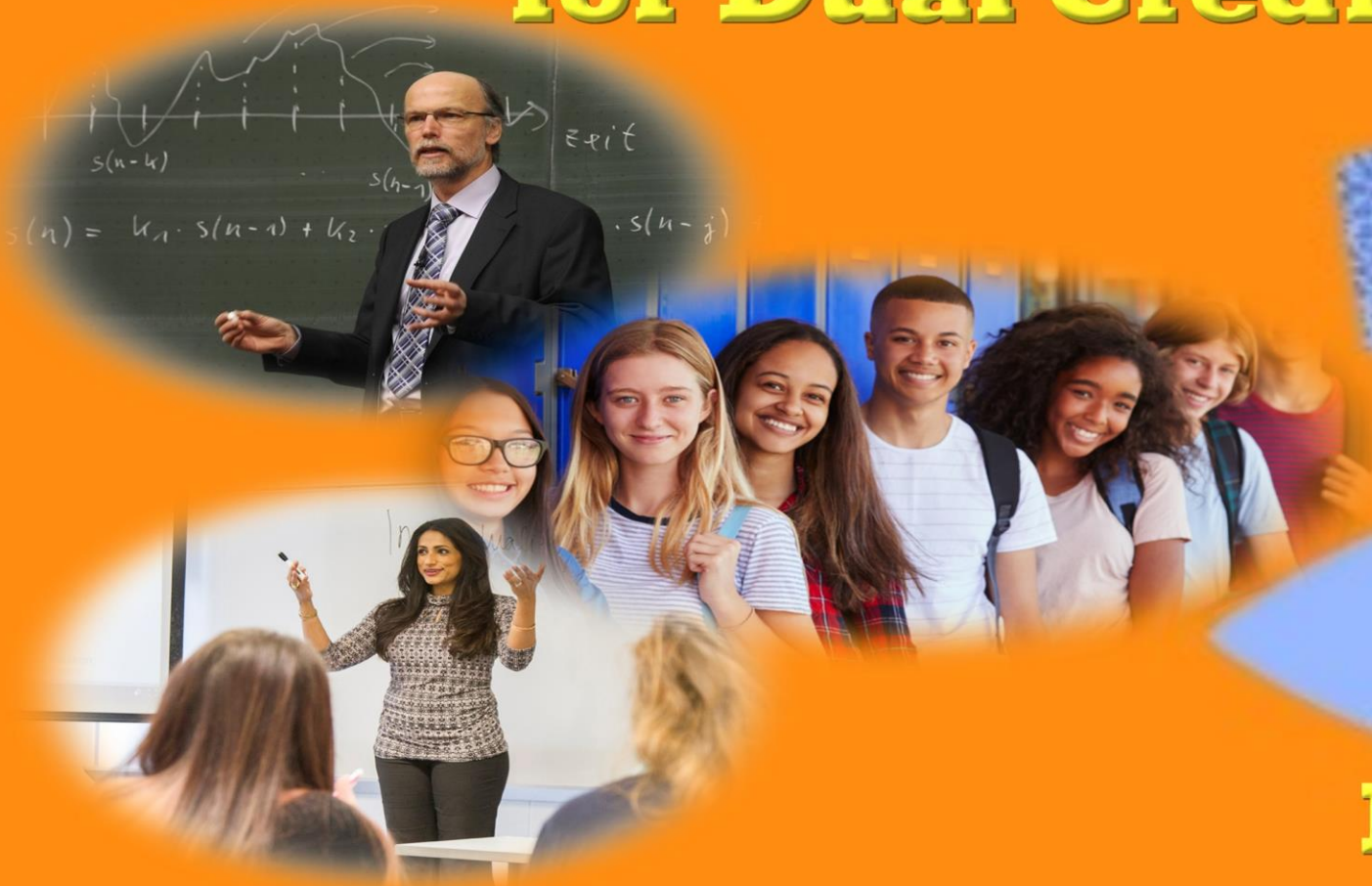


Bridging the Gap:

Preparing Traditional College Professors
for Dual Credit Students



COLLEGE

HIGH SCHOOL

Eric R. Arpelar
4 Corners REC # 1

Who I Am....

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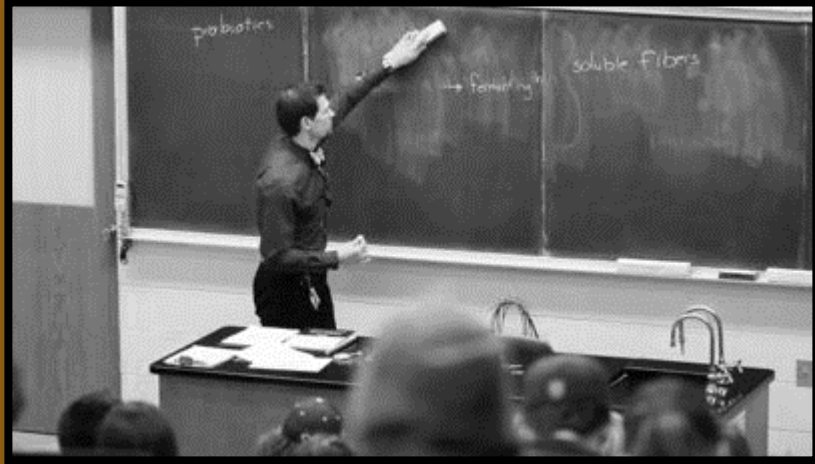
EEDW Higher Education & Early
College Coordinator

Four Corners Regional Education
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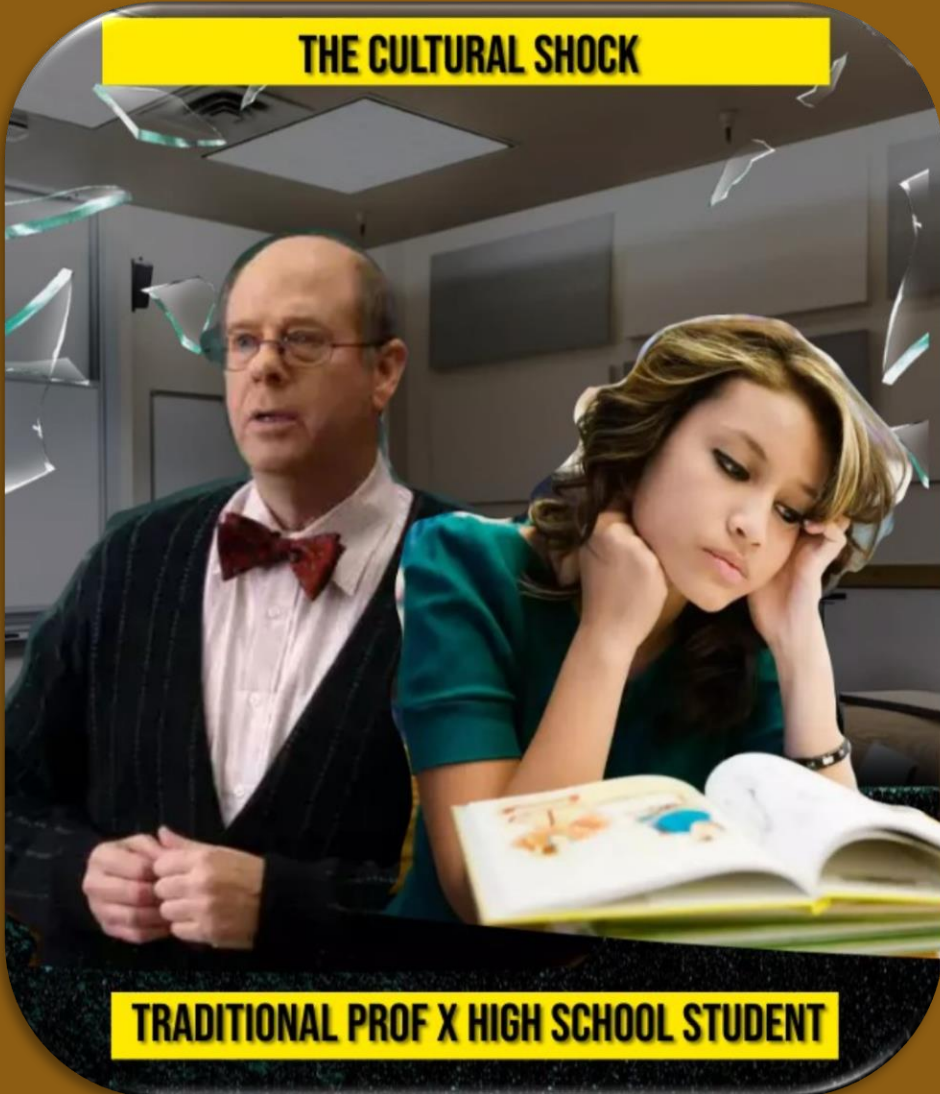
Extending Equity into the
Digital Workforce

Dual Credit in the Educational Space



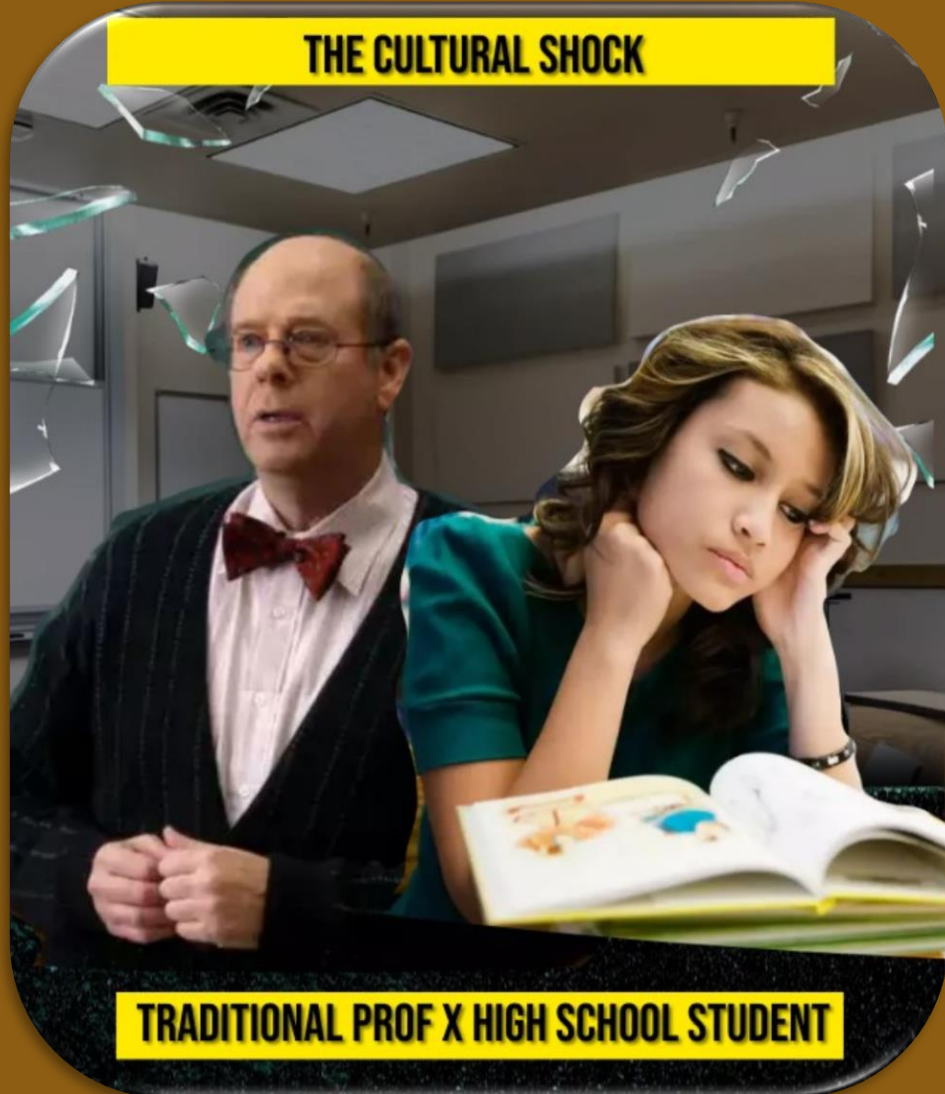
In this workshop, the differences between teaching high school dual-credit students as a traditional college professor are explored. Challenges arise due to the lack of a pedagogical background and differing expectations in maturity mindset, time management, organization, and communication. The perspectives of both high school students and college professors are examined, along with strategies for differentiated instruction. Building a strong partnership between college professors and high school administration and guidance departments is also discussed.

Traditional Prof x High School Student



1. Question: How many of you in here have a K12 background?
2. Question: How many of you in here are traditional college professors?
3. Individual Question: If you are a K-12, high school dual credit instructor, please describe your students' success in dual credit for in-person instruction or online instruction.
4. Individual Question: If you are a traditional college professor, are the techniques of differentiated instruction, scaffolding, teacher vs. student talk techniques, etc. utilized in your college classroom with traditional and dual credit students alike?

Traditional Prof x High School Student

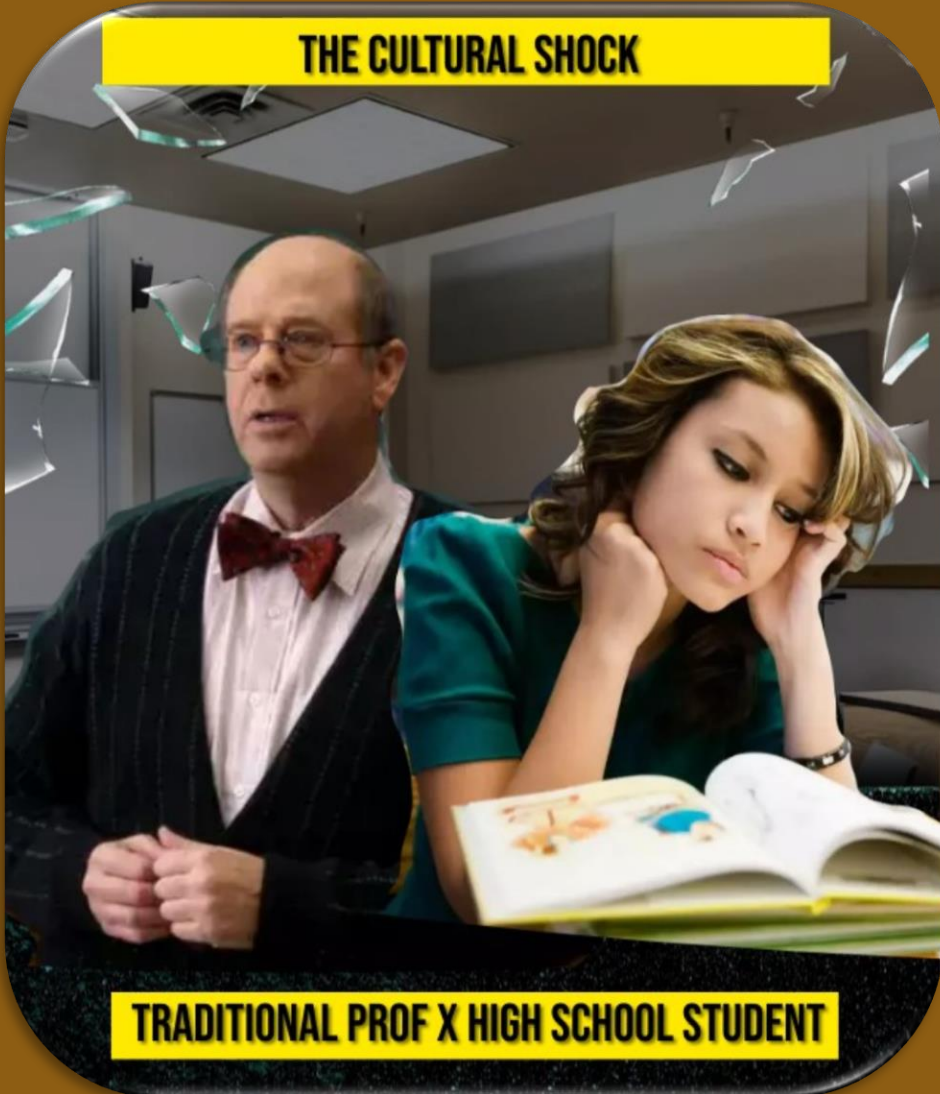


THE CULTURAL SHOCK

TRADITIONAL PROF X HIGH SCHOOL STUDENT

- Think about this: traditional professors and K-12 instructors, put yourself in the shoes of a high school student today.
- Now that you are in their shoes, what is important to them (*This is a 14- to 18-year old*)
- High school students are not one size fits all, yet neither are traditional college students. But what is the mindset of a high school student? Are they mature enough or disciplined enough to take a college-level course?
 - *This question is most of the time answered by the teacher, but should it be discerned by the principal and guidance counselor?*

Traditional Prof x High School Student



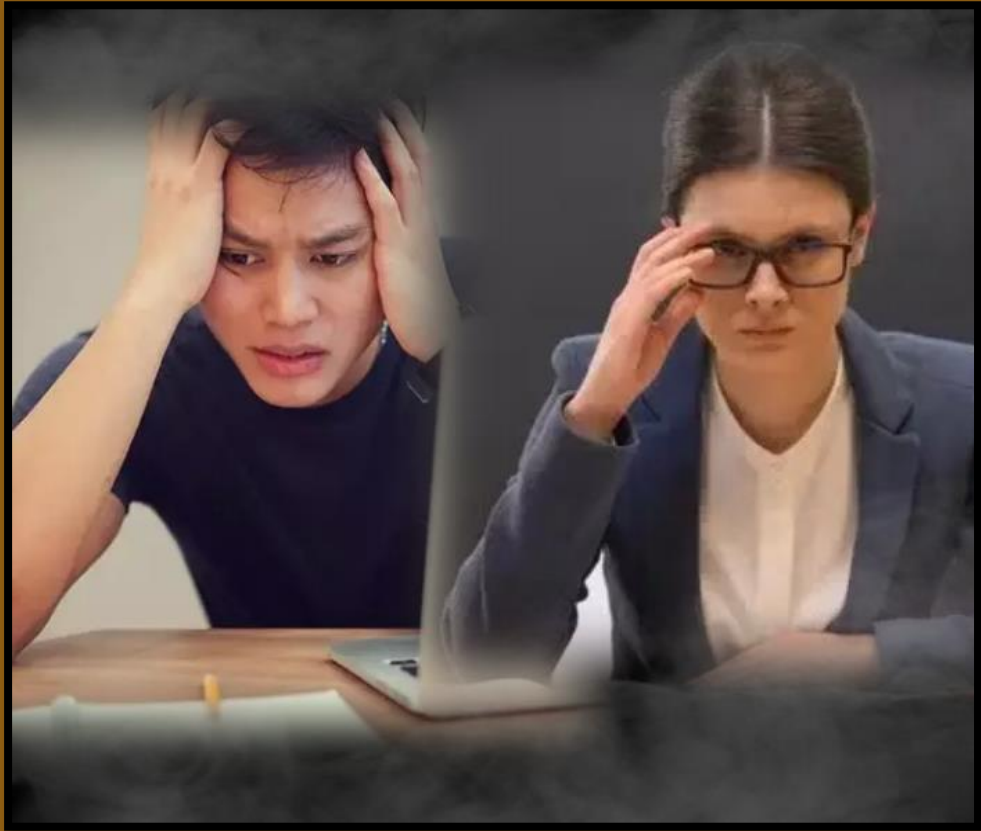
• Individual Question: If you are a traditional professor, how do you know that one of your students on your roster is a dual-credit student? With that, do you reach out to students in your classes due to a lack of attendance or, for online courses, a lack of activity? If so, Why or why not?

• Do you have a class communication policy?

• Here is an example from one of my syllabi:

Make sure to communicate with the professor in a timely manner. Things arise, but make sure that you make the professor aware and do not wait until the last minute to make contact. If you are going to miss an assignment, there needs to be a 48-hour window of communication prior to the due date. Do not contact the professor after the fact.

ROLE PLAY SCENARIO ACTIVITY



STUDENT / INSTRUCTOR ACTIVITY:

1. Get into groups of two.
2. Once in a group, decide who will be the instructor and the student.
3. Scenario: A dual-credit student comes to the instructor after a 1-week hiatus of being radio silent. The person being the student, be very creative with your excuse. For the instructor, you need to discern whether the student should be granted grace for their lack of communication and attentiveness.
4. Be prepared to share. You have 5 minutes.

SUGGESTION FOR COMMUNICATION

This is just a suggestion, but a good practice.

- If you have dual-credit students on your roster, reach out to them and ask them what high school they attend, the name of their principal, and the name of their guidance counselor.
- Next, send an introductory email and commit to weekly updates so that the school and the student will be up to date on academic progress.
- This is going above and beyond, but it comes with tremendous dividends.



DIFFERENTIATED INSTRUCTION



In High Schools, this should be occurring at all times but what about in a college /dual-credit environment?

- How is the content being delivered?
 - Is Lecturing effective?
 - Teacher modeling?
 - Peer to peer discussions?

DIFFERENTIATED INSTRUCTION



- What is the process of the learning?
 - What activities are being utilized to engage the student?
 - Project based Learning
 - Peer to Peer Activities
 - How is formative assessment taking place?
 - Checking for understanding through the lesson.

DIFFERENTIATED INSTRUCTION



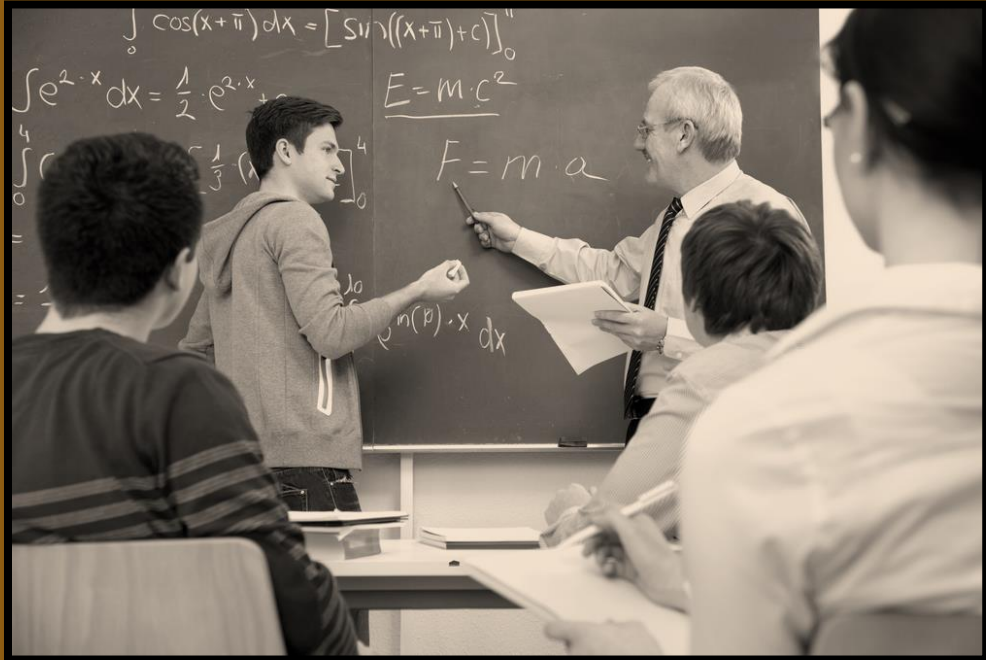
- What are the products being used in the learning?
 - How is a student showcasing what they have learned? Through a project? Through an activity? Writing assessment?
 - Food for thought: Projects focus on long term memory whereas written tests focus on short term memory.
- Are rubrics in place to identify what you are looking for in each area of the assignment?

DIFFERENTIATED INSTRUCTION



- What does the classroom environment look like for the students?
 - With today's student, traditional classroom settings may not work unless there are modifications.
 - Online – This could be anywhere.
 - Music during assignments or areas that are quiet.
 - How are the students active and engaged?
 - Some are not going to sit quietly and they are going to get restless.

INSTRUCTIONAL ACTIVITY II

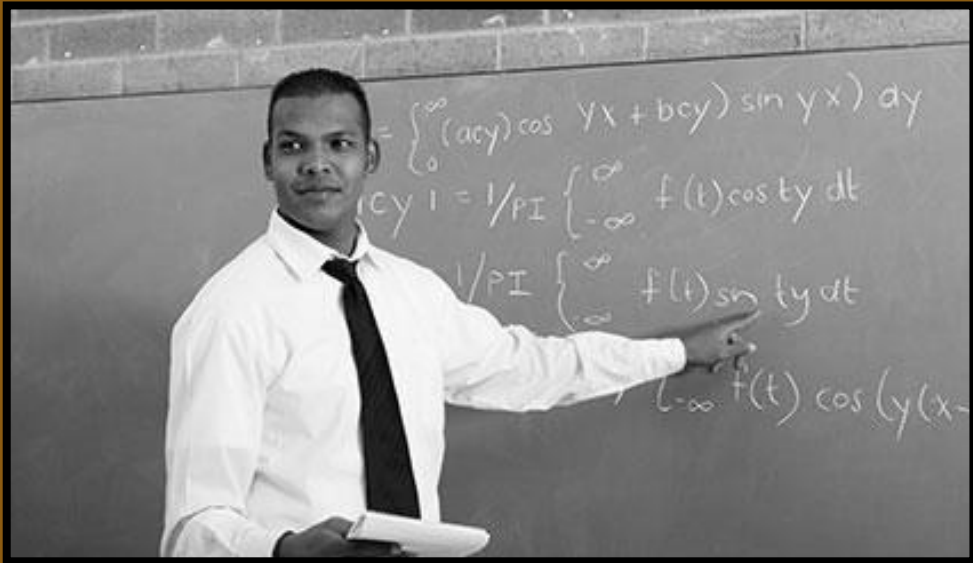


INSTRUCTIONAL ACTIVITY:

1. Once again, find a partner and a different one.
2. Once in a group, discuss your styles with one another differentiated instruction techniques.
3. Explain how you deliver content, the process of delivery, the product to do so, and the type of learning environment that you create in your classroom.
4. Once your exchange is over, tell your partner what type of learner they are: Visual, Auditory, or Kinesthetic.

You have 5 minutes and be prepared to share.

SUGGESTION FOR DIFFERENTIATION



This is just a suggestion, but a good practice.

- Again, you have dual-credit students on your roster, so have utilized class time for activities to see what type of learners they are or perhaps barriers that they have (*IEPs or 504s, etc.*).
- Remember every student is different and this applies to dual-credit and traditional alike. Teaching is not a one size fits all scenario.
- In fact, this technique not only works with dual-credit but with all students. So, try this strategy of teaching in the college classroom.

Q & A

ANY
QUESTIONS?



THANK YOU



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