Concurrent Enrollment Tool Kit, Week 8: Individual Study Strategies

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Time Frame 10 minutes

Essential Question(s)

- Assist students in the construction of a study plan.

Summary

Week 8 of the Concurrent Enrollment Tool Kit is designed to assist you in discussing with students how to effectively study for concurrent enrollment courses. Students are provided with a Studying Dos and Don'ts handout for reference.

Learning Goals

- CE Tool Kit, Week 8 (attached)
- Dos and Don’ts of Studying and Note-taking handout (attached)

Attachments

- CE Tool Kit, Week 8.docx
- CE Tool Kit, Week 8.pdf
- Dos and Don'ts of Studying and Note-taking—CE Tool Kit - Spanish.pdf
- Dos and Don'ts of Studying and Note-taking—CE Tool Kit.pdf

Materials

How can studying be done effectively?

Students may not have yet had to develop a plan for studying effectively. Explicitly discussing strategies for studying can increase students' confidence about their course and set them on a path toward success.

Guiding Notes

Begin the meeting by greeting the student by name and inquiring about their classes and how they are going.

Ask the student about their studying habits to assess their typical strategies. Review and explain some best practices to employ when studying for their concurrent enrollment course.

Provide the student with the attached **Do's and Don'ts of Studying and Note-taking** for students to take with them and review before studying.

Discussion Starters

Consider starting the session by asking:

- What does studying currently look like for you?
- Do you feel you study successfully?
- How could you improve upon your study skills?

Discussion Questions

To guide this week's discussion, consider asking some of the following questions:

- How often do you look at materials from your class?
- Do you take notes during class?
    - Do you review them regularly?
    - What format do you use for note taking (outline, Cornell, etc.)?
- What would you like to improve regarding your studying habits?

Next Steps

To prepare for next week, ask students to:

- Use the Dos and Don’ts of Studying and Note-taking handout when studying.
- Bring their syllabus next week to discuss midterm exam requirements.

Works Cited

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Resources

Research shows a clear and strong link between concurrent enrollment and increased student academic performance (Jones, 2014; Dingess, 2018). Several studies have also found that students who participate in concurrent enrollment have time to acclimate to the college environment and thus earn higher grades in their postsecondary careers (Allen & Dadgar, 2012; Dingess, 2018). This opportunity to build momentum also provides an avenue for those students who might carry complex social and educational challenges from high school as they transition into the university setting (Wang et al., 2015). A consistent concern with students as they transition from high school to PSE is that many of them might have difficulty in fully acclimating to the rigor and expectations of university-level coursework (Taylor, 2015; Vargas et al., 2017). This is especially apparent when looking at students who identify as first-generation college students, as they might feel overwhelmed by everything from student support to the specifics of financial aid (Lee et al., 2022). Concurrent enrollment offers a bridge between the familiarity of high school and the frontier of higher learning, building on the initial benefits of concurrent enrollment in high school to build toward greater academic momentum fueled by a smooth transition from high school to university (Wang et al., 2015).

To expand on the inherent benefits associated with concurrent enrollment programs, these programs are most successful when students are provided with extra guidance in how to navigate this new academic environment (Witkowsky & Clayton, 2020). Though students in concurrent enrollment programs might be high-performing, it is helpful to remember that they are still high school students and stand to benefit from “wraparound” services that counselors can provide as a bridge between high school and university-level expectations (Witkowsky & Clayton, 2020). Whether partnering directly with specific higher education institutions as part of the concurrent enrollment program or not, wraparound services can still be designed with the university course expectations in mind.

These tool kits are designed as conversation starters to provide the kind of ongoing support that allows concurrent enrollment students to be most successful (Johnson et al., 2021; Lile et al., 2018). Spanning a range of topics between goal setting and writing expectations, each conversation serves as an opportunity for relationship building and mentoring with students. For students who might not know which questions to ask or which resources to look for, these tool kits can help concurrent enrollment coordinators set a foundation for success for students to draw on after high school.