



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Senior Inquiry @ PSU

A cornerstone for lifelong learning

August 22, 2017

advancing quality college courses for high school students

Presenters



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Road Map

- ▶ University Studies: Transformative Core vs Disconnected Courses
- ▶ 4 year Interdisciplinary Inquiry
- ▶ How Senior Inquiry fits in
 - ▶ Why Is Senior Inquiry Unique
- ▶ Training
- ▶ Teaching in a Team
- ▶ Why this model has been successful
- ▶ Student feedback

Where did University Studies Come From?

- ▶ Portland State University's nationally recognized approach to education is based on an extensive review of current research. Strong evidence shows that tightly structured clusters of courses with an interdisciplinary thematic approach help to create a more effective general education program. Using mentored inquiry sections, extending the program throughout the four years, and integrating carefully articulated goals further increase the programs effectiveness. The University Studies general education program is designed to provide those environmental factors and learning opportunities that are known to enhance learning, satisfaction, and retention for all students.

Pathway

UNIVERSITY STUDIES (UNST) AT A GLANCE



Senior Inquiry: Freshman Inquiry @ a High School

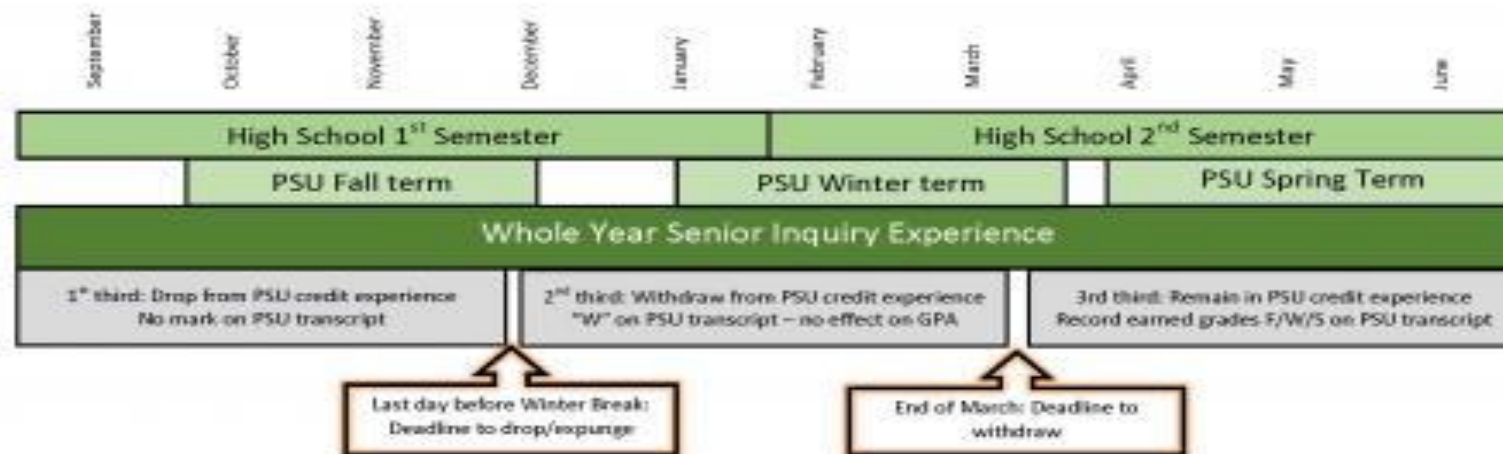
- ▶ Senior Inquiry is a dual-credit, year-long program offered in partnerships between Portland State University and selected area high schools. Its purpose is to deliver interdisciplinary college-level courses on site at the high school, preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team-taught by high school and university faculty. Its courses are developed under the same award-winning general education guidelines as PSU's University Studies department and Freshman Inquiry program.

School Year at a Glance

High School Freshman Inquiry – How PSU credit is awarded

In an effort to honor the uniqueness of the High School Senior Inquiry program at Roosevelt, Jefferson, Liberty and Westview High Schools, while maintaining the integrity of awarding college level credit, we have conceptualized the Senior Inquiry as a whole year experience. Although PSU credit is awarded over 3 terms and the High School courses are offered in 2 semesters, there is evidence that the concepts and proficiencies build throughout the year culminating at the end of the academic year.

This model allows PSU to honor the parameters of awarding college level credit. An important part of the dual credit program is readying students for the college experience, including discussions of how college credit is awarded, what it means to have a withdraw recorded, and how college credit earned is acknowledgement of the work they completed. These constructs may be different than how high school credit is awarded which is an important part of preparing students for entering college.



Instructor Training

- ▶ High School Faculty
 - ▶ Experienced teachers
- ▶ University Faculty
 - ▶ Meet qualifications for employment as University Instructor
- ▶ Building Community
 - ▶ In-services
 - ▶ Ongoing professional Development
 - ▶ Working as a team...

Team Teaching

- ▶ Benefits
- ▶ Challenges
- ▶ Faculty Reflections

Faculty Voice

- ▶ “We have someone to share what happens in our class on a daily basis, to get professional feedback, to vent, to question, to adjust..... and we have a sense that we are “in this together”..... We all have different worldviews, so we can model diversity of ideas for our students, we learn from each other and we try to be transparent about that process, because when we make ourselves vulnerable, we invite the students to engage with us on a more collaborative level. It is such a privilege to be able to have three minds working on our class instead of just one.”

▶ Senior Inquiry Faculty 2017

Documentation

- ▶ End of year videos
 - ▶ <https://youtu.be/EU3OZ1x0-Ao>
- ▶ ePortfolios
 - ▶ [Bailey](#)
 - ▶ [Jennifer](#)
 - ▶ [Hannah](#)

Why is Senior Inquiry Successful? Faculty Perspective

- ▶ Pedagogy
- ▶ Space
- ▶ Student Driven

Trial & Error

- ▶ “Several of my students this year mentioned that senior inquiry helped them understand that learning was more important than their grade.... But that understanding actually motivated them even more to do well.... Not for the grade, but because of what they got out of it personally. One of my students said that he learned that it is okay to be wrong That’s a lesson some people never learn.”

▶ Senior Inquiry Faculty 2017

Why is Senior Inquiry Successful? Student Perspective

- ▶ Finding agency and voice

- ▶ “I cannot wait to help find people their voice, so they can be heard; so they can ask questions and be understood and discover more about the world around them, as I have been able to do in senior inquiry.”

- ▶ Senior Inquiry Student 2017

- ▶ Self-Awareness

- ▶ I got so much more out of the class than I had anticipated. I gained a better understanding of who I am as a student and how I learned the best.”

- ▶ Senior Inquiry Student 2017

The List Continues . . .

- ▶ Deeper Learning

- ▶ “I have learned to not focus specifically on the material and on completing what is in front of me but now focus on the reasoning behind things and what I learn from it.”

- ▶ Senior Inquiry Student 2017

- ▶ Pride/ownership of Process

- ▶ “Senior inquiry has helped me become aware of what is crucial to me academically. I’ve always known that getting good grades was important to me, but being proud of my work is something that has become essential as well.”

- ▶ Senior Inquiry Student 2017

We could go on all day . . .

▶ Boundaries & Connections

- ▶ “What I’ve learned about myself is that I’m more complex than I thought, that my views can change dramatically just by gaining knowledge on a subject, and I learned just how important the connections I have to others are and what I’ll do to protect myself from negative influences.”

▶ Senior Inquiry Student 2017

▶ Confidence

- ▶ “Because of this class, I am more confident in my abilities and am more excited than ever to continue explore new topics and ideas with a whole new group of people. I hope my fellow students feel the same.”

▶ Senior Inquiry Student 2017

▶ Social Responsibility

- ▶ “Critical thinking, communication, diversity, ethics and social responsibility are subjects that will be prevalent in everyday life and will help me create a better understanding of others and myself.”

▶ Senior Inquiry Student 2017

Just a few more . . .

- ▶ Respect

- ▶ “The way we as students were treated and the type of work we were given were unlike any other I had previously had.”

- ▶ Senior Inquiry Student 2017

- ▶ Engagement

- ▶ “Before this class, I dreaded taking part in discussions because of my social anxiety and fear of disagreements. The fact that Senior Inquiry is an open environment full of so many diverse minds and opinions, I felt comfortable enough to speak up in class.”

- ▶ Senior Inquiry Student 2017

Continuing the Journey . . .

- ▶ “I’ve started to demonstrate inquiry outside of the classroom as well. Whenever I read an article online I now want to see both perspectives, as well as why individuals think the way they do, especially if it differs from mine. Even in classes like Physics, I started to ask questions about why the rules are the way they are.”

▶ Senior Inquiry Student 2017

Tying it all together

- ▶ Senior Inquiry is not just a class, it is a learning journey that prepares students for success in college and in life.
- ▶ Some of the things that stand out:
 - ▶ Relationship
 - ▶ Self-discovery
 - ▶ Connections
 - ▶ Transparency
 - ▶ Transferable Skills

Thank you!

- ▶ Please contact us with further questions
- ▶ askunst@pdx.edu
- ▶ sonjay@pdx.edu

Future NACEP Webinars and Events:

September 6th: The Large Program Guide-Impact, Management, Success (W)

September 7th: NACEP Webbytes: Advising and Collaboration

September 21st: Connecting Spaces-Developing Collaborative Curricula between High School and College English Teachers (W)

September 27th:

September 28th: NACADA and NACEP Joint Webinar on Advising

October 8-11th: Washington D.C. for National Conference, Pre and Post Conference Events

