Strengthening the Learning Center/Classroom Connection

Presented by Robert Rundquist and Cindy Walker
How well are your learning centers connected to classroom instruction?
Philosophy
Learning-Centered Philosophy

• All learning is developmental

• Diversity of learners

• Skill vs. Ability
Learning Center Philosophy

• Learning centers as an extension of the classroom

• Point of access

• Process vs. Product-oriented
Structure
Learning Support Structures

- Co-requisite “Lab Hours”
- Supplemental Instruction (SI)
- Supplemental Learning
Chaffey College Structure

- Success Center Organization
- SLO Connections
- Course Outline of Record Connection
- Department Guidelines/Individual Flexibility
E. Course Catalog Description English 1A:
Careful study and practice of expository and argumentative writing techniques and the frequent writing of compositions with the ultimate goal of a research project. A minimum of 6,000 written words is expected over the course of the term. **Five arranged hours of supplemental learning in a Success Center that supports this course is required.** Designed to prepare the student for satisfactory college writing. May be offered as an Honors course.

“Supplemental Learning” defined as study groups, workshops, and directed learning activities.

Activities available at the Writing Center and all off-campus locations.
F. Course Topics (Scope and Description of Content):
1. Minimal grammar and paragraph review
2. Limiting topic; thesis; unity; coherence
3. Rhetorical Modes
4. The components of the research project
5. Elements of style
6. MLA documentation mastery
7. Awareness of purpose, audience, and tone

Explicit Course Connection

- DLA for 3 levels
- Workshops
- DLA using library materials
- Workshops on integrating research
- DLA on evaluating websites
- DLA activities connecting to students’ writing
# Example of a Supplemental Learning Guide

(portion of Spanish 1 guide)

<table>
<thead>
<tr>
<th>Lecciones</th>
<th>Software/ DVDs</th>
<th>DLAs/DLA Learning Groups</th>
<th>Documentaries and Biographies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns Articles</td>
<td></td>
<td></td>
<td>Spain:</td>
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</tbody>
</table>
Example of a Spanish 1 Verification Form
(portion of form)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE DATE</th>
<th>CENTER VERIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLA: El Alfabeto</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>DLA: Definite and Indefinite Articles OR Workshop: Definite and Indefinite Articles</td>
<td>2/2</td>
<td></td>
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<tr>
<td>CHAPTER 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eduoles: AR Verbs (desktop folder on computers) OR DLA: AR Verbs</td>
<td>2/22</td>
<td></td>
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<tr>
<td>Documentaries: Choose any documentary on Spain. Complete and attach reaction form.</td>
<td>2/22</td>
<td></td>
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<tr>
<td>CHAPTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLA: ER and IR verbs OR DLA Group: -AR, -ER, -IR verbs</td>
<td>3/10</td>
<td></td>
</tr>
<tr>
<td>Workshop: Choose any for SPAN 1 OR DLA/Study Group.</td>
<td>3/10</td>
<td></td>
</tr>
</tbody>
</table>
# Example of a Verification Form

**Chaffey College**

**English 500, 550, 450, 1A**

*Supplemental Learning Verification Sheet for Spring 2010*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Last</th>
<th>First</th>
<th>Chaffey I.D. #</th>
<th>English Instructor</th>
<th>Last</th>
<th>First</th>
<th>Section #</th>
</tr>
</thead>
</table>

Only Directed Learning Activities, Workshops, and Study Groups count toward the 5-hour supplemental learning requirement. You may receive credit for one DLA, Workshop, and Study Group per day.

<table>
<thead>
<tr>
<th>Session #1 (Completed by Feb. 11): DIAGNOSTIC EXERCISE OR LEARNING STYLES WORKSHOP</th>
<th>Session #2 (Completed by Feb. 20): DIAGNOSTIC EXERCISE, DLA, WORKSHOP, or STUDY GROUP</th>
<th>Session #3 (Completed by March 12): DIAGNOSTIC EXERCISE, DLA, WORKSHOP, or STUDY GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Activity:</td>
<td>Activity:</td>
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<tr>
<td>Center:</td>
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<td>Date:</td>
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<tr>
<td>Staff Signature:</td>
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<td>Stamp:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session #4 (Completed by April 9): DLA, WORKSHOP, or STUDY GROUP</th>
<th>Session #5 (Completed by April 30): DLA, WORKSHOP, or STUDY GROUP</th>
<th>Session #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
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<td>Center:</td>
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</tbody>
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Visit the Chino Writing & Reading Ctr. (652-9160), Fontana Success Ctr. (652-7408), or Rancho Writing Ctr. (652-6800).
Instructional Design
Success Center Curriculum

- Directed Learning Activity
- Study Group
- Workshop
- Tutoring
- Lab Resources
DLA Curriculum Development

- Definition
- Purpose
- Criteria
- Structure
- Logistics
Process of Creating a DLA

Step 1

Identify a specific need, skill, thought process, etc. that students need additional and varied opportunities to engage in outside of class.
Step 2

What are the learning obstacles that students typically encounter in successfully engaging in this type of activity and/or assignment?
Step 3

What type of learning do you want to take place during this directed learning activity?

- Significant Learning Taxonomy
- Bloom’s Taxonomy of Learning
Step 4

What kind of creative learning experience can you develop to help students engage in this type of learning for this activity?
Step 5

Break into groups of 5 people and design a directed learning activity.
Percent Gain in Success Rate for those who Accessed the Success Center by Academic Year

- 2002-2003: 8%
- 2003-2004: 10%
- 2004-2005: 9%
- 2005-2006: 13%
- 2006-2007: 17%
- 2007-2008: 18%
- 2008-2009: 20%