

Number 38B
Action _____
Date _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. TITLE/AUTHOR OF PROPOSAL

Course/Program Title: ED 160, Learning Strategies
Suggested 20 character course title: Learning Strategies
Department: Education
Contact Person(s): Carolyn Wilkie; Sally Lipsky; John Butzow

II. If a course, is it being proposed for:

- Course Approval/Revision Only
- Course Approval/Revision and Liberal Studies Approval
- Liberal Studies Approval Only (course previously approved by Senate)

III. APPROVALS

[Signature] 10/15/89
Director, Learning Center

[Signature] 10-17-89
Chairperson, Learning Center

[Signature]
College of Education Curriculum Comm.

[Signature] 1/25/90
* Dean, College of Education

[Signature] 10-20-89
* Vice President, Student Affairs

[Signature] 10/20/89
Provost
(where applicable)

* EACH COLLEGE DEAN MUST CONSULT WITH THE PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY THE COLLEGE DEAN AND THE VICE PRESIDENT FOR STUDENT AFFAIRS INDICATES THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, ALL REQUESTS FOR RESOURCES IN THE PROPOSAL CAN BE MET, AND THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester to be
Implemented Summer, 1990

Date to be published
in Catalog 1990-91

I. CATALOG DESCRIPTION

ED 160 Learning Strategies

1 credit
1 lecture hour
0 lab hours
(1c-01-1sh)

Prerequisite: Permission

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

II. COURSE SYLLABUS

ED 160. LEARNING STRATEGIES (1 credit)

CATALOG DESCRIPTION

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook notetaking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.

Objectives: Upon successful completion of this course, participants should be able to:

- a. write a realistic (attainable) academic goal statement for the term;
- b. develop and implement specific strategies to achieve the goal;
- c. evaluate progress toward achieving the goal;
- d. evaluate positive and negative influences on goal attainment;

Goal 2: To develop effective time management and concentration strategies.

Objectives: Upon successful completion of this course, participants should be able to:

- a. analyze use of available study time;
- b. identify positive and negative influences on time use and concentration;
- c. allocate time needed to achieve academic goals;
- d. implement effective concentration techniques;
- e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.

Objectives: Upon successful completion of this course, participants should be able to:

- a. analyze the effectiveness of strategies in reference to goals
- b. implement effective strategies for textbook reading and study;
- c. implement effective strategies for notetaking and use of notes;
- d. implement effective strategies for exam preparation;
- e. implement effective strategies for test-taking;
- f. integrate use of the comprehension hierarchy into the study process;
- g. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.

Objectives: Upon successful completion of this course, participants should be able to:

- a. list and explain the principles of learning;
- b. diagram and explain learning and forgetting curves;
- c. integrate knowledge of different levels and types of learning into the study process.
- d. describe a typology of learning styles, define one's own learning style(s), and present evidence of the application of learning style information to the process of studying.

TOPICAL OUTLINE

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A.. Semester Academic Goals (1.5+ classes)

1. Definition and characteristics of a goal
2. Assessment of semester and future academic goals
3. Self-assessment of study strategies needs
4. Process of goal-planning, implementation, and evaluation

B. Strategies for Effective Time Management (1.5+ classes)

1. Rationale for time management planning
2. Guidelines and principles of effective time management
3. Time management planning and analysis

- C. Strategies for Concentration (1+ class)
1. Identification of internal and external distractors
 2. Development of short-term goals and objectives
 3. Time management strategies
 4. Diet/exercise/health considerations
 5. Reinforcement techniques
 6. Stress & anxiety control strategies
- D. Learning Styles & Strategies for Study (1+ class)
1. Definition and characteristics
 2. Analysis of individual learning styles
 3. Implications for study environment & strategies used
- E. Strategies for Effective Textbook Study/Reading (1+ class)
1. Textbook formats and learning aids
 2. Textbook study strategies
 3. Textbook notetaking strategies
 4. Reinforcement strategies for study/reading
- F. Strategies for Effective Use of Learning Characteristics (2+ classes)
1. Types of learning & applications to study
 2. Curves of learning and forgetting & applications to study
 3. Learning principles & applications to study
- G. Strategies for Effective Notetaking & Use of Notes (2+ classes)
1. Types of classroom notes
 2. Types of study notes
 3. Underlining/highlighting/semantic mapping/networking
 4. Reinforcement strategies
- H. Strategies for Effective Exam Preparation & Test-Taking (2+ classes)
1. Time management for exam preparation
 2. Development and use of study notes
 3. Use of comprehension hierarchy in studying
 4. Use of study groups and other support services
 5. Guidelines for taking objective tests
 6. Guidelines for taking essay tests

LEARNING FORMATS

Four types of learning formats will be used: self-study; large and small-group problem solving discussions; written assignments involving application and analysis of class topics; and, small-group or individual exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance and active participation are expected.

EVALUATION METHODS

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

<u>Letter Grade</u>	<u>Percentages</u>	<u>Points</u>
A	100 - 90%	190 - 171
B	89 - 80%	170 - 152
C	79 - 70%	151 - 133
D	69 - 60%	132 - 114
F	below 60%	below 114

Factors included in final grade:

A. Application Assignments (80 points)

1. Eight (8) application assignments will be given, each of which carries a value of 10 points.

2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.

3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.

4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

B. Quizzes (30 points)

At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

C. Participation (30 points)

Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form the basis for awarding participation points. The total number of participation points for each student will be pro-rated on the basis of 30 possible points.)

(Choice of D or E below):

D. Group Project (50 points)

If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) a review of literature on the topic selected; (2) development of a questionnaire, based on the literature review and on information from the Strategies class, to be distributed to faculty members or students; (3) analysis of the findings of the survey; and (4) a paper and presentation. The paper (5+ typed pages + appendix) is to include a statement of the purpose of the project, a review of the literature read, the method(s) by which data were collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the readings.

E. Individual Research Paper (50 points)

The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

REQUIRED TEXT

Pauk, W. (1989). How to study in college, 4/e. Boston: Houghton-Mifflin.

SPECIAL RESOURCE REQUIREMENTS None

BIBLIOGRAPHY

- Annis, L. F. (1983). Study techniques. Dubuque, Iowa: Wm. C. Brown.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In R. D. Pearson (ed.). Handbook of reading research. NY: Longman, Inc.
- Dansereau, D. F. (1985). Learning strategy research. In J. W. Segal, S. F. Chipman, & R. Glaser (eds.). Thinking and learning skills. Vol. I. Hillsdale, NJ: Lawrence Erlbaum Associates.
- McKeachie, W. J., et al. (1986). Teaching and learning in the college classroom: A review of the research literature. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.
- Schmeck, R. R. (ed.) (1988). Learning strategies and learning styles. NY: Plenum Press.
- Shepherd, J. F. (1982). The Houghton-Mifflin study skills handbook. Boston: Houghton-Mifflin.
- Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (1988). Learning and Study Strategies. San Diego: Academic Press.
- Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (ed.). Handbook of research on teaching, 3/e. NY: MacMillan.
- Wilkie, C. J. (1988). College study skills: A review and annotated bibliography. (Manuscript under consideration for publication by the Center for the Study of the Freshman Year Experience, University of South Carolina)

III. COURSE ANALYSIS QUESTIONNAIRE

ED 160, LEARNING STRATEGIES

Section A: Details of the Course

A-1: The purpose of the proposed course is to assist students to develop learning strategies and attitudes conducive to success in college course work. As such, it is most appropriate to first-year students. The course is not oriented toward specific majors, and it is not intended to fulfill a Liberal Studies requirement. It is proposed as a 1-credit, free elective offering.

(It should be noted that the content of this course was previously included in a 3-credit, free elective course approved by the University Senate in 1972 -- Reading and Study Skills for the University Student (ED 100). The increasing need for a remedial reading course resulted in the Learning Center submitting a proposal to revise the focus of ED 100 such that the course centered solely on reading skills, and the content and purposes of this course were judged to be remedial. The current proposal is to reinstate a formal, credit-bearing course in learning skills, separate from the remedial reading course, and fulfilling a different purpose.)

A-2: This course does not require changes in the content of existing courses. There are no other courses at IUP that are designed specifically to improve students' learning strategies.

A-3: The learning formats used for this course are those conventionally recommended for promoting active and meaningful student involvement in learning; i.e., small and large-group discussion, frequent application and feedback, individual study and exploration. In addition, lecture will be used when the objectives addressed are ones of transmittal of information.

A-4: Learning Strategies has been offered on a trial basis since the Spring term, 1985, under the title "Strategies for Academic Success." During this period, over 1900 IUP students enrolled in the course, and another approximately 150-180 students indicated interest, but were unable to enroll due to space limitations.

Evaluation of the success of the course consists of both "soft" and "hard" data. Based on evaluations submitted anonymously by over 850 students (rf: Appendix C), the course was perceived as having achieved its objectives of improving students' competence with specific learning skills (ex., developing academic goals, effective use of time management, effective ways to analyze and adapt study strategies). Overall, 87% of these students indicated that the course was valuable for them, and 88% of the students would recommend it to other students.

Second, in terms of "hard data," two research studies are attached. The first of these, a two-year research study conducted by Lipsky and Ender (1988) (rf: Appendix D), examined the impact of this course on the academic achievement and retention of general admissions freshmen who were placed on academic probation in their second semester. Based on the 95 students who met this criterion and who enrolled in Strategies in the Spring terms of 1985 and 1986, the course had a positive impact on three variables studied: 1) following instruction, the GPA's of the course participants were significantly higher ($p < .05$) than those of the control group (probationary students who chose to not enroll in the course); 2) students who participated in the Strategies course earned a significantly higher ($p < .05$) number of credits; and, 3) after a one-year period, there was a significantly higher ($p < .05$) percentage of course participants than non-participants still enrolled at IUP. Additionally, after a two-year period, course participants still maintained a significantly higher ($p < .05$) GPA than students who chose to not enroll in the course.

Another longitudinal study, conducted by Wilkie and Kuckuck (1987) (rf: Appendix E), adds additional support for the effectiveness of this course. The study was conducted in reference to a special topics course, Freshman Seminar: The Student's Role in the University, taught at the Punxsutawney and Kittanning branch campuses in 1984. This course was modeled after the University of South Carolina's "University 101" course, an internationally-recognized strategy for improving student retention, academic standing, satisfaction, and involvement. Approximately 40% of the content of this 3-credit course focused on learning strategies. The research study included a control group matched on predicted QPA and age. Results of the three-year study indicate that students who successfully completed this course achieved significantly higher ($p < .05$) GPA's than the matched control group throughout the length of the study. Thus, at the end of one, two, and three year periods, students who enrolled in this course achieved at significantly higher levels than students predicted to achieve at equal levels. Second, at the end of a three-year period, 13% more of the course participants than the control group students were still enrolled at IUP (45% vs. 32%). It should be noted that all project participants were exceptionally high-risk students, based on the IUP admissions data.

These assessments demonstrate, then, that the Learning Strategies course (and similar content offered through the Freshman Seminar course) has had a positive impact on students. This is not surprising, since the literature includes a number of studies which show such results.

A-5: This course is not proposed as a dual-level course.

A-6: This course is not proposed for variable credit.

A-7: Many other higher education institutions offer courses similar to "Learning Strategies." As a matter of fact, this course is cited as having been the first effort nationally (in 1894, at Wellesley College)

to assist students to achieve the higher levels of success that they were expected (Cross, 1976). Examples of colleges and universities offering courses with the same or comparable objectives as Learning Strategies include those listed below. (Note: In some cases, the courses are offered for 3 credits, and they include a component in critical reading):

Arizona State University
 Cornell University
 Kansas State University
 Michigan State University
 Pennsylvania State University
 State University of New York at Buffalo
 State University New York at Cortland
 Texas A & M
 University of Georgia
 University of Hartford
 University of Maryland
 University of Mississippi
 University of Pittsburgh
 University of Texas at Austin
 Washington State University
 Waynesburg College

Bloomsburg University of PA
 California University of PA
 Edinboro University of PA
 Lock Haven University of PA (as part of OR 101)
 Shippensburg University of PA

(Catalog descriptions of a sample of these courses are attached.)

A-8: The content/skills of this course are not required by a professional society, accrediting authority, etc.

Section B: Interdisciplinary Implications

B1: Each section of this course will be taught by one instructor.

B2: No additional or corollary courses are needed with this course.

B3: There is no direct relationship between the content of this course and the content of courses offered by other departments.

B4: Yes, seats will continue to be available to students in the School of Continuing Education.

Section C: Implementation

C1: Assuming that requests for this course remain consistent with the level experienced in the past two years, no new faculty will be needed to teach this course. Conventional classroom space is the only space required. Also, no additional equipment, laboratory supplies, library materials, or travel funds are needed.

C2: A portion of the salaries for some Learning Center faculty who teach the course are dependent upon Act 101 grant monies. Since all of these faculty are on permanent contracts, and since the Act 101 grant funds have been received by IUP for the past 17 years, the fact that some faculty are partially funded by an outside grant is not anticipated to present a problem.

C3: This course will be offered Fall and Spring terms.

C4: (Please refer to the attached "Memorandum of Understanding Between the Learning Center, the Advising & Testing Center, and the College of Education," Appendix A, for additional information relevant to this question.)

Approximately 12 sections each Fall term will be set aside for Learning Center freshmen students, and approximately four sections will be offered in both the Fall and Spring semesters by Learning Center faculty for other IUP students. This is consistent with the pattern established within the past two years.

C5: Because this course requires a high degree of individualization, classroom interaction, and frequent evaluative feedback, we will limit the class size to approximately 20 - 25 students. Research indicates that successful learning strategies courses incorporate the following characteristics: 1) frequent and intrusive contact between faculty member and students; 2) structured, directive activities with regular feedback; and, 3) a high involvement of students in activities of relevance to them, including group discussions and much self-monitoring of achievement. Therefore, effective instruction would necessitate an appropriate limit on the number of students in each section. This is the typical limit imposed by other colleges offering learning strategies/study skills courses.

C6: There is no individual professional society that exists specifically for the development of learning strategies; however, our professional experiences with classes ranging from 10 - 30 students indicate that an enrollment of approximately 20- 25 students is maximally feasible for positive group interaction and individualized support.

C7: This course will be a requirement only for first-year Learning Center students and other students who are required to enroll by their deans or other college representatives. Because the course is proposed as a free elective offering, students' programs of major study will not be affected.

Section D: Miscellaneous

Appendix A: Memorandum of Understanding Between the Learning Center, the Advising and Testing Center, and the College of Education.

Appendix B: Sample catalog descriptions (University of Maryland, Edinboro, Bloomsburg, Arizona State University, Clarion, California U. of PA)

Appendix C: Student evaluations and comments about the course.

Appendix D: Study of academic performance and retention of students participating in course (Lipsky & Ender, 1988).

Appendix E: Final report of special topics course taught at the branch campuses in 1984 (Wilkie & Kuckuck, 1987; updated 1988)