

Learning to Learn Camps are five-day intensive experiences that model how every student can become a successful collegiate learner by learning how to learn and developing a growth mindset.

In 1989, Pacific Crest conducted dozens of demonstrations at colleges across the country, asking teams of freshmen to compete against teams of seniors in a learning challenge. Time and again, the seniors performed no better than the freshmen. “Though the seniors might have had more facts at their disposal and knew more, they had no greater facility in learning than did the freshmen. It was evident that if learning were to be improved, someone needed to teach students to **how** to learn” (Apple, Ellis & Hintze, 2015). Teaching students to learn became one of the top goals for Pacific Crest.

Curricula

The first step in this process was for Pacific Crest, with the help of many faculty in the Process Education community, to design and publish curricula that would successfully support learning to learn.

The initial set of materials identified included *A Fresh Look at Math and Graphing Skills* (Merton & Apple, 1992), *Learning Through Problem Solving* (Apple, Beyerlein & Schlesinger, 1992), *Learning Assessment Journal* (Carroll & Apple, 1995), and the Life Vision Portfolio component of *Foundations of Learning* (Pacific Crest, 1995a). During 1996, the curriculum was standardized with three books: *Foundations of Learning* (Krumstiegl & Baehr, 1996), *Learning Assessment Journal* (Carroll & Beyerlein, 1996), and *Math and Graphing Skills* (Merton & Apple, 1992).

With the integration of the self-grower model and the activity “Becoming a Self-Grower” in *Foundations of Learning* (3rd ed.) (Krumstiegl & Baehr, 2000), the Learning to Learn Camp curriculum not only supported the personal growth of students (and faculty) but also became a way to help learners develop the ability to shepherd their own growth. Where previously they had only been learning to learn; now they were also “learning to grow.” Support of student self-growth was again strengthened with the creation of the *Life Vision Portfolio* in 2002 (Mettauer).

The curriculum used in today’s Learning to Learn Camps is more polished and contains more tools, but is very similar to the curriculum of 10 years ago: the *Student Success Toolbox* (Pacific Crest, 2011), which is based on the *Learning Assessment Journal* but greatly expanded; *Math and Graphing Skills* (4th ed.) (Lawrence, Burke, & Hintze, 2008); and the fourth edition of *Foundations of Learning* (Redfield & Hurley Lawrence, 2009), the redesign of which was informed by feedback and lessons learned from

14 years of designing, facilitating, and assessing Learning to Learn Camps. One of the features of this text is its fully integrated Life Vision Portfolio.

Practice

The first opportunity to use these materials in a week-long camp came in 1994 with 20 foster children in Scranton, Pennsylvania. The results of this experience were so positive that camp organizers worked to find the resources necessary to hold the first Learning to Learn Camp in the summer of 1995. The first camp focused on developing student learning skills by organizing the students into learning teams led by faculty coaches through a schedule of hourly learning activities. Students were assessed by their coaches during activities in mathematics, physics, calculus, economics, and career planning, with the goal of assessment being to improve student learning performance. Because the camp was performance-based, it used a point system to help make an engaging, competitive, and challenging learning and problem-solving environment (Pacific Crest, 1995b).

While there have been changes in the design and logistics of the Learning to Learn Camps, they are surprisingly few. The greatest changes have been the broadening of the focus of activities, as informed by the newer curriculum. The general logistics of the Learning to Learn Camps and the experiences by multiple colleges are presented in the *Faculty Guidebook* module, *Learning-to-Learn Camps* (Armstrong, Anderson & Nancarrow, 2007); the website www.learningtolearncamp.com offers additional information about the structure and organization of the camps, more about the curriculum, feedback from past participants, and a manual for facilitators.

Integration of the Camp

Because the general focus of the Learning to Learn Camp is on learning to learn and learning to grow, it lends itself particularly well to integration with larger campus- or college-based programs seeking to better equip students and faculty with critical learning and teaching skills. In 2000, for example, the Learning to Learn Camp became an integral part of the Emerging Scholars Program at the Kuskokwim Campus of the University of Alaska, Fairbanks – College of Rural and Community Development (Kuskokwim, 2015). The Learning to Learn Camp has been integrated as part of a professional development program at Madison Area Technical College (MATC) where,

15 years after its first camp in 2001, the LLC at MATC is now an August practicum linked to their annual spring professional development series on assessment, teaching, and mentoring (Barlow, 2015).

Customizing the Camps

Not only are the Learning to Learn Camps integrated into programs, they are also customized to include disciplinary emphasis (Apple, Ellis & Hintze, 2015). This is possible because many of the core modules of *Foundations of Learning* can be applied with a range of actual disciplinary content, i.e., those such as “Practicing the Reading Methodology” that are so essential to learning that they must be included in any version of the camp (see Figure 1). Figure 2 shows an excerpt of the Algebra Learning to

Learn Camp schedule, demonstrating how customized Learning to Learn Camps combine core content from *Foundations of Learning*, blending some of that content with disciplinary content, and including purely disciplinary activities (Pacific Crest, 2013).

The following list offers some of the customized Learning to Learn Camps that have been held since 2009:

- Nursing Recovery Camp (Hinds Community College, 2009)
- Calculus Learning to Learn Camp (SUNY Buffalo State University, 2009)
- Scholar's Institute for Honor Students (Grand Valley State University, 2010)

Figure 1 Core Modules from *Foundations of Learning*

1.1 Building Learning Communities	5.2 Applying the Problem Solving Methodology
1.2 Analyzing a Course Syllabus	7.1 Becoming a Self-Grower
2.1 Creating Your Life Vision Portfolio	7.2 Personal Development Methodology
2.2 Exploring Your Campus	9.1 Time Management
3.1 Using a Reading Log	11.1 Applying the Writing Methodology
3.2 Practicing the Reading Methodology	12.1 Exploring Team Roles
4.1 Analyzing the Learning Process Methodology	13.1 Exploring the Assessment Methodology
4.2 Applying the Learning Process Methodology	14.1 Self-Growth Paper
5.1 Analyzing the Problem Solving Methodology	

Figure 2 An Excerpt from the Algebra Learning to Learn Camp Schedule

	FOA = Foundations Algebra	FOL = Foundations of Learning	
Activity	Reading	Focus	Type
DAY 2			
Analyzing the Learning Process Methodology (FOL 4.1)	FOL Ch. 4	Learning Mathematical Content	Blended
Math Skills		Basic Mathematical Skills Review	Blended
Equivalent Equations	FOA 2.1		Content
Time Management (FOL 9.1)	FOL Ch. 9		Core FOL
Validation	FOA 2.4		Content
Analyzing the Problem Solving Methodology (FOL 5.1)	FOL Ch. 5		Blended
Practicing the Reading Methodology (FOL 3.2)	FOL Ch. 3		Blended
Applying the Learning Process Methodology (FOL 4.2)	FOL Ch. 4		Blended
Solving Basic Equations	FOA 2.2		Content
Solving Systems of Linear Equations	FOA 2.3		Content

- STEM UP Learning to Learn Camp (Hinds Community College, 2011)
- Algebra Learning to Learn Camp (Hinds Community College, 2012)
- Smart Grid Learning to Learn Camp (Job Corps, 2013)
- Learning to Learn Camp for a college basketball team (Lamar University, 2014)
- Academic Recovery Course (Grand Valley State University, 2015)

The Learning to Learn Camp as a Learning to Learn Course

While the model of a week-long Learning to Learn Camp has been successful, there have also been requests that Pacific Crest find a way to convert the Learning to Learn Camp experience into a one- or two-credit course that could potentially be offered to all incoming students. The result is *Learning to Learn — Becoming a Self-Grower* (Apple, Morgan, & Hintze, 2013), a course and curriculum with 15 weekly (plus two supplemental) learning experiences:

- 1 Performing Like a Star
- 2 Becoming a Master Learner
- 3 Your Past Doesn't Define Your Future
- 4 Self-Assessment: The Engine of Self-Growth
- 5 Time, Planning, and Productivity
- 6 Methodologies: Unlocking Process Knowledge

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- 7 Visioning Your Future
- 8 Performing in Teams and within a Community
- 9 Performing when Being Evaluated
- 10 Reading for Learning
- 11 Metacognition: Thinking about My Thinking
- 12 Using Failure as a Stepping Stone for Success
- 13 Choosing and Using Mentors Effectively
- 14 My Turn to Shine
- 15 Shifting from Extrinsic to Intrinsic Motivation
- S1 Wellness: Taking Care of Your Whole Self (Supplemental Experience on Wellness)
- S2 They Say It Makes the World Go 'Round (Supplemental Experience on Financial Planning)

Scholarship

The environment of Learning to Learn Camps is special and offers unique opportunities to study first-hand how practices such as high expectations, active mentoring, and assessment can positively impact learner performance. As such, it should not be surprising that the Learning to Learn Camps tend to foster scholarship focused on learning and growth. Recent articles include: Learning How to Learn — Improving the Performance of Learning (Apple & Ellis, 2015), What is Self-Growth? (Jain, Apple, & Ellis, 2015), and Key Learner Characteristics for Academic Success (Apple, Duncan, & Ellis, 2016).

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