Advice from our founders:

- “Ignatian tradition challenges teachers to know their students; study them at length and reflect upon their aptitudes, (weaknesses), and the ...implications of their classroom behavior.”*"*"


“As (educators) we need to understand the world of the student.

- How do their experiences affect the very way in which students learn?
- How do their experiences help mold their habitual patterns of thinking and acting?”**


Before they enter a college classroom

Or why new student orientation may not produce the desired effect when talking about this stuff.

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**Senior Year High School Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday/Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td>Wake-Up</td>
<td>Get Ready for School</td>
<td></td>
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<tr>
<td>7:00</td>
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<tr>
<td>8:00</td>
<td>English</td>
<td>Physics</td>
<td>Spanish</td>
<td>English</td>
<td>Physics</td>
<td>Spanish</td>
</tr>
<tr>
<td>9:00</td>
<td>Spanish</td>
<td>Physics</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Psych.</td>
<td>Spanish</td>
</tr>
<tr>
<td>10:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:00</td>
<td>Band</td>
<td>Gym</td>
<td>Band</td>
<td>Gym</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td>12:00</td>
<td>AP Calc.</td>
<td>AP Calc.</td>
<td>AP Calc.</td>
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<tr>
<td>1:00</td>
<td>AP Hist.</td>
<td>AP Hist.</td>
<td>AP Hist.</td>
<td>AP Hist.</td>
<td>AP Hist.</td>
<td>AP Hist.</td>
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<tr>
<td>2:00</td>
<td>After School Sports / Activities</td>
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<td>3:00</td>
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<tr>
<td>7:00</td>
<td>Dinner / work / socializing</td>
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<td>8:00</td>
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<tr>
<td>12-6</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td></td>
</tr>
</tbody>
</table>

Church, Work, Community Service, Sports, Activities, Sleeping, Free Time, and/or Studying (Maybe)
Getting good grades
The “what” that motivates students to study or change the way that they study

Predicted achievement at the end of the freshman year

<table>
<thead>
<tr>
<th>Predicted QPA</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4.0) average</td>
<td>11%</td>
</tr>
<tr>
<td>AB (3.5) average</td>
<td>67%</td>
</tr>
<tr>
<td>B (3.0) average</td>
<td>27%</td>
</tr>
<tr>
<td>BC (2.5) average</td>
<td>2%</td>
</tr>
<tr>
<td>C or lower</td>
<td>0%</td>
</tr>
</tbody>
</table>

Marquette University New Student Survey, August, 2012. Total does not equal 100 due to rounding.

Where they live – the implications

Fall 2012

- Residence hall 94%
- Commuter 6%

Freshman Profile, Marquette University Office of Institutional Research, November 2012.

The power of old habits:

- The manner in which students approach the study of difficult or challenging classes in college has everything to do with how they obtained success in high school.

These high school habits often mean students:

- Believe “learning” and memorization are same
- As a result, they approach learning (reading, listening, notetaking, etc.) passively
- Linear and chronological learners
- Skip or overlook learning cues provided by faculty
- Overwhelmed resulting in a disproportionate focus on tangible or next day tasks
The syllabus: Faculty provided tool describing course expectations for learning

- Learning objectives – how students should think about course material
- Study tips and learning resources, including office hours – ways to modify or check their learning
- Links to website materials (D2L, Blackboard, etc.) – their best collections of necessary course material in one handy location
- Information on grading, grading scales – clarifying their assessment expectations
- Day-by-day summary of topics including schedule of exams and other assignments – a road map for learning

High school habits in conflict:

Despite best efforts of faculty to establish their learning goals through the syllabus and other course organizing materials, students often their approach classroom learning using high school behaviors/strategies.

In reading the syllabus, students ask:

- What is graded? Only a few things:
  - Tests
  - Papers
  - Sometimes quizzes, labs, problem sets, presentations
- How often must I do these things?
  - Not very (tests and papers only 1-4 times a semester)
- What study tasks must I engage in?
  - Reading? (boring, so wait until faculty tells me what to memorize)
  - Practice problems? (hard, wait until review or practice exam published and memorize those problems)
  - I’m a good writer, everybody tells me so, one draft will do

Epic disappointment (Yet)

- Once students get over the shock of the opening statement: “What questions do you have for me?”
- Once they have identified and memorized what they believe are the appropriate details...,
Taking the Exam

For many freshmen, at least one of their first exams doesn’t go well

- How they respond to that disappointment varies

In the face of competing demands and an overwhelming volume of course materials,

We believe students’ main academic challenges are:

- Correctly identifying their academic tasks including
  - Determining the significance of the task
  - Identifying the steps and time necessary to complete these tasks
  - Appropriately organizing information and materials for the studying task
- Selecting and applying effective learning strategies appropriate for these tasks.
- Developing confidence in seeking help in order to navigate institutions of higher education

For example, MU resources to assist students include:

- The faculty as best and primary classroom resource
- Academic Advisers
- OSES academic support services
  - Workshops on this same topic presented to intro classes in many colleges and programs
  - Tutoring program
  - One on one sessions to develop and refine study strategies
- The Norman Ott Writing Center
- Math Department Help Desk Drop-in Hours

Questions?