

Learning Assistance Center
LAC Staff Meeting Minutes

MINUTES

Tuesday, November 7, 2006 1:20pm Rm.112

Present: Pat Bower, Sun Ezzell, Luisa Fuller, Barbara Gonzales, Eric Kaljumagi, Carolyn Lindberg, Carolyn Robinson, Larry Silva, Rick Stepp-Bolling, Lori Walker, Barbara Harris, Jean Jernigan, Martha Lopez, Chris Magoni, Ron Boerem, Dan Wheeler, Rick Nguyen

ITEM	DISCUSSION/ACTION	OUTCOME
1. Check in	a. Ice breaker topic: All-time favorite teacher	
2. Continuing Business	a. Last Meeting's Minutes b. Christmas tea: funding and organization status--Chris <ul style="list-style-type: none"> • Invitation is online • Out of the 22 people who voted to have the event, 17 have given the donation. So far \$480 has been collected. • Still accepting donations. 	2a. Minutes approved 2b. Information only
3. Announcements	a. All Committee minutes are online or will be online. <ul style="list-style-type: none"> • Barbara G.: presented an invitation from the library requesting help to select books (academic, trade, professional) for the Mt. SAC library. • Pat B.: On Course workshop will be offered to faculty; this interactive workshop is to all Mt. SAC faculty but limited to 50 participants. It will be held Feb.1st through Feb.3rd. Registration deadline is January 19. • Sun E.: AWE Reader training is available to reading and writing instructors who are interested in earning extra 	See Barbara if you have any suggestions Call P.O.D. at ext.4504 for details. See Sun for application form.

<p>3. Announcements Continued</p>	<p>g. Matriculation--Luisa Assessment Center has moved to Building 21C; COMPASS Test (reading test for AMLA qualifying students) will be housed in the Assessment Center and will be available soon.</p> <p>h. Safety Committee--Martha No new announcement</p>	<p>3g. Information only</p>
<p>4. Discussion</p>	<p>a. Lab hours per sitting</p> <p>Discussion about whether or not to have a policy regarding a maximum number of hours a student may complete in lab at a single stretch. Currently, a policy exists for LERN 61 and LERN 62; the policy is three hours at a time.</p> <p>It was agreed by faculty and staff that lab students should complete no more than three hours at a time; if needed, students may continue lab after having clocked out and taken at least a 15-minute break. Instructors will be asked to inform their students as well as monitor on the weekly lab printouts that students follow this new policy.</p> <p>b. Department Philosophy--Pat</p> <p>1. Barriers vs. Dev. Ed Pat presented "Student Barriers" study from <u>Journal of College Reading and Learning</u>.</p> <p>2. Discipline philosophies Looked at common strands in philosophy statements from Study Techniques, Math, Reading and Writing. Common words were "strategy", "understanding", "self-discovery", "reflection", "knowledge".</p>	<p>4a. Pat will distribute a memo that will notify instructors of this new policy.</p> <p>4b1. See attachment</p> <p>4b2. Ran out of time. Will begin next meeting with this topic until process is finished.</p>

Next meeting: Tuesday, December 5 at 1:20 pm in Rm.112

Developmental Education

Definition of developmental education from National Association for Developmental Education (NADE):

Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners at all levels of the learning continuum. Developmental education is sensitive and responsive to the individual differences and special needs among learners. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning.

Cole, R.B., Goetz, E.T. and V. Willson. (2000). Epistemological beliefs of underprepared college students. Journal of College Reading and Learning, 31(2), 60-72.

Student Barriers

Studies have shown that underprepared students like our students in the Learning Assistance Center face barriers to learning of their own creation. These barriers are found in the students' understandings about the nature of knowledge and learning. Students with a "naïve" understanding about knowledge and learning need to be guided to more sophisticated understandings. Each of the five beliefs of the nature of learning and knowledge have naïve characteristics that are typical of the underprepared college student:

<u>BELIEF</u>	<u>NAÏVE</u>	<u>SOPHISTICATED</u>
Certain Knowledge	most problems have one best solution and scientists can discover the truth.	knowledge is tentative and unpredictable
Rigid Learning	prefers classes in which they are told precisely what to learn and in what order and believe that textbooks are organized correctly beginning to end.	learning is difficult from knowledge which is disorganized
Innate Ability	smart students do not have to work hard in school and some people are just born good learners; intelligence is a fixed uncontrollable trait.	learning is acquired
Omniscient Authority	information in textbooks is the truth and teachers should be in charge of the learning process.	knowledge can be acquired through independent reasoning and learning
Quick Process	if they are going to understand, it will make sense the first time and if they try too hard, it will get more confusing	learning is a slow process of accumulating knowledge

Cole, R.B., Goetz, E.T. and V. Willson. (2000). Epistemological beliefs of underprepared college students. Journal of College Reading and Learning, 31(2), 60-72.