

Some student responses from the Review by Fours...

“Writing in the journal and doing homework or extra work (is) helping me to not be lazy.”

“This course improved my thinking about my future life and goals.”

“It makes me know my goals and understand what I want. I should do something and then I will have my future and I have control.”

“I have self-confidence about my dream. I seriously think about my future.”

“I made sure about my goals and made a plan.”

“This course helped me organize myself.”

This newsletter is a monthly publication brought to you in the spirit of



Review by Fours

*By Annette Greene, Montgomery College, MD
The following article comes from the On Course Newsletter.*

As an instructor of ESL (English as a Second Language), my goal is to help my students master the many communication skills necessary to become proficient in English. Often we work on one or two of these communication skills at a time, but I wanted to provide my students with an experience that would help them review and integrate many of the important language skills we cover in the class.

This activity asks students to compose four questions that they want to ask their classmates (using writing skills), survey four classmates and ask them the questions (speaking, listening, & note-taking skills), understand written directions (reading), and then take the information they gathered and complete another writing task. In the course of the activity, students get practice in five skill areas (writing, speaking, listening, reading, and note taking).

Although I used this activity with ESL students, it could be used as an active way to review the content of any course. Because it asks students to create their own questions and use numerous modalities, the activity helps deepen learning. With minor adaptations, it could also be used as an icebreaker to preview course content. The

activity takes about 10 minutes to introduce in Class 1 and 50-60 minutes to conduct in Class 2.

PURPOSE

- *To engage students in an active review of important course content
- *To provide students with an opportunity to practice writing, listening, speaking, reading, and note taking
- *To strengthen community in the classroom

DIRECTIONS

1. Give students Handout 1 (Four-Question Assignment), answer students' questions, and assign it as homework for the next class.
2. At the start of the next class, confirm that students are ready with their four questions. If anyone had problems composing four questions, ask for suggestions and examples from other students.

To read the full article click [here](#).

PEEK Assessments

Stacey Bagnasco has used the PEEK (Perceptions, Expectations, Emotions, and Knowledge) Assessment in her Guidance 19 - Introduction to College & Educational Planning class.



Peek is a web-administered instrument for assessing thoughts, beliefs, and expectations about the personal, social, and academic changes that may occur in a college setting. The PEEK has been developed over a 7-year period. More than 5,000 student affairs specialists, high school teachers, developmental educators, and college faculty have assisted in the creation of the item pool and the refinement of the instrument. In addition, the items and scales have been statistically analyzed to help establish their psychometric properties.

The uses of PEEK are expected to provide each institution a valuable source of information for adjusting and/or improving admissions, orientations, instruction, faculty development, counseling, and administration.

Stacey used the PEEK Assessment as a part of her learning community called *Across World Cultures*. Here at Delta, most of the students that took this assessment were former ESL students. The students who took the test found it to be easy to understand and not too lengthy. The students received the results of the test immediately. They also received a print out that explained their scores.

The students were divided into the three groups; academic, social and

personal expectations, and each group discussed the guiding questions and put their answers on a piece of butcher paper then shared their answers with the class. During the presentations, the students found that many of them had similar expectations and experiences.

Peek Discussion Questions

Activity: Break up students into three random groups. Assign each group to social, personal and academic expectations. Each group will discuss the guiding questions and put their answers on a piece of butcher paper. Finally, each group will share their answers with the class.

Academic Expectations:

1. What things will you do to keep track of due dates for class assignments, tests, and quizzes?
2. What are some things you are planning to do to ensure that you don't fall behind in your classes?
3. What are some of your biggest fears about attending college?
4. What should you do if you are not doing well in a class?
5. Explain how will keep motivated and disciplined about doing your schoolwork and attending classes?
6. How will you get help if you are struggling in a course?
7. How will you know if you are doing well in a course?
8. How will instructors present information to you for tests?
9. How will you take responsibility for your own learning?
10. Which courses are going to be difficult for you?

Personal Expectations:

1. What are some things you do to decrease stress in your life?
2. What can you do if you feel overwhelmed by school?
3. How will college change your life?
4. Values define who you are as a person. Discuss how your values may change by being exposed to view points which are different than you own?
5. What concerns to you have about being successful in college? Explain what things you can do to be successful?
6. How will your relationship with your family change while you are in college?

7. Are you worried that you won't make it through college? Why or why not?
8. How will your values differ from those of your classmates?
9. What else would you rather be doing than obtaining a college degree?
10. How will you deal with stress in college?

Social Expectations:

1. What types of clubs and student organizations are you planning to join? Why?
2. What types of social pressures do you think you will face in college? How will you overcome them?
3. On a college campus there are many people of different cultural backgrounds. How will you make new friends and learn more about other cultures?
4. In what way will your decision to attend college change your relationships with those who are close to you? Is this change positive or negative?
5. Due to commitments related to your schoolwork, you will most likely have less time for social activities. How will you adapt to this? What things will you do to make school a priority?
6. How will you make new friends?
7. How will your relationships with your high school friends change while you are in college?
8. Do you believe that you will get involved in more or less activities or organizations than in high school? Why or why not?
9. Do you believe that you will experience a lot of social pressures in college? Why or why not?
10. How will you juggle taking classes, working and socializing with friends and family?

Click [here](#) for the electronic version.

For more information including a sample of the Web Peek & individual and group data reports click [here](#).

Additional information for this article by Claire E. Weinstein, Ph. D., David R. Palmer, Ph.D., & Gar R. Hanson, Ph. D.

If you wish to submit a staff member (faculty, management, classified, etc.) to be spotlighted for a Student Success innovative contribution, please contact Micaela Smith at x5866 or msmith@deltacollege.edu