

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

- 25
- Secondary
- 5 days a week
- Traditional/Online
- Lack of desktop computers
- None

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

The learning expectations placed on this course by the school are the student will be able to:

- Be self-advocates of their grades
- Use AVID strategies to study and work through homework/tests
- Use W.I.C.O.R. (writing, inquiry, collaboration, organization, and reading) strategies to better understand content and keep grades passing
- Learn how to write with purpose so that scholarships essays will be easier to complete when the student gets to high school.
- To actively participate in tutorial sessions provided every Tuesday and Thursday
- Be productive members of society by completing community service projects
- Exhibit the ability to not only pass all classes on their schedules, but to also participate in extracurricular activities successfully.
- To be leaders of the school and volunteer to be on student panels that explains how the AVID class helps, or what needs to change about the course for students to be better prepared for the high school to college transition.
- Take information given to them on college field trips to help them narrow down which college/university will help them pursue the degree of their choice.
- Have the top 5 colleges they are interested in attending and have research complete on admission process, ACT/SAT scores required, tuition costs, and GPA expected upon completion of high school.

3. Nature of the Subject

Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

AVID is a combination, but it is more practical in the sense that you learn how to take notes, you learn study habits, and take you on field trips that provide hands on college life experience. Its theoretical come via Cornell Note taking strategies. This practice suggests that by revisiting your notes multiple times, the information is more likely to stick, rather than taking traditional notes, and not looking over them until quiz/test time comes around.

AVID is a divergent subject in that you use multiple strategies to get students ready to learn content in other subjects on a level beneficial to them. They take the different strategies and can pick which ones will help them better understand concepts while teachers are presenting information. This course is also designed to help students see the bigger picture of study habits and figure out why post-secondary education is beneficial for the career they want to pursue. There are changes in any subject, but with AVID, we go off the data. There are not controversies right not because the statistics are continually rising.

4. Characteristics of the Learners

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

The students in this program/class include one or more of the following characteristics:

- First generation college bound
- Low-income house hold
- Cultural diversity
- In the academic middle with an average GPA
- Grades are high C's or high B's with the potential to be A's with AVID strategies
- Average test scores
- College potential with support
- Good attendance
- Good behavior in and out of the classroom
- Has the desire and individual determination to work hard and succeed

- May be first generation in family to attend college
- Historically under-served in four-year colleges and universities
- Special circumstances
- Demonstrates good citizenship
- Has good school attendance
- Displays appropriate classroom behavior
- Able to work well with others

Prior knowledge that students have about AVID are through the assemblies we hold at Icenhower Intermediate School that provide the students with information on our program, success rates, and graduation rates through our feeder high school, Timberview. Learning Goals and expectations are

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

The beliefs and values that the AVID teachers of Coble Middle School hold to be true is, teaching this course requires a great passion for seeing students grow daily and learn difficult concepts, but also understanding the value and purpose for them in the future of their education. Learning in this course must be fun and innovative to keep student interest alive. It is designed to help students feel in control of their learning style in other courses and less fearful of taking a different approach if they are unable to understand a concept another teacher has presented. The attitude of an AVID teacher is simply an encourager of students figuring out their way. Towards students, the teacher is a facilitator in helping adjust small things, but letting the students figure out the big picture through self-discovery.

The level of knowledge is never ending like any true professional. There are always new methods and ways of incorporating strategies; therefore, professional development is a must with teaching this course. AVID teachers are required to participate in 2 consecutive summers of the AVID institute. At this 3-day training you learn multiple ways to introduce and incorporate different strategies, and you also get to hear from the students who participate in this program. They come in and have a live panel where teachers can ask them about their experiences in the program. You get to see their notebooks, and you also get to pick their minds on what needs to be added or taken away to make it more beneficial for them.

The strengths that an AVID teacher possess consists of the ability to listen the needs and sometimes wants of their students. To be flexible in their approaches to teaching. To understand that not all students learn the same way. Finally, to remember that the end goal is to keep students excited about the learning that is taking place in the classroom by keeping the work relevant.