My project will be creating materials for a class at BGSU called ACEN 121: Transition Course. This course is designed to help reinstated students be more successful academically by teaching them more effective behaviors. It is required for students in our conditional admission program who have been reinstated to BGSU after receiving less than a 2.0 grade point average (a “C” average.) These conditionally admitted students do not meet the initial admission criteria for our university, but show potential. As part of their conditional admission, they are required to meet monthly with their academic advisor, complete any developmental classes in which they are placed, and use any of the learning centers recommended by their advisor. The intent is to be proactive with these academically at-risk students and provide them with a structured introduction to higher education.

Last spring semester, there were 55 students in the ACEN 121 course divided between 3 sections. These sections were taught by academic advisors who worked with the students outside of class and arranged for workshops from our staff in the Study Skills Center. The course was a 1-credit hour course that met for the first 8 weeks of the semester in an attempt to “front load” the material for the students so they can benefit as much as possible from the material.

There is much written on learning styles but most of the material seems to focus on the younger grades and ages. For students who are conditionally admitted to the university then readmitted following an academic suspension or dismissal, there is a real need to start with the basics. Obviously things have not gone well academically for these students for some time. For the most part, these students are open to change but need structure, specifics, and reinforcement.
The following topics are currently covered in the ACEN 121 course: Time Management, Goal Setting, Test Taking, Note Taking, Textbook Reading, Personal Responsibility, and Stress Management. Before students begin with any of these skill-building activities, it seems that they would benefit from some self-awareness of their learning style preferences, an understanding of how to “style flex”, and reinforcement of the new skills they have learned. To fully address this topic, the objectives are:

1) Students will complete a learning style inventory to identify their learning styles

2) Student will be exposed to an overview of learning styles

3) Students will work in small groups to brainstorm strategies that might help them understand their learning style preferences

4) Students will brainstorm in the large group how to adapt their style(s) to match their professors’ and complete the case study

5) Throughout the course, the role of learning styles will be reinforced
References


