

# Did You Know?

51%

of students in their first semester at FSW report a strong ability to complete assignments that are well-developed and supported by strong sources. By the last two weeks of the semester, the percentage increases to

71%

## CRI Fall 2016 Report

This means that in the average classroom at FSW that can be populated by first year students, it may be as many as four to five students that will submit a stronger paper, presentation, or project nearer to the end of the term than the beginning. Does this mean you should plan your term papers and projects for the end of the semester? Does it mean you should adapt your syllabus purely to take advantage of this skill increase?

## Consider these ideas as a means of utilizing this information:

Take a moment during a class concerning a topic or technique that may pertain to an evidence supported assignment and note the applicability of it. Students very often learn skills and concepts but don't necessarily know where or when it may apply (Ambrose et al., 2010).

Research has shown that if a student perceives the cost-benefit of adapting their strategies to be too great, they won't alter their practices. In preparing for an evidenced-based research paper or project, this might mean the difference between a strong and weak performance. Consider injecting into your discussions a few best practices on how to adapt learning to a project of that score or scale (Fu and Gray, 2004).

Consider assigning a lead-in assignment to the larger project. This can help students become more fluent in the material and hone their skills as they build toward a larger scope (Ambrose et al., 2010).

Have you noticed changes in your students, colleagues, or yourself? Let us know about it. Reply via email to Allison Studer ([astuder@fsw.edu](mailto:astuder@fsw.edu)) and give us your feedback!

Best wishes!

Office of Academic Assessment

### References:

- Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., and Norman, M.K. 2010. How learning works: Seven research-based principles for smart teaching. Jossey-Bass, New York, New York, 336 pp.
- Fu, W.T. and Gray, W.D. 2004. Resolving the paradox of the active user: Stable suboptimal performance in interactive tasks. *Cognitive Science*, 28(6), 901-935.