Conceptual Understanding Required to Implement a Learning to Learn Experience

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Abstract

A Learning to Learn (L2L) experience has the greatest impact on learners when it integrates a set of Process Education (PE) practices and principles into its design. The key components of a L2L experience are clarified in this work and an outline the framework necessary for creating a successful L2L experience is discussed. A concept map depicts the interrelatedness of the components emphasizing that a successful L2L experience will integrate these components through effective planning and strong facilitation. Within the discussion of each of key component is a description of why it is important to the success of a L2L experience, resources to explore the component further, the impact the component has on student learning and the synergy between it and the other key components.

Introduction

Even for experienced Process Educators, designing an effective Learning to Learn (L2L) experience is challenging. The content of an L2L event is comprised of a set of 15 experiences (Apple et al., 2013) targeted to improve learning skills and shift students into a growth mindset. The format of an L2L event can vary both in the duration of the event and its purpose. L2L experiences have been integrated into a chemistry course (CHEM1212K: Principles of Chemistry II, Georgia Gwinnett College), an intensive 1-week camp (Apple et al., 2016b), or a month-long 3-credit course (Pacific Crest, 2017). These experiences can be delivered in a face-to-face classroom or online. Further, there are many possible purposes for the L2L experience. For example, the experience could be a bridge program (Wenner, 2019) or for re-admission (Apple et al., 2016b; Pacific Crest, 2017). The latter is the purpose of one of the longer-running L2L Camps that takes place at Hinds Community College where nursing students who failed out of the program can complete the L2L camp to gain readmission. Further purposes of an L2L experience are detailed in the history of L2L camps by Apple, Ellis, and Hintze (2015).

The format and purpose alone do not make an L2L experience. There are many components, each of which contributes to a successful outcome. Students have been conditioned by many years of traditional education (Apple, Jain, et al., 2018) leading to various academic and professional risk factors (Horton, 2015; Apple, Ellis, & Leasure, 2018) that need to be taken into consideration in the design of an L2L experience. There has been substantial progress in understanding how to mitigate these challenges based on 25 years of implementing L2L Camps (Apple et al., 2016b). Knowing the characteristics that make academic or professional learners successful (Apple, Duncan, & Ellis, 2016) a facilitator uses the L2L curriculum to address a set of issues, barriers, and cultural shifts to produce transformational learning and growth in the learners (Apple et al., 2020).

Creating a successful L2L experience is analogous to making stone soup. In the folktale, The Stone Soup, a traveler comes to a village and asks for food. The villagers refuse to share so the traveler sets about making stone soup and offers to share this with the villagers. Each villager is enticed by the traveler to add just a little something to the pot, and at the end of the process, a wonderful soup has been produced. An L2L experience is quite like this in that only having a strong facilitator or just an excellently designed experience, on its own, is not capable of achieving the desired successful end state. But, once all the ingredients are properly combined, success becomes achievable. The key is to have a strong, competent facilitator as well as all the key components integrated in a well-designed system to meet the student learning goals.

The remainder of the paper is organized around the explication of these critical ingredients creating a successful L2L experience. First, as an overview, a concept map depicting the relationship between the significant inputs of a successful L2L experience is presented and discussed. Next, each of the key components within the map are discussed to understand why each component is important, resources to explore it further, the impact the component has on student learning and the synergy between the components. Finally, overall conclusions and directions for future research exploring the relationships and measurement of the components is presented.

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Key Components of an L2L Experience

To begin the discussion of the L2L stone soup, the soup's ingredients, the components of an L2L experience, are displayed in the concept map in Figure 1. A successful L2L experience, will integrate these components through effective planning and strong facilitation. The concept map is not intended to be explored linearly. As in stone soup, there is some directionality, but it does not matter whether you add the carrots or the potatoes first. For ease of exposition however, we have numbered each of the components in the concept map. The facilitation (1) of the L2L experience mitigates a learner's risk factors (2) by strengthening the collegiate learner's characteristics (3). The facilitator must develop a green Transformation of Education environment (5/4) for the L2L experience by employing PE philosophy and practices (4/5) and standard L2L practices (12/6) to drive positive evaluations and future learner success. This success is dependent upon framing the *design of the L2L experience* (6/7). This design comprises the outline of the standard L2L *curriculum* (7/8) includes both a *syllabus* (8/9) and *schedule* (9/10) as well as an *assessment* (10/11) and an *evaluation system* (11/12).

The remainder of this article explains each of these critical ingredients to the L2L experience in further detail. The discussion highlights the links between these key ideas as well as to learning resources and literature that supports and provides key guidance for developing the area further.

Facilitation (1)

In any L2L experience, the facilitator is the primary factor determining the success of the experience (Smith, 2007). The facilitator is akin to the traveler who comes to a village and assembles the stone soup. Like the traveler, an effective facilitator helps students grow in the

Figure 1 Concept Map of Critical Inputs Associated with an L2L Experience



areas necessary to have a successful experience. The facilitator in The Stone Soup fable seeks to assemble a delicious meal for the villagers. The students in the L2L experience are like the villagers—they are wary of the traveler and doubt they have enough food to share with them. Students come to the L2L experience closed, and wary. An effective facilitator entices each to share what foodstuffs they have and add it to the soup.

The first key to implementing a successful L2L experience is for the lead facilitator and all other team facilitators to ensure that the focus is on student learning. Transitioning educators from their traditional roles of "sage on the stage" to a facilitator of learning is one of the core principles of PE. This type of facilitation empowers students to take control of their own learning which is essential to their success in the L2L experience.

Second, all L2L facilitators should be exemplars of quality facilitation. Facilitators can successfully utilize the key facilitation skills described by Smith (2007) and the Facilitation Methodology (Smith & Apple, 2007). To develop facilitation expertise needed for an L2L experience, potential facilitators should start by using facilitation plans provided within the L2L curriculum. As they become comfortable with facilitating in this environment, the facilitator can begin adapting these existing plans to their style, and finally, creating their own plans. Well-crafted facilitation plans will lead to meeting clearly articulated outcomes for the experience. Experienced facilitators will be able to adjust plans on the fly in order to better meet student needs. Throughout this developmental process, facilitators should assess their performance and seek feedback on their performance from a mentor.

Moreover, facilitators need to know how to intervene on the process rather than content, turn over ownership and control to the learners, create a culture of success, and have a holistic view of the process. Besides facilitating student learning, facilitators may be responsible for being a mentor or coach for the faculty who are coaching student teams. Tips and tools can be found in the listicle created by Sweeny et al. (2018).

A key strategy every facilitator must employ is to meet every learner where they are and allow them to progress in the manner that works for them, i.e., differentiated instruction (Apple et al., 2016a). Allowing students to progress in their own manner is similar to the Keller Plan of Instruction (Keller Plan Definition and Meaning, n.d.), in which students progress at their own pace. In an L2L experience, the expectation for pacing is ambitious and the length of the experience determines summative deadlines. Having students decide how to do the assigned work to meet the pace of the course is a first step in shifting ownership of learning into the hands of the students.

Facilitators need to be personable and dynamic to entice students to join in the learning process. They need a strong toolset to respond to students as individuals, to small groups, and to the larger community. Facilitators are the main people who address and mitigate student risk factors. It is the role of the facilitator to encourage students to share their challenges (risk factors) so the facilitator can help the learner reduce barriers for the issues needing to be addressed.

Risk Factors (2)

In order for the facilitator to mitigate student risk factors it is necessary that they understand those factors and their effects. Students involved in L2L experiences are frequently labeled at-risk and exhibit a variety of risk factors that place them at a disadvantage in the learning process. These students have a higher than average probability of failing to achieve their educational goals (Horton, 2015). Many have multiple risk factors that affect persistence and learning that are recognized as early as high school (Horn, 1997; Hammond et al., 2007; Guzman & Pohlmeier, 2014; Babineau, 2018). These students have a higher probability of dropping out or failing, particularly during the first two years of college. In addition to preexisting at-risk behaviors, students often have to adjust to an institutional environment that is new and not welcoming.

Traditional instructional design does not consider the diverse perspectives and challenges that these students face. It is important to identify students who are atrisk quickly so that resources and structures can be provided to address their barriers to learning and retention (Campus Intelligence, 2016). A transformative approach is needed to teach students how to change their overlapping risk factors from barriers to resolvable issues (Apple, Jain, et al., 2018). Process Educators create L2L experiences that can facilitate this change. Facilitators understand that students enter college with multiple, overlapping risk factors that impede learning. While all students exhibit risky behaviors, some risk factors are more prevalent (Horton, 2015; Apple & Leasure, 2018; Apple, Jain, et al., 2018). These key risk factors, delineated in Figure 2, fall into four key areas: affective, social, mindset-related, and learningoriented (Horton, 2015). Effective facilitators, like the traveler in The Stone Soup, are able to convince the villagers (students) to overcome their hesitancy and share ingredients (perceived weaknesses, risky behaviors, insecurities, etc.) to make a delicious soup. In L2L experiences, facilitators engage students in learning experiences that ameliorate risky behaviors or characteristics, develop academic mindset, and grow learning skills as collegiate learners.

The facilitator must understand the critical risk factors that have the highest impact on student success, as well as the techniques to mitigate it. These risk factors come from three specific areas; the student's individual characteristics, their background, and the environment. Lack of self-confidence, lack of self-discipline, low selfesteem, and a fear of failure arise from the students individual characteristics (Guzman & Pohlmeier, 2014). The students background adds risk factors including a lack of academic preparation. Additionally, their background can add factors such as the problems associated with being a first-generation student, socioeconomic status, and technology limitations (Bulgar & Watson, 2006). Finally, the macroenvironment further contributes to the list of risk factors. Examples of environmental factors include college cultural bias, lack of advisor support, and cost. In addition, adult students often encounter organizational, instructional, or interpersonal barriers within the college environment (Quinnan, 1997).

Although colleges are concerned about student retention, learning, and performance, the traditional educational culture does not facilitate change in at-risk behaviors. Many educators do not recognize these factors or understand their impact on teaching and learning. To maximize effectiveness, educators must be knowledgeable about these student behaviors and how these behaviors create barriers for the student in order to design successful learning experiences that ameliorate these factors. Horton (2015) identified the top twenty at-risk factors and grouped them into four categories: perseverance, academic mindset, learning skills, and social skills. Some of the risk factors overlap with those identified previously, such as fear of failure and lack of mentors. Horton's (2015) work on critical risk factors is a key resource for educators to use in instructional planning and delivery.

In short, implementation of an L2L experience requires a deep understanding of risk factors, their causes, how they affect the creation and implementation of L2L experiences, and how to best mitigate them so that the experience can be successful.

Collegiate Learner's Characteristics (3)

An additional key ingredient four the soup is the learner's characteristics. In order to mitigate student

risk factors, a facilitator needs to have an understanding of the type of learner the L2L experience is trying to produce, and quickly measure each student at the outset of the course to find ways and means of persuading the students to contribute to the stone soup. Apple, Duncan, and Ellis (2016) performed a metaanalysis of student success literature and collected fifty key learner characteristics that increase academic success of college students. These learner characteristics are often the inverse of a risk factor. They used a modified framework (Farrington et al., 2012) to integrate cognitive and non-cognitive success factors into a profile of a quality collegiate learner. The key learner characteristics are separated into 7 categories: growth mindset, academic mindset, learning processes, learning strategies, social skills, affective skills, and productive academic behaviors. These categories have become the standard learning outcomes of an L2L experience (Pacific Crest, 2017).

Analyzing these outcomes from different perspectives enriches the understanding of the role each learner characteristic contributes to collegiate and life successes (Apple, Ellis, & Leasure, 2018). The L2L experience is focused on shifting mindsets. The 50 learner characteristics described by Apple, Jain, et al. (2018) all involve changing student mindsets. For example, the first learning outcome, growth mindset, is not commonly held by most students as most enter an L2L experience with a fixed mindset (Dweck, 2006). In contrast, a growth mindset can be achieved when "a person believes, at an emotional level, that unlimited potential puts everything into play (no constraints) and then can strengthen their capabilities to improve their own quality of life" (Leise et al., 2021). A growth mindset is supported with a future-oriented mindset, positive mindset, performance mindset, social mindset, and an assessment mindset.

L2L experiences help students develop a growth mindset such that even in areas of greatest perceived liability or limitation, they can achieve unlimited improvement. This growth mindset is supported by a mindset in which the quality of life is significantly greater in the community (social mindset). In other words, grater quality can be produced when you are not just living your life for yourself. Other mindsets that positively affect growth are mindsets involving quality, ethics, respect, and decision-making (Ellis et al., 2019)

A mindset shift occurs when students transition from doing only what is expected of them, or what they have been directed to do, to an academic mindset where they are pursuing learning by using strong, independent learning processes. To achieve high levels of knowledge, students understand that it is necessary to demonstrate what they have learned in challenging academic situations. The L2L experience helps students and facilitators improve all their various mindsets to realize their maximum potential (Ellis et al., 2019).

Thirty of the 50 learner characteristics have been previously discussed within the Classification of Learning Skills (Leise et al., 2019) and are associated with four domains: cognitive, affective, social, and assessing/ evaluating quality. These 30 learning skills help improve learning performance (Apple & Ellis, 2015) and have been identified because these specific skills help mitigate the risk factors previously described. Over time, explicit performance measures have been developed for some of these learning skills to assist in their measurement, assessment, and development (Redfield & Lawrence, 2008).

The remaining 20 learner characteristics, which include information processing, critical thinking, generalizing, problem solving, and metacognitive reasoning, are performance-based and their descriptions can be found in Nelson et al. (2020). These learner characteristics and performances are multidimensional with supporting learning skills that are developed when students repeat performances in new contexts.

A L2L facilitator can strengthen these learner characteristics when they understand the connections to performance and learning skills, mindsets, and risk factors. To assist in developing this understanding Table 1 was developed by combining the Profile of a Quality Collegiate Learner (Apple, Duncan, & Ellis, 2016) in column 1 and 2, the Classification of Learning Skills (Leise et al., 2019) and performance descriptions (Nelson et al., 2020) to create column 3. The alignment of the appropriate mindset being developed to the learner characteristic is represented in column 4 and column 5 was generated using the risk factors (Horton, 2015) and links between these risk factors and learner characteristics (Apple, Ellis, & Leasure, 2018). While the learner characteristics in the growth mindset category are depicted in Table 1. To view all categories of learner characteristics see Table 2 in Appendix A.

Transformation of Education (Red to Green) Environment (4)

The transformation of education (TofE) is an expansive research area associated with changing the higher education culture (Hintze et al., 2011). Within a traditional educational culture, a *red* educational environment, control of course content and design are firmly in the hands of the faculty and, therefore, students take little ownership over producing work and are unwilling to take risks when activities are not well-defined. We, as faculty, would like to have students who are independent and lifelong learners, but, generally, our classroom culture does not promote this. The creation of a *green* educational environment where students do take control of their learning is a key component of L2L experiences.

Comparison of the traditional (red) environment versus the transformational (green) environment has been well-studied. Apple, Jain, Beyerlein, and Ellis (2018) identify how both the red and green aspects

Learner Characteristic	Category	Performance or Learning Skill	Mindset it Supports	Risk Factor it Mitigates
Self-Grower		Performance	Growth mindset	Fixed mindset
Committed to success	Growth Mindset	Learning skill	Positive mindset	Uncommitted
Self-Assesses		Performance	Assessment mindset	Self-Evaluator
Positive		Learning skill	Positive mindset	Negative attitude
Self-Starter		Learning skill	Performance mindset	Procrastinates
Open to feedback		Learning skill	Assessment mindset	Not open to feedback
Open-Minded		Learning skill	Positive mindset	Fixed mindset

Learning skill

Growth mindset

Table 1Mapping of Learner Characteristic to Performance Skills, Learning Skills, Supporting Mindset, and Risk
Factor it Helps Mitigate

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Self-Challenge

Coasting/unchallenged

TofE Aspect	Incoming Behaviors (Risk Factors)	Transformed Learner Behaviors	Practices by a Facilitator in a Green Environment
Challenge	Procrastinator Unchallenged	Self-Reliant Risk-Taker Resilient Self-Motivated	 Do not do for students what they can learn to do for themselves Setting high expectations Challenging—raise the bar Holding students accountable Time-pressured learning
Cognitive Complexity	Memorizer Underprepared	Prepared Reader Writing to think Generalizer	 Reading Methodology Use of reading logs Critical Thinking Questions—guided design Generalizing to hardest problem Problem Solving Methodology

Table 2 Transformation of Risk Factors to Success Factors Based on the TofE

of educational culture impact student mindsets and success. Apple, Ellis, & Hintze (2016c) outline how to create a culture of success. An L2L experience will not lead to not lead to transformative outcomes, if the facilitator does not create a green educational environment to enable the transformation of risk factors. For example, as depicted in Table 2, the practices that are utilized in a green educational environment that will help to transform behaviors from red to green are delineated for two aspects of the TofE.

Because the practices associated with a transformational culture for faculty (facilitators) may not be their current practices, effective facilitation of an L2L experience requires the facilitator to step outside their comfort zone. For example, effective facilitators do not do things for students what they can do for themselves (enabling), but it is easy to fall into this trap when one is busy or not fully engaged in PE practices.

PE Philosophy and Practices (5)

Process Education (PE) is based on the idea that learning is a process and individuals can improve their learning process regardless of their current level within the learning process. This idea was adapted from Total Quality Management as developed by W. Edwards Deming (American Society for Quality, n.d.). The philosophy and practices of PE are embedded in every aspect of the L2L experiences. The principles of PE clarify various aspects of L2L. For example, the use of the LPM is emphasized in the design, facilitation, assessment, and learning activities. The framing of PE is continually evolving (Ellis, 2020). PE is currently defined as an applied philosophy, founded on performance theory, united with a belief in unlimited growth and informed by a framework for producing self-growers by developing learning skills in a challenging assessment culture. This definition represents the iteration of learning with self-growth as well as the relationship between the two.

There are eight key PE philosophies behind L2L. First, the ability to improve learning is unlimited (Beyerlein et al., 2007). This is foundational to L2L experiences where every hour spent in learning performance is intended to improve learning and students' ability to learn. The design of an L2L experience, its facilitation, its documentation in a syllabus, evaluation, and assessment are all focused on how each hour improves learning performance.

Second, increasing learning performance improves learning. As an individual strengthens the 13 components of learning performance, their ability to elevate the depth and breadth of learning increases as their learning performance skills increase (Apple & Ellis, 2015).

Closely related to this is the idea that strengthening learning skills improves learning performance. The 473 skills in the Classification of Learning Skills (Leise et al., 2019) support the learning process and its associated processes, e.g., reading for learning. As learning skills improve the quality and efficiency of learning also improves. Fourth, learning performance improves with deliberate practice and assessment. Growth occurs through performance development (Utschig, 2019) and requires learners to repeat and elevate performances in a new context. Assessment feedback needs to be provided prior to each new performance in order to maximize growth.

Fifth, metacognition increases command of performance improvement (Apple & Ellis, 2015). As individuals learn to understand the meaning behind actions and behaviors, they are in more control of changing their reactions and behaviors in a positive manner so that learners can improve in ways that they desire.

Sixth, individuals determine their own quality of life. Self-determination is fundamental to L2L and includes increasing ownership, building self-concept and identity, and the ability to envision a future ideal self that is the basis for life planning (Apple, Ellis, & Leasure, 2018).

Seventh, individuals determine where to invest in their own growth. Growth is owned and developed by each person. Individuals must believe in their own unlimited potential and raise their expectations. Individuals must identify where to invest their most valuable resource—time—to decide where and how they will invest in growth (Ellis et al., 2019; Leise et al., 2021).

Finally, self-growers create their own growable moments. In each moment, growth capability can be applied and developed if a person creates growth opportunity within the moment or else time flies by without growth (Leise et al., 2021).

Standard L2L Practices (6)

As discussed, learning to learn is derived from PE philosophy. Further, within an L2L experience, there are 100 critical PE practices supporting facilitation, student learning, and the engagement between the facilitator and the student (Sweeny et al., 2018). A set of those practices, deemed critical to creating effective L2L experiences and italicized in this text, are described here. These practices are the "glue" that hold any L2L experience together. With respect to our stone soup analogy, these tips represent the water and the stone.

Six of the critical tools for creating an L2L experience are discussed elsewhere in this paper: the *belief in learners' unlimited potential* (PE Philosophy and Practices, 5), *learning as a performance* for developing learning skills (PE Philosophy and Practices, 5), *assessment* by *self* and by *others* (Assessment System, 11) with *assessment of those assessments* (Assessment System, 11) and a *positive evaluation system* (12) for accumulating points.

The L2L system design must have *learning outcomes* at all stages of the course. These learning outcomes make explicit for learners what they can seek from the course, each experience, and each activity. The power of learning outcomes is increased when paired with *explicit performance criteria* so that learners can determine their performance level for themselves (Wicks, 2007).

Facilitators must truly believe and embody three of the principles of PE. First, they *focus on growth mindset* to develop it in every learner. Second, they *intervene on process not content* by *recognizing the growth moment* for learners and teams, *challenging students to leave their comfort zones*, and *empowering students with personal factors*. Finally, they *do not do for students what they can learn to do for themselves*, providing opportunities for students to choose growth moments and accept external and self-challenge.

These practices and others are part of the Methodology for Creating a Quality Learning Environment (Apple et al., 2016d) that *sets high expectations* and shares control by *letting students take ownership of their learning* through *giving students choices* and *responding to learner needs*. It creates a safe place to *let students fail*, and *holds students accountable* for their decisions and their performance. Because this environment, so far on the green end of the Transformation of Education spectrum, may be very different from students' experiences where instructors direct learners and enable them when they struggle, facilitators must *get students' buy-in* at the start of the L2L experience (Burke, 2007).

The L2L experience is framed by *learners setting learning and growth goals* at the beginning of the experience as well as reflecting on their growth in a summative *self-growth paper* (Ellis et al., 2019). Throughout the experience, learners contribute to a *life vision* through a series of reflective writings about their past, present, and future (Apple & Leasure, 2018). These writings are part of *reflection time* that helps learners explore and grow their understanding of self.

The L2L experience is developed through *classroom activities using the Learning Process Methodology (LPM)*, in which learners acquire knowledge about the course content and simultaneously improve learning performance. It is important that learners do *validation of learning* to confirm for themselves what they are learning and to elevate their learning so that it is generalized and transferable to future contexts. In addition to the LPM, other critical methodologies include the *Reading for Learning Methodology* and the *Assessment Methodology*. Using the *Facilitation Methodology*, facilitators provide effective sessions that help learners meet their goals.

Designed L2L Experience (7)

To make stone soup, a large cauldron is needed. In the L2L experience, the design is this central piece of the process. The design must answer the three essential questions. What is the timeframe for the experience (e.g., week, month, semester)? Will the experience be held face-to-face or in an online environment? Finally, for what purpose is the experience being designed (e.g., re-admission, seminar, academic preparation, content-based)? Once these questions have been answered, the L2L experience can be designed to achieve the student learning outcomes accordingly.

The design of the L2L experience will vary depending on the answers to these three questions. To assist in understanding the key differences will discuss an online, month-long re-admission course (Pacific Crest, 2017) and an experience delivered at Western Governors University (WGU) (Pacific Crest, 2017). These two examples, taken together, can give guidance on, and assist in the conceptual understanding required to create and implement new L2L experiences.

The design document for the online, month-long readmission course includes a profile of a model learner, a set of learning outcomes captured by 23 detailed performance descriptions, critical themes of learning performance, growth capability, and an identified set of learning skills. The design document also identifies the performance criteria, performance tasks, assessment system, and grading system. Within each learning activity, students were encouraged to spend approximately four to six hours completing seven tasks: a discovery activity, reading with a follow-up quiz, Exploration Questions, a team-based assignment, Critical Thinking Questions (CTQ), application to their life in the form of a challenge or problem to be solved, and a Life Vision Portfolio (LVP) entry. The time required to complete an experience does not change but, for the students, completing this work over a month or within a week is a vastly different situation.

Activity		Outcome 1	Outcome 2	Outcome 3
Chapter 1:	Performing Like a Star	Set expectations of unlimited growth	ldentify growth goals	Build self-belief of future success
Chapter 2:	Becoming a Master Learner	Provide a model of learning	Analyze past learning performances	Strengthen metacogni- tion of learning process
Chapter 3:	Your Past Doesn't Define Your Future	Believing in self	Strengthen identity	Address personal factors
Chapter 4:	Self-Assessment: The Engine of Self-Growth	Differentiate from self-evaluation	Validate strengths	Focus on areas for improvement
Chapter 5:	Time, Planning, and Productivity	Value time as being precious	Think and plan before doing	Prioritize what by when
Chapter 6:	Methodologies: Unlocking Process Knowledge	See process through a methodology	Teach problem solving	Strengthen ability to solve personal problems
Chapter 7:	Visioning Your Future	Analyze the past for leverage	Self-analysis of who you are	Project where you want to be in life
Chapter 8:	Performing in Teams and Within A Community	Playing a role effectively	How roles support each other	Using supporting reflection forms
Chapter 9:	Performing When Being Evaluated	Appreciate being challenged	Learn and grow from evaluation	Elevate performance through being prepared
Chapter 10	Reading for Learning	Learn to ask inquiry questions	Connect reading with learning	Elevate level of learning from reading

Table 3 Required L2L Curriculum with Associated Learning Outcomes

The design document for the second L2L experience describes the experience delivered at Western Governors University (WGU). It exemplifies the design process as documented in a report describing concept, design, implementation, results, and recommendations (Pacific Crest, 2017). Like other L2L experiences, the WGU course creates learning experiences through construction of useful artifacts, conscious development of capabilities for future success, and analysis of experiences. The design of an L2L course calls for students to produce over 80 to 100 pages of written self-assessments, self-reflections, a life vision portfolio, and a success plan. Through these crucial reflections, students discover strengths they did not know they had, and develop essential capabilities they can use to address their particular situations.

L2L Curriculum (8), Syllabus (9), and Schedule (10)

The L2L curriculum, syllabus and schedule elements are essential ingredients for our L2L stone soup as they are the critical components guiding the L2L experience for student transformation. The current L2L curriculum (Pacific Crest, 2017) has been continuously upgraded and expanded. The curriculum is flexible so it can meet the course design specification of how the L2L will be delivered (e.g., online, face-to-face, or in a hybrid class). There are ten content areas, delineated in Table 3, that are present in the curriculum of all L2L experiences. Included in this curriculum are an assessment journal, a life vision plan, and a self-growth paper, which are key learning activities and experiences that produce the learning outcomes specified within the Course Design (7). The rest of the curriculum for the experience can be tailored to meet the design specifications for the experience by incorporating other activities to achieve the learning outcomes. A complete list of potential activities to include in the curriculum for an L2L experience with their associated outcomes are presented in Appendix B.

Apple, Ellis, and Hintze (2015) discuss the history of the L2L Camps from inception until 2014 summarizing various implementations of L2L experiences. For example, content like algebra or chemistry, can be easily incorporated into the curriculum. Ulbrich (2017) described adding chemistry content using ALEKSTM (an adaptive online learning tool primarily for Math and Chemistry) where students earned points for doing content-based chemistry work. Flexibility is one of the strengths of the L2L experiences.

Once the curriculum is established, the syllabus for the L2L experience can be designed. This syllabus will become the fundamental tool for students to clarify expectations and make decisions about how to be successful. The syllabus must contain clear performance criteria, scoring mechanisms, detailed product descriptions, resources to assist in meeting performance criteria, and the description of the process and culture students will be experiencing. For example, participation in the activities accounts for a significant number of points in their overall score for the experience. Viewing this total helps students see that coming to class and completing work essential to their success. An example syllabus can be viewed in can be found in Pacific Crest (n.d.1).

In addition to outlining student responsibilities, the syllabus also specifies what students can expect from the facilitator, which is unusual in college courses. This addition shows students that the facilitator is invested in helping them achieve success. One key element in the L2L syllabus is that the course schedule needs to indicate a greater challenge than any other course in which a student has ever participated. Thus, students will doubt they can be successful in the course, it is transformational.

Examples of the schedule for an L2L experience can be found in Pacific Crest (n.d.2) and Apple, Ellis, and Hintze (2015). Whether the L2L experience is delivered in a one-week face-to-face experience, as the sample schedules show, or a one-month online experience similar to those at Western Governors University, the schedule is ambitious. At first glance, students react to the one-week schedule with disbelief claiming, "Surely, we aren't really expected to be in class from 8:00 am until 10:00 pm? Isn't that a typo?". At the end of the first day, students may be despairing, "There aren't enough hours in the day to get this done!". But a gradual transformation occurs around the third day where students know that things will be difficult and they will have to work hard, but completing the course is possible and earning high marks is likely. One significant component in the schedule is the student council meeting held each day just before dinner. The facilitator meets with a student representative from each team and asks for an assessment of strengths, improvements, and insights of the course so far. At the next opportunity, the facilitator will announce changes to be implemented based on student input. This demonstrates to students that there is flexibility in the syllabus and the facilitator is, in fact, committed to student success.

To implement an L2L experience it is important to understand that the curriculum, syllabus, and schedule are part of the course. All three together are the design of the content of the experience. Key aspects of these pieces have bidirectional clarity (what facilitator expects, what student can expect) and a high level of perceived difficulty. Without the difficulty the experience will have very little likelihood of being transformational. Without the clarity students are likely to be overwhelmed with the perceived difficulty.

Assessment (11) and Evaluation (12) Systems

Finally, the L2L experience must combine carefully designed and implemented assessment and evaluation systems (Armstrong et al., 2007). The assessment system helps learners improve their performance during the course, creating growth toward their final performances (Utschig & Apple, 2009). The evaluation system has two main purposes: to motivate learners to complete coursework and to quantify student performance (Armstrong et al., 2007). Thus, the assessment and evaluation systems become the final ingredients in the stone soup, helping the traveler and the villagers come to common expectation about the sharing of the soup they are creating together.

Assessment

The L2L process and culture are developed through the assessment system. Through assessment, learners create and receive nonjudgmental feedback focused on their improvement and growth. By engaging in assessment, learners come to believe in the PE principles outlined in the PE Philosophy and Practices (5) section. In particular, the idea that their ability to improve their learning is unlimited and that increasing learning performance improves learning. By adopting this assessment mindset, risk factors are mitigated, and characteristics of quality learners are strengthened (Horton, 2015).

Components of the assessment system include an assessment journal, feedback from facilitators and coaches, and assessment of the learner's self-assessments. In the assessment journal, the student produces over 25 different reflections and assessments to improve learning performance. They also get between 10 and 25 feedback sessions on individual, team, and the collective work of the learning community. The most important feedback, though, continues to be the assessment of their assessment which strengthens the students' assessment skills.

Evaluation

In contrast to the assessment system, the evaluation system awards points for learner performance. There

is need for a positive point-driven system where students earn rather than lose points. Thus, learners seek to continually accumulate points during the experience. The accumulation of points also helps shift away from self-evaluation and the idea that faculty/facilitators will punish poor performance. Every performance adds points to the total score, and nothing is deficit focused. Because it is not possible to lose points already accumulated, every performance is an opportunity to improve and earn more points. Additionally, the target number of points is so far away that students need to constantly perform to earn them all.

The beginning of the experience relies mainly on effortbased points and increasingly shifts toward performance points as the experience progresses (Armstrong et al., 2007). The evaluation system builds engagement, a sense of progress, and a can-do attitude. Many of the performance points, based on illustrating many of the key learner characteristics, occurs at the end of the experience.

The L2L evaluation system also contributes to shifting learners from the TofE red mindset to the green mindset. In the red mindset, students perceive points as a measure of their engagement and participation. As learners sense they are making progress and develop a can-do attitude, points shift toward measuring performance. To support this progress, the L2L experience is framed around levels of performance that the student can achieve termed College Student, Honors Student, and Star Performer. These levels become motivational for learners so they can demonstrate to themselves and others the learning capability they have and can continue to grow. Thus, there is a need to measure performances, through points, that distinguish these levels. Thus, bonus points can be sprinkled in to recognize and reward behaviors and patterns that meet the expectations and model of a Star Performer. An exciting use of bonus points is to award them in an equity-based manner customized to the growth needs of individual participants. For example, when highly deferential students assert themselves, a few bonus points announced publicly as "5 points to Pat for challenging a teammate" reinforces that the facilitator values the behavior, highlights to all that this is a desired behavior, and elevates the learner's awareness of their behaviors and their impacts.

As previously indicated, the L2L evaluation system is heavily weighted toward final performances. In a faceto-face experience, the last day includes multiple performances that were developed during the experience so that learners can show themselves and others what they can do. This creates a shift from deliberate practice during the activities and assessment to performance, i.e., being judged and evaluated. The evaluation system is so heavily weighted toward final activities that most students will not have earned enough points to confirm that they have reached their desired performance level prior to the last day. Thus, these performances still count significantly, and the highest possible level of performance is desired by the learner to meet their goal. Even on this last day, a few points are awarded just for participation, but big points are possible for placing in competitions. Only the top performances can earn points, so high performance is still motivational.

The complementary roles of assessment and evaluation are important to understand. Regular assessment enables learners to improve performances while mitigating their risk factor. Evaluation, and the reality of impending evaluation focus the learner, creating a high-level performance. Further, the evaluations, when taken together, will shed some light on the overall effectiveness of the L2L experience.

Conclusions and Future Directions

Combining all these ingredients and following the recipe will yield a successful L2L stone soup. The 12 key components to create a successful L2L experience have been explicated in this manuscript for others to understand why each component is important, resources to explore it further, the impact the component has on student learning and the synergy between the components. Further, the framework presented here will assist new practitioners in their understanding of what components will be necessary to establish an L2L experience to achieve the goals within their specific environment.

While the literature has repeatedly demonstrated that L2L experiences are effective anecdotally, future work must

focus on evidence-based research to verify what has already been concluded observationally. Mechanisms and tools to measure the significance and impact of L2L experiences as well as detail the importance of the TofE green environment, the actual designed L2L experience, the L2L curriculum, the syllabus and schedule, the assessment and evaluation systems, and the role of standard L2L practices need to be developed.

The relationships connecting components with the concept map prompts many research questions and measurement issues to be explored. For example, how does reducing risk factors under the performer's control lead to greater learning success? How much strengthening of a collegiate learner's characteristics is necessary to lead to a reduction in their risk factors? Which collegiate learner's characteristics have the strongest impact on L2L success? Or are the characteristics of the experience itself, as described in the concept map, more important to L2L success? Can the learning performance measures used in L2L experiences provide instrument reliability for all learner characteristics? What are valid and reliable measures for the Transformation of Education (TofE)? What are the characteristics of assessment culture and its practices that create the most effective facilitators? How does assessment differentially assist facilitation of learner characteristics? How does the skill level of assessors impact learners' growth curves? To what degree does implementing an assessment culture enhance the TofE culture within the students and faculty who participate in the experience? To what degree does a TofE culture enhance learning characteristics?

Conducting the research to answer these questions will validate the effectiveness of the L2L experience in promoting student learning as well as reinforce and quantify the interrelatedness of the key components of a successful L2L experience.

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Appendix A Profile of a Quality Collegiate Learner

Learner characteristic	Category	Performance / Learning skill	Mindset it supports	Risk factor it mitigates
Self-Grower	-	Performance	Growth mindset	Fixed mindset
Committed to Success		Learning skill	Positive mindset	Uncommitted
Self-Assesses		Performance	Assessment mindset	Self-Evaluator
Positive	Growth	Learning skill	Positive mindset	Negative attitude
Self-Starter	Mindset	Learning skill	Performance mindset	Procrastinates
Open to feedback		Learning skill	Assessment mindset	Not open to feedback
Open-Minded		Learning skill	Positive mindset	Fixed mindset
Self-Challenge		Learning skill	Growth mindset	Coasting/unchallenged
Clarifies expectations		Learning skill	Academic mindset	Wings everything
Inquisitive		Learning skill	Academic mindset	Ineffective reader
Self-Efficacious	Academic	Learning skill	Positive mindset	No sense of self-efficacy
Self-Motivating	mindset	Learning skill	Academic mindset	Unmotivated
Self-Confident		Learning skill	Academic mindset	Needs affirmation
Creates a life vision		Learning skill	Quality mindset	No life vision
Master learner		Performance	Academic mindset	Lifelong learning not a priority
Reads		Performance	Academic mindset	Ineffective reader
Writes		Performance	Academic mindset	Ineffective writer
Thinks critically	Learning	Performance	Academic mindset	Self-Limited thinking
Solves problems		Performance	Professional mindset	Ineffective problem solver
Processes information		Performance	Academic mindset	Ineffective reader
Reflects		Performance	Assessment mindset	Minimal meta-cognition
Sets goals		Learning skill	Academic mindset	Minimalist
Has learner ownership		Learning skill	Academic mindset	Differential
Use resources effectively		Learning skill	Academic mindset	Financial constraints
Validates	Learning strategies	Learning skill	Quality mindset	Needs affirmation
Metacognition		Performance	Self-growth mindset	Minimal metacognition
Works hard		Learning skill	Professional mindset	Coasts/unchallenged
Plans		Performance	Future oriented mindset	Unorganized
Persists		Learning skill	Positive mindset	Anxious
Manages frustration		Learning skill	Positive mindset	Frustrated
Manages time	Affective	Learning skill	Decision mindset	Lacks time management
Prioritizes	skills	Learning skill	Decision mindset	Lacks discipline
Disciplined		Learning skill	Decision mindset	Lacks discipline
Takes risks		Learning skill	Positive mindset	Afraid of failure

Learner characteristic	Category	Performance / Learning skill	Mindset it supports	Risk factor it mitigates
Leverages failures		Learning skill	Positive mindset	Personal factors
Asks for help	learning	Learning skill	Decision mindset	Lacks mentors
Is well	skills	Learning skill	Decision mindset	Anxious
Adapts		Learning skill	Performance mindset	Anxious
Team player		Performance	Social mindset	Non-Team player
Collaborative		Learning skill	Social mindset	Isolated from others
Responsible	Social learning skills	Learning skill	Performance mindset	Irresponsible
Assertive		Learning skill	Social mindset	Yes-Person
Connected		Learning skill	Sharing mindset	Lacks support system
Communicator		Learning skill	Social mindset	Non-Team player
Seeks diversity		Learning skill	Respecting mindset	Isolated from others
Speaks publicly		Learning skill	Performance mindset	Ineffective public speaker
Engaged		Learning skill	Performance mindset	Procrastinates
Focused	Productive	Learning skill	Performance mindset	Lacks discipline
Prepared	behaviors	Learning skill	Performance mindset	Wings everything
Organized		Learning skill	Performance mindset	Unorganized

Appendix B L2L Full Curriculum

Activity		Outcome 1	Outcome 2	Outcome 3
Orientation to the L2L Course		Institutional commitment to student success	Profile of Collegiate Learner	Impact on student success
Analyzing the Course Syllabus (Student Success Tool Box)		Clarify expectations	Start define work plan	Understand the why behind the course
Rep	eated Reading Quizzes	Improve learning Meaning of being from reading prepared for class		Improve test- taking skills
Ch 1	Performing Like a Star	Set expectations of unlimited growth	ldentify growth goals	Build self-belief of future success
	Performance Analysis of an Honor Student	Theory of Performance	Analyze performance	Expectations of collegiate learner
Ch 2	Becoming a Master Learner	Provide a model of learning	Analyze past learning performances	Strengthen metacogni- tion of learning process
Ch 3	Your Past Doesn't Define Your Future	Believing in self	Strengthen identity	Address personal factors
	My Past: Strengths and Opportunities	Clarify past issues	Identify growth goals	Leverage the past
Ch 4	Self-Assessment: The Engine of Self-Growth	Differentiate from self-evaluation	Validate strengths	Focus on areas for improvement
Ch 5	Time, Planning, and Productivity	Value time as being precious	Think and plan before doing	Prioritize what by when
	Develop a Plan for Course	Academic plan for success in a course	Connect performance expectations with plan	Produce a task list for working through
Ch 6	Methodologies: Unlocking Process Knowledge	See process through a methodology	Teach problem solving	Strengthen ability to solve personal problems
	Developing a Solution for First Term Success	Transfer this thinking to each course	Understanding an evaluation system	Developing a plan for an "A" student
Ch 7	Visioning Your Future	Analyze the past for leverage	Self-analysis of who you are	Project where you want to be in life
	Maximize Campus Resources	Seek out timely help	Better connect with campus	Utilize resources to improve performance
	Interview a Faculty Member or Coach	Get to know faculty as people	See how others plan their lives	Excitement about life possibilities
Ch 8	Performing in Teams and Within A Community	Playing a role effectively	How roles support each other	Using supporting reflection forms
Ch 9	Performing When Being Evaluated	Appreciate being challenged	Learn and grow from evaluation	Elevate performance through being prepared
Ch 10	Reading for Learning	Learn to ask inquiry questions	Connect reading with learning	Elevate level of learning from reading

Activity		Outcome 1	Outcome 2	Outcome 3
Ch 11	Metacognition: Thinking about My Thinking	Think about thinking	Stepping back from doing	Listening to your inner compass
Ch 12	Using Failure As Stepping Stone for Success	Embrace failure	Learn to assess and not evaluate failures	Grow from failures
	Interview a Faculty Member about Failure	Learn that faculty have failed	Learn how others value failure	Lessen the impact of current failures
Ch 13	Choosing and Using Mentors Effectively	Being proactive	Asking for help	Understanding mentoring process
Ch 14	My Turn to Shine	Value all feedback	Focus on improvement	Use assessment vs. evaluation
Ch 15	Shifting from Extrinsic to Intrinsic Motivation	Ownership of life	Being responsible	Growth- Oriented
Supplemental Activity 1: Wellness		Maintain balance	Letting things go	Diet and exercise
Supplemental Activity 2: Financial Planning		Developing resources for college	Determining a financial plan	Living to your plan
Reflective Practices		Why these forms	Role of reflection	Assessment of forms
What is Self-Growth (Paper)		Stepping back to see the journey	Understand self-growth	Role of Collegiate Learner
Writing Contest		Capture the self-growth papers in class	Reduce Thursday workload	See what can happen with writing in 45 min
Problem Solving Contest		Final team performance challenge	Have fun and integrate skills	
Speech Contest		Get over the hurdle of public speaking	Build confidence	Share what's happened with the community
Award Ceremony		Let students know their grades	Experience what hard work produces	Acknowledge everyone