



# **Teaching and Learning Now**

**Students of Today  
Takoma Park / Silver Spring Campus**

# TPSS FALL '06 Enrollment

## Race/Ethnic\* Background

- **Black** 2959 52.0%
- **White** 1351 23.8
- **Hispanic** 734 12.9
- **Asian** 597 10.6
- **Unknown** 23 0.4
- **American Indian** 19 0.3

**174 countries represented at MC**

# American Generations at MC

- Jazz Age
- Silent Generation
- Baby Boomers
- *Beat Generation*
- [ Immigration & Naturalization Act
- Made all races eligible for naturalization, thus eliminating race as a bar to migration.]
- *Generation Jones*
- Consciousness Revolution
- *Baby Busters*
- Generation X
- *TV Generation*
- 1929–1956
- 1925–1945
- 1946–1964
- 1948–1962
- **1952**
- 1954–1965
- 1964–1984
- 1958–1968
- 1961–1981
- 1975–1985

# American Generations at MC -2

- [*ad hoc* Indochinese Refugee Task Force]
  - [The Refugee Act of 1980]
  - Culture Wars
  - *Boomerang Generation*
  - Generation Y
  - *Under-served Generation*
  - Generation 1.5
  - *Millennial / Internet Generation*
  - New Silent Generation
- 1975
  - 1980
  - 1980 – 2005
  - 1981–1986
  - 1977–2003
  - 1986–1999
  - 2001–

# To Be Discussed

- **Under-Served**
- **Generation 1.5**
- **Millennial**

# Plan

- **Brief general definition of each with brief overview of previous academic experiences**
- **Shared Characteristics**
- **Effects**

# Under-Served Students

- **Bevy of Terms**

- Under-represented
- Under-developed
- **Under-served**

- **Cycle:**

Few if any advocates > Placed in “regular”  
or needs classes > emphasis on  
control/survival

# Under-Served Students - 2

- “Raising educational attainment levels in the United States among the country’s most under-served students—those of low income and those of color. . .” (Ewell).
- Our society is sensitive and defensive about racial history to the point that we do not learn from it. We create education programs that do not consider how race issues can interfere with schools.” (Comer 52-53).
- ...”directly experienced the negative results of race and class, change and chance” (Comer 52)

# Under-Served – Academic Experiences

- Emphasis on behavior
- Unstated low expectations
- Not always held accountable for lack of performance
- Minimal parental/guardian support

# Generation 1.5

- **Born in another country**
- **Child when brought to United States –age at that time varies – but emphasis is for school age children**
- **First language**
  - Spoken at home
  - May become mixture of first language and English
  - Child not literate in first language
  - Possibly parents not literate
  - Child lives in two separate worlds

# Generation 1.5

To my parents, I am all American, and the sacrifices they made in leaving Korea.. pale in comparison to the opportunities those sacrifices gave me. They do not see that I straddle two cultures, nor that I feel displaced in the only country I know.

# Generation 1.5

I identify with Americans, but Americans do not identify with me. I've never known what it's like to belong to a community--neither one at large, nor of an extended family. I know more about Europe than the continent my ancestors unmistakably come from. I sometimes wonder... If I would be a happier person had my parents stayed in Korea.

**(Hwang, “The Good Daughter”)**

# Generation 1.5 – Academic Experience

- In family often are the source of communications / authority
- Academic/Social behaviors determined by peers/colleagues rather than teachers, parents, or other adults
- In public schools often placed in ESL classes in beginning – becomes “shameful”
- Moved to “mainstream” classes as quickly as possible

# Generation 1.5 – Academic Experiences - MC

- English placement a question
  - ESL problems with writing and reading
  - Social and academic behaviors of native-born Americans
- Choice often between “American English Language Program” or Basic English/Reading

# Millennial Students

- [born between 1979 and 2001 or born after 1984]
- “a generation of children and teenagers who came of age at the dawn of the millennium” (qtd by Olsen).
- families with comfortable if not affluent incomes

# Millennial Academic Experiences:

- digital technology: computers – ipods – email – text messages
- pressure to succeed – e.g., take AP classes in high school
- work in teams rather than individually
- expect to go to college –
- used to being rewarded –not held accountable – “you tried” – “victim”
- expect to be able to choose tasks or jobs
- expect to be “president the next day”

# Shared Characteristics

- Secluded / isolated worlds
- Not accountable for results
- Expect to be “rewarded” for just “being”
- multi-tasking: listening to music – text messaging – studying – all at one time
- short attention spans
- "**grasshopper mind**"- inclination to leap quickly from one topic to another” (Papert)

# Two Academic Worlds

## Honors English

- More student talk
- Complex verbal interaction
- More group work
- Active behaviors rewarded
- Complex reading and writing tasks
- R-W-L-S Connections

## Remedial/Low-Track English

- Less student talk
- IRE\* / Imperatives / Silences
- More whole class / individual work
- Passive behaviors rewarded
- Mechanical reading / writing tasks
- Isolated activities

**(Kinsella and Roberge)**

# Need for Change

**Everyone is concerned**

What is the Answer??

# Answer

????

# Changes

“ . . .changes in public school education over the last decade are moving in the right direction (right church)—towards **standards, high expectation for all, accountability**”

[Comer]

# Changes in Education

- Faculty
- Institution: Takoma Park/Silver Spring Campus of Montgomery College
- Students - ?

# Requires

- Faculty Change
  - As individuals
  - As members a department / Group
- Support for faculty / staff
- Institutional changes

# Faculty

Set Standards

Establish expectations

Hold Students Accountable

Develop class community

Use Technology

# Institution Growth

- Establish / Follow support for Faculty
- Establish / Follow support for Student Success

# Overall Goals

- Increase Success of All Students
- Increase Retention of All Students

# National Center for Academic Transformation

- “Program in Course Redesign (PCR) with the support of an \$8.8 million grant from the Pew Charitable Trusts. From 1999 to 2004, NCAT worked with 30 diverse two- and four-year colleges (50,000 students annually) to prove that it is possible to improve quality and reduce cost in higher education” (NCAT).

# NCAT

## **Increasing Success for Under-Served Students:**

### **Redesigning Introductory Courses**

**Note: Success applied to all students**

# Three Issues Addressed

- “...individuals need to progress through critical first year of college”
- “...students must not only complete such courses but must effectively master skills and knowledge that courses encompass, because most of them are prerequisites for the rest of the undergraduate curriculum”
- “...both of these things must occur on a very large scale and at a price that society can afford”  
(NCAT / Preface)

# Six Characteristics

- Whole course re-design
- Active learning
- Computer-based learning resources
- Mastery learning
- On-demand help
- Alternative staffing

# Achievement

- “It is important to remember that these redesigns were aimed at students in the course in general rather than the undeserved students in particular”
- “...good pedagogy worked equally well with all student groups” (NCAT)