**Problem of Practice:**

**Preparing Senior Students for the Leap to Post-Secondary Studies**

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Senior students in secondary schools are seldom prepared for the social, emotional, and cognitive changes that will be demanded of them when they leave grade 12 and enter university. While we are limited in our ability to prepare them socially and emotionally for the rigors of post-secondary study, we can work to bridge the educational gap that often impacts student’s performance in first year. The learning curve, one might say, is not so much in content knowledge, but rather in the systems and delivery style of many post-secondary instructors. This problem can be addressed in a senior class by having students become familiar with some of the technological tools that university students regularly access in their classes and to complete assignments. In order to facilitate this case study, I will be drawing on examples from my Geography 12 class, and preparing technology based solutions to help bridge this gap and facilitate student success.

The first solution being proposed is a hybrid unit within the course, with a face-to-face component, and an online component where students access supplementary materials and assignments, not unlike this course. Students will be directed to a class Wiki where they can access some course lecture material, along with web based videos and readings to develop their understanding. They will be required to contribute to the online learning community through discussion posts.

<http://patch-geography.wikispaces.com/>

The second solution being proposed is a scavenger hunt of sorts in order to familiarize students with online periodicals and data-bases. Using Google-Scholar, students will search different terms for the unit research project, and learn about different types of journals and periodicals. This not only allows them to become familiar with these research tools, but it also encourages them to evaluate sources for reliability and validity.

<https://docs.google.com/presentation/d/1-fEe7D49FM9wVmWDfqcSe5G8h2QGyjtbF51gcOBtvRA/edit>

The final solution being proposed is to have students use Google-Docs to collaboratively prepare a group presentation (summative assessment of the unit). Often, university classes have a group-work component. With the demands on student schedules and the disorganization that multiple emails presents, Google-Docs is an efficient way to collaboratively prepare a group presentation, but may not be a format they are yet familiar with. A template is provided to help scaffold their learning.

<http://patch-geography.wikispaces.com/Case+Study>

Finally, after examining these solutions, please complete the evaluation found in Google-Forms, to determine whether or not you feel these solutions will help better prepare students for post-secondary success.

<https://docs.google.com/spreadsheet/viewform?formkey=dHJ5MVBXbDBoTk4yeXdTaGN2X3M5aWc6MQ>