

## Solutions for a New Classroom Economy

College and University instructors across the nation switched gears and created online classrooms in response to the COVID-19 pandemic. Some transitions were smooth, while others were found wanting. Find out what worked by giving out the [survey](#) designed by the Higher Education Data Sharing Consortium to get a read on your students.

### ONLINE LEARNING

Online learning magnifies problems of students who do not self-regulate. According to Cho & Heron (2015), self-regulated learners have learned to control negative emotions (such as anger, anxiety, boredom, and frustration) and reassure themselves with positive emotions (such as hope, pride in learning). Students with negative emotions tend to have poorer academic outcomes than students who focus on positive emotions ([Cho & Heron](#)).



## In this issue

Sustaining Institutional Viability **P.1**

What First-Time Students Really Need to Know **P.2**

Why Self-Regulation Matters **P.3**

Watch: Current Industry Trends **P.4**

## Sustaining Institutional Viability

**Presidents of colleges and universities across the United States are grappling with the profound effects of the COVID-19 virus. Students are expressing doubts about re-enrolling in summer and fall classes, fearing for safety from the virus, and dreading the isolation of continuing distance learning. This creates anxiety in the hearts of college administrators, as they try to balance safety with financial responsibilities. How will the changes coming to college campuses across the country affect the availability, level of academic rigor, and the demand for a quality post-secondary education?**

Schools have found ways to academically support students to be successful. Support has generally been content-related, such as tutoring centers, extra help, and online software that adjusts to student errors and reteaches when necessary. Support for students to become independent and self-directed learners is often ignored. This independence is especially important now when moving to online classes. Clearly, no amount of intelligence or background knowledge can take the place of effort, motivation, and self-regulation in learning. Students without these essential qualities struggle to successfully complete courses and complete degree programs.

Forbes Magazine reported that nearly half of the first-year students who enrolled at 4-year colleges and universities had still not graduated six years later. Community colleges fared worse, with only 26% earning 2-year degrees in three years.

Clearly, no amount of intelligence or background knowledge can take the place of effort, motivation, and self-regulation in learning.

Enrolling in college is one thing, but graduation is something different. The Forbes article described the primary cause for dropping out as financial, but financial issues can come from losing scholarships or from an inability to balance work and school. Schools must educate their students on the essential skills of self-regulation and other effective learning practices, and encourage sufficient effort and motivation on the part of each student.



Way to Succeed

Mindful Insights for Learning

## Principles for Students' Learning Management Success

Many underperforming students do not look within themselves to determine whether they understand a concept, nor do they look for ways to improve actions, behaviors, and attitudes for better achievement outcomes. Instead, as a way to "save face," they often attribute low performance to lack of ability, lack of technological proficiency, or instructor and content characteristics.

How do we reach these students? How do we gently tell them what they need to do without shaming, demoralizing them, or pointing out their ignorance?

Education is not all about learning the content of college courses, but learning how to manage new information, persist through struggles, and control emotions to move towards becoming a mature individual.

One way to encourage that process is to allow students to reflect on their thoughts and actions associated with learning and to receive meaningful feedback from those reflections. Way to Succeed offers students the opportunity to analyze their learning profile with targeted actions to improve in weak areas.

Check out our website to learn more

[waytosucceed.com](http://waytosucceed.com)



## What first-time students really need to know.

We asked students things they would have done differently when first taking college classes

**Students often arrive on campus with incomplete ideas about learning at the post-secondary level. Sometimes students adapt quickly to the reality of college classes, but others are not able to progress sufficiently and suffer severe consequences. We asked several successful students for their insights and advice to other first-year students to make the transition from high school to college easier.**

Ethan, an engineering major at Purdue University mistakenly thought he would not need to study, because in high school, he got good grades without studying. "My first semester was a big wake-up call for me, and I really didn't know how to go about studying. I really didn't have any experience at that. I had to figure it out by myself, and I wasn't very efficient at it at first."

Ethan also stated that he wrote his assignments in the notebooks he had for each class, but having his assignments in different places added to his stress of trying to remember what was due and when. "Putting all my assignments and test dates in one calendar really helped

me keep track of my schedule better."

Sarah's experience at a college math class taught her that understanding what the professor is teaching you in class isn't enough. She noted, "Even though it made sense in class, I still had to do the homework to really understand it." She also advised, "Use your professor's office hours to get help when you need it. Math tutoring labs are also a good place to go to get extra help."

As a nursing student at Clemson University, Henry noticed a definite increase in the amount of independent learning that he was expected to do in

**"Becoming a good learner means you must actively take the reins"**

his college classes. "Becoming a good learner means you must actively take the reins," Henry commented. "For me to be successful, I had to make an extra

effort to really know the material and seek out help when I needed it."

Past experiences in high school and self-awareness of abilities can affect how you approach learning and choices of majors. "I really underestimated myself and took easy classes, because I was afraid I would fail," said Jennifer, a graduate of the University of South Carolina. After a couple of successful semesters, she came to the realization that she was the one who controlled her own success and that she could look within herself for the strength and determination she needed. "I realized that I could do what I set my mind to do, regardless of how hard I thought it was."

Helping students discover these principles quickly can make all the difference in whether or not they will be successful. Awareness is the key. Once these students became aware of their own deficiencies, they were able to adapt and succeed in their classes and move towards graduation.



# Why Self-Regulation Matters

**Students bring three things when they enter our classrooms:**

1. **Innate intelligence or aptitude**
2. **Background knowledge**
3. **Self-Regulation when learning new things**

**Regardless of the levels of ability or previous learning, the most important attribute of a student achievement is how well he or she can self-regulate their learning.**

Self-Regulation can include metacognitions, motivations, and executive functions. Regardless of classroom format, what textbook is used, or what time of day, the student factors

of self-regulation play a most critical role in the success of the students in your class. This is especially true of self-paced remedial courses and on-line classes, where the student must look within themselves for motivation and fortitude.

**Awareness and Best Practices for Students:** Many first-year students arrive at college unaware of the level and the kinds of self-regulation responsibilities that will be required of them, especially in mathematics and other STEM courses. Too often, first-year students either fail to acquire these essential behaviors and cognitions, or obtain them too

late to pass important courses. This leads to underachievement at best, and losing scholarships and dropping out of school at the worst

**This is why self-regulation matters:** When a student determines that success is out of their control, and the external factors of the course are too much to overcome to be successful, then motivation, effort, and engagement all drop off, further extinguishing any potential with which these students came to school. Improving self-regulation in your students can be the one thing that makes the biggest difference in your students' success.

## WATCH

### Current Industry Trends: Soft Skills

The soft skills that students develop while in college are the very skills employers are looking for when hiring new graduates. Soft skills in the workplace, such as work ethic, critical thinking, problem solving, working with others, and perseverance (among others) are critical for success in college too. Therefore, emphasizing these soft skills that are necessary for both employment and school while in college makes perfect sense, and can help students to maximize learning while providing a comprehensive educational experience.



## This Month's Q&A About *Way to Succeed*

**Q: How does this [Way to Succeed](#) help students become more independent and effective learners?**

A: Students left to their own devices when trying to be successful in a college-level math or other STEM class have not developed and are often unaware of the self-regulation skills and strategies that are necessary for academic success, nor do they realize their importance in academic achievement. Even though ability may be there, effective learning behaviors and mindsets may not develop quickly enough to meet the expectations of college-level learning.

### Way to Succeed

- Helps students become aware of effective learning strategies, cognitions, and other practices that are effective for successful learners.
- Provides each student with a personal learning profile in an easy-to-read format, outlining strengths, weaknesses, and prescriptive actions to help each learner improve.
- Documents each student's personal growth over time across the semester in learning measures.
- Provides Instructors with students' results so that they can better assist individuals who seem to be at risk.

## QUOTE OF THE MONTH

“Change is the end result of true learning.”

Leo Buscaglia



## Visit our Website

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

Please visit [Way To Succeed](#) for more information about our product and how to order.

## Upcoming Events

- **Be ready for Fall Semester 2020 classes!**

First-year and at-risk students often do not understand what they must do to be successful. You can begin now to plan how to help these students “come up to speed” with what is expected of them when they are learning at the college level. Prepare your students for success! Send us an email at [waytosucceed@mail.com](mailto:waytosucceed@mail.com) or give us a call (864-777-3015) and we can discuss options for your. Our goal is to help your students to be successful, especially in their math and other STEM classes! You can also reach us by using the “Contact Us” tab on our [website](#).

- **MathFest, Philadelphia, PA—July 31 – August 3, 2020.**

We have planned to attend and present an informational session at MathFest 2020. We would love for you to stop by our booth and chat with us if you are planning on being there as well (pending decisions on the conference being held due to the COVID-19 pandemic),

- **AMATYC Conference, Spokane, WA—November 12 – 15, 2020.**

We expect to represent our company in Spokane this year at the AMATYC conference, if the pandemic has settled down by then. This would be a great opportunity to come and talk to us personally about what we have to offer to help your students succeed! We look forward to presenting there and chatting with you about ways to encourage your students to become more independent and self-regulating through using Way to Succeed!

Learning Insights Issue 01 May 2020



Way to Succeed

Mindful Insights for Learning

864-777-3015 text or call  
[Way To Succeed](#)