school has already put policies in place that will discourage cheating. Perhaps one or more of these ideas would be helpful if you are trying to limit cheating in your class.

1. Establish clearly your rules against cheating.
2. Emphasize to students early on that assignments are meant to improve understanding and skills and how they will struggle to pass this and the next course without building knowledge.
3. Make sure all testing is done on pencil and paper and/or in a secure setting.
4. Warn students ahead of time about your testing policy so they are prepared.
5. No phones, watches, or other devices allowed: only pre-approved calculators.
6. Coordinate with your department to test students at a common time as one large group. This prevents early test-takers from coaching other students.
7. Create at least two forms of your test, especially if it is multiple-choice.

Way to Succeed Can Help!

We designed Way to Succeed to accompany first-year math and other STEM classes. Our goal is to help your students become aware of and develop their learning skills and strategies in a personal way while freeing you to focus on your math or other STEM content. The online program works concurrently with your class, providing students with personal learning profiles and targeted actions for improvement, short, thought-provoking readings, videos, and short quizzes that highlight the skills, attitudes, cognitions, and learning strategies in which successful students engage. Student can quickly make changes to become better learners and improve their academic achievement.

Communicating Clear Objectives for Better Student Learning

Who

You, their instructor
and your students

What

Show students what success looks like. By connecting the demonstrations in class and tasks in projects and assignments with specific learning objectives helps your students see a clear picture of what they are supposed to learn.

When

When you plan a lesson, be mindful of the learning goal(s) at the end of the lesson. Then communicate it (them) at the beginning of each class/lesson so that you begin with the end in mind. Repeat the goal(s) at the end of the class as a summary of what went on in class and what students were supposed to learn.

Why

Students need to have learning goals. They need to understand what they need to understand. Once students know exactly what they should know, they will be more likely to move towards that goal. This process represents small steps towards whole-course competence, one skill and one concept at a time.

How

- Post objectives in LMS.
- Talk about learning objectives in class.
- Call attention to objectives in texts.
- List on board every day your class meets.
- Include an outline of your lesson.
- "By the end of class, you should be able to..."
- Be creative!

Communicating clear objectives is an important part of creating an effective learning environment in your classroom (James, 2020). The problem is that it takes time and effort to focus on these objectives in class. But the benefits of clear learning objectives can make your job easier and helps to keep your students focused on the important things in your classes.

A class-by-class list of objectives walks students through a whole course, one step at a time. Breaking down the course by objectives can be less intimidating for your students because each clear objective becomes a manageable bite.

Crafting good learning objectives also will have the effect of improving your teaching skills as well. Objectives help you organize your lessons and help you to include all the learning outcomes you want your students to achieve.

James, A. B. (2020). A Noteworthy Next Class: Making Learning Objectives Work for You. *Communications in Information Literacy*, 14(2), 378–388.
<https://doi.org/10.15760/comminfolit.2020.14.2.11>

Q&A About Way to Succeed

Q: You can't make the students change their learning behavior. How is this going to work?

A: That's true. You never will have direct control over your students' learning behaviors. While instructors need to be effective teachers, ultimately, the student is the only one truly responsible for their own learning. **Way to Succeed** emphasizes that it is the student who has control over learning behaviors which can lead to greater academic success.



Once students understand they are in control of their own learning and success, they will be more incentivized to make the learning changes to how they approach learning.

"I really like how this program focuses on how the *students can help themselves learn* in a college class." G. Marshall

QUOTE OF THE MONTH

"When students cheat on exams, it's because our school system values grades more than students value learning.

Neil deGrasse





Visit our Website

We offer a unique research-supported approach to helping students become more independent and successful in your classes.

Visit [Way to Succeed](#) for more information about our product, pricing, and how to order.

You can be ready for Fall Semester 2024 classes!

First-year, at-risk, and probationary students typically need more support than most other returning students, especially when these students enroll in online classes. [Way to Succeed](#) can help you to assist your students with a personalized, stand-alone success program designed for mathematics and other STEM courses. [Way to Succeed](#) helps students develop their own self-regulating and metacognitive skills so they can become more independent and effective learners.

- Students learn how to learn, especially in their math or STEM class.
- Our focus is on improving self-regulation, time-management skills, metacognition in your students, and how to access extra help resources.
- Nothing to grade. Nothing to plan. No essays for your students.
- Personalized learning diagnostics and recommendations for each student.
- Companion eBook for better student accountability.
- Research-based process with significant improvement in grades.
- Low department and per-student costs.
- Compatible with any STEM text or curriculum, online or face-to-face.
- Easy-to-access instructor reports.
- **Quick and easy set-up for your school, by department, course, or class.**

Upcoming Articles in the next issue of *Learning Insights*

1. Analyzing Student Mistakes
2. Learning Styles: Are they for real?and more!

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864-777-3015 text or call
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