SPECIAL ISSUE: PROMISING PRACTICES

IN MEMORIUM

A Tribute to Mark "KBECK" Killingbeck

SPECIAL CONTRIBUTIONS

Antiracist Activities and Policies for Student-Led Study Groups

A Baker's Dozen of Influential and Exemplar Pre-2000 Publications for the College Reading and Study Strategies Field

PROMISING PRACTICES

Supporting Reading Comprehension for English Learners At-Risk of Reading Difficulties in the Postsecondary Classroom

Implementing a Specialized Student Success Course for Veterans and Military-Connected Students

Using Tableau Theater in the Integrated Reading and Writing Classroom

Implementing Contextualization Into the Integrated Reading and Writing (IRW) Classroom: Making IRW "Worth it"

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CONTENT

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· Creating Your College Bucket List: Explore, Experience, Succeed
· Exploring Careers & Choosing A Major
· Mastering The Job Interview
· Maximizing Your College Experience
· What It Takes To Be A Successful Student
· Writing Effective Resumes & Cover Letters

Personal Management
· Eating Disorders: Types, Causes, Symptoms & Support
· Emotional Intelligence: The Other Key To Academic Success
· Financial Literacy: Smart Money Skills For College & Beyond
· How To Achieve Well-Being, Balance & Success
· How To Develop Your Cross-Cultural Skills
· How Your Personality Style May Impact Your Academic Success
· Improving Student-Faculty Relationships
· Mental Health & Suicide: Helping Yourself & Others
· Navigating The Financial Aid Process
· Overcoming Procrastination: Causes & Cures
· Stress Management Techniques
· Setting & Accomplishing Realistic Goals
· Sexual Violence Awareness & Prevention: A Title IX Training For Students
· Time Management: Strategies For Success

Online Learning
· 10 Tips For Success In Your Online Course
· Effectively Communicating Online
· Online Courses: Staying Motivated & Disciplined
· Taking Tests Online: Strategies For Success

Reading & Writing Strategies
· Developing A Strong Thesis Statement
· Drafting Introductions, Body Paragraphs & Conclusions
· Pre-Writing Techniques: Planning & Idea Development
· Reading Comprehension Strategies
· The Revision Process: How To Proofread & Edit Your Writing

Learning To Learn
· 10 Habits Of Mind For College Success
· Academic Integrity: The Do's and Don'ts
· Classroom Expectations & Behaviors
· Developing Critical Thinking Skills
· Exam Preparation Tips & Test-Taking Strategies
· Handling Failure In & Out Of The Classroom
· How To Reduce Test Anxiety
· How To Succeed In Math
· How To Overcome Math Anxiety
· How To Work In Groups: Creating A Productive & Positive Learning Experience
· Information Literacy: How To Master College Research
· Learning Strategies Every Student Should Know
· Preparing For Final Exams
· Study Tips & Note-Taking Strategies
· The Difference Between High School & College
· Understanding & Avoiding Plagiarism

Success Strategies
· Discover Your Learning Style Preferences
· Leading As A Student-Athlete In & Out Of The Classroom
· Student Veterans: How To Succeed In College
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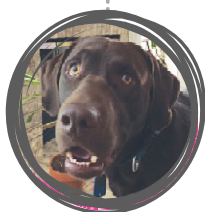
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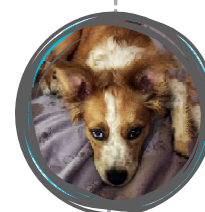
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FOREWORD

Welcome to the *Journal of College Academic Support Programs'* latest issue devoted entirely to promising practices. We, as educators, prize the innovative activities and approaches of our colleagues in contributing to the field›s growing body of literature on the relationship between a given set of practices that have shown potential to have a positive impact on student outcomes. Promising practices are typically developed based on theory, preliminary observation, reviews of literature, and student feedback; some are also in early stages of research. The end goal is to transform promising practices into rigorous research designs so that they become research-based and consensus-based practices. *J-CASP* provides a unique forum for researchers to publish double-masked peer-reviewed primary research articles as well as more reflective, practitioner-based promising practice articles. Thus, we dedicate this entire issue to those at the forefront in creating new insights into our professional practice.

The issue begins with two unique promising practice special contribution articles. The first is a guide, co-authored by David Arendale and a team of experts, titled *Antiracist Activities and Policies for Student-Led Study Groups.* Learning support professionals who facilitate course-based and peer-led learning assistance programs and faculty members alike will find a plethora of standards and indicators—gleaned from the literature—for incorporating antiracism learning activities and policies into their programs and courses. The second special contribution article, written by Norman Stahl and Sonya Armstrong, promotes the practice of familiarizing ourselves with foundational and seminal works from early established scholars of the 20th century from the field of college reading and learning strategies. Find this must-read list of 13 published articles in *A Baker's Dozen of Influential and Exemplar Pre-2000 Publications for College Reading and Study Strategies Field.*

This issue also includes promising practices for supporting diverse student populations. In *Supporting Reading Comprehension for English Learners At-Risk of Reading Difficulties in the Postsecondary Classroom,* Michelle Cook and Elizabeth Hughes ground their reading intervention in alphabetics, phonological awareness, and morphemic analysis. In *Implementing a Specialized Student Success Course for Veterans and Military-Connected Students*, coauthors Catharina Reyes and Jonathan Lollar underpin their learning frameworks course design using Vacchi's model of student veteran support.

To support students enrolled in the integrated reading and writing classroom, we tapped into our vault, which includes two promising practice articles that were previously published in Michael McConnell's *Promising Practices in Developmental Education* (https://digital.library.txstate.edu/handle/10877/13087). This 2017 monograph, edited by founding *J-CASP* editor McConnell, was the precursor and inspiration for *J-CASP*. In *Using Tableau Theater in the Integrated Reading and Writing Classroom*, Tamara Harper Shetron and Kristie O'Donnell Lussier describe tableau theatre as a contextualized instructional method that enhances student motivation and engagement. In *Implementing Contextualization Into the Integrated Reading and Writing (IRW) Classroom: Making IRW "Worth It"* Jessica Slentz Reynolds and Amber Sarker also describe a method of contextualization that increases students' motivation and engagement by having them implement a self-management project.

We extend our heartfelt condolences to the family, friends, and colleagues of Mark "KBECK" Killingbeck. KBECK was enrolled in Texas State University's Doctoral Program in Developmental Education and served as an editorial assistant for *J-CASP*. Please make time to read KBECK's beautiful *In Memoriam* written by his classmate and colleague, *J-CASP* Assistant Editor Jonathan Lollar.

Russ Hodges, EdD, *J-CASP* Co-Editor

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IN MEMORIAM
A TRIBUTE TO MARK "KBECK" KILLINGBECK

Mark "KBECK" Killingbeck, M.A. (1971–2022) entered into the education community after gaining his Master's in both Education and Spanish in 2009. He then worked as a Spanish teacher at McNeil High School in Round Rock, Texas, until 2019. In 2020, KBECK joined our community as part of the incoming cohort for the Texas State University Developmental Education Doctoral Program. During this time, he served as a doctoral research assistant and editorial assistant with our *J-CASP* team.

KBECK's goals were as extravagant as his personality. He wished to create a textbook filled with developmental education pedagogy to guide the literacy development of Spanish-speaking English language learners. Through creating a textbook and by using his research to advocate for policy changes, KBECK hoped to reduce the opportunity gap that many English language learners face. This passion was informed by his experiences teaching Spanish literacy and mathematics in Irapuato, Mexico, after being awarded a grant through Brigham Young University's David M. Kennedy Center for International Studies.

All people were welcome in his life, as well as his home. Visitors would be met with the great loves of KBECK's life—food, art, music, photo albums, and his husband, Jon Alter, who he married in 2015. In addition to sharing his passions, KBECK simply wanted to make a difference in the world. In the words of his husband, he wanted to leave the world a better place than he found it. Though we all mourn his loss of our friend and colleague, we can all be certain he did indeed leave the world better than he found it because of all the things he accomplished in his life.

To honor this desire, we ask that you consider leaving a donation with Hospice Austin, who dutifully gave care and assistance to KBECK during his final months.

—Jonathan Lollar

"I Deserve It" by Madonna
This guy was meant for me
And I was meant for him
This guy was dreamt for me
And I was dreamt for him

This guy has danced for me
And I have danced for him
This guy has cried for me
And I have cried for him

Many miles, many roads I have traveled
Fallen down on the way
Many hearts, many years have unraveled
Leading up to today

This guy has prayed for me
And I have prayed for him
This guy was made for me
And I was made for him

Many miles, many roads I have traveled
Fallen down on the way
Many hearts, many years have unraveled
Leading up to today

I have no regrets
There's nothing to forget
All the pain was worth it

Not running from the past

I tried to do what's best
I know that I deserve it

Many miles, many roads I have traveled
Fallen down on the way

Many hearts, many years have unraveled
Leading up to today

Many miles, many roads I have traveled
Fallen down on the way
Many hearts, many years have unraveled
Leading up to today

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Antiracist Activities and Policies for Student-Led Study Groups

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ABSTRACT

Issues of race and marginalization do not often intersect with publications related to developmental education and learning assistance. Too often, these issues have been ignored. This guide to antiracism policies and practices for student-led study groups is based on a careful review of scholarly articles, books, existing guides, practical experiences by the authors, and feedback from the study group administrators in the field. While much has been written about culturally-sensitive pedagogies for K-16 classroom instruction, little has emerged for guiding postsecondary peer study groups regarding antiracism practices. This guide helps address this gap in the literature and recommended practices. In addition to its application for academic study groups, this guide has value for faculty members to incorporate antiracism learning activities and pedagogies into their courses. Effective learning practices are identified in this article that can be adapted and adopted for supporting higher student achievement, closing the achievement gap, increasing persistence to graduation, and meeting the needs of culturally-diverse and historically-underrepresented students. This is an excerpt from a much-longer and detailed guide that will be published in the near future.

Keywords: peer assisted learning, antiracism, study groups, curriculum, course-based learning assistance

For too long, the field of learning assistance and developmental education has been silent regarding the impact of student demographics on the effectiveness and attractiveness of their programs and services. This article is narrowly focused on the role of race/ethnicity. Antiracist activities and policies are applied to student-led study groups to make them more inclusive and effective. This guide is designed to be added to existing training programs for student-led study groups. It is not intended to be inclusive of all the practices and policies to guide those programs to best serve students. A comprehensive guide that includes the policies and practices from this article has been submitted for publication (Arendale, 2022). This article is an excerpt of this longer publication.

> Antiracist activities and policies are applied to student-led study groups to make them more inclusive and effective.

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Course-Based Learning Assistance (CLA) is defined as peer cooperative learning assistance that accompanies and supplements a specific, targeted course. While many CLA activities often operate outside of the course meeting times, CLA can be integrated into the course sessions by some instructors. Other CLA programs are hybrid or totally online. During the COVID-19 pandemic, many CLA programs have operated virtually. A few CLA programs award academic credit for student participation. Inspiration for this guide comes from five national and international models of CLA (Arendale, 2004) that have been implemented widely: Emerging Scholars Program (ESP) (Asera, 2001; Deshler et al., 2016; Treisman, 1986), Peer-led Team Learning (PLTL) (Roth et al., 2001; Winterton, 2018), Structured Learning Assistance (SLA) (Diehl, 2017; Giraldo-Garcia & Magiste, 2018), Supplemental Instruction-PASS (SI-PASS) (Paabo et al., 2019; Stone & Jacobs, 2006), and Video-based Supplemental Instruction (VSI) (Armstrong et al., 2011; Martin & Blanc, 2001).

Some of these programs operate under different names. The ESP program is sometimes known as *Excel, Gateway Science Workshop, Math Excel, Mathematics Workshop, Merit, Professional Development Program Mathematics Workshop*, and the *Treisman Model.* SI is sometimes named *Peer Assisted Learning (PAL), Peer Assisted Study Sessions (PASS), Peer Assisted Study Schemes (PASS),* or *Peer Assisted Study Support (PASS).* At times, SI is named *Academic Mentoring, Peer Mentoring in Praxis (PMIP), Academic Peer Mentoring Scheme (APM)*, or simply *Peer Mentoring*. Other than the use of the capitalized SI name, some of these other names may be used to describe approaches that are different than SI. Many other colleges and tertiary institutions have developed their own unique CLA programs that are unaffiliated with any of the previously mentioned national or international models. CLA can also be less formal and take the form of study cluster groups and group problem-solving sessions.

Relationship with Specific Protocols of International Peer Programs

This antiracism CLA guide is not intended to substitute for the specific procedures that national or international CLA models encourage others to follow. Instead, this guide establishes a baseline for the successful implementation of a CLA program that implements antiracism policies and practices. Examples are included, but they are not exhaustive. While the CLA principles remain fairly stable, the expression of CLA continues to grow in nuance, sophistication, and with new activities. Consider the examples as samples of possible activities. The review team for these guides generated many of these examples from the day-to-day operation of their peer programs.

Organization of the Antiracism CLA Guide

This antiracism guide follows a 12-section pattern. The sections are not standardized in size because each section contains a different number of antiracism activities and policies, with the largest being Section Four: Program Design and Activities. Since this article is only focused on antiracism, many other essential practices for study group programs are not included. The comprehensive guide to CLA programs, which includes these antiracism practices and policies, will be published in the near future (Arendale, 2022). The sections are titled as follows:

- Section One: Mission and Goals
- Section Two: Assessment and Evaluation
- Section Three: Learning Environment
- Section Four: Program Design and Activities
- Section Five: Professional Development for CLA Facilitators
- Section Six: Institutional Governance and Policy
- Section Seven: Program Leadership
- Section Eight: Human Resources
- Section Nine: Financial Resources
- Section Ten: Technology
- Section Eleven: Ethics, Opportunity, Diversity, and Inclusion
- Section Twelve: Collaboration and Communication

Guidance for this Antiracism Guide

Several major publications guided the development of this antiracism guide for study groups. First, a glossary of antiracism definitions for education and life identified many of the major terms that have negatively impacted the learning environment and harmed people of color (Pokhrel et al., 2021). Another influential publication was a research study conducted on a student peer study program (Frye et al., 2021).

Key Definitions for Understanding the CLA Guide

CLA participants – The students enrolled in the target course where CLA is offered who participate in the CLA sessions.

CLA facilitator – The person who manages and directs the CLA session. Depending upon the CLA program and expectations for the role, this person may be a student, non-student paraprofessional, professional staff member, or instructor. In Supplemental Instruction, they are called SI Leaders. In Peer-Led Team Learning, they are called Team Leaders.

CLA professional staff – Personnel, including the CLA program administrator, who coach, manage, and/or supervise the CLA program.

CLA program administrator – The lead person who is responsible for overall leadership and management of the CLA program.

CLA sponsoring instructor – Instructor that hosts the CLA program within their course. Instructors' level of involvement is dependent upon the particular CLA type.

Target course – The course that is targeted for CLA program support.

Section One: Mission and Goals

The establishment of the program's mission and goals is necessary to provide guidance and benchmarks to evaluate. However, some mission and goal statements may be more appropriate than others for some specific CLA programs and academic content areas. The difference between learning goals and outcome goals is sometimes difficult to differentiate. For the purposes of this guide section, please use the following definitions.

Academic and Personal Development Outcome Goals are associated with student behaviors that are achieved as a result of CLA participation. Examples of academic and personal behaviors of CLA participants to contrast with non-CLA participants would be when students (a) achieve higher final course grades and lower rates of D, F, incomplete, and course withdrawal; (b) have a better adjustment to college; (c) employ a wider range of learning strategies; (d) display enhanced individual and small group communication skills; (e) increase in cultural competence; (f) are better able to navigate ambiguity; and (g) display higher resilience to challenges academically and personally.

Learning Outcome Goals are associated with student cognition, e.g., knowledge that is achieved as a result of CLA participation. Examples of this knowledge include a deeper understanding of the course subject matter, new strategies for solving academic problems, higher motivation, increased confidence, higher self-esteem, and higher self-efficacy.

In the past decade, increased attention has focused on what the CLA experience does to and for the CLA facilitators. This is a new area for the CLA guides. These guide statements only appear in the recommended areas in each guide since the primary focus of most peer learning programs is on the CLA participants.

A. CLA Mission
1. In order to monitor its mission, the CLA program establishes an advisory group that is diverse regarding gender identity, race, and other demographics.

   a. The group includes faculty and student services such as respected faculty members, academic advisors, counselors, tutor program coordinators, CLA facilitators, students, and others. Students should always be represented in decision-making that affects students.

   b. The group holds periodic meetings that include topics such as feedback on CLA program reports; review of CLA program mission, goals, and objectives; ensuring the enactment of antiracist and equitable policies and procedures; review of the cultural diversity of staff, student paraprofessionals, and students served; support of CLA program with campus policymakers to increase budget; and provision of guidance and direction to improve the CLA program. If a formal board is not feasible, the CLA administrator periodically meets with institutional employees.

   c. The group ensures that the CLA program operates in a proactively antiracist manner regarding hiring practices, policies, procedures, CLA session activities, resource allocation, and program mission.

B. CLA Program Goals
1. The CLA program provides a welcoming and inclusive learning environment for all students, and the CLA staff and facilitators are held accountable for this goal.
2. The diversity of the students served and the CLA staff and student paraprofessionals equals or exceeds the diversity of the institution's student body.
3. The CLA program staff seek to serve on candidate selection panels for positions located throughout the institution at the staff, faculty, mid-management, and top-management levels to advocate for diversity that equals or exceeds the diversity of the institution's student body.

C. CLA Staff and Facilitator Personal Development Outcome Goals
1. CLA staff and facilitators have an active professional development program throughout their working careers. Discussions include issues regarding race issues, gender identity, sexual identity, first-generation college students, recent immigrants, and others important to the CLA staff and the students served.
2. The CLA staff meet periodically with students of various racial backgrounds to listen to their issues, concerns, ideas, and solutions.

3. CLA staff and facilitators participate in annual workshops, read publications, and watch videos on topics on privilege, race relations, interpersonal communications, microaggressions, and other interpersonal issues. CLA staff incorporate the same topics into an ongoing training curriculum for CLA facilitators throughout the academic year.

Section Two: Assessment and Evaluation

Quality CLA programs use assessment and evaluation to examine how well they are meeting their mission and goals. For effective assessment and evaluation to occur, CLA programs collect data for two distinct purposes: (a) to assess the extent to which they are meeting their mission and goals, and (b) to use program evaluation results to guide the revision of goals and activities along with program revision.

The type of CLA program has an impact on the type of assessment and evaluation studies conducted. Some programs have voluntary attendance, while others are mandatory. Some programs are loosely connected to a particular target course, while others have integrated the CLA program within the target course to appear as a seamless learning experience. Some programs require more self-evaluation and reporting than others.

This section provides specific assessment and evaluation procedures that can be used to determine the degree to which the mission and goals of the CLA program have been achieved.

A. Data Collection and Analysis Process
  1. The institution collects course baseline and other data before CLA implementation for comparison before CLA is offered in the same course. This data is then compared after CLA is offered for students in the same course (e.g., grade distribution, rates of successful or unsuccessful final course grades, rates of course withdrawal, gender identity, race, and an average number of times that students enroll in the target course before completing it successfully). Preferably, the data is taken from course sections taught by the same instructors as those who will have the CLA program as a part of their course. This data aids in the analysis of the CLA program's effectiveness.

B. Program Evaluation
  1. Level one evaluation: The CLA program engages in evaluation to quantify the activities that occurred during the academic term in which the CLA program operated. The number of students served is broken down into different categories, including gender identity and race. The CLA facilitators' demographics regarding gender identity and race are also included. The evaluation is conducted every academic term that the CLA program is offered. This level of evaluation addresses a fundamental question: To what extent does the CLA program serve students? Below are examples of level one program evaluation.
     a. How many students were served by the program? Provide a breakdown by gender identity and racial group for comparison purposes. Additional demographic groups for comparison could be age category, veteran, cultural heritage, STEM major, commuter, first-generation college, and historically underrepresented. Imbalances that emerge from this analysis could lead to a deeper study regarding why.
     b. How often did students participate in the program? Provide a breakdown by gender identity and racial group for comparison purposes. Additional demographic groups for comparison could be age category, veteran, cultural heritage, STEM major, commuter, first-generation college, and historically underrepresented. Imbalances that emerge from this analysis could lead to a deeper study regarding why, as explored in Levels Three and Four Program Evaluation described later in this section of the CLA Guide.
     c. Calculate the profile of CLA participating students (e.g., student class, college grade point average, race, gender identity, academic probation status). Break down each of the groups by the percentage who attended one or more times, the average number of sessions attended, D/F/W/I rate, and final course grade.
     d. Observations of CLA sessions by CLA administrator or other staff (this is a new category for the assessment section of the guidelines).
        i. Were there gender identity or racial patterns of the students called upon by the CLA facilitator during sessions?
        ii. Were there gender identity or racial patterns of the students who talked during the large group or small group CLA sessions?
        iii. Which students talked during these

sessions, and how often?

   iv. Do students sit in small groups of similar gender identity and race?

   v. What actions did the CLA facilitator attempt to encourage participation by all students in the session?

2. Level two evaluation: The CLA program engages in evaluation to quantify the immediate student outcomes by descriptive methods. This level of analysis examines student outcomes that are associated with the CLA program. While level one evaluation focuses on how many students participated, level two examines whether program participation made a difference in students' final grades within the target course. This analysis includes not only participants and nonparticipants but also a breakdown by gender identity and race. The evaluation is conducted every academic term that the CLA program is offered. This level of evaluation addresses the fundamental question: To what extent does the CLA program have an immediate impact on the students?

Section Three: Learning Environment

    This section focuses on creating a safe psychological/social environment in both physical and virtual classrooms. The right kind of environment for the CLA sessions sets the stage for productive interactions between the facilitator and the students (see Sections Nine: Financial Resources and Section Ten: Technology since they overlap with this section).

A. CLA facilitators create a positive, respectful, and supportive learning environment.

1. For writing-intensive courses, CLA program participants write and have a peer review of their work to strengthen their writing skills throughout the academic term. The peer and facilitator review focus on the overall meaning and do not attempt to identify all grammar or sentence construction errors which could be demoralizing to English Language Learners and others.

2. During observations of CLA sessions by the program director or other assigned staff, the facilitator's interpersonal behavior is proactive for all students' involvement. Measures of involvement could include the following:

   a. Are there identifiable gender identity or racial patterns of the students called upon by the CLA facilitator during sessions?

   b. Are there identifiable gender identity or racial patterns of the students who

talk during the large group and small group CLA sessions?

   c. What proportion of CLA participants talk during sessions?

   d. Do students sit in small groups of similar gender identity and race?

   e. By what actions did the CLA facilitator encourage participation by all students in the session?

B. CLA professional staff and facilitators are trained in providing professional and friendly service to those who enter the CLA facility.

C. CLA facilitators and staff provide a welcoming learning environment.

1. CLA facilitators include an icebreaker/community-building activity at the beginning of the CLA session so students can interact with one another and learn their classmates' names.

2. Staff and facilitators wear name badges for easy identification with the CLA program. During CLA sessions early in the academic term, students wear self-made nametags or create table tents with their names to help learn the other participants' names and aid the facilitator in memorizing their names. Encourage everyone to include their personal pronouns if they like.

3. Facilitators avoid words and behaviors that seek to demonstrate their own academic prowess and social capital. It is unnecessary since the other students already know that the facilitators must have qualifications; otherwise, they would not have been hired to serve as the study group leader. Students who did not have the opportunity to participate in those experiences may communicate negative feelings in themselves. Facilitators should avoid talking about their own experiences of academic achievements, such as those listed below:

   a. Earned a high grade in the content course

   b. Attended a reputable secondary school and completed a college-bound curriculum

   c. Earned high scores on the ACT, SAT, and other standardized admission exams or other institutional entry exams

   d. Enrolled in advanced placement courses while in high school

   e. Was a member of high school or college honor society

   f. Participated in standardized test score courses and workshops

   g. Has a family history of college attendance and completion (Frye et al., 2021)

4. Facilitators permit only anonymous competitive activities (either among individuals or small groups) during the study group. Otherwise, these activities can provoke anxiety among students who need more time to complete the activity and can generate a false perception of winners and losers (Frye et al., 2021). Competitive activities can be hosted through smartphone apps that permit anonymous competitions (e.g., Jamboard).

5. Facilitators avoid fast-paced activities during the study group. These activities can provoke anxiety among students who need more time to complete the activity and generate a false perception of inadequacy by students who work more slowly. It is best to have a flexible plan to skip some activities due to the pacing to help all students advance (Frye et al., 2021).

6. While involvement by all participants in discussions is encouraged, facilitators do not require students to speak individually. Speaking in a group is often anxiety-provoking for many students, and, especially when a group is newly formed, students may fear making an incorrect response.

7. Facilitators observe nonverbal cues and are flexible with activities and content until they feel sure that everyone understands (Frye et al., 2021).

8. Facilitators are careful not to send the message that the issues, readings, or materials are easy and disrupt that message if it is expressed by others (peers, faculty, or staff) (Frye et al., 2021).

9. Facilitators share specific challenges they faced as students, such as their struggles with course material, messy processes they use to solve problems, and, if they feel comfortable doing so, their ability issues and how they deal with them. Authentically admitting that particular concepts in the course and the study group activities are demanding is a powerful way to connect with students who struggle with course material. Shared experiences and struggles are a more powerful way to bond with students than impressing them with one's own academic prowess with the challenging course content (Frye et al., 2021).

10. Facilitators develop and foster strong emotional intelligence (EI) as well as necessary content-specific ability. EI is the capacity to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically.

According to Goleman (2006), there are five key elements: self-awareness, self-regulation, motivation, empathy, and social skills. Leaders who develop strong EI relieve their internal frustration, have better interpersonal communication, and are able to sympathize with other people's emotions, overcome challenges, and resolve conflicts (Goleman, 2006). Examples could include:

a. Before responding, be sure to understand what is being said. Pay attention to nonverbal details of the conversation.

b. Display an approachable attitude through positive nonverbal and verbal messages.

c. Make empathetic statements when students share personal events or comments about local/national issues.

d. Display active listening skills, such as asking for more information from the student to understand before clearly responding to them through empathetic statements.

e. Display friendly, engaged body language, eye contact if they feel comfortable doing so, nodding to affirm active listening, body turned towards the student, and not having arms crossed (Frye et al., 2021).

11. Facilitators avoid expressing surprise or providing inauthentic statements toward underrepresented students when they demonstrate success in group activities and disrupt other students if they do so. Facilitators provide authentic validation and encouragement for all students in the same manner (Frye et al., 2021).

D. Cultivation of Personal Relationships.

1. Facilitators learn and use the preferred names and pronouns of the students in the group. Facilitators learn to pronounce student names correctly. The facilitator does not give students nicknames. Attendance sheets are circulated at the beginning of group sessions both for evaluation purposes of the program and as a prompt for the facilitator to reinforce the participant names (Frye et al., 2021).

2. Students learn and use each other's names in the group. A sample procedure useful for the facilitator and the students is for everyone, including the facilitator, to have a table tent with their first name placed in front of themselves (Frye et al., 2021).

3. Facilitators take the time to get to know

the students personally and build a relaxed learning environment. Several examples for developing more knowledge about the students can include:

a. Spending necessary and significant time during the first two to three sessions of the academic term with icebreakers and community-building activities.

b. Beginning each group session with a short icebreaker activity where students share something about themselves.

c. In the first session for the week, asking students what they did the previous weekend and sharing what the facilitator did as well.

d. Facilitators are encouraged to have informal conversations among everyone about the culture shock of attending college, during which participants and facilitators share specific things that were challenging or surprising for them (Frye et al., 2021).

4. Facilitators arrive 10 to 15 minutes before the group session and stay for the same amount of time after the session's official end. The facilitators receive regular pay for this additional time. This informal time has several purposes:

a. It permits casual conversation with students as they arrive.

b. It allows the facilitator to use this time to learn names, develop relationships with the students, learn more about their students' personal lives, and share their own personal lives with their students.

c. It provides time for students to interact with each other informally.

d. It allows the facilitator to work with students after the class who had difficulty with particular aspects of the session's activities (Frye et al., 2021).

e. Facilitators facilitate some off-topic conversations (Frye et al., 2021). This is when relationship-building often begins, and collaboration can blossom.

f. Facilitators are proactive about announcements concerning campus or community events related to different demographic and identity groups and display empathy for the issues of those groups (Frye et al., 2021).

g. Facilitators manage attendance rosters and send emails to students who miss sessions to inquire about their well-being and encourage them (e.g., hope to see you next time) (Frye et al., 2021).

h. Facilitators develop healthy, respectful friendships with students. When students and facilitators develop friendships among themselves, students are more likely to ask questions, make themselves vulnerable, and engage in activities (Frye et al., 2021).

i. Facilitators develop and display cultural humility, which is a humble, respectful, and celebratory attitude toward individuals of other cultures that pushes them to challenge their own cultural biases, recognize funds of knowledge, and approach learning about other cultures as a lifelong goal and process (Frye et al., 2021).

Section Four: Program Design and Activities

The purpose of this section identifies what occurs before or during CLA sessions conducted by the facilitators. The "structure and organization" subsection is focused on the CLA session, not the overall administrative structure of the program. More about the overall structure is found in Section Six: Institutional Governance and Policy and in Section Seven: Program Leadership. More about technology is found in Section Nine: Financial Resources and Section 10: Technology. Due to the specific procedures for different CLA programs, some items in this section will be useful, and others will not. This document, in general, and this section, in particular, does not attempt to be inclusive of all essential and recommended practices for a particular CLA program model.

A. Structure and Organization

1. Students are divided into smaller groups of three to four to provide the opportunity for more participation. Small groups are critical for students who are not comfortable speaking in large groups for a variety of reasons, including exposure of their self-doubt over content knowledge. Students are not permitted to opt-out of small groups and work by themselves.

2. The focus of problem-solving activities is on critical thinking and not simply correct answers. Often there are multiple ways to solve the problem and the steps to do so. Facilitators encourage and support all the students to figure out solutions instead of giving the solution/answers.

3. Facilitators move the group forward after all members successfully solve the problem. Waiting requires the facilitator to read verbal and nonverbal behaviors by students to avoid the situation in which a student who is having trouble may be

embarrassed at holding the group up. When in doubt, use additional example problems when these situations arise, emphasizing that the problem being solved is particularly tricky and announcing that another similar problem will be worked on (which will require that facilitators come prepared with additional problems). Failure to do so can result in the student having difficulty with solving the problem, thus making negative personal judgments about themselves. This may result in not returning to the group and perhaps dropping the class altogether due to their perceived incompetence. This situation of deciding when to move the group forward is part of the initial or subsequent training sessions for facilitators (Frye et al., 2021).

4. Facilitators are intentional about the type of small group activities such as "think-pair-share," "turn to a partner and," and "jigsaw." To increase group participation, during each activity, they rotate roles within the groups (e.g., reporter, recorder, observer, etc.). Facilitators also vary these activities among the sessions. After working in the small group, the facilitator reconvenes students into one group to debrief the experience and identify the process for solving the questions or problems (Frye et al., 2021).

5. The facilitator does not permit one or a small group of students to dominate the conversation or answer questions during the sessions. Students who speak more are often perceived as being more knowledgeable and as having higher intellectual ability; thus, those who do not speak may create self-stigma. Students who do not talk may feel they are the only ones who do not understand or believe that they do not belong in the class.

    a. One of the best ways to deal with this situation and increase student engagement by all students is to have most classwork occur in small groups. The facilitator then circulates around the room to ensure that one or a few students do not dominate conversations.

    b. For students who persistently raise hands or blurt out answers, the facilitator privately talks with them before or after a session and asks for their help in allowing others to make contributions. Affirm this student for their desire to share with others.

    c. Before calling on a student to talk, the facilitator carefully scans the group and notices students' nonverbal behavior who might want to speak instead of relying only on those who raise their hand or blurt out responses.

    d. The facilitator slows the pace of activities so that all students have time to think about the question or problem before asking for a response. A complicated or well-constructed question might require thirty to sixty seconds before a response could be offered. Encourage students to review their lecture notes and reading materials during this period to give them time and information needed.

    e. Students are permitted to "pass" on making a comment or providing a response to a problem or question (Frye et al., 2021).

6. Leaders choose groups and make sure to mix students up to encourage new student-to-student connections. The facilitator can count students off and then assign them to work with their temporary group in a variety of small group activities they were trained to use during the initial or subsequent facilitator training session. This helps to interrupt the pattern of students sitting in the same groups based on similar demographics, academic majors, or academic ability groups (Frye et al., 2021).

7. Leader promotes true collaboration by getting students to work together in a friendly manner to solve problems and to experience a sense of belonging to the study group, the course, and the institution (Frye et al., 2021).

8. Leader treats every question and problem as a challenge. Do not identify anything as "easy" or something that can be quickly discussed (Frye et al., 2021).

9. Use a procedure to solve problems (i.e., what do they know, what do they need to know, and what was learned), starting with an emphasis on the order of solving problems: terminology, essential concepts needed to solve, and finally the mathematical steps.

10. The leader is trained to focus more on the problem-solving process rather than rapidly identifying the correct answer, which is within all students' grasp given enough time and resources. Place less emphasis on the solutions and more on all the detailed steps to solve the problem. To help place the facilitators into the same position as

the students who are solving the problem, they are asked not to have an "answer key" available (Frye et al., 2021).

11. When working with students on a writing assignment, facilitators should focus only on identifying error patterns rather than intensive sentence-by-sentence editing. Focus on the error patterns that impede comprehension of the student paper and perhaps incorporate the technique of minimal marking. Otherwise, it will be demoralizing to the student if every error is identified, and the danger is that they will feel judged inadequate by the tutor and question whether they belong in college. The exception to this principle is if there is only one student in the session and they explicitly request a more detailed review of the paper. Otherwise, it is best to direct the student to a writing tutor or the campus writing/learning center if it exists (Sanford, 2021).

12. When appropriate, students are invited to make short presentations to a small or large group to build their communication skills and increase their confidence in speaking in front of others. The facilitator's sensitivity is displayed to support students who are reluctant or prefer not to make presentations for personal reasons.

Optional Professional Development Resources

The following topics are recommended as part of an optional professional development program for the CLA staff regarding their program's operation. Several of the 12 CLA guide sections will include suggested readings if you are interested in taking a deeper dive into the theory and detailed recommended actions. The readings in this section are solely offered as an optional long-term professional development program. From these readings, new practices may emerge that can be included in the campus CLA program. They also may answer some of the questions regarding why some techniques are effective and others are not. A useful resource is an educational psychology textbook to help explain CLA practices' effectiveness. An example is written by Zakrajsek and Bailey (2019).

Antiracism

Several recently published books and other publications on race and antiracism contain general principles that could be applied with peer learning programs: Diangelo (2018); Frye et al. (2021); Kendi (2019); Oluo (2019); Perkins (2018,); and Pokhrel et al. (2021). These publications could be used for group conversations among the CLA administrator, CLA staff, and the CLA facilitators as part of the ongoing training sessions.

Culturally Sensitive Pedagogies

Throughout this set of guides are statements about cultural competence, student diversity, and creating a welcoming learning environment. However, a more in-depth analysis of the learning environment within student study groups or the classroom has been underway for many years. These CLA guides primarily focus on actions to be taken by the facilitators, staff, and administrators of CLA programs. Not much is said about learning pedagogies and the impact of equity, race, and class upon student learning. Very little is said about this topic in most professional literature related to peer learning, learning assistance, developmental education, and the like.

Gusa (2010) identifies the impact of race on learning for students of different racial and identity backgrounds. Tuitt et al. (2016) have written forcefully on the impact of race in education. These books are cited for institutions that may wish to explore how their pedagogies might lead to different CLA session activities, consider professional development training for facilitators and CLA staff, and review techniques to make the CLA learning environment more inclusive for all students. While the following descriptions may seem similar, there are deep nuances among them. Even though the pedagogies' primary emphasis is on teacher behaviors, their lessons could be applied to facilitators and CLA sessions.

- Culturally Relevant Pedagogy requires the facilitator to learn to operate in a cross-cultural or multicultural setting. Each student makes meaning in their cultural context. A recent book is by Adams et al. (2017).
- Culturally Responsive Pedagogy is a student-centered approach to learning in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. It has three functional dimensions: institutional, personal, and instructional. Several books about this pedagogy are Gay (2018), Hammond (2015), and Pirbhai-Illich et al. (2017).
- Culturally Sustaining Pedagogy is the most recent pedagogical approach to challenge educators to promote, celebrate, and critique the multiple and shifting ways students engage with culture. Several books on this pedagogy are Coulter and Jimenez-Silva (2017) and Paris et al. (2017).

Section Five: Professional Development for CLA Facilitators

This section identifies general principles that most of the CLA program models share in common. Training-related topics are explored in other sections within these CLA guides: Section Three: Learning Environment; Section Four: Program Design and Activities; Section Ten: Technology; and Section Eleven: Ethics, Opportunity, Diversity, and Inclusion. Professional development is a continuous activity for the facilitators throughout their time in their role. Development occurs through training workshops, observation of other facilitators, coaching by the CLA administrator or others, and their own reflection of what they are learning and experiencing. Each national/international CLA program has precise procedures for training and professional development. Though it is most common that facilitators are students, some programs employ non-student paraprofessionals, professional staff members, or instructors. While many campus peer programs conduct their own professional development for facilitators, there are other options for content through webinars, videos, online instruction, and self-study materials.

A. Activities and Content of Professional Development
1. Develop competency to conduct the first CLA session of the academic term. Ongoing professional development could include the following common training elements:
   a. Obtain a basic understanding of the campus CLA model and theoretical foundations.
   b. Watch vignettes related to racial interactions and follow them with application to study group sessions.
   c. Develop necessary skills in group management.
   d. Understand how to customize the session based on the academic discipline and requirements for the target course.
   e. Increase antiracism and cultural competence.
   f. Acquire a collection of learning strategies to model (e.g., different types of notetaking, text reading, and test preparation).
   g. Learn active learning and collaborative strategies to engage students.
   h. Learn how to combine the learning strategies with a review of academic content.
   i. Develop the skill of planning session lessons while retaining flexibility with adapting as needed during the session.
2. In-service programs for instructional staff and other program personnel are provided regularly to enhance awareness of issues related to student diversity (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities).

B. Delivery Systems for Professional Development
1. The facilitator intentionally reflects on their work experience at least every two weeks. Topics for this reflection could be a summary of memorable session events or prompted by the CLA administrator (e.g., leadership skills, communication skills, gender and racial awareness, new behaviors displayed, content knowledge, and career choice). The reflections could be private or available for the CLA administrator to read and respond to. The reflections could be contained in a weekly journal, shared during one of the periodic team meetings, or shared in another way.

Optional Professional Development Resources

The practical strategies for facilitating study sessions, conducting professional development, and program management are based on experienced by successful CLA program administrators and drawn from the relevant professional literature. The following is provided as part of an optional professional development program for those interested in digging deeper into the literature that helped to create these guides.

- YouTube channel with facilitator training videos for SI and PLTL, http://z.umn.edu/palyoutube.
- Other tutor and study group facilitator training resources are available at the Learning Support Centers in Higher Education (LSCHE) website, http://www.lsche.net.
- David Arendale's webpage on peer learning resources includes facilitator training materials and links to other resources, http://z.umn.edu/peerlearning.
- Resources for training facilitators to conduct sessions online can be found in Section Four: Program Design and Activities.
- Angelo and Cross (1993) provide the classic book on many classroom assessment techniques and activities.
- Training manuals include Agee and Hodges (2012) and Lipsky (2011). Others are located at the end of these CLA guides.
- Three new books have updated Bloom's Taxonomy of Educational Objectives: Anderson and Krathwohl (2001), Gershon (2018), and Krathwohl (2002).

- Johnson, Johnson, and Holubec (1998) are the most prolific writers on the practical use of peer cooperative learning in elementary, secondary, and postsecondary education.

Section Six: Institutional Governance and Policy

A critical resource for any peer learning program is strong support from administrators from the top of the organization. CLA is part of the institution's strategic plan for student achievement and persistence. The CLA program does not belong to the CLA administrator: it belongs to the college. If the CLA administrator leaves or is promoted to another position, the commitment to the program should be unwavering.

This section is dependent upon Section One: Mission and Goals. Upper-level administrators need to clearly understand how the CLA program is part of the core mission and goals of the institution. If they view it that way, financial resources for it will remain stable if not grow over time as the program is expanded. Also, this section is dependent upon Section Two: Assessment and Evaluation to provide evidence that the program is effective with higher student outcomes.

A. Legal Responsibilities
  1. CLA professional staff and facilitators are knowledgeable about and adhere to relevant civil and criminal laws and institutional policies related to their role and function within the institution (e.g., sexual harassment, micro and macroaggressions, mandatory reporting, referral to appropriate institutional student services, treatment of staff and students, student privacy, grant regulations, hiring protocols, and fiscal management).

Section Seven: Program Leadership

An effective CLA program requires careful coordination among several professionals who provide leadership for the program. This section provides more detail about the job descriptions of the CLA administrator, staff, and facilitators. It also includes expectations for the faculty members that host CLA in their course. Section Five: Professional Development for CLA Facilitators identifies best practices for their training. Section Six: Institutional Governance and Policy provides the context for the CLA administrator as that person is connected to the institution's organization chart.

In addition to providing more information about the CLA staff in this section, considerable attention is devoted to the role of the faculty members who sponsor CLA in their courses. It is critical that the roles of the CLA staff, facilitator, and faculty member are clear before attaching CLA to a course. Each time that a new faculty member or a course becomes involved with the CLA program, the same process of clarifying roles and boundaries for all parties is essential. Failing to identify those boundaries has led to the facilitator of the learning process being turned into a teaching assistant with teaching and grading responsibilities, or worse, the CLA program being canceled.

A. Administration and Supervision
  1. CLA program works in collaboration with units across the campus to enhance support to students and support the college curriculum (advising, academic programs, multicultural studies, new student orientation, learning center, health and wellness centers, accessibility services, tutoring services, student services, and enrollment management).

B. Organization
  1. CLA is only attached to courses when the faculty member strongly supports the program's mission through their involvement. Therefore, courses with the highest rates of D, F, incompletes, and withdrawals (DFIWs) should not be selected if the faculty members are not supportive of CLA. Since faculty involvement is essential for student effectiveness and participation in the program, it would be a better use of institutional funds to select another course with high rates of DFIWs.

C. Roles & Responsibilities
  1. Director (e.g., administrator, coordinator, or other term for the CLA program facilitator)
     a. Create and communicate a clear vision for the present and future needs of the CLA program (e.g., discussions with campus officials, equity and inclusion expansion, program reports and promotional literature, employment interviews with new staff, and during training workshops) based on collaboration with and input from student leaders, faculty members, student affairs unit administrators, academic unit administrators, and other stakeholders.
     b. Manage the CLA program budget and ensure stable funding for operations by demonstrating an effective, equitable, and inclusive program with regular reports to administrators to whom the CLA unit reports and to the CLA advisory board. The director also looks for opportunities to build collaborative

relationships with other campus units, community agencies, and grant programs to provide financial and nonmonetary support.

   c. Conduct continuous assessment and evaluation of program effectiveness, equity, inclusion, and goal attainment congruent with institutional mission and ongoing planning efforts.

   d. Interview, hire, train, and evaluate CLA staff. Ensure that the staff demographics reflect or exceed the diversity of the campus professional staff. Additional efforts are made to increase the demographic diversity of applicants for staff positions.

   e. Ensure that applicants' requirements are focused more heavily on skills they currently possess relevant to the job and prior paid and unpaid work experiences rather than the attainment of particular academic degrees or certificates.

   f. An annual appraisal is conducted for each CLA professional staff member, including discussing their needs and the administrator's recommendations.

2. Faculty roles and Responsibilities

   a. A faculty member of the target course forwards the names of potential facilitators. These students are added to those already gathered by the CLA administrator through aggressive job posting advertisements and direct contact with multicultural organizations to solicit applicants. The CLA administrator makes the final hiring decision. See Section Eight: Human Resources for desired competencies, skills, and experiences for CLA facilitators.

D. Professional Development and Mentoring

1. CLA administrator attends campus workshops, participates in webinars, and engages with self-paced materials on coaching and management skills, antiracism and cultural competence, and other topics to improve effectiveness, equity, and inclusion with the CLA staff and facilitators.

Optional Professional Development Resources

    In addition to the international/national organization that is associated with most CLA programs, there are a variety of additional resources available for the professional development of the CLA staff. Consider checking out one or more of the following.

- Arendale's annotated bibliography lists over 1600 publications related to postsecondary peer cooperative learning programs (https://z.umn.edu/peerbib).

- Arendale's program resource webpage for peer study groups (http://z.umn.edu/peerlearning) lists (a) professional CLA centers and organizations, (b) journals directly or indirectly related to CLA, (c) seminal publications about CLA, (d) professional standards for CLA programs, (e) learning technologies that might be used in CLA programs, (f) videos that discuss issues and solutions related to CLA programs, and (g) email listserv information for SI campus directors.

- Arendale's Peer Assisted Learning YouTube (YT) channel (https://z.umn.edu/palgroupsYouTube) recent CLA-related presentations by Arendale and playlists of YT awareness and training videos for peer-led team learning and supplemental instruction.

- Arendale's Peer Assisted Learning podcast (http://palgroups.org) features short reviews of new CLA publications and interviews with facilitators.

Section Eight: Human Resources

    Five key individuals or groups are involved with the CLA program: the program administrator, professional staff, facilitator, sponsoring instructor, and participants. These terms are defined in the introduction to these CLA Guides. This section primarily focuses on the CLA administrator and staff (see Section Five: Professional Development for CLA Facilitators and Section Seven: Program Leadership for related information).

A. Hiring Policies and Procedures

1. CLA program uses written, systematic procedures for personnel recruitment, selection, and promotion consistent with the institutional policies and practices. Routine procedures for personnel recruitment, selection, and promotion are written for the CLA program and follow the institution's written policies and practices.

2. CLA program administrator is selected based on knowledge and training, relevant work experience, oral and written communication skills, organizational skills, planning skills, program evaluation skills, personal skills and competencies, relevant credentials, and experience in promoting learning and development. The previously listed items are balanced by hiring candidates located within the geographic area and encouraging diversity and equity in selecting the CLA staff. In such cases, the

institution hires the leading candidate and provides resources and time for the CLA staff member to develop their skills further, gain certification from an appropriate organization, and other ongoing professional development activities.

3. When the CLA is attached to a specific course, the course instructor can nominate candidates for the CLA facilitator position. The final decision is made by the CLA program administrator, who will increase the applicant pool for the position through advertisements, contact with multicultural organizations, and other means. Depending upon the CLA program, others may be involved with the hiring decision, such as experienced CLA facilitators or other student leaders.

4. While there is no "ideal" CLA facilitator profile, the most effective ones for serving a broad demographic of participants share common characteristics: (a) successfully struggled with the course material to achieve a final course grade of B or an A and can help others to do the same; (b) understands the challenges with the course material and has the patience to help all students to succeed; (c) possesses good organization and communication skills; (d) possesses a teachable-attitude to learn how to be an effective facilitator of the group and not emulate teacher behaviors; (e) displays cultural competence to work with a diverse group of participants; and (f) joins a team of facilitators that reflect or exceed the demographics of the student body. In reality, at the beginning of their work career as a facilitator, they will be located at various points along a continuum line between novice and expert for these characteristics. The key is for them to be teachable and for the CLA program administrator to use initial and subsequent training. This facilitator's profile may not be shared by course instructors who may recommend candidates who easily earned an A or A+ in their course; sat on the front row in the classroom; frequently talked with the instructor before, during, after, outside class, and during instructor office hours; or have demographics similar to their instructor.

5. Include the above CLA facilitator profile on a handout describing the program for the classroom instructor, department chair, academic dean, student affairs administrators, and others. The profile could also be used for advertisement and promotion of the program and for attracting CLA facilitator applicants. This handout is especially important when new CLA programs are being developed, and new faculty members will have CLA attached to their courses.

6. The CLA facilitators' selection process requires firmness and diplomacy by the CLA program administrator to help instructors, department chairs, student affairs personnel, and other administrators understand the process for facilitator selection and their job responsibilities. Providing a written copy of the requirements and expectations is essential. Some instructors (and some administrators who are former classroom instructors) may not understand the difference between a facilitator of the learning process (CLA facilitator) and a teaching assistant (with teaching and grading responsibilities). Facilitators focus on the problem-solving process and coach students through the steps until they all achieve mastery.

7. Improve staff and facilitator recruiting and hiring practices so that the CLA team more closely reflects the student body's diversity. For example, recruit from the campus African American or other ethnically-focused organizations, including sororities and fraternities (which typically have academic excellence committees). Work with the Diversity, Equity, and Inclusion departments to help ensure hiring practices reduce implicit biases and become more inclusive. Ensure hiring focuses more on "screening in" rather than "screening out" potential hires. As described in previous essential practices regarding recruitment of diverse CLA facilitators, deemphasize selection as solely a function of grades or faculty recommendations (McGuire, 2020).

8. Professional staff demonstrate knowledge about antiracism, learning theory, and strategies appropriate for the CLA program.

9. The CLA facilitators' staffing pattern reflects or exceeds the student population's cultural heritage and diversity (e.g., disability, gender and sexual identity, English language learner, race, ethnicity, age, and gender).

10. While eligibility for federal, state, or institutional financial aid may play a part in the selection process, CLA facilitators are primarily selected based on their merit and potential for their assigned role. Facilitators are selected according to written job

descriptions of the CLA program. The CLA program administrator makes the final decision on hiring facilitators.

B. Work Environment Culture
1. CLA professional staff and facilitators demonstrate good interpersonal skills with students, faculty, and colleagues, which is supported by student and faculty oral feedback, evaluations, and surveys.
2. CLA personnel demonstrate and engage in behaviors that promote a supportive, collaborative working environment (e.g., antiracist actions, active listening, and teamwork).

C. Orientation, Supervision, and Training
1. In-service programs for instructional staff and other program personnel are provided regularly to enhance student diversity (e.g., race, ethnicity, home language, home educational background, religion, gender identity, sexual identity, socioeconomic group, age, and differing abilities).

Section Nine: Financial Resources

This section focuses on maintaining a sufficient budget to support all CLA program activities and personnel. This section is related to numerous other parts of the guide, including Section Three: Learning Environment, Section Four: Program Design and Activities, Section Five: Professional Development of CLA Facilitators, Section Six: Institutional Governance and Policy, and Section Eight: Human Resources.

A. General Budget Funding
1. CLA program administrator takes the initiative in building coalitions with other campus or community units to provide financial support to stabilize or expand the CLA program in serving new student populations (e.g., academic departments, enrollment management, campus learning center, multicultural studies, campus tutoring program, community agencies, and businesses).

Section Ten: Technology

Peer learning programs must use technology to effectively manage participant data, embed instruction technology within peer sessions, and offer online peer sessions. While online peer learning and academic support has been a part of distance learning programs for decades, it is now growing quickly with campus learning services. This requires institutions to make more investments in their campus programs with technology. This includes not only the central computer hardware and software systems, but also provision of computer laptops for check out through campus libraries and computer labs throughout the campus and residence halls. The digital divide persists as a barrier to full participation by students form marginalized backgrounds who often lack access to desktop computers, laptop computers, and Internet access at their residence or while elsewhere.

Due to the pivotal role of technology in CLA, this section is also related to Section Three: Learning Environment, Section Four: Program Design and Activities, Section Five: Professional Development of CLA Facilitators, Section Seven: Program Leadership, Section Eight: Human Resources, and Section Twelve: Collaboration and Communication.

A. Conduct a needs assessment with student leaders and use relationships with other units on campus as well as learning center funding to provide essential technology to them.

Section Eleven: Ethics, Opportunity, Diversity, and Inclusion

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, the CLA program must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment. Due to the essential nature of this section's values, this section is related to Section Three: Learning Environment, Section Four: Program Design and Activities, Section Seven: Program Leadership, and Section Eight: Human Resources.

A. Access & Opportunity
1. Nondiscriminatory personnel policies have been developed, disseminated, and practiced regularly regarding age, race, creed, cultural heritage, disability, ethnicity, gender identity, nationality, political affiliation, religious affiliation, sex, sexual identity, or social, economic, marital, or veteran status.
2. CLA program identifies and addresses actions, policies, and structures within its operation that perpetuate privilege and oppression (e.g., hiring practices, promotion practices, CLA session activities, and staff professional development).

B. Diversity
1. CLA session readings, activities, and learning aids portray racial, ethnic, and cultural diversity.
2. Facilitators discover information about their students at the beginning of the

academic term to address students' needs and preferences. (e.g., short surveys to learn learning preferences, countries of origin, interests, and background).

3. With the aim that all students receive assistance and benefit from participation, special efforts are made by the facilitators to design learning activities that are anti-racist and culturally inclusive to enable all students to participate.

4. Multiple learning modes are used during CLA sessions to accommodate different learning modalities and preferences.

C. Inclusion

1. CLA staff and facilitators employ culturally responsive, inclusive, respectful, and equitable practices to provide services.

2. Ongoing professional development on antiracism, cultural competence, and workplace inclusion is provided for CLA staff and facilitators.

3. Personnel within the CLA program promote respect for commonalities and differences among people within their historical, racial, and cultural contexts.

4. CLA program activities create an inclusive environment that enhances student awareness and appreciation of cultural commonalities and differences with their classmates and uses this knowledge to enrich student learning.

Optional Professional Development Resources

In Section Four: Program Design and Activities, the optional resources section identified several books that emphasized diversity and inclusion with new approaches to the learning environment. Additional resources are available in the final section of these guides. Naraian (2017) released an excellent recent book on inclusion.

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**Section Twelve: Collaboration
and Communication**

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A strong team effort is needed for the CLA program to successfully serve the students. Building awareness of the program, collaborating with others within the institution and community, and disseminating CLA program effectiveness reports are essential activities. The following guide sections relate indirectly or directly to this section: Section One: Mission and Goals, Section Two: Assessment and Evaluation, Section Six: Institutional Governance and Policy, Section Seven: Program Leadership, Section Nine: Financial Resources, and Section Ten: Technology.

A. Internal Institutional Communications and Partnerships

1. Establish a campus-wide advisory group for the CLA program, including faculty, students, multicultural organizations, and other stakeholders. Example tasks for the group could include: (a) providing feedback about current services, (b) predicting new areas that will require support soon, and c) lobbying for an increased CLA budget to support services to more classes, higher salaries for facilitators, and additional staff support). The composition of the group represents the demographic diversity of the campus.

2. Develop and annually/biannually update an overall communication plan which targets all internal and external stakeholders. For each communication strategy:

   a. Identify the internal and external stakeholders to receive information (e.g., upper-level administrators who influence annual budget and personnel assignment, campus learning center, CLA advisory group, and academic advisors).

   b. Benchmark set for what success would look like with the communication (e.g., submit annual CLA activities report to upper-level institution administrators, CLA advisory group, and other campus groups).

   c. Timeline for each communication strategy (e.g., CLA program administrator completes the report after spring data reports are available and submits the annual CLA report by June 30).

   d. Identify budget requirements for communication strategies (e.g., cost of display advertisements in the campus newspaper).

   e. Collect feedback from stakeholders regarding the CLA program (e.g., what are new courses identified by faculty, administrators, and students to expand the CLA program budget and CLA staff capacity to supervise; student surveys of participants and nonparticipants in classes that offered CLA; CLA advisory group; multicultural organizations; racial or ethnic Greek sororities and fraternities; and other groups).

3. Compose an annual report of the program activities and reports and forward it to the program's immediate supervisor, CLA program advisory group, academic department chairs and deans of academic units served by the CLA program, chief academic and chief student affairs officers, and multicultural organizations. Publish it to

the website and promote it through other communication channels described earlier in this guide section (see Section Two: Assessment and Evaluation in this guide for examples of such reports).

4. CLA staff maintain effective working relationships with campus academic departments, student affairs units, multicultural organizations, and community agencies whose operations are relevant to the CLA's mission and make referrals on behalf of participants as needed (e.g., advising, orientation, admissions, counseling, disability services, early support, financial aid, student-athlete academic assistance, and campus learning assistance).

5. Meet with faculty, staff, and administrators around the campus (e.g., learning assistance program, multicultural center, disability services, counseling center, education department, the office of research) due to their expertise (e.g., learning theory and strategies, antiracism and cultural competence training programs, research assistance, and referral) are invited to be involved in training and support of the program.

6. Meet regularly with Black, Latinx, Native American, and Asian student staff to hear about their issues/concerns. Listen with compassion, and take actions such as reviewing policies, modifying procedures, and addressing student experiences with biased faculty and staff (McGuire, 2020).

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No potential conflict of interest was reported by the authors.

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A Baker's Dozen of Influential and Exemplar Pre-2000 Publications for the College Reading and Study Strategies Field

Norman A. Stahl
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ABSTRACT

Throughout the 20th century, a limited number of scholarly oriented books and monographs were issued that should have had great influence on later theory, research, and praxis associated with the college reading and study strategies field. Yet, these works have been, at least to some extent, lost to the winds of time. The lessons that can be learned from each text are important as we move through the reform era of the first three decades of the 21st century. This manuscript is intended to provide a review of selected foundational works of the 20th century of which early-career and established scholars in the field of college reading and learning strategies should have a working knowledge.

Keywords: college reading, developmental education, study strategies

Every field has a corpus of texts that can be considered classic in serving as the foundation for the theory, research, or praxis that delineates the pedagogical culture and practice for any particular era. This is no less true of the fields in and around developmental education. In fact, over the years, several key lists of influential texts have been published in covering different aspects of the field.

For one, the editors of the *Journal of Developmental Education* (1985), provided its readership with an annotated bibliography comprised of 13 classic books and monographs from the 1960s, 1970s, and early 1980s, that to this day serve as the touchstone for understanding the evolvement of the field of developmental education as it reformed the culture and practices of higher education in the second half of the 20th century. Noted authors included future Council of Learning Assistance and Developmental Education Associations (CLADEA) Fellows K. Patricia Cross, John Roueche, and Martha Maxwell (see CLADEA, n.d.; also see Cross 1971, 1976; Roueche, 1968; Roueche & Kirk, 1974; Roueche & Snow, 1977; Maxwell, 1979).

While this selection of 13 texts served to describe higher education's then curricular and instructional reactions to students at-risk and remedial education as well as to propose reforms that define the developmental education field, it provided only limited focus on college reading and learning (Maxwell, 1979; Trillan & Associates, 1980).

There have been similar lists specific to college reading and learning, however. First, scholarship analyzing the instructional materials (e.g., books and worktexts) from across the 20th century and first decade of the 21st century have appeared in the field's publications. For instance, Stahl et al. (1990) examined instructional texts through a review of 50 years of content analysis research from the perspective of theory, research, and praxis. Also in 1990, Stahl et al. released a list of over 400 instructional texts (including multiple editions) spanning the 20th century that were targeted at the broadly considered college reading and study skills market. The article explained how these sources might be used in the historical study of the field, but it did not actually provide any analysis of the corpus. Then a decade later Shen (2002) undertook a dissertation project where instructional texts from across the decades were analyzed and trends were highlighted. Unfortunately, as with so many dissertations in the field, the work did not receive wide readership.

In addition, two annotated bibliographies appeared in print for the field of college reading and learning covering theory, research, and instructional practice (Kerstiens, 1971; Saxon et al., 2000) yet neither had a strong historical perspective. Finally, Stahl (2014) released a reference list with a macrostructure focused on the decades across the 20th century listing foundational works of theory, research, and praxis in the field. These sources are

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most likely to be of primary interest to those individuals desiring to undertake historical research on the materials forming the curriculum and instruction for the field or for that matter those seeking to discover sources that might be integrated in a related literature section of a research paper or dissertation (For current content analysis research on a corpus of texts see Armstrong et al. (2019).

Across the 20th century, scholarly texts were authored for the field that did or should have had influence upon later works in subsequent eras of that century and also the current era. Yet, it may be proposed that the one resource that has not been available as of this date for the graduate student as well as the established scholar in the college reading and study strategies field is an annotated resource highlighting foundational books and monographs from across the decades of the 20th century covering the state of the art of the theory, research, and practice for each decade. The following paper covers a sample of texts that were selected in part because they are likely to be unknown to the emerging scholar, but they are also foundational to the field and its scholarship. Most are historically important for the field, and yet, several are more than likely lost to the winds of time. However, the lessons that can be learned from each are important for the field as we move through a reform era in the first decades of the 21st century.

This listing of influential texts contains a baker's dozen of 20th century works of which, we argue, both established scholars and graduate students in the field of college reading and learning strategies should have a working knowledge. The selection of texts is essentially a purposeful sample that evolved from the authors' combined 80 plus years of conducting research and providing instruction in the field. It is acknowledged from the onset that other individuals might include different texts in their respective lists. In representing this descriptive analysis of texts, the authors employ a macrostructure that uses the following headings: Author, Date, Title, Publisher, Purpose, Contents, Worthy of Note, and Memorable Quotation(s).

Author: J. B. Kerfoot
Date: 1916
Title: *How to Read*
Publisher: Houghton Mifflin Company
Purpose: Kerfoot points out that at the time of authorship there were multiple sources that proposed what books readers should read, but these sources neglected to provide guidance in how to read and how to evaluate critically the content of a book. Throughout his text, Kerfoot builds upon a philosophical perspective that reading is a form of living.

Contents: *How to Read* is comprised of nine chapters that examine a range of topics focusing on processes that should form the basis of mature reading undertaken by adults and college students. The author makes recurring use of era appropriate metaphor to convey the principles he believes to be important for the individual striving to be a competent reader. Chapter titles include 1. Learning to read, 2. Muckraking the dictionary, 3. Watching the wheels go round, 4. What's the use?, 5. A sense of direction, 6. The world outside us and the world within, 7. Intellectual digestion, 8. How to read a novel, and 9. The cosmos A'La Carte.

Worthy of Note: Leedy (1958), in his foundational dissertation on the history of reading in postsecondary education, suggests that Kerfoot's text might be considered the first book for the college reading audience. Furthermore, it can be proposed that Kerfoot was ahead of his time in that he proposed that reading was far more than simply a receptive act. Rather, he saw it as a creative process drawing both from the artistic and the biologic senses. Kerfoot felt that reading is an active, largely automatic, purely personal, constructive function. As such his underlying philosophy was that reading is a form of living. Given its place in the hierarchy of texts released for the field, it might be assumed that it served not only as a text targeted at a student population, but it also—if only by default— served as a source of professional development for individuals teaching in or writing for the emerging field.

Memorable Quotation: In analyzing the responses of a group of dinner guests who were asked when did they learn to read, the author shared the following statement:

> It almost sounded as though, in dealing with the primary-school meaning of 'learning to read,' they felt that they had dealt with the whole meaning of that expression….no single member of that largely literary and more or less intellectual company had ever thought of the expression 'learning to read' as having any other meaning than the technical, pri-

> This listing of influential texts contains a baker's dozen of 20th century works of which, we argue, both established scholars and graduate students in the field of college reading and learning strategies should have a working knowledge.

mary-school meaning; that, namely, of learning the alphabet, learning to recognize words made out of the alphabet, learning the dictionary meaning of more, and more, and still more words, and thus learning to receive messages sent by print or handwriting. (p. 2)

Author: William F. Book
Date: 1927
Title: *How to Succeed in College*
Publisher: Warwick & York, Inc.
Purpose: The text is the culmination of four years of research/study into students' methods of work associated with academic and personal success in college and also those factors that lead to success. Furthermore, the author's endeavors sought to assist students to improve their work method as well as their attitudes and points of view. Book believed that college students need to be trained in how to work on college demands in a manner that is more effective than what is brought with them to higher education. The text also covers the success the institution had with its How to Study course (considered to be remedial instruction).
Contents: Chapters present research associated with students' use of time, their energy and health, mental equipment or strength, reading ability, work skills, ideals/forces that dominate life, work methods, load, remedial instruction to improve study and efficiency in work, and a report on the course on how to study at Indiana University.
Worthy of Note: This work might be considered the first methods book for college reading/study strategy personnel. Other influential and related works by the author include Book (1910, 1926, 1927).
Memorable Quotation:
> The fundamental aim of all this work has been to offset as far as possible some of the evil effects arising from the increasing enrollments and to improve the students' methods of work. To this end the attempt has been made to render a more effective personal service to every student; (1) by attempting to select only the students who can profit by the instruction offered; (2) by giving those who are admitted a more efficient and personal type of vocational and educational guidance; (3) by adjusting the curriculum and work of the institution more specifically to their individual needs; and lastly (4) by helping each student to adjust himself better to his tasks and to the traditions and procedure of the institution by means of instruction

given in a special Orientation or "How to Study" course. (p. 19) [Also see Crawford, 1929]

Authors: Pressey, S. L., Pressey, L. C., Worcester, D. A., Chambers, O. R., Ferguson, J., Arnold, H. J., Seaton, J. A., & Martin, H. C.
Date: 1927
Title: *Research Adventures in University Teaching: Eighteen Investigations of College and University Problems*
Publisher: Public School Publishing Co.
Purpose: The volume reports on the results of a research program from across four years covering definite, practical problems found in higher education that were associated with both instructional and administrative matters as well as subjects of instruction. Solutions to the identified issues were proposed by authors.
Contents: Research Adventures in University Teaching is comprised of 18 rather brief chapters organized into five sections: 1. Problems of study, 2. Certain problems of curricular adjustment, 3. Problems of emotional and characterological development, 4. Problems of previous preparation, and 5. Problems of teaching.
Worthy of Note: The specific focus on and yet breath of topics covered in this text are such that virtually any individual undertaking a dissertation on postsecondary developmental education, learning assistance, or student success programming in the third decade of the 21st century can find a foundation for defining a research question or for reviewing the related literature in this work from the third decade of the previous century. The Ohio State University (OSU) of the 1920s was undertaking foundational work for the era in educational psychology particularly as related to postsecondary education. Interestingly, both OSU faculty and students collaborated on the undertaking of the research and then the writing of the content of this volume.
Memorable Quotation:
> College and university problems are not usually thought of as matter for student investigation. But after all it would seem desirable that students as well as faculty should study these questions. … A large proportion of the graduate students in our universities, probably a majority of the candidates for the doctorate, will teach in institutions of higher education. Nevertheless, not one in a hundred such students is given any training whatsoever dealing directly with the tremendously complex problems of instructional method, administrative procedure, larger educational policy,

with which he must soon struggle. … College teachers should have as much of a professional and research attitude toward their teaching as toward the subject matter of their specialty. (p. iii–iv)

Authors: Ruth Strang with the assistance of Florence C. Rose
Date: 1938 & 1940 (revised)
Title: *Problems in the Improvement of Reading in High School and College*
Publisher: Science Press
Purpose: Both editions of the text are focused on preparing every teacher at the secondary and post-secondary levels as every teacher, a reading teacher who views reading as a developmental problem, assesses the reading competency of students enrolled in their classes, and utilizes both methods and materials to assist students and groups to be more efficient readers. Strang believed that the secondary school program and the college program shared enough in common to offer coverage of 130 shared topics in a single book.
Contents: The text provides ten chapters on a wide range of topics pertaining to reading: 1. Recognition of the reading problem, 2. Reading abilities, 3. Problems of vocabulary, 4. The school-wide developmental reading program, 5. Remedial reading programs, 6. Appraisal of reading ability, 7. Case studies of reading difficulties, 8. Reading materials, 9. Reading tests, and 10. How to improve comprehension. An extensive discussion of assessment devices from the era is found in an appendix. Chapters include questions for review as well as practical problems for analysis.
Worthy of Note: Given the wide range of topics covered in this text, the student of the history of either secondary or postsecondary literacy theory, research, and praxis would find the content to be particularly useful in its presentation of the state of the art for the era as well as serving as a source that leads researchers to foundational sources associated with the myriad of topics.
Memorable Quotation:

> In view of the overlapping in ability and achievement found between high schools and colleges and the wide range of reading ability even within single classes, it seemed wise to consider reading problems of both high-school and college stu-

dents in the same volume. The same major problems are common to both groups and one educational level is understood more fully by a knowledge of the other. (1940, p. 3) [Also see Henry (1948) as a border-crossing text and Cole (1940)]

Author: Frances O. Triggs
Date: 1943
Title: *Remedial Reading: The Diagnosis and Correction of Reading Difficulties at the College Level*
Publisher: The University of Minnesota Press.
Purpose: This is perhaps the first true methods book for training reading instructors serving at the postsecondary level. As Triggs notes in the Foreword: At the present time educational institutions that want to develop remedial reading services are not able to do so because of the lack of trained personnel, and this in turn has resulted in a dearth of remedial materials. The primary means by which these two needs can be met is a source to which interested persons may go for definition and clarification of the situation, as well as for a discussion of practical, usable remedial techniques. This book has been written largely to meet this need. (p. v)
The book was authored for use in classes that trained specialists in remedial reading, serve as a guide for the development of reading programs in postsecondary institutions, and act as a challenge to administrators in institutions that are not meeting the reading problems of the students.
Contents: The author covers problems that are encountered when programs are created as well as the day-to-day issues of established programs. The process of evaluating programs is covered. Finally, the author covers the development of remedial materials.
Worthy of Note: This is the companion book to Triggs (1942a) Improve Your Reading: A Manual of Remedial Reading Exercises. Both texts were the outgrowth from data collected in Trigg's (1942b) normative survey investigation for the University of Minnesota Press.
Memorable Quotations: "At the present time educational institutions that want to develop remedial reading services are not able to do so because of the lack of trained personnel, and this in turn has resulted in a dearth of remedial materials" (p. v).
In addition Triggs proposed:

> Development in reading should be a

[Remedial Reading: The Diagnosis and Correction of Reading Difficulties at the College Level] is perhaps the first true methods book for training reading instructors serving at the postsecondary level.

part of the instructional program in every content field. It is to be hoped that the time will come when college instructors in economics, sociology, zoology, psychology, and other fields will recognize it as part of their job to acquaint incoming students with the particular reading and study techniques required in their fields. But until then where such training is necessary for the individual's success in college, it must be provided as a supplementary program and largely by a specially trained personnel. (p. 6)

Author: Francis P. Robinson
Date: 1946
Title: *Effective Study*
Publisher: Harper & Brothers Publishers. (Revised greatly from Robinson, 1941)
Purpose: Earlier how-to-study books tended to be based on reports of how stronger students work, and as such these texts attempted to lead poorly performing students to adopt the same behaviors. Robinson's research with an accelerated program during WWII suggested that even good students had bad habits and were relatively inefficient in study. He felt that texts should be based on a study approach with higher levels of efficiency leading to greater depth of knowledge and speed of learning. One's own best method was not necessarily the most effective work method.

Programs found around the nation were focused on saving the students who were not achieving. At the OSU, the program was based on the assumption that all students could benefit and that the program aimed at all students could remove the stigma associated with remediation and probation. The philosophy underlying the program was that instruction should begin with higher-level work skills and then after success with such move on to remedial work.

Contents: Content from the earlier book (Robinson, 1941) included the sections on diagnosis and remediation of skill disabilities and the handling of problem areas. This new text featured higher-level work skills which included the following:

- Higher-level work skills: Survey Q3R, examination preparation, attack and concentration in study, preparation of reports, and classroom skills;
- Educational deficiencies affecting schoolwork pertaining to reading skills, writing skills, and mathematics; and
- Problem areas indirectly affecting effective study such as health/health habits, vocational orientation, social adjustment, personal problems, and looking ahead.

The appendix for the text includes assessments devices, which should be reviewed by individuals looking for models for alternatives to standardized tests.

Worthy of Note: The book/program was individualized for students' needs with the understanding that each student is different (multiple variables). Still given the richness of the research driven content and the depth of references in Robinson (1946), it may be assumed that the text served in a professional development role for faculty in the early days of the GI Bill era. The following beliefs provide a foundation for instruction:

- Students need to know their actual level of skill and the specific nature of their respective difficulties through self-evaluation tests.
- Training should be through supervised practice until the best skill level is obtained and fixed…not just delivery through reading and lecture.
- Training should be allied to the students' actual courses so as to build motivation and promote transfer.
- Practice should be done with course materials and not in the class text for the how to study course.
- The student must realize the importance of and expend the effort for improvement.
- The instructor should be a counselor not a taskmaster.
- The student should be able free to select the section of the book most useful at the time.

The OSU program offered both a How to Study class and a How to Study Clinic. See Robinson (1943) for an accelerated program designed for GIs and Robinson (1945) for further reading.

Memorable Quotation:
While it is not possible to make all individuals into equally good students, a training program can be set up to show each student how to work to his full capacity. The responsibility of the college must go beyond merely providing educational offerings; it must include showing the student how to take advantage of his opportunities. This, in turn, will more than pay for itself by reducing the number of repeaters and by providing for more efficient progress in the classroom. (p. vii)

Author: Paul D. Leedy
Date: 1958
Title: *A History of the Origin and Development of Instruction in Reading Improvement at the College Level*

Publisher: An unpublished dissertation, New York University, ProQuest Publication No. 5901016

Purpose: The purpose of Leedy's dissertation was to research the origins of reading practices and reading instruction in the colleges and universities of the nation, as well as to determine the varied factors that contributed to their development. The methodology guiding this work was the historiographic approach. A national level survey of programs was also a component of the dissertation.

Contents: The dissertation is comprised of six chapters each with numerous subcategories, an extensive bibliography, and appendices: 1. The problem and scope; 2. Influences affecting reading in college, 1636–1900; 3. The experimental influence on reading in college, 1826–1920; 4. The growth of the reading program in the American college: 1915–1950; 5. The reading improvement program in certain, selected American colleges and universities today; and 6. Summary and conclusions.

Worthy of Note: Clearly this dissertation must be considered a foundational work that should be a go to resource for all doctoral students and scholars in the fields of postsecondary reading and learning assistance. Leedy's review and analysis of 414 primary and secondary sources traced the contributions to theory, research, and praxis by college reading researchers and practitioners in postsecondary programs as well as for the broader fields of psychology and literacy.

Memorable Quotation:

> Many who are engaged in reading improvement work in the American college envision a far greater mission for the reading program than it has up to this time been able to assume. It has frequently been stigmatized as a "remedial" procedure. Many see the aim of reading in the college and university to be the same as Thomas Carlyle conceived it, "If we think of it, all that a University or final highest School can do for us is still but what the first School began doing – teach us to read." (Leedy, 1958, p. 446)

Editor: Paul D. Leedy
Date: 1964
Title: *College-Adult Reading Instruction, Perspectives in Reading No. 1*
Publisher: International Reading Association (IRA)

Editor's Purpose: This monograph was the first IRA publication focused on college-adult reading programs and instruction from the era where the National Reading Conference, the College Reading Association, and the North Central Reading Association provided the primary service to individuals working in these fields. The text was designed to offer assistance for the members of the field(s) by covering multiple topics deemed to be of importance. Authors tended to have one foot in K-12 education and another in the college-adult specializations.

Contents: This edited work is comprised of ten chapters by highly respected authors of the era who addressed topics that focus on college programs, business/industry programs, and adult illiteracy programs. Chapter titles include 1. Humanistic aspects of college and adult reading, 2. Diversity in college reading programs, 3. Methods and materials in college and adult reading programs, 4. Who can profit most from developmental reading college-adult levels?, 5. Reading programs of the future, 6. Reading instruction for business and industry, 7. Teaching reading to illiterate adults, 8. Evaluating achievement in college and adult reading programs, 9. Summary and evaluation of pertinent research at college and adult level, and 10. Clinical work with college students. Chapter titles in the Contents do not parallel directly the titles of the chapters in the body of the work. The titles listed here correspond to those at the chapter level. Helpful bibliographies follow each chapter.

Worthy of Note: The papers that are found in this work were written for and delivered at a conference, so the opportunity was provided for other recognized members of the reading profession to serve as respondents so as to offer their thoughts on the topics and ideas presented on each respective paper. Responses are included for each of the papers (chapters) so as to promote divergent viewpoints. In reading this monograph, it is to be noted that the IRA integrated three separate specializations (college reading, adult reading, and adult basic literacy) as is often the case even today.

Memorable Quotation: In the introduction Nila Banton Smith proposed:

> There is an urgent need of reading instruction at college-adult levels. Such instruction is urgent for students who enter college with poor reading skills and who must have help or drop out. It is urgent for many

Robinson's research with an accelerated program during WWII suggested that even good students had bad habits and were relatively inefficient in study.

people in professional, business and industrial work who find themselves enmeshed in an inescapable web of printed material that must be covered and understood within restricted limits of time. A need that is even more urgent at the moment is that of the illiterates and functional illiterates who in this critical age of transition to automation, find themselves faced with the catastrophe of unemployment. (p. iv)

Author: Kenneth M. Ahrendt
Date: 1975
Title: *Community College Reading Programs*
Publisher: International Reading Association
Purpose: The primary purpose of the monograph was to consolidate and then describe the best thinking in the postsecondary literacy field about a variety of issues such as developing and administering reading programs and training future college reading instructors who were impacting the teaching of reading at the community/junior college level.

Contents: *Community College Reading Programs* is comprised of five chapters: 1. The Community college student; 2. The reading program; 3. Teaching personnel; 4. Diagnosis and testing; and 5. Materials and methods as well as three appendices focusing on standardized tests, reading improvement workbooks, and professional organizations.

Worthy of Note: The publication arm of the International Reading Association was never known for its production and dissemination of books and monographs for the field of college reading and study skills instruction. This monograph was the primary contribution for the decade of the 1970s. Ahrendt's coverage of the role of reading and study skills instruction in the midst of the community college revolution provides the foundational understanding for how developmental reading programs would serve the student clientele for the years remaining in the century. He drew from sources directly associated with postsecondary reading instruction as well as presenting appropriate documentation more generally disseminated for the precollege instructional levels.

Memorable Quotation:
> It is difficult to discern programs that are well-planned and involve administration, faculty, and reading staff personnel in their planning. It can be concluded that no one program will fit the needs of any community college. Programs must meet the needs of the individual institution and its student body and

should be evaluated, modified, and reviewed as the needs of the students and institution change. (p. 11)

Author: Martha Maxwell
Date: 1979
Title: *Improving Student Learning Skills: A Comprehensive Guide to Successful Practices and Programs for Increasing the Performance of Underprepared Students*
Publisher: Jossey-Bass
Purpose: Maxwell stated that the focus of the text was on the varied problems students encountered in their adjustment to the academic demands of postsecondary education, the nature of the problems, the causes for them, approaches for identification, prevention, and treatment, and the programs that have been developed to promote student success in college.

Contents: I*mproving Student Learning Skills h*as a macrostructure of four major sections with a total of 12 chapters and eight practice-oriented appendices: Part 1. Recognizing the extent of the remediation problem, Part 2. Organizing successful programs, Part 3. Solving special skills problems, and Part 4. Resources.

Worthy of Note: *Improving Student Learning Skills* was released at a time when two trends impacted higher education: first the opening of the doors of college for individuals referred to as the new student (Cross, 1971) and secondly the desire to provide students with programming leading them to obtain the knowledge, competencies, and dispositions necessary for their retention and eventual graduation from postsecondary education degree or credential programs. Hence, this foundational volume served as a bridge between the eras before the 1970s when college reading and study skills programming along with counseling center offerings provided student support services to the emergence in the 1970s of the developmental education movement and the growth of the learning assistance center.

Memorable Quotation:
> Faculty members espouse common, but erroneous, beliefs about "appropriate" college-level work, materials, and courses. … Each college must decide on the essential skills required for its curriculum, and each must take a cold, hard look at the characteristics of the students it enrolls. (p. 4)

Author: Sheila Harri-Augstein, Michael Smith, & Laurie Thomas
Date: 1982
Title: *Reading to Learn*
Publisher: Methuen & Co.

Purpose: The book is designed for individuals who have fundamental reading competency but who have to utilize it in ways and contexts that are new and require greater degrees of complexity. The book is designed as a tutorial, but there are exercises for pairs of learners. The text is based on a model that stresses the components of purpose, strategy, outcome, and review. Earlier work undertaken by these authors was reported in the early 1970s in the United Kingdom and at the World Congress for the International Reading Association.

Contents: The content as presented in chapter titles includes the following: 1. The approach: overview, 2. Reading tactics and reading strategies, 3. Reading purposes, 4. Reading for meaning, 5. Meaning and strategy, 6. Reading outcomes, and 7. Becoming a competent reader: Putting it together.

Worthy of Note: The authors were influenced by the theories advocated by Kenneth Goodman. Furthermore, this was one of the first, if not the first, text to use the concept of learning strategies and tactics as subsets. Hence the text either directly or indirectly influenced theory, research, and practice to this day. The writers present a model that focuses on the constructs of Purpose, Strategy, Outcome, and Review. The text taught the students to undertake metacognitive actions before the concept was found readily in college reading texts. Students are taught to track their reading processes through a marginal notation system and the use of early technology to track metacognition as associated with the study act. The fact that so few individuals in the U.S. are aware of the contributions by this group goes hand in hand with members of the field overlooking the work of others outside these borders (e.g., see works from Merton, Gibbs, Biggs, Entwistle, etc.) Research on the method with a developmental reading sample can be found in Brozo et al. (1996).

Memorable Quotation:
> An experienced reader brings a great deal to the act of reading. Such a reader has, indeed, a considerable advantage over younger, less experienced readers, and an approach to reading which starts from that fact is likely to prove particularly fruitful for present purposes. (p. 3)

Author: David Bartholomae & Anthony Petrosky
Date: 1986
Title: *Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course*

> Every type of student stands to benefit because implicit learning can change perceptions drastically, allowing students to move forward more confidently in their academic careers.

Publisher: Boynton/Cook Publishers
Purpose: The text focuses on the ways reading, writing, and teaching are foundational acts of composition for the Basic Writing/Basic Reading course at the University of Pittsburgh. The book focuses on the issues faced by students who can read and write but fail to read and write in a manner that serves the ends or meet the requirements of the university education. The course was quite unique for the era as it was not viewed as developmental/remedial but rather as an honors seminar.

Contents: The text is comprised of three parts: 1. Introduction…overview of the course and "the versions of reading and writing that hold it together," 2. Teaching reading and writing…course materials and description of how they are used in the course, and 3. Discerning principles…research and writing done with /in the course…issues in composition.

Worthy of Note: This is the text that started the integrated reading/writing movement at the postsecondary level in the country. The model featured naturalistic text philosophy, which had been influenced by the work of individuals such as Moffett, Fader, and Shaughnessy among others.

Memorable Quotation:
> There was no good reason to take students who were not fluent readers and writers and consign them to trivial or mechanical work in the belief that it would somehow prepare them for a college education. It would make more sense, rather, to enroll these students in an exemplary course – a small seminar where students met to read, write and talk about a single problem or subject – and to provide the additional time and support they needed to work on reading and writing while they were, in fact, doing the kinds of reading and writing that characterize college study. (p. i–ii)

Editors: F. Flippo & David C. Caverly
Date: 2000
Title: *Handbook of College Reading and Study Strategy Research*
Publisher: Lawrence Erlbaum Associates
Purpose: This book came to be the most comprehensive and up-to-date source available for the college reading and study strategy practitioner. The editors desired to provide a thorough examination of theory, research, and practice, such that college

reading teachers could make better instructional decisions, administrators might find justification for programmatic implementations, and professors would find in the Handbook both theory and practice to better prepare graduate students to understand the parameters and issues impacting the field.

Contents: This edited text presents 14 chapters written by recognized scholars who cover the foundational theory and both the qualitative and quantitative research on the field along with discussions of the respective implications for future research and praxis pertaining to each chapter's content. The topics of the chapters include 1. A history of college reading; 2. Academic literacy and the new college learners; 3. Vocabulary development at the college level; 4. Comprehension strategies at the college level; 5. Textbook study reading; 6. Reading, writing, and the college developmental student; 7. Taking notes from lecture; 8. Factors that influence study; 9. Preparing for and taking tests; 10. Teaching English as a second language (ESL) students; 11. Technology and college reading; 12. College reading programs; 13. Evaluation of college reading and study strategy programs; and 14. Reading Tests.

Worthy of Note: The Handbook of College Reading and Study Strategy Research not only served as a scholarly source covering multiple topics of interest to postsecondary researchers and practitioners alike, but it also brought to the center stage of the literacy community the work of scholars who had on one hand been contributing impactful research and quality instructional programming to the profession but on the other hand had been a group who had been marginalized by the greater literacy community. The success of the work is noted in that revised editions of the Handbook appeared in 2009 (Flippo & Caverly) and in 2018 (Flippo & Bean). The work was preceded by two earlier edited texts (Flippo & Caverly, 1991a; Flippo & Caverly, 1991b) released by the IRA that together focused on the theory, research, and practices of the cognitive era of the 1970s and 1980s and the influences upon the college reading and learning field.

Memorable Quotation: As an edited text the quotation of note comes from the Foreword from Martha Maxwell as she notes the importance of such a work. She states:

> Yet even today, hundreds of new, inexperienced, and minimally trained people accept college reading and study strategy positions each year. If they have taken any graduate courses in reading and study strategies, they have usually been trained to teach in the primary grades. Many are left to their own devices to learn about how to teach college students,

to select texts and appropriate materials, to develop teaching strategies, and to find ways to help individual students read their college textbooks and study their courses. Thus, underprepared teachers remain a problem for college reading and study strategy instruction as much as underprepared students do. (p. vii).

Conclusion

Having delimited the parameters of the selection process to sources focusing on the pre-21st century publication, it is important to note that across the two decades of the current century, the field has seen a burgeoning availability of professional texts that should be on the desk of all professionals serving the college reading and study strategies field, whether they be in the classroom or academic learning center. A selective list of sources would include from the research and theory perspective Flippo and Bean (2018) and Flippo and Caverly (2009); from the praxis perspective Armstrong et al. (2014); Cottrell (2001); Hodges et al. (2012); and Stahl and Boylan (2003); from the composition-focused perspective Carillo (2015); Horning et al. (2017); and Sullivan et al. (2017); and finally, from the multidisciplinary perspective, Manarin et al. (2015); Schoenbach et al. (2012); and Wilner (2020).

Nevertheless, it is important to note DeJulio et al.'s (2021) warning that the literacy professoriate has a dirty little secret. The history of the profession is regularly overlooked or even forgotten. All the while this begs the question: can a field rise to the level of a profession if the contributions of the past are lost to the times? The content of this paper attempts to correct this problem to at least some degree for the field of college reading and learning.

As such, this listing of purposely selected and in some cases exemplar texts focuses on the 20th century. This resource is designed to assist the postsecondary reading professional to grasp an idea of varied sources that have influenced the field or should have influenced the profession. It should be of particular use by individuals studying postsecondary reading theory, research, and praxis at the graduate level. Admittedly the texts presented do not comprise a complete corpus, but with all the references for books, articles, and technical reports contained within them, the content should provide a foundation for scholarly activities to be undertaken in libraries and archives (whether physical or digital). With knowledge of these sources, it is time to become a profession—one graduate student, one doctoral candidate, one scholar at a time.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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Supporting Reading Comprehension for English Learners At-Risk of Reading Difficulties in the Postsecondary Classroom

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For many English Learners (ELs), access to postsecondary education has been limited (Kanno, 2018; Kanno & Cromley, 2015; Kanno & Kangas, 2014). This inaccessibility is evident in admissions data for 2-year colleges and even more pronounced for 4-year colleges (Kanno & Kangas, 2014). Indeed, Kanno and Cromley (2015) noted the contradictory situation where the K–12 EL population has continued to increase; however, this growth has not translated to admissions into 4-year college programs. Additionally, colleges have not been transparent in terms of their reporting related to the overall success of ELs in their programs (Kanno & Cromley, 2015). Of particular concern to postsecondary educators is that lack of access has been attributed in part to deficits in reading proficiency (Kanno & Cromley, 2015).

Even for ELs who successfully gain access to postsecondary education, challenges remain. In a study involving ELs who transitioned from surrounding school districts to a local university, it was determined that these students were generally "inadequately prepared for the literacy demands of university" (Roessingh & Douglas, 2012, p. 285). Roessingh and Douglas (2012) noted several conditions in institutions of higher education contribute to putting ELs at risk for non-completion, such as (a) lack of differentiated instruction (DI) and scaffolded supports, (b) large class sizes, (c) advanced reading materials with complex academic language. In fact, Roessingh and Douglas (2012) postulated that the average freshman textbook is written at a grade equivalent reading level of 20, whereas the average freshman EL is reading at a grade equivalent level of nine. Most notably, Roessingh and Douglas (2012) argued that this discrepancy is common among most developed nations. Fortunately, there are things that postsecondary institutes can do to better support ELs.

As noted above, Roessingh and Douglas (2012) shared that many postsecondary education programs do not adequately differentiate and scaffold instruction, suggesting that these are areas where postsecondary professionals can target change. In response to this need to differentiate instruction (DI) and scaffold supports in the postsecondary classroom, first we share definitions of the two terms. Pozas et al. (2020) defined DI "as a toolbox of instructional practices, which enables teachers to appropriately cater to students' specific learning requirements and ensure successful learning for all students within

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a diverse and inclusive classroom" (p. 218). Essentially, to address students' learning needs, DI involves instructors making adjustments to content, process, product, or affect (Tomlinson et al., 2010). Despite the known benefits of DI, Danley and Williams (2020) argued that little research has examined its implementation in the college classroom.

Scaffolded supports are additional tools, such as visual aids (e.g., checklist, graphic organizers etc.) or content enhancements that help the student access or make sense of the material being taught which are then systematically removed (faded) when the student no longer needs the additional aid (Kennedy et al., 2021). Scaffolded supports allow students to access the same content as their peers wherein the teacher provides the necessary supports for the students to be able to perform the task before they can do so independently (Larkin, 2001). An important aspect of scaffolding instruction is that the supports should be removed when the student is ready to move towards greater independence (Larkin, 2001).The reading intervention described herein not only allows for DI, but it also includes scaffolds to support students' reading comprehension to ensure that they can access the same critical readings as their classmates. This reading intervention is designed to move students towards greater independence in terms of their reading skills based on the targeted nature of the components of the intervention.

A Tertiary Level Reading Intervention

The reading intervention that we will describe provides educators working with college students the opportunity to DI and scaffold supports to meet the individual needs of their students. This reading intervention was part of a proof-of-concept study exploring a tertiary level reading intervention for ELs at-risk of reading difficulties.

Theoretical Underpinnings

The Simple View of Reading (abbreviated as SVR; Gough & Tunmer, 1986; Hoover & Gough, 1990) is an explanatory model for the mechanisms that are responsible for reading comprehension. As such, reading comprehension is the result of effective decoding and listening comprehension skills (Hoover & Gough, 1990). In this model, both components are necessary to achieve reading

> An important aspect of scaffolding instruction is that the supports should be removed when the student is ready to move towards greater independence (Larkin, 2001).

comprehension. However, there is a possible difference in the relative importance of these skills between English L1 students (where English is the students' primary language) and English L2 students (where English is not the students' primary language). Pasquarella et al. (2012) noted that for English L1 students, listening comprehension surpasses decoding skills as an explanatory factor of reading comprehension levels toward the end of middle school. However, this may not be applicable to adolescent L2 reading comprehension. Pasquarella et al. (2012) examined the factors related to L2 reading comprehension in adolescent ELs who were just beginning to learn English and determined that decoding, vocabulary, and the interaction between these two factors were significant predictors of reading comprehension for this population of students. The researchers concluded that the predictive model for reading comprehension for adolescent English L2 differed from that of adolescent English L1 students as vocabulary knowledge was the only significant predictor of reading comprehension for the latter group (Pasquarella et al., 2012). Thus, our reading intervention is grounded in the SVR and recognizes that decoding and listening comprehension may differently impact the reading comprehension of adolescent ELs who are struggling with reading in their L2 when compared with their English L1 peers.

Intervention Components

Decoding

In reading, decoding requires readers to match graphemes (letter or letters) to phonemes (sounds) to discern words (Ehri, 2022). To eliminate opportunities for readers to 'guess' words when decoding, educators may use pseudowords which require the reader to accurately match phonemes to each grapheme rather than rely on context or predictable patterns. *Pseudowords* are defined as "phonologically legal forms that are not in the lexicon of a given language" (Chuang et al., 2021, p.945). Decoding is an important skill for ELs as Pasquarella et al. (2012) examined factors related to reading comprehension in adolescents and determined that significant predictors of reading comprehension for ELs included: (a) decoding, (b) vocabulary, and (c) the interaction of decoding and vocabulary. Similarly, Brasseur-Hock et al. (2011) noted that adolescents with significantly

low reading comprehension levels generally demonstrate issues in areas such as decoding and fluency.

Phonological Awareness

Phonological awareness is a predictor of reading disability (Geva et al., 2000). Despite the many studies that have uncovered the significant relationship between phonological awareness and reading comprehension (Wanzek et al., 2016), there is a dearth of studies investigating this relationship in older students with reading disabilities (Swanson et al., 2005). Interestingly, Swanson et al. (2005) described fMRI research (see Brookheimer, 2003) which demonstrated that—similar to younger readers—brain patterns in older students with reading difficulties responded to explicit instruction in phonological awareness. Swanson et al. (2005) found that explicit instruction involving phonological awareness with struggling readers in the seventh grade (n = 35) resulted in significant improvement in terms of reading comprehension. Swanson et al. (2005) determined that the phonologically-based intervention showed a statistically significant difference (ES = .57) between the intervention and non-intervention groups, with the intervention group performing significantly better in terms of phonological awareness. The authors concluded that explicit instruction in phonological awareness can lead to improved reading comprehension outcomes for ELs in their L2.

Morphological Awareness

For ELs, vocabulary knowledge supports reading comprehension (Aryadoust & Baghaei, 2016; August et al., 2005; Li & Kirby, 2014) and improved reading comprehension leads to the acquisition of more vocabulary (Bowers & Kirby, 2010; Stanovich, 1986). Schmitt et al. (2011) determined that a linear relationship exists between vocabulary knowledge and reading comprehension. Indeed, these researchers postulated that ELs need to be familiar with 98% of the text vocabulary in order to achieve solid comprehension of the reading (Schmitt et al., 2011). Morphological analysis has been proposed as an efficacious strategy to enhance students' vocabulary (Bowers & Kirby, 2010; Crosson & Moore, 2017; Pressley et al., 2007). As such, Bowers and Kirby (2010) hypothesized that the use of morphological analysis may allow for exponential vocabulary growth as it can be applied to novel vocabulary especially when compared with alternatives such as the direct instruction of individual vocabulary words. These authors defined morphological analysis as a process "in which learners break complex words into constituent meaning elements called morphemes" (Bowers & Kirby, 2010, p. 517). According to these researchers, it is through an analysis of the morphemes that make up words (i.e., bases, prefixes, and suffixes) that students can derive meaning. Research shows that morphemic analysis increases vocabulary knowledge (Baker et al., 2014; Anglin, 1993) and that vocabulary knowledge improves reading comprehension (Schmitt et al., 2011).

Implementation: Example Scenario

To illustrate how this tertiary level reading intervention for ELs at-risk of reading difficulties can be used to differentiate and scaffold instruction in the college classroom, we will describe a hypothetical class scenario.

Where can the Intervention be Implemented to Differentiate Instruction?

College-level courses require students to complete readings. This reading intervention allows instructors to leverage DI to support ELs' reading comprehension skills while completing required readings. Although this intervention could be tailored to be embedded within any content-area course, it is particularly well-suited for use within the English classroom. As such, we will base the description of its implementation in a hypothetical first-year English class.
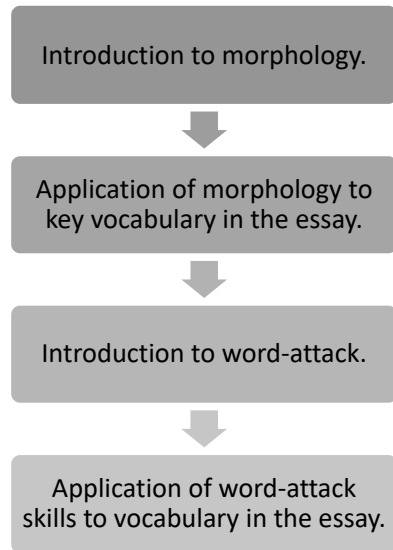
What are the Components of the Intervention?

The reading intervention consists of prerecorded PowerPoint lessons with narration. The lessons include morphemic analysis and alphabetic and phonological awareness. Morphemic analysis instruction follows procedures recommended by Kieffer and Lesaux (2007) and alphabetic and phonological awareness procedures are similar to those recommended by the Corrective Reading Program (Engelmann et al., 2008).

How do I Implement the Intervention to Support the Reading Skills of ELs At-Risk of Reading Difficulties?
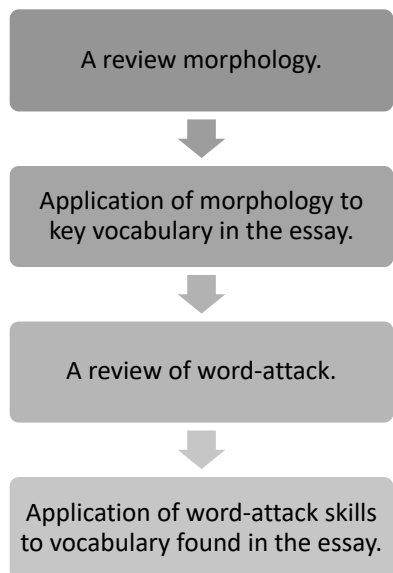
Assume that the students enrolled in a foundational English course are required to read three essays upon which major class writing assignments are based. As such, a firm understanding of these essays is essential for student success in the course. Prior to reading each assigned essay, students who require DI will be given the opportunity to participate in the reading intervention which has been specifically designed to enhance their comprehension of the content of the essay and develop their overall reading skills in English. Each reading intervention video will target prefixes, suffixes, and sound blends associated with key vocabulary in each essay. Intervention sessions are designed to occur online outside of regular class time and can be integrated into the course platform. The first intervention video addresses the topics found in Figure 1.

Figure 1
Content of First Reading Intervention Video

Introduction to morphology.

↓

Application of morphology to key vocabulary in the essay.

↓

Introduction to word-attack.

↓

Application of word-attack skills to vocabulary in the essay.

As shown in Figure 2, subsequent reading intervention videos will include the following topics:

Figure 2
Content of Subsequent Reading Intervention Videos

A review morphology.

↓

Application of morphology to key vocabulary in the essay.

↓

A review of word-attack.

↓

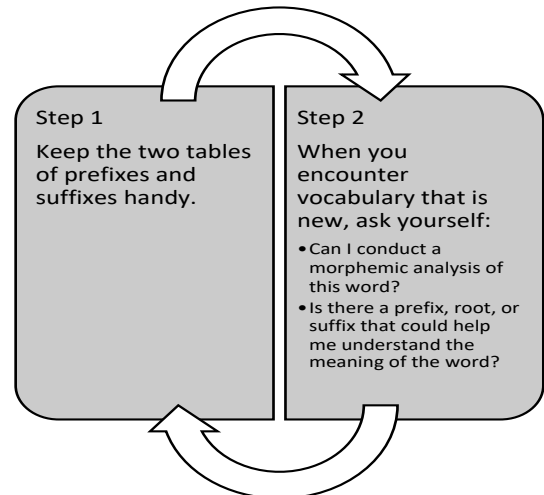Application of word-attack skills to vocabulary found in the essay.

As such, the reading intervention videos consist of the following skills: morphemic analysis and alphabetic and phonological awareness.

In the first section, students learn that morphology is the study of meaningful units of language and how those units are combined in words. Students are presented with a summary of research indicating that morphemic analysis skills can help build vocabulary knowledge which in turn can increase reading comprehension. Next, the teacher models how to conduct a morphemic analysis using sample vocabulary. This is followed by a presentation of key vocabulary from the

target essay where the teacher models the steps for conducting a morphemic analysis. For example, if the prefix auto appears often in an essay, students learn that the prefix auto means "by oneself or itself" (Cambridge Dictionary, n.d.) and then review key vocabulary such as *autoethnographic* and *autobiography.* A similar process can be used to introduce important suffixes in the reading. Finally, the teacher models a full morphemic analysis where key vocabulary is analyzed according to the prefix, root, connector, and suffix. The teacher can provide additional scaffolded support by preparing a reference sheet that includes tables of prefixes and suffixes from the essay with their meanings. Additionally, a scaffolded support (see Figure 3) in the form of a flow chart outlining the steps to follow when reading the essay can be provided to the students:

Figure 3
Flow Chart For Use When Reading

Step 1

Keep the two tables of prefixes and suffixes handy.

Step 2

When you encounter vocabulary that is new, ask yourself:

- Can I conduct a morphemic analysis of this word?
- Is there a prefix, root, or suffix that could help me understand the meaning of the word?

The next exercises involve the introduction of recurrent sound combinations from the target essay. For example, participants may learn that the letters A-I go together and make the sound ããã. The participants are then presented with a series of words containing the sound combination A-I, which is underlined. The teacher reads the words aloud, asks the participants to repeat the words, then provides a brief pause for the students to repeat the word containing the target sound combination. Students are also encouraged to discriminate between the sounds in the spoken words. This process can be repeated for other sound combinations.

Upon completion of the reading intervention, students are prompted to read the assigned essay equipped with the skills learned and scaffolds provided. Teachers may also wish to survey their students (either formally or informally) to receive feedback in relation to both the DI in the form of the reading intervention videos and the

additional scaffolded supports (i.e., prefix and suffix tables and reading flow chart) to ascertain whether students find the supports helpful and to make modifications accordingly. Teachers should also monitor student reading comprehension in relation to the assigned readings to determine whether the DI and scaffolded supports are having the desired effect or whether additional supports may be necessary.

Student Feedback

Students who have participated in this reading intervention have indicated that they found the video lessons helped them to better understand the related readings. They also commented on how they transferred what they learned from the lessons into reading new materials. Overall, students supported the social validity of the reading intervention grounded in morphological, alphabetic, and phonological awareness.

Implications for Practice

DI and scaffolded supports can be leveraged to increase inclusive education and to respond to the learning needs of ELs in the college classroom. The need for DI and scaffolded supports for ELs in college to address concerns related to reading comprehension is well established. The components of the intervention are supported by the research literature and the social validity of the reading intervention may encourage students to participate in the intervention. The fact that this reading intervention can be tailored to meet the immediate educational needs of students to support their reading comprehension of contextually appropriate material makes this intervention a classroom appropriate tool that can be leveraged in the college classroom to differentiate instruction.

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Implementing a Specialized Student Success Course for Veterans and Military-Connected Students

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Catharina Reyes *is currently a certified enrollment coach at San Antonio College in San Antonio, Texas. Catharina previously worked at Texas State University as a tutorial service coordinator at the Student Learning Assistance Center (SLAC) and worked closely with military-connected tutors and students at the Veteran Academic Success Center (VASC). During her time as tutorial service coordinator, Catharina was an instructional teaching assistant and instructor of record for the learning frameworks course designed specifically for military-connected students. Catharina received her bachelor's degree in English and Spanish in 2016 and her master's degree in secondary education in 2018, both from Texas State University.*

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Disclosure Statement

The Servicemen's Readjustment Act of 1944, the 1985 Montgomery G.I. Bill, and the Post-9/11 G.I. Bill all represent a commitment of higher education to support a unique population of students—namely—student veterans (Vacchi et al., 2017). To assist with improving the types of support offered to student veterans, there has been a small surge in research being conducted with this student population in the recent decade (e.g., Demers, 2011; Diamond, 2012; Elliott et al., 2011; Hammond, 2015; Jones, 2013; Sansone & Segura, 2020). Researchers point to several obstacles in higher education that can impact student veterans. For example, for some, learning to seek help when needed is often a challenge. According to Vacchi (2012), student veterans may feel they must live up to a false expectation and not burden others with their problems. He also found that student veterans have indicated challenges with interactions with faculty and difficulty with disability accommodations. Other researchers suggest that student veterans struggle with being more mature, being impatient with their traditional-age civilian student peers (DiRamio et al., 2008), and having a student life that is less structured than military life (Rumann et al., 2011).

Regarding student veteran services, Texas State University (TXST) is ranked 7th in the Southwest by Military Times (Military Times, n.d.), 5th for Tier 2 research institutions (Military Friendly, n.d.), and received the 2021 Veteran Education Excellence Recognition Award from the Texas Veterans Commission (TXST, n.d.-b). TXST offers a wide array of support for veteran and military-connected students (i.e., dependents and family members of veterans), which includes a Veteran Advisory Council and a Veteran Academic Success Center (VASC) (TXST, n.d.-b); college credit for military training (Military Friendly, n.d.); specialized orientation, mentoring, and onboarding programs (Military Friendly, n.d.); and university policies that remove penalties for re-enrollment after returning from deployment (Military Friendly, n.d.). Amongst the many services aimed at student veterans is the Educational Psychology 2150: Strategic Learning (EDP 2150) course offered as a 1-credit hour student success course specifically designed for veteran and military-connected students. This article describes this unique student success course structure, content, theoretical underpinnings, marketing, and ways to implement a similar course specifically for veterans and military-connected students.

Learning Frameworks Courses

In Texas, one type of a student success course is titled *learning frameworks*, which is typically offered

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in 1-, 2-, or 3-credit hour formats and provides a curriculum to instruct students in the process of collegiate learning and instructs students in both the theoretical underpinnings of strategic learning and the application of learning strategies. The curriculum is also designed to foster students' abilities to monitor and regulate their own learning, foster self-regulation, self-efficacy, and positive study behavioral changes (Hodges et al., 2019). Through the use and understanding of metacognitive theory, students are able to better think critically about themselves, their identity, and their specific needs as a student (R. Hodges, personal communication, May 27, 2022).

Learning frameworks courses were authorized in 1999 by the Texas Higher Education Coordinating Board (THECB) to generate formula funding for up to three semester credit hours per student as long as the courses focus on: 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies (Hill, 2000, p. 1). The critical characteristic of such a course, according to the THECB, "is the presence of theoretical models as the curricular core" (Hill, 2000, p. 1).

TXST's EDP 2150 is a 1-credit hour learning frameworks course specifically designed with a greater focus on theories and instructional models from student veteran literature. One such model is David Vacchi's (2017) model of student veteran support (see Figure 1). Vacchi emphasized the necessity to have a model that attempts to recognize the needs of student veterans in a way that does not treat them as a homogenous population. The vertical axis of the model represents traditional services (e.g., processing and accessing benefits, classroom accommodations, etc.) and transition supports (e.g., orientations or academic planning specific to veterans, etc.) offered to student veterans. Though there is some consensus that many of these services are helpful to student veterans, they come with the caveat that individual student veterans are unique and still require more holistic support. The horizontal axis of the model represents the kinds of experiences (both academic and social) that have a significant impact on the success of student veterans in college. Whereas the vertical axis houses the service and transition support areas, the horizontal axis houses the personal support (e.g., peer-to-peer support, personal support options off campus, and the like) and academic interactions (e.g., engagements inside and outside the classroom with faculty and peers, among others). The model deemphasizes a deficit model for student veterans and centers around the importance of interactions with peers and faculty (Vacchi et al., 2017). EDP 2150 curriculum relies on all four aspects of Vacchi's model (services, transitional support, personal support, and academic interactions) by offering holistic support for student veterans at TXST.

Figure 1
Vacchi's model of student veteran support
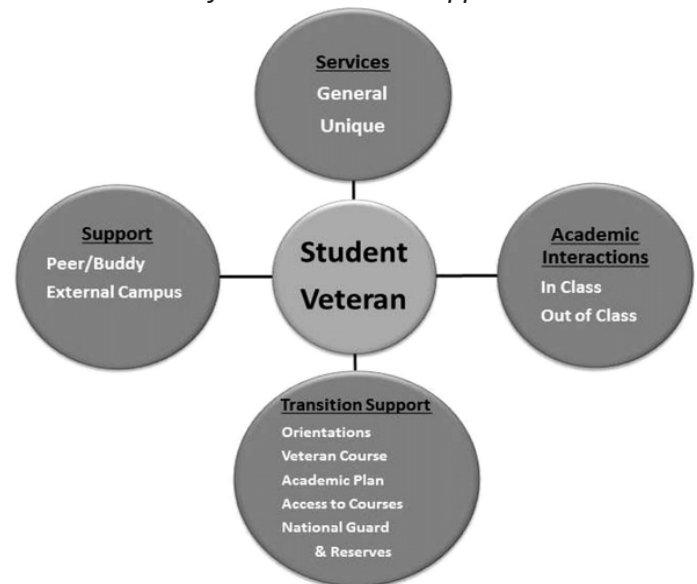
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EDP 2150 Course Competencies

The TXST course catalog describes the course as follows: "Theoretical models of strategic learning, cognition and motivation serve as the conceptual basis for college-level academic strategies. Students use assessments to help them identify their own strengths and weaknesses as strategic learners" (TXST, n.d.-a). The course content consists of three major components: self-assessment, cognitive theories, and self-regulation strategies. Course competencies include (a) exploring educational goals through analysis of self-assessment data; (b) identifying and describing theories of learning, cognition, and motivation; and (c) identifying and describing factors that impact learning (Reyes, 2021).

Course Characteristics Specific to Student Veterans and Military-Connected Students

EDP 2150 focuses on specific academic success strategies and the resources available to student veterans and military-connected students while supplementing information about general student resources such as advising. Resources for students such as the Veteran Academic Success Center (VASC), the Writing Center, Career Services, and the Texas Veterans Commission are posted in the syllabus and discussed at various points during the semester. Additionally, invited guests promote available veteran and military-connected resources or programs near or on campus. For example, representatives from Texas State's Office of Veteran Affairs and the local chapter of Project Healing Waters—a nationwide

rehabilitation and recreation program for veterans with disabilities—are frequent guest speakers in the course. A participation grade is also created to incentivize student participation in any of the off-campus resources advertised through guest speakers, as well as any the students have identified; however, nudging students through graded participation is rarely necessary. Students in this population tend to want to engage with these off-campus resources on their own. By representing both traditional student services and on-campus military-connected services, the course fulfills the services and transition sections on the vertical axis of Vacchi's (2020) model. However, the course also offers access to the kinds of external resources that exemplify the holistic types of support that the model's horizontal axis highlights. Furthermore, through the external veteran support programs advertised in the course, students can engage with the peer/buddy section of the model of student veteran support (Vacchi et al., 2017).

Working with other supports on campus proves to be highly beneficial when considering embedded support for EDP 2150. The VASC maintains a roster of student veterans, military-connected students, and social work interns as employees—called *guides*—each fall and spring semester. Guides participate in weekly class sessions, assist with communication between students and instructors when needed, help provide military-connected student relevant examples for course topics, and provide a consistent peer presence in the structure of the course. Although guides are a primary part of the VASC office on campus, embedding them in the course helps to orient their role away from the traditional service-focused vertical axis of Vacchi's (2020) model and more toward the holistic horizontal axis. Thus, the guides fulfill the peer/buddy support role of the model. Additionally, having military-connected guides enhances the in-class interactions between instructors and students, which is another necessary portion of the model of veteran support.

Regarding further instructor interactions, Vacchi et al. (2017) noted that the frequency and the types of interactions that student veterans have with faculty are key to ensuring an accommodating environment. To this end, the instructor of the course would typically arrive a half-hour before the class began each week, which encouraged students to engage prior to class and to answer questions about the course or homework. Embedded guides from the VASC, teaching assistants, and the EDP course coordinator were also accessible before and during class.

The instructor also accompanied students across campus to the VASC after class sessions to facilitate out-of-class engagement, which Vacchi (2020) also emphasized in his model. However, not all students were able to engage with instructors after class due to other engagements. Therefore, students were required to have a minimum of two office meetings with the instructor during the semester to discuss course progress and their reflections on the course and those involved.

Course Content

The theories underpinning the various learning strategies (both from lecture and the textbook) connect to Vacchi's (2020) second key area "to help student veterans overcome obstacles during the transition to and through college" (p. 35). In fact, Cook and Kim (2009) identified the possibility of a student veteran-focused transition type course that would help with persistence and college success. EDP 2150 provides exactly that. Academic success strategies such as effective note-taking, goal setting, self-regulatory skills, cognition and memory skills, and effective time and task management strategies are taught alongside the various behavioral, motivation, and cognitive theories that support them. To this end, EDP 2150 uses the textbook *Academic Transformation: The Road to College Success* by Sellers et al. (2015) as the basis for its curriculum and activities. The textbook also includes various case study examples to help students engage with the types of scenarios they may face inside or outside of the classroom and—most importantly—decide which types of skills and strategies would be most beneficial to use in the given scenario. The goal of the textbook, and indeed the course itself, is to build on the strengths that students bring with them to the classroom. By building on these strengths, instructors help students become self-directed learners who are capable of navigating the plethora of obstacles that higher education contains. Additionally, the strength-focused nature of the course steers away from the deficit model of veteran support that is commonly found in higher education (Vacchi et al., 2017).

Due to the textbook being created for any population of students in general, instructors used the textbook material in a way that allowed student veterans to supplement discussion with examples they found were more relevant to their unique experience. For instance, the EDP 2150 curriculum discussed stress management. In addition to covering some of the examples from the text, students

> TXST's EDP 2150 is a 1-credit hour learning frameworks course specifically designed with a greater focus on theories and instructional models from student veteran literature.

and the VASC guide were allowed time to get into groups and discuss their own stressors. Students were free to self-generate any stressors they believed to be relevant, which opened the door to conversations about academic stressors and stressors from transitioning to civilian life as well. Students then applied the stress management theories and skills to their particular situations for the remainder of the class. By giving student veterans the power to utilize their own examples rather than just the ones provided in the textbook, the course and its instructors embraced the uniqueness of this population, which is often ignored by more traditional college supports (Vacchi et al., 2017).

Additionally, the course covered brain-based learning. Brain-based learning highlighted the physical characteristics of the brain and how that relates to learning new information. For example, one principle of brain-based learning was learning to relate new information to existing information (Sellers et al., 2015). Students were given the time and space to practice relating new information to topics that they already have a significant grasp on, both within and external to the military. Some students related new information to their military experiences or knowledge more than other student veterans, further highlighting the uniqueness of the students in this population (Vacchi et al., 2017).

Military-Connected Students

Rather than focus solely on student veterans, the course enrollment has broadened to include service members' dependents and family members. Though these students are not veterans, many of them grew up on military bases or in military households and may find themselves more closely identifying with student veteran peers than their non-student veteran peers. Additionally, military-connected course fees are paid through benefits they receive as dependents of a veteran.

Military-connected students are often used to the same rigorous schedules that some student veterans still attempt to keep as they transition back to civilian life. They also often identify closely with some of the terms and themes that student veterans use, given their experiences being raised by veterans. For example, the term *battle buddy* is commonly used in partnering with another service member to reach a common goal. In EDP 2150, students often collaborated in battle buddy pairs to think-pair-share and maintained accountability with their battle buddy in goal-setting activities.

> Rather than focus solely on student veterans, the course enrollment has broadened to include service members' dependents and family members.

Military-connected students often bond with their student veteran classmates over other common military-type stressors (e.g., time management, strong regiment, strict discipline, and other related themes). The inclusion of military-connected students in the course clearly aligns with the model of student veteran support (Vacchi, 2020) in that it allows student veterans access to more peer support and engagement, as well as potential access to various external (non-university) programs and supports that military-connected students may or may not be aware of as they have typically lived in the area.

Marketing

Marketing EDP 2150 revolves largely around the VASC, which offers tutoring and additional academic resources and is housed inside the Student Learning Assistance Center (SLAC). Posters and flyers are distributed and some students with GPAs of 2.6 and below are contacted by the VASC staff. GPA is especially important for military-connected students because of the GPA minimum requirements for benefit eligibility. Outreach by email begins several months before the start of each semester and follow-up messages are sent thereafter, with similar messaging: explanation of being a military-connected student, the course goal of assisting in the transition, course objectives, class times, and a link to register for the course. In the recruitment emails, students are made aware that the course is certified (approved) by the university Veteran Affairs Office. Although education or military benefits are likely available to pay for the course, students are first referred to their advisors to ensure enrollment in the course would not conflict with excessive hours rules connected to veteran and military-connected student funding.

Suggestions to Guide Instructors

This article is meant to serve as a guide for practitioners rather than a model to be replicated. If an institution or faculty member(s) are interested in creating a similar support course for student veterans or military-connected students, then the process and resources may look drastically different than that of what has occurred with EDP 2150. With that in mind, here are some suggestions to consider when trying to implement this type of support at another institution:

- Follow the literature. The course design referenced here implemented the model

of student veteran support (Vacchi et al., 2020) thought best for TXST, and that model was found to be successful for the population. However, there are other conceptual models of student veteran support and experiences available (see other models in Vacchi, 2020 and Vacchi et al., 2017). Pick research and literature-supported models that best suits your resources and students.

- Explore local resources. Groups near San Marcos, like Project Healing Waters and Restoration Ranch, were excellent partnerships conveniently located and accessible to TXST veterans. Create similar partnerships with military-connected programs and groups near your own campus.

- Understand your students. The barriers for TXST student veterans may have similarities with other campuses (stress management, study skills, engagement with faculty), but some barriers may be unique to a geographic area. Utilize focus groups or surveys distributed to student veterans at your campus to determine their specific needs.

- Recruit academically-focused staff such as advisors and academic coaches.. Not only are these individuals a wonderful resource for advertising courses that focus on special populations, but also, they have access to a student's degree plan. Though courses like EDP 2150 can be covered by the campus Veteran Affairs Office, the federal G.I. Bill, or state funded veteran education services, credit hour completion is always a factor in whether or not students can take a course. Because of financial aid restrictions that can happen if students have completed too many credit hours (or a future risk of completing too many hours), it is always best to have students meet with their advisor before enrolling. Additionally, having flexible credit hour options for sections of the course (or even non-credit options) can be beneficial.

- Above all, remain open and be willing to adapt as the course progresses. The needs of any special population on campus can change at any time depending on world events, policies, and institutional growth. When attempting to meet the unique needs of students enrolling in your course, flexibility and a willingness to adapt will benefit the students and instructors alike.

Conclusion

Texas State University has had success with creating and implementing this learning frameworks course for student veterans and military-connected students. Course evaluations and feedback have been extremely positive as student veterans have indicated they have become more self-directed learners with the tools to persist in college, doing so in a way that is focused on their needs inside and outside the classroom, and both on and off-campus.

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PROMISING PRACTICE

Using Tableau Theater in the Integrated Reading and Writing Classroom

Tamara Harper Shetron
Kristie O'Donnell Lussier

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Disclosure Statement

Tableau Theatre is an instructional method that fulfills two of the most timely needs in developmental education today: enhancing student motivation and providing engaging learning activities (Saxon et al., 2015). As a form of highly contextualized learning, the use of total body engagement, or, what Asher (1969) referred to as *total body response* (TPR) stimulates brain activity, a prerequisite for learning (Hinton et al., 2012; Rinne et al., 2011; Toshalis & Nakkula, 2012), and allows space for a uniquely student-constructed response to the text as opposed to a traditional lecture-style class.

In our tableau study, students' written responses to the activity revealed that their physical involvement with the texts greatly impacted their intellectual and personal engagement evidenced by written responses. Students wrote from a position of having a personal stake in the text and used strong, persuasive language in their responses. Students also creatively reworked plots to give agency to their own characters and demonstrated increased empathy as they identified with several characters in one piece rather than taking one specific side. Several students were particularly engaged and were moved to recreate entire story endings. One did so not only by creating a novel ending, but also employed Biblical allegory in the process.

What is Tableau Theatre?
Tableau is an instructional technique in which students physically recreate *frozen statues* of a literary event from their reading. Also referred to as *freeze-frame*, the idea is to engage the student physically in the activity and to allow time and space in the curriculum for a deeper physical and mental experience of the text. In the moment of *freeze* (approximately 10 seconds), time is essentially suspended. During this time, a space is created between the in-take portion of the assignment (reading) and the output portion of the assignment (response/writing). This allows students time to experience and internalize the literary moment and to begin constructing responses based upon their personalized interpretations of the moment.

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Introducing Tableau to the Class

As an instructional method that students may not be familiar with, and one which requires students to get out of their comfort zones and out from behind their desks, we recommend that several scaffolded instructional phases be used to introduce the concept progressively. We introduced this classroom activity about three to four weeks into the semester, after some classroom cohesion had occurred and we had become acquainted with the students and their work.

First, we verbally led the students through the tableau steps (detailed below) and informed them that participation was entirely voluntary. This was in accordance with our IRB consent agreement and affirms our belief as researchers that participation in research should be voluntary. This also underscored our belief as instructors that a student putting up resistance to the activity might negatively influence the free participation of others. Students were informed that if they did not wish to participate for any reason, they would be given an alternative assignment and they would not be penalized in any manner.

Next in the process of beginning the actual tableau activity, we facilitated an example that would be readily accessible and familiar to a wide audience: a job interview. We were also aware that a majority of the students in the class had actually discussed their job experiences, so we felt this was an apt example for this class in particular.

The Job Interview

We arranged a portion of the classroom to simulate the setting of a job interview. We randomly picked students to fulfill certain roles by drawing numbers, and had them occupy different spaces in the setting: the *Interviewee* sat across from a group of three *Interviewers*; the interviewers consisted of two *Little Bosses* and one *Big Boss* who stood over the shoulders of the other three. Additionally, other *Candidates* sat in a group simulating a waiting area, which was presided over by a *Secretary*. As we progressed through the activity, students switched out roles and spaces so they gained different perspectives.

The students were not required to do anything other than assume and consider the positions randomly assigned to them. At each freeze-frame, students were reminded to reflect on their position. Depending on the situation, we

Students contextualized their reading both through the interactive classroom exercise as well as empathetically with their own lived experiences.

prompted other reflection cues as well. To create moments of action, we introduced narrative elements to which they responded such as; "you are in the middle of your interview when your cell phone rings and the ring tone is 'take this job and shove it.'" As students heard the prompt, the instructor gave the instruction to FREEZE in mid reaction. The instructor then internally counted to ten (time passes very slowly in a frozen state, so this part is crucial!), and then gave the instruction UNFREEZE (or relax).

We asked students to talk about how they felt in their various positions and the scenarios we had created. We tried to keep this very lighthearted so they would feel good about the activity as we moved forward. The students were fully engaged in this activity, and the classroom atmosphere was positive and productive. The activity also helped the students relax around each other; however, we did not measure those affective aspects.

Tableau with Literature

After completing the interview tableau, including post-class reflective writing, we moved on to facilitating a tableau using scenes from texts the students read for class. We began with a short story completed as a self-contained tableau exercise, and then proceeded to a full-length novel with tableau exercises inserted intermittently. Our short story selection was "The Lottery," written by Shirley Jackson in the 1940s and based upon a semi-dystopian society in which a yearly lottery is drawn, and the winner, in an unexpected twist, is stoned to death. Our full-length novel was *To Kill a Mockingbird*, by Harper Lee. Both of these texts were well-suited for tableau as they included several scenes with engaging group dynamics as well as insight into individuals' perspectives within the groups.

When selecting scenes in which to create tableau, consider tensions, power plays, and any scene in which different characters in the scene would have differing perspectives. The idea is to help students put themselves in the shoes of someone else and consider multiple perspectives, not merely to have them get up and move around. Prompts for written responses might include references to feelings or motivations of those in the scene, asking students to consider how they would have reacted in that situation, or think about reasons the character in the scene reacted in a certain way. An example response to the

prompt *Imagine yourself in the story was*

> Bill Hutchinson is the husband of Tessie Hutchinson and as I read "The Lottery" I kept thinking how this is impacting him. He may have came [sic] into that day thinking it was going to be him and everything would be okay as long as it was not his children or his wife.

Indeed, the person killed was Bill Hutchinson's wife, and this student thought through some critical inferences of the literature as a result of the entire tableau exercise.

The final step in the tableau process is helping the students understand that the process of considering multiple perspectives can take place within the mind using mental imagery (Pearson et al., 2015). Our final tableau assignment did not include tableau per se, but rather led the students through a series of imagining scenes, or, in other words, conducting tableau in their minds.

In sum, our experience shows that tableau theater activities in a developmental literacy class engage students in texts and helps their motivation to learn and connect to class concepts. Students contextualized their reading both through the interactive classroom exercise as well as empathetically with their own lived experiences.

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11:00 AM – 11:50 AM	**Break Out Session II**	How Can Students Graduate to Promotion Pathway Jobs?
12:00 PM – 1:00 PM	**Lunch Plenary**	How Can the Future of Work Be Diverse, Inclusive, Just, and Equitable?
1:10 PM – 2:00 PM	**Break Out Session III**	How Can We Respond to Students' Needs?
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PROMISING PRACTICE

Implementing Contextualization Into the Integrated Reading and Writing (IRW) Classroom: Making IRW "Worth it"

Jessica Slentz Reynolds
Amber Sarker

https://doi.org/10.36896/5.1pp4

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Disclosure Statement

No potential conflict of interest was reported by the authors.

The importance of contextualization within postsecondary contexts has been embraced by the state of Texas, as shown by the Texas Higher Education Coordinating Board's (THECB) Accelerate Texas Initiative (THECB, n.d.). Contextualization, in short, is the teaching and development of basic skills and knowledge within a specific disciplinary topic (Perin, 2011). Perin (2011) claims that transfer of learning theories and learner motivation theories suggest that contextualization is one means of improving instructional methods within the postsecondary context. According to the THECB (2016), Accelerate Texas programs are designed to integrate or contextualize basic reading, math, and writing skills with workforce training, providing students with opportunities for college transition and entry into high demand occupations. The Education Institute (TEI), a grant-funded center within the College of Education at Texas State University, has provided educators with contextualized professional development modules that can be utilized in a variety of postsecondary courses.

Contextualization in Developmental Education Contexts

TEI created a module specifically addressing the need for contextualization within postsecondary courses that is easily applicable and adaptable for Integrated Reading and Writing (IRW) courses. This particular module, The Self-Change Power Project, was adapted from *Academic Transformation: The Road to College Success*, and it can help students monitor their progress towards reaching behavioral goals (Sellers et al., 2015). The Self-Change Power Project was originally intended to help students enrolled in student success courses document and track behaviors regarding time man-

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agement, mindfulness, wellness, and study habits (Sellers et al., 2015). However, TEI adapted the Self-Change Power Project to focus on work-related behaviors for students enrolled in developmental education courses. This contextualized approach allows for an opportunity for students to brainstorm, practice, and reflect on requisite behaviors for future employment.

Contextualization and IRW

Perin (2011) emphasized how contextualization can increase students' "mastery of basic skills as well as the likelihood of transfer of basic skills to content courses that are not occurring in traditional, decontextualized learning environments" (p. 286). According to Perin, contextualization can increase students' intrinsic motivation and level of engagement in the classroom because it allows the subject to be deemed useful and interesting to learners. After reading Perin's work, the authors of this article were reminded of the seminal text on IRW by Bartholomae and Petrosky (1986), where they argued that IRW courses should not only be a study skills course consisting of workbooks and diagramming sentences, but IRW should help students acquire the necessary literacies to be successful in both academic and workplace discourses.

After making the connection between Perin's (2011) work on contextualization and Bartholomae's and Petrosky's (1986) theory on IRW, the authors of this article, who also teach IRW and research developmental education populations, decided to modify the Self-Change Power Project to help students achieve the learning objectives for the expository unit of the semester titled the Discourse Community Analysis (DCA). It is common for IRW instructors to assign an expository unit centered around the students' future careers; however, it is critical to also provide the opportunity for students to familiarize themselves with their future careers in a way that transcends a basic description of their potential professions (Bartholomae & Petrosky, 1986).

Process for Implementing Contextualization Into IRW

Since IRW is a reading and writing course, the expository unit can be utilized to help students understand the various literacies in their chosen fields of study. Ideally, the students complete a 6-week DCA project where they not only research the many facets of communication within their potential careers, but they also observe and participate within these communities. Following their research, observations, and reflections on their participation with their selected community, the students must present through either traditional essay format or by a formal presentation to the class, the goals, types of communication, language, membership, and the significance of literacy within their chosen community (Wardle & Downs, 2011). Three questions originally guided the expository unit to make IRW *worth it*:

- Does assigning a DCA on students' future careers lead to students having a stronger understanding of academic and workplace literacies?
- Does implementing a comprehensive project that focuses on students' individual goals increase motivation for students to complete the IRW course?
- Could an alternative version of the Self-Change Power Project accomplish these goals?

The following is a brief timeline of activities leading up to the final product for the DCA project:

- Students brainstorm and research types of communication, language, behaviors, and various literacies of their future careers.
- Students decide what types of communication, language, behaviors, and various literacies of their future careers they want to observe, participate in, and monitor for 4–5 weeks.
- Students participate in their selected communities and keep a journal about their experiences. They are prompted to write about what they observed, how they participated within the community, and how literacy is an integral aspect of their community.
- In the last week of the unit, students showcase through writing, class discussion, and photographic evidence their processes and experiences participating in their chosen communities.
- Students submit their completed DCA project for a grade via essay or in-class presentation.

The project timeline was derived from combining components of the Self-Change Power Project guidelines (The Education Institute, 2016), IRW best practices (Bartholomae & Petrosky, 1986), and Wardle and Down's (2011) work on integrating students' discourse communities into postsecondary writing classrooms.

> Students participate in their selected communities and keep a journal about their experiences.

Findings and Discussion

The DCA project aligns with what Goen and Gillotte-Tropp (2003) referred to as the six principles of an IRW program: integration, time, development, academic membership, sophistication, and purposeful communication. Based on feedback from two sections of IRW, the authors of this article received an overwhelming amount of positive responses from students who completed the DCA project. Students stated that the project helped them decide if their selected major was the right path for them, the act of observing, understanding, and researching their communities forced students to use a variety of skills and resources they had not yet used in college, and finally, students reported that it made them see the benefits to taking an IRW course. Based on the students' responses, implementing contextualization into the IRW classroom allows students to integrate literacies from other aspects of their lives into the IRW classroom. The project also encourages students to be an active member of academia through the extensive research process necessary to complete the DCA. Finally, students complete this project with the skills and knowledge needed to not only purposefully communicate in the classroom, but they are familiar with the different literacies and communicative acts within their future professions.

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