Concurrent Enrollment Tool Kit, Week 14: University-Level Presentations

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Published by *K20 Center*

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Time Frame 10 minutes

Essential Question(s)

- Guide students in identifying the skills needed to present successfully.

Summary

Week 14 of the Concurrent Enrollment Tool Kit is designed to assist you in discussing with students how to successfully give presentations for concurrent enrollment courses. Students are provided with a Presenting Dos and Don'ts handout for reference.

Learning Goals

- CE Tool Kit, Week 14 (attached)
- Dos and Don’ts of Presenting handout (attached)

Attachments

- CE Tool Kit, Week 14.docx
- CE Tool Kit, Week 14.pdf
- Dos and Don'ts of Presenting—CE Tool Kit, Week 14 - Spanish.pdf
- Dos and Don'ts of Presenting—CE Tool Kit, Week 14.pdf

Materials

How can you prepare to give a course presentation?

Presenting in front of peers can be a stressful situation for students. Thinking of how to create and present projects in advance can set students up for success.

Guiding Notes

Greet the student by name and ask how their class(es) is going overall. Have a brief conversation about the student's current comfort level with presenting material to the class. Explain to the student that practicing presentations while in school will prepare them for a career that could require presentations.

Provide the student with the attached **Dos and Don'ts of Presenting** handout for them to take and review before a presentation.

Discussion Starters

Consider starting the discussion by asking:

- How is your concurrent course going?
- What is your comfort level with presenting and public speaking?
- Have you presented previously?

Discussion Questions

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

- How do you currently prepare for presentations?
- Do you have any concerns about presenting?
- What are some questions you have about presenting?
- What is something you can do to reduce anxiety surrounding presenting?

Next Steps

To prepare for next week, ask students to:

- Bring their course syllabus to review the final exam requirements.

Research Rationale

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.

Resources

Allen, D., & Dadgar, M. (2012). Does dual enrollment increase students' success in college? Evidence from a quasi-experimental analysis of dual enrollment in New York City. *New Directions for Higher Education*, 11-19.

Dingess, E. (2018). The impact of the number of dual enrollment credits on racial minority students' completion time at five Virginia community colleges. ODU Digital Commons. https://digitalcommons.odu.edu/efl_etds/68

Johnson, J. M., Paris, J. H., Curci, J. D., & Horchos, S. (2021). Beyond college access: An exploration of the short-term impact of a dual enrollment program. *Journal of College Student Retention: Research, Theory, & Practice*, 1–23.

Jones, S. (2014). Student participation in dual enrollment and college success. *Community College Journal of Research and Practice*, *38*(1), 24-37.

Lee, J., Fernandez, F., Ro, H. K., & Suh, H. (2022, January 4). Does dual enrollment influence high school graduation, college enrollment, choice, and persistence? *Research in Higher Education, 63*, 825-848. https://link.springer.com/content/pdf/10.1007/s11162-021-09667-3.pdf

Lile, J. R., Ottusch, T. M., Jones, T., & Richards, L. N. (2017). Understanding college-student roles: Perspectives of participants in a high school/community college dual-enrollment program. *Community College Journal of Research and Practice, 42*(2), 95–111. https://doi.org/10.1080/10668926.2016.1264899

Taylor, J. L. (2015). Accelerating pathways to college: The (in)equitable effects of community college dual credit. *Community College Review, 43*(4), 355-379. https://doi.org/10.1177/0091552115594880

Vargas, J., Hooker, S., & Gerwin, C. (2017, November 1). Blending high school and college can sharpen the focus of each. *Phi Delta Kappan, 99*(3), 13-18.

Wang, X., Chan, H., Phelps, L. A., & Washbon, J. I. (2015). Fuel for success: Academic momentum as a mediator between dual enrollment and educational outcomes of two-year technical college students. *Community College Review, 43*(2), 165–190. https://doi.org/10.1177/0091552115569846

Witkowsky, P., & Clayton, G. (2020). What makes dual enrollment work? High school counselor perspectives. *Community College Journal of Research and Practice, 44*(6), 427-444.