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|  | **ABE ESL/Transitions** | **Community College Faculty\*** |
| **Independence and**  **autonomous**  **learning** | More teacher-directed, in-class work | A lot expected outside of class (reading, assignments, studying) |
| **Academic**  **reading/writing** | 1. Focus on learning to read 2. Just over 8% report assigning 31-50 pages of reading weekly 3. Limited practice with note-taking and **summarizing** readings 4. 82.6% report that the ability to **synthesize** information from multiple texts when reading is *sometimes* or *rarely* addressed 5. 4% report assigning academic research papers 6. Nearly 2/3 of assignments are one page or less | 1. Reading for content 2. 30% of respondents require 31-50 pages of reading weekly 3. Expectations for note-taking and **summarizing** readings 4. 52.6% report that the ability to **synthesize** information from multiple texts when reading is *very* or *extremely important* 5. 33% report assigning academic research papers 6. Nearly 2/3 of assignments are 2-3 pages |
| **Academic Listening** | 1. 82.6% report that the ability to **synthesize** information from lectures with other sources is *sometimes* or *rarely* addressed 2. 82.6% report that note-taking during lectures is *sometimes* or *rarely* addressed in class 3. Just over 36% report testing students on information from lectures | 1. 44.7% report that the ability to **synthesize** information from lectures with other sources is *extremely important* 2. Nearly 60% report that taking notes effectively during lectures is *very* or *extremely* important 3. Nearly 80% report testing students on information from lectures |
| **Technology** | Limited use of technology in the regular classroom. More than 70% of respondents report using only face-to-face classroom instruction. | 1. Online coursework: nearly 70% of respondents report using hybrid courses 2. Use of technology with assessments and projects (e.g., word processing, PowerPoint) 3. Familiarity with library technology expected |
| **Intellectual**  **honesty/plagiarism** | Little actual instruction on how to do in-text citations, referencing, paraphrasing | Faculty do NOT feel that that students understand issues of intellectual honesty |

**Instructional Practices Alignment Survey Results**

Marchwick, Johnson, & Parrish, B. (2008)

\*Faculty surveyed were from development, trades, and pre-nursing in community and technical colleges.