

*“Tell me and I will forget. Show me and I may remember. Involve me and I will learn.”*  
*-Benjamin Franklin*

# Learning Communities

## Coordinator Corner

### Amy C's Updates

Welcome to the Inaugural edition of the Learning Community newsletter! I am so happy to have this opportunity to share news, updates and upcoming events with you—our plan is to provide this newsletter to you every month.

To that end, we need your help! If you have an event or LC-specific story you would like us to showcase, or if you have an outstanding Peer Mentor/LC Student/LC Coordinator to spotlight, or if you have LC questions we can answer, please send us a message.

A friendly reminder to each of you to take a few minutes to complete your LC Year End Assessment surveys (for Coordinators, Peer Mentors, and students). Additionally, LC Coordinators please submit your LC Year End Self-Assessment information (emails were sent with details on March 28.)

I hope to see each and every one of you at our LC Year End PARTY, on Wednesday, April 10 from 4:00-6:00pm in the Student Center (lower level). Join us for LC certifications, mock awards, and LC/Peer Mentor/Coordinator of the Year awards, to name a few! We'll be serving pizza, and ice cream sundae bar and LOTS of FUN! Please RSVP via the invite email you received on March 18.

Woo Hoo!  
 Amy Cooper

### April/May 2019

Save the Date!

- 4/10 – Year End Party
- 4/30 – Last Day of Finals
- 5/2-5/3 – Commencement
- 5/10 – Assessment Due

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

## PEER MENTOR OF THE MONTH

Rabeya Ali



LC: BIO 1050  
 Year: Senior  
 Extracurriculars: Research

*How long have you been a peer mentor?*  
 Three years.

*Why do you like being a peer mentor?*

“I like the sense of community with peer mentors, students, and the staff. I like to be able to help students through the eyes of a student. The best feeling is when my old students still want to talk to me even after the class is over. I like making an impact like that on students. What I like about my LC is that PMs are actually doing things. We are always do something through lectures, office hours, and running our own study sessions.”

*Advice you would give?*

“For peer mentors, I'd advise to think about this position as an important position; this isn't just an extracurricular. Students are influenced and they do take away things from this experience. When knowing that it will make the experience better and the bond stronger. Students: Things will be difficult but if you just keep working at it, set a goal, and even if things seem impossible, you will be able to achieve. I have had a few students in the past who were at the lowest... they reevaluated the situation and got help and everything works out. Don't stress too much, just keep working hard. Coordinators: within our LC, peer mentors are well utilized. I would hope that other LC's are using PMs to the best of their abilities. PMs can really change how students take away info, and realize that students will benefit from having peer mentors.

## TIPS FOR LC SUCCESS

- Encourage your students
- Create an open and safe environment
- Acknowledge students who work hard and show them appreciation



## H.I.P. Characteristics

1. Performance expectations are at appropriately high levels.
2. Significant investment of time and effort by students over an extended period of time.
3. Interactions with faculty and peers about substantive matters.
4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
5. Frequent, timely, and constructive feedback.
6. Periodic, structured opportunities to reflect and integrate learning.
7. Opportunities to discover relevance of learning through real-world applications.
8. Public demonstration of competence.

# High Impact Practices

Certain kinds of college experiences provide superior learning opportunities for students. These experiences are called “High Impact Practices.” They include Learning Communities, and other forms of learning such as Undergraduate Research, Service Learning, and many more. Success in college is much more than a grade point average or a degree – it is about learning. In fact, success is about achieving the level of preparation – in terms of knowledge, capabilities, and personal qualities – that will enable students to both contribute to and thrive in a fast-changing economy and in a turbulent, highly demanding global, societal, and often personal contexts.

*[George Kuh, “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,” AAC&U, 2008].*

“More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here – listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people’s eyes, leading, working in a community – is finally about connecting.”  
*[William Cronon, “Only Connect: The Goals of a Liberal Education,” Liberal Education 85, no. 1 (1999): 12]*

### High Impact Educational Experiences

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service/Community-Based Learning
- Internships
- Capstone Courses and Projects



Check out these articles!

- [Assessing Learning Communities Based on Program Outcomes and the Eight Characteristics of High-Impact Practices](#) written by our own Dr. Stefanie Baier, about our program.
- [Erasing educational inequity](#)
- [Adding Value: Learning Communities and Student Engagement](#)

## Learning Communities

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