

Walter E. Dennis Learning Center



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Annual Report
2018 - 2019

ABOUT US

The Dennis Learning Center, part of the College of Education and Human Ecology, draws upon the skills and insights of a team of faculty, staff, lecturers, graduate students and undergraduate students. We support the academic success of all Ohio State students through elective courses, individual academic coaching, group workshops and scientific research. In addition, we collaborate with other units to design and implement custom programs. Our many services draw upon and contribute to the theoretical and applied understanding of college students' learning, motivation and well-being.

The center is located in the Office of Student Life's Younkin Success Center, along with other units dedicated to supporting students' academic and career success. Funding for our faculty, staff and core graduate teaching associate and lecturer positions comes from the College of Education and Human Ecology and the Department of Educational Studies. The SpringForward program is made possible with funding from the Office of Student Academic Success. Generous financial support from donors allows us to offer academic coaching and workshop programs.



OUR MISSION

The Dennis Learning Center supports students so that they can enter, excel in and successfully complete academic programs at The Ohio State University. We help students thrive by working with them to improve many aspects of their academic functioning, including their motivation, time management, test taking, active reading, effective note-taking, study skills and self-regulated learning, and to decrease their academic stress and procrastination. We also are devoted to the advancement of research that promotes greater understanding of college students' academic success.

DLC SPOTLIGHT

Yeoeun Kim capped three years of teaching ESEPSY 1259 by winning both the Department of Educational Studies Graduate Teaching Associate of the Year Award and the Ohio State Graduate Associate Teaching Award (GATA). In an interview with former GATA award winner Anna Brady, Yeoeun shared her thoughts on working at the center.

What was your favorite part about working for the center?

I absolutely loved seeing how students make differences in their lives. Because the courses at the center really focus on learning transferable knowledge and applying skills outside of the class, I feel so happy when I see students making big and small changes in their academic endeavors. I hope my course was a starting point of students' journey of continued growth.

Do you have a philosophy when it comes to working with students on their academic success?

Throughout my academic career, protecting and enhancing diversity has been the guiding principle in shaping my research, teaching and service activities. I aspire to contribute to a more equitable and intellectually stimulating learning environment for all students. To maximize students' academic success, I think it is critical to create a learning community where everyone feels included, respected and supported in and out of the classroom.

How has teaching ESEPSY 1259 impacted you as a college instructor?

By teaching students for the past three years how to become self-regulated learners, I also became a self-regulated instructor. I view teaching as a dynamic, iterative process of planning, monitoring and adjusting. Thus, I change the way I teach from class to class, from semester to semester, and I look forward to how my teaching will evolve in upcoming semesters.



What will you miss most about the center as you move on to your next position?

I will miss the Dennis Learning Center team the most. It was my sincere pleasure to meet such a passionate group of people who genuinely care about student success. I was lucky to have the team with me, whenever I needed them. Whether it was a great day or a challenging day, there was always someone whom I could talk to and get insights from.

How does the work you did at the center connect to your long-term goals?

My work as an instructor, as a researcher, and as an academic coach at the center will be a strong foundation for my professional career. After completing my PhD, I would like to become a faculty member at a university to support students to become more motivated and self-regulated lifelong learners. I am grateful for all of my experience at the center, as I now feel confident and prepared to pursue my long-term goals.

COURSES

In the 2018-19 academic year, we offered multiple sections of five educational psychology elective courses focused on helping students become skilled, confident and motivated learners.

ESEPSY 1159: Online Learning Strategies and Skills | 437 students in 16 sections

Students gained familiarity with tools and strategies that promoted effective and efficient online learning while bringing more interest and value to their studies.

ESEPSY 1259: Learning and Motivation Strategies for Success in College | 1,002 students in 38 sections

In our signature course, students fine-tuned their motivation, time management and study skills as they learned a wide range of strategies that enabled them to perform successfully in their college coursework.

ESEPSY 1359: Technology-Enhanced Learning Strategies | 50 students in 2 sections

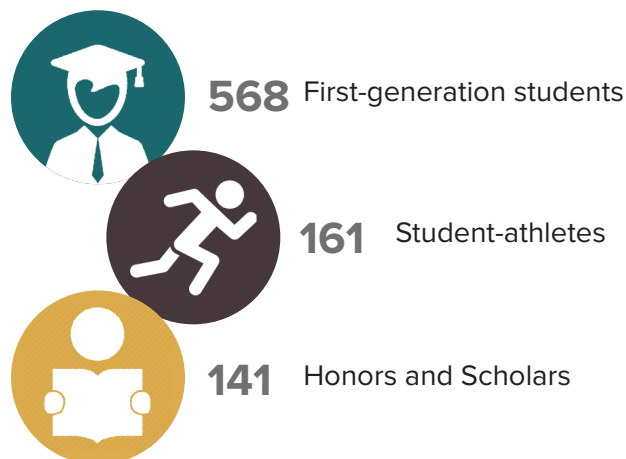
Students in this class developed self-reflection, information literacy, teamwork and presentation strategies as they used technology to communicate findings in academic and professional settings.

ESEPSY 2059: Becoming a Self-Regulated Learner | 241 students in 13 sections

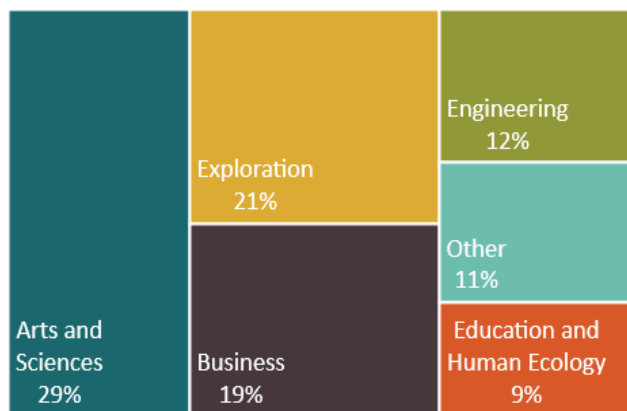
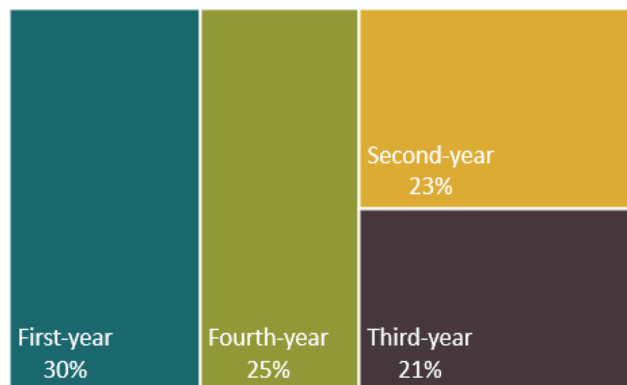
Students who recently had encountered academic obstacles built academic skills and resilient mindsets to complete the semester on a strong note.

ESEPSY 2060: Academic Success Strategies for International Students | 29 students in 2 sections

In this course, developed in partnership with the Office of International Affairs, students adapted to United States academic culture, practiced skills for success in Ohio State classrooms and became familiar with a wide variety of campus resources.



2018-19 was another record year in terms of course enrollment. Total enrollment increased by 82 students (5%) to reach a new high of 1,759 students in 71 sections.



“This course has helped me a lot. I’m getting all A’s and B’s now.”

“This class has really helped my learning and motivation strategies in other classes. I have learned where I need to improve and have also been able to notice my strengths.”

“I learned so much from this class. I wish I took this earlier.”

What did students say about our instructors?

“Always came to class with extreme amounts of energy and that energy would be transferred into us and back to him. No class was ever boring.”

“Very good at facilitating an atmosphere of learning. I really liked going to this class because of how I felt when I was there.”

“Knowledgeable, high emotional intelligence,

What did students say about the center’s courses?

“I appreciated all of what it’s opened my eyes to, my study habits, my procrastination, my mindset. It’s put names and solutions to some of the problems I experienced often.”

“Being involved was what made the class engaging and more interesting, since you got to hear about other people’s experience and what strategies they used to counteract their bad study habits.”

... motivating, cared for his students, and engaging!”

“She has been where I’ve been, a struggling and stressed out freshmen. She inspires her students to keep going.”

“She is very caring and passionate about her subject. She is teaching to help us become stronger students and people. ... She genuinely cares for her students and their success.”

How did students rate our courses?

Across all of the center’s courses this past year:

92% of students agreed that what they learned in the course would be useful in the future.

91% of students rated their instructor as an excellent teacher.

88% of students would recommend the course to a friend.



ACADEMIC COACHING

Ohio State undergraduate, graduate and professional students took part in one-on-one coaching to develop efficient and effective academic strategies.

The center's academic coaching services provided Ohio State students with individualized feedback and taught them how to be accountable in areas such as building effective study methods, busting procrastination and becoming a confident and resilient student.

Academic coaches tailored each session by developing a clear understanding of individual students' goals, current study strategies and any challenges or concerns. Academic coaches then helped students learn about – and practice applying – new academic strategies, behaviors and attitudes to reach their goals.

How did students rate academic coaching?

After participating in academic coaching, students indicated “Agree” or “Strongly Agree” to the following statements:

100% The academic coach was genuinely motivated to help me.

98% The strategies/recommendations we discussed seemed very useful for me.

98% The academic coach was knowledgeable and well informed about what I wanted to discuss.

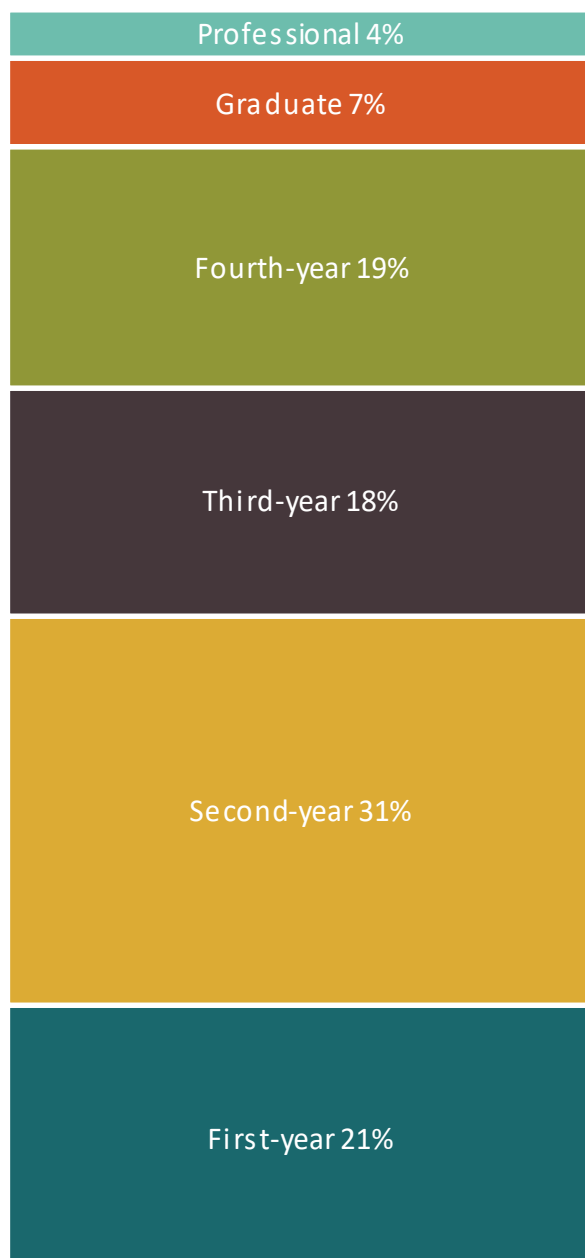
95% The coaching session helped me improve as a student.

Who took part in academic coaching?

1,443 Total sessions

665 Total unique students served

2.2 Average number of sessions per student



What did students say about the coaching experience?

“Aside from providing resources and helping monitor and approach my goals with incremental progress, [my coach] takes a genuine interest in other areas of my academic success. Building this rapport and taking notes to keep informed help prove she’s interested, and invested, in my academic progress.”

“I feel very comfortable talking about my academic concerns with my academic coach. She’s a great listener and supporter to keep motivating me to move forward.”

“[My coach] was attentive and prepared. He did the research required to help a law student with exam practice and tips, and I’ve already used some of his suggestions. I felt that he was genuinely interested in seeing me succeed. I really appreciated that.”

“[My coach] took the time to understand me and my situation so she could help me better academically.”

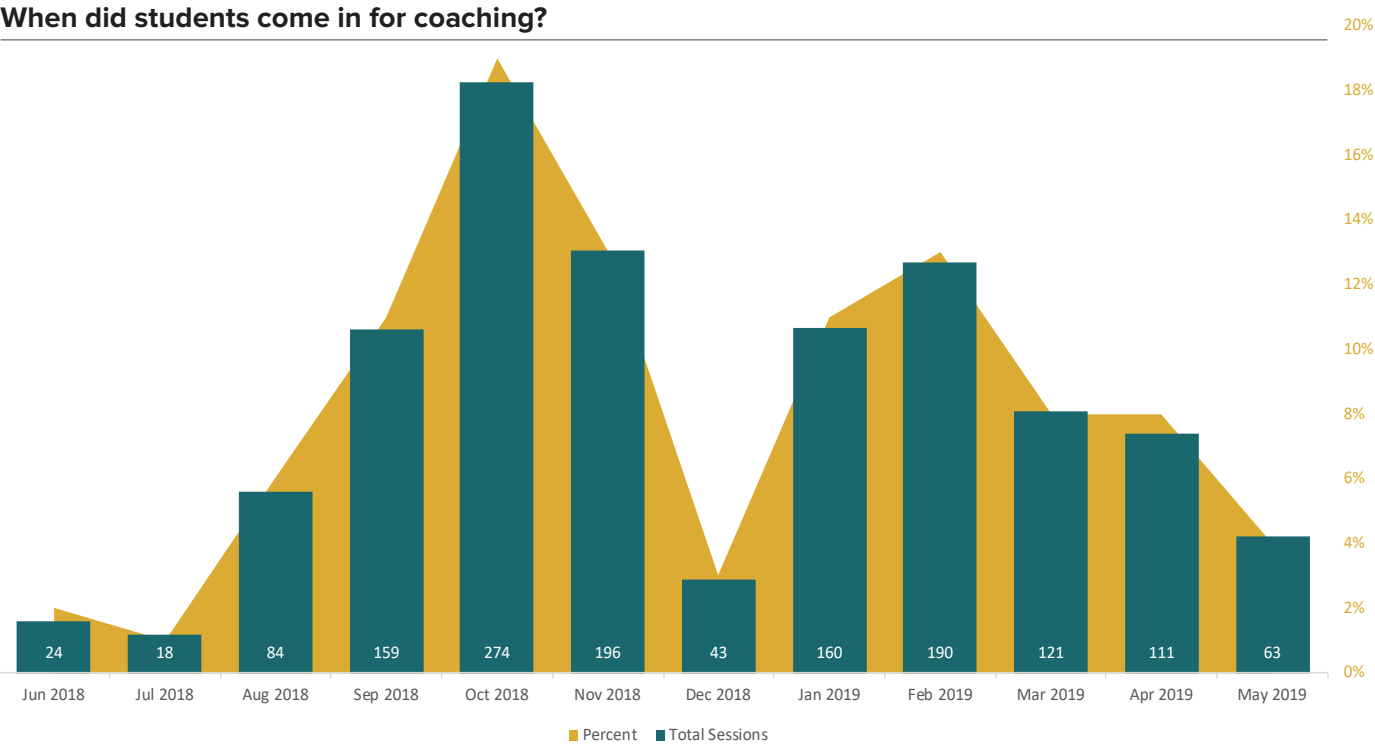
“The most valuable part of the coaching session for me was being able to get insight on strategies I have never thought of before.”

“Since I had already met [my coach] once, she knew exactly what my problems were and how I’ve improved from the last time she saw me.”

“[My coach] took what problems I gave her and helped me with giving specific solutions.”



When did students come in for coaching?



WORKSHOPS AND PROGRAMS

We offered college success workshops – 45-60 minute interactive sessions designed to improve specific attitudes and skill sets – through the First Year Experience Success Series and by request. We provided overviews of the Dennis Learning Center for orientation events, resource fairs and survey courses. In addition, we facilitated custom workshops and professional development sessions on and off campus.

Our most frequently requested topics were:

- 25** Stress Less
- 23** Strategic, Confident Test-Taking
- 18** Memory Tools
- 14** Gearing up for Higher Education
- 14** Procrastination and Time Management

Together, all of our workshops and other outreach events had a combined total audience of approximately 9,600 in 238 sessions during the year.

What did students say about the workshops they attended?

“It was really helpful to see that many other students had the same problems that I did.”

“The research data about studying strategies was super helpful to see.”

“It presented relevant information for first-year students and provided good tips.”

“The presenter was passionate about the topic.”

“It was exactly what I needed to hear. It was well presented and in general has left me with higher motivation than I walked in with.”

“The presentation had a good energy that made me feel more positive.”

“I loved the personal anecdotes because it made it more relatable and comfortable.”

How did students rate our workshops?

Participants indicated “Agree” or “Strongly Agree” to the following statements about each workshop:

95% The presenter was well prepared and organized.

88% The workshop was relevant to me personally.

77% The workshop taught me something new.



In addition to our standard set of workshops, the center also had another exceptional year of developing and implementing outreach through collaboration with both on-campus and community partners.



Graduate School Success

The center developed and facilitated custom workshops, including Productivity: Practical Tips for Graduate Associates in the College of Education and Human Ecology. Time Management: Skills to Bolster Grad School Success was created for students in the NIH-funded Discovery Postbaccalaureate Research Education Program (PREP).

The center also collaborated with the College of Arts and Sciences, College of Engineering, and Office of Student Life in offering a half-day Graduate School Survival Skills event. It provided an overview of the transition to graduate school, panel sessions with current graduate students and presentations highlighting campus resources.

Professional School Success

The center facilitated a six-session Elaborative Learning and Concept Mapping series and two Planning Effective Study Groups workshops for MEDPATH, the College of Medicine's postbaccalaureate program for students from underrepresented or disadvantaged backgrounds.

The center also facilitated a two-part Learning and Motivation Strategies for Success orientation for incoming College of Pharmacy students and a Memory Tools for Effective Studying workshop tailored to the demands of the College of Optometry curriculum.

Diversity and Inclusion

Participants in the NSF-funded Louis Stokes Alliance for Minority Participation (LSAMP) bridge program attended 13 STEM Study Skills sessions to help make a smooth transition to Ohio State. During the year, the center presented LSAMP on-campus workshops on Dealing with Procrastination, Memory Tools for Effective Studying and Strategic, Confident Test Taking, as well as a session on How to Motivate Yourself to Achieve Your Goals at the statewide LSAMP Alliance Conference.

The center presented workshops on Gearing Up for Higher Education, Tips for Academic Confidence and Resilience, Busting Procrastination, Personal Learning Strengths, Test Anxiety, Memory Tools, and Active Note-Taking for college moms and high school teen moms preparing to go to college as part of the Office of Diversity and Inclusion's collaborative program, A Comprehensive College Experience for Single-Parent Students (ACCESS).

Internationalizing Higher Education

The center continued our strong partnership with the Office of International Affairs by offering a series of academic workshops designed to help international students identify the strengths they bring to Ohio State and develop new strategies for success in diverse academic contexts.

As part of international affairs' Welcome Calendar, the center's academic coaches presented workshops on Communicating with Faculty and Instructors, Developing Effective Study Skills, Building Confidence in Participating in Discussions and Preparing a Class Presentation, Preparing Effective Papers and Keys to Strategic, Confident Test Taking.

Several of these sessions were offered once again during the academic year to provide support as international students undertook their coursework. In addition, a session on Use Your Brain: Memory Tools for Effective Studying was presented for new students majoring in International Studies.

College Prep

Twenty-five students enrolled in ESEPSY 1259 through the Academy Program, which enables outstanding high school students to enroll in Ohio State classes while still in high school. In addition, center staff made presentations on utilizing academic support services to students and their families as part of the Academy Orientation.

Two of the center's academic coaches developed and presented special workshops as part of Westerville City Schools' inaugural AP/IB Boot Camp, a summer bridge program for first-time Advanced Placement/International Baccalaureate students. The eight workshops addressed procrastination, time management, memory tools for effective studying, note-taking, writing papers and reading strategies.

"The AP/IB Summer Boot Camp was awesome. We received great feedback from our high school students, teachers, and administrators." - Cynthia DeVese, Coordinator, Minority Student Achievement, Westerville City Schools



Academic Recovery and Enrichment

Academic year 2018-19 marked the third year of SpringForward, a student success program made possible through the collaboration of multiple departments, including the Office of Student Academic Success, Office of Student Life and Office of Diversity and Inclusion.

The ESEPSY 2059 academic recovery course, designed specifically for students who had experienced recent acute academic challenges, was expanded to the Lima campus in spring 2019 for a total of 13 sections on three campuses.

Students explained how taking the course changed them through comments on the anonymous course evaluation. For example:

"It changed my mindset forever and did not just motivate me for short periods. I plan on taking the study skills and interpersonal skills into the rest of college experience and further."

"I really appreciated getting to learn more about myself and reminding myself that I can do the things that I may have lost confidence in. I believe that this will be the most important course that I will take for my future success."

"I realize that I do belong here and that, with the right strategies, I can perform just as well as my friends and other students. I also know I can ... change my perception of college being this terrible thing I just have to get through into something fun where I get to learn and make new memories."

For the summer 2019 enrichment portion, SpringForward participants lived together on campus, participated in Summit Vision team-building activities, engaged in on-campus events, took part in weekly cohort meetings and completed academic coaching sessions and group check-ins.

Right:

Attendees at the College Success Showcase, facilitated by students, for students.



ENGAGEMENT IN THE PROFESSION

The center engaged with educators at Ohio State and in the broader community through professional development sessions, partnerships with local school districts and presentations at practitioner conferences locally and nationally.

Professional Development Across Campus

Audiences for professional development across campus included academic advisors, faculty, graduate teaching associates and administrators. Tailored sessions served the Student-Athlete Support Services Office, Office of Student Life, University Center for the Advancement of Teaching, University Libraries, Office of Distance Education and eLearning, Office of Postdoctoral Affairs and Ohio Union Activity Board. Formats included in-service training, lunchtime seminars, webinars and traditional group workshops.

The Truth About Procrastination

Maximizing Motivation, Especially Online

Optimism, Resilience and Mindset

Self-Regulation as Fuel for Information Literacy

Got Motivation? Strategies for Empowering Students in Their Academics

Helping Students Reduce Procrastination and Boost Time Management

Supporting Students' Transitions to College

The Art of Referring Students to Academic Support

Helping Students Prepare Effective Papers: Ideas for Tutors

Supporting Student Success Through the Use of Effective Study Strategies

Bridging Communication Styles: Tips for Work and Life

Communication Styles in Research and Advising Relationships

Professional Development in the Community

Our broader reach to the community included professional development sessions for teachers and administrators.

Creating Classrooms to Support Students' Mental Well-Being

Helping Students Choose and Use Effective Study Strategies

Learning and Motivation Strategies for Success

Purposeful and Self-Aware Learning

Supporting Students with Self-Regulated Learning

Student Success Conferences and Consultations

The center translated theory and research into practice at sessions held during the Conference on Excellence in Teaching and Learning, the Student Affairs Assessment and Research Conference, the Ohio Undergraduate Education Conference and the annual conferences of the Ohio College Learning Center Association and the National College Learning Center Association.

We also provided consultation to learning center and student success personnel at Ohio State's regional campuses and other institutions across the country.

I Can, and It Matters: The Expectancy-Value Approach to Motivation

Lessons from Designing a New Academic Recovery Program

Teaching with Mental Well-Being in Mind

Reducing Procrastination Through Self-Monitoring and Reflective Writing

*SpringForward: Holistic Academic Recovery for First-Year Students**

*SpringForward: A Mixed Methods Approach to Assessing an Academic Recovery Program for First-Year Students**

**Sessions presented with colleagues from the Office of Student Academic Success.*

Publications for Learning Assistance Professionals

The center published two chapters in the National College Learning Center Association book, *Learning Centers in the 21st Century: A Modern Guide for Learning Assistance Professionals in Higher Education*.

One chapter addressed how to teach online learning strategies and skills to promote college success, using the ESEPSY 1159 course as a model. The other described the peer-to-peer model of academic coaching used in the center and described relevant frameworks for coaching, including student-employee development and the use of self-regulated learning theories.

STAFF UPDATES

At the end of the spring 2019 semester, long-time Dennis Learning Center team member **Sam Rowe** left the center to join the College of Medicine as their academic counselor and staff assistant. In this role, he will take a deeper dive into academic support services for medical students.

Sam began his career with the center as an undergraduate academic coach. He later joined the center's leadership team as head academic coach. Since Sam joined the center full-time, the number of annual coaching sessions has more than tripled. His dedication to training and developing the undergraduate coaching team contributed to steady growth in both the quality and quantity of services provided.

He also developed a range of custom workshops and facilitated training for student mentors and staff in other departments that helped the center to strengthen collaborations across campus and support student success in myriad ways. We will miss Sam and know that the students he works with in the future will benefit from his insight, compassion and creativity.

"I am not the same person I was when I first came to the center. I have learned and grown in ways I never could have predicted. Ways that I know I will always look back on and be grateful for. Most of that growth I owe to the many sensational people I've been able to work with and get to know on the center staff and coach teams. Though I believe it's impossible that I express a commensurate level of gratitude, thank you."
— Sam Rowe



Jackie von Spiegel will join the center as program manager to oversee and implement academic coaching and workshop programs. Jackie joins us from the Department of Psychology, where she most recently held the position of senior academic advisor. Jackie brings a wealth of experience in developmental advising practices, student training and supervision, tutoring center management, college teaching and educational research and evaluation. We welcome Jackie.

RESEARCH

As part of its core mission, the center is devoted to the advancement of rigorous, nationally recognized research that extends the knowledge and understanding of college students' academic success. We support research that promotes theoretical understanding and contributes to the next generation of instructional methods designed to facilitate the success of students at Ohio State.

Director Christopher Wolters leads a research team of faculty, staff and graduate students who together conduct research on motivation and self-regulated learning, with a special focus on the experiences of students assisted by the center. In addition, the center actively supports other Ohio State researchers conducting studies that advance the mission and goals of the center.

During the past academic year, members of the center's research group published and presented work that included the following:

Brady, A., Wolters, C., & Yu, S. (2019, April). *Self-regulation of time: The importance of time estimation accuracy*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Based on students' responses to an assignment in the ESEPSY 1259 course, this empirical study examined students' accuracy in estimating the amount of time it would take to complete a typical academic task. Contrary to expectations, findings suggest that reflecting on similar prior tasks may not substantially improve the accuracy of students' time estimation. In contrast, the perceived difficulty of tasks was a notable predictor of students' accuracy.

Hensley, L., & Cutshall, J. (2018). Procrastinating in college: Students' readiness and resistance to change. *Journal of College Student Development*, 59, 498-504.

This qualitative study explored students' written reflections about whether their procrastination habits changed during the semester in which they took a study-skills course, as well as why they believed change had (or had not) occurred. Conditions that facilitated change included students' taking ownership of change, identifying meaningful consequences and benefits, accepting time and effort as inherent to change and turning awareness in action.

Hensley, L., Sayers, R., Brady, A., & Cutshall, J. (2019, April). *Supporting college student autonomy, competence and relatedness: Insights from evaluating a learning-to-learn course*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

This in-depth examination of anonymous course evaluations revealed how students perceived instructor support for autonomy, competence and relatedness in the learning-to-learn environment. Instructional approaches found to support students' psychological needs included personalization and choice, teacher modeling and self-disclosure and an inclusive and open classroom culture.



Kim, Y., Brady, A., & Wolters, C. (2019, April). *An evaluation of the distinction between the four areas of self-regulated learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

The study tested whether self-regulatory strategies could be empirically distinguished. Researchers found that the regulation of cognition, motivation, context and behavior were related but distinct constructs, as the strategies students used to regulate different areas of learning operated differently in their association with motivation and academic outcomes.

Won, S. (2019, May). *Understanding college students' sense of belonging and persistence in STEM fields from an expectancy-value perspective*. Unpublished Dissertation (Wolters, Chair).

In two separate studies, Won examined how students' feelings of respect, acceptance and overall belonging were related to their persistence and educational and career choices in STEM fields. Overall, findings indicated that a strong sense of belonging may serve as a key buffer against switching out of STEM degree programs and may ultimately lead to STEM career success.

Wolters, C., & Brady, A. (2019, April). *Evaluating time management as a core process of college students' self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

As part of a symposium organized by these authors, this paper identified areas of theoretical overlap between time management and subprocesses viewed as essential to college students' self-regulation of their learning. The paper contributed to a greater understanding of self-regulated learning and mapped out lines of research that are needed to explore the nature of these relations.



Wolters, C. (2019, February). *College students' time management: A self-regulated learning perspective*. Presentation for Department of Psychology, The Ohio State University.

This invited presentation was part of a colloquium series organized by the Social Psychology program in Ohio State's Department of Psychology. The talk covered the theoretical foundations of time management, its importance to college students' academic success and a review of empirical studies conducted through the center.

For a full listing, visit go.osu.edu/dlcresearch

Through ongoing research, we are pursuing the following questions:

How does reflective writing promote changes in students' procrastination?

Can a workshop on metacognition and time management improve college biology students' academic beliefs and outcomes?

What is the impact of taking ESEPSY 1259 on college students' motivation, grades and retention?

How can self-report assessments of key motivational and self-regulatory processes—such as time management, self-efficacy for self-regulated learning and motivational regulation — be improved?

How influential are students' mindsets and motivational dispositions in determining their engagement and academic success?

Investigating the Effects of a Learning-to-Learn Course

Having received an Ohio State Student Academic Success Research Grant, the center is partnering with Assistant Professor Minjung Kim to examine motivation and strategy use as pathways to academic success. The upcoming study will examine campus-change and first-generation students within the ESEPSY 1259 course, as well as a matched comparison group not taking the course.

Analyses will focus on examining motivational and strategic predictors of well-being, grades and retention. The project will help us evaluate the effectiveness of the course and identify opportunities for broader intervention efforts.

Impacts of Short-Term Interventions on Predictors of Long-Term Success

Combining funding from a second Student Academic Success Research Grant and a Research and Implementation Grant from the University Institute for Teaching and Learning, the Dennis Learning Center is joining with the Center for Life Sciences Education team to support undergraduate biology students' academic success.

The team will design and deliver workshop-style interventions for introductory biology students following their first exam. The workshops will focus on improving students' metacognition and time management. Researchers will evaluate the potential impact of these workshops on students' academic beliefs, strategies and academic outcomes. The team will also conduct qualitative interviews to better understand the strengths, challenges and strategies of first-generation students in biology.

Participatory Professional Development

With the support of a Teaching Community Grant from the University Institute for Teaching and Learning, the center will design new opportunities for student-success educators to learn from and with one another in the year ahead. Gatherings throughout the year will bring together instructors to discuss innovation in instructional design, trends in student needs and services and pillars of effective learning and motivation.

Affordability: Grant Update

Following the completion of a grant from Ohio State's Affordable Learning Exchange, Increasing Value While Decreasing Costs, our team collaboratively designed online instructional materials to replace the ESEPSY 1159 textbook. The changes have been met with positive student evaluations.

"I thought that the [online materials] were very supportive of the lessons taught and helped engage me in other forms of the lesson and to dive deeper into certain concepts or portions of each module as I wanted."

"There were videos, articles/readings, tools and outside resources that aided in learning the content for each module. This really helped with applying the concepts we were learning that week and in a way brought the ideas to life in a real-time situation."

"I loved that there wasn't a book. We just used videos and websites through the lecture. I think for this class that is perfect. The videos ... were interesting and fit perfectly in with the content. I really enjoyed the lectures; they weren't too long and were very clear."

Transformative Learning: Grant Update

After spending the prior summer developing and personally experiencing a new course project, the ESEPSY 1259 instructional team debuted the College Success Showcase and Website in autumn 2018. Doing so marked the successful completion of an EHE Signature Course Grant, Creating a Transformative Capstone Experience.

Over the course of autumn and spring, more than 400 students attended the College Success Showcase, an event for students, by students, intended to promote a culture of learning from peers and the challenges they faced. The event was presented by students as a capstone experience in ESEPSY 1259, with an array of posters and presentations about their learning and development during the semester.

The center partnered with the First Year Experience program and Second Year Transformational Experience Program to promote the event to students and broaden knowledge of the ESEPSY 1259 course across campus.

What attendees appreciated most about the showcase included:

“Hearing stories from students themselves.”

“Connecting with other students and realizing we all have similar struggles.”

“Learning newer and smarter ways to study and strive to be a better student.”

How did attendees rate the showcase?

Participants indicated “Agree” or “Strongly Agree” to the following statements.

96% Attending the showcase was a positive experience.

93% I will be able to apply something I learned to my life.

See more student projects at collegesuccess.ehe.osu.edu



AWARDS

The center's team members were recognized by the university and professional organizations for service, teaching and research.

Professional Achievement

Senior Associate Director **Lauren Hensley** received Level 4 Leadership Certification from the National College Learning Center Association, the highest certification in the field. The certification reflects an external and objective review of accomplishments based on benchmarks, experiences and education in the theories and practices of learning assistance.

Teaching Awards

ESEPSY 1259 instructor **Yeoeun Kim** received two awards in recognition of outstanding teaching. She was selected by her peers to receive the Department of Educational Studies Teaching Associate Instructor of the Year Award. In addition, Yeoeun was honored with the Ohio State Graduate Associate Teaching Award (GATA) during a surprise visit to her class by the dean of the Graduate School. Out of 3,000 graduate students who serve as GTAs each year, only 10 receive the GATA based on a competitive review of nominees' comprehensive teaching portfolios.



“For Yeoeun, teaching is a way to exhibit compassion and kindness in the service of student learning and development. For the students fortunate enough to take a course with Yeoeun, the outcome ... is greater enthusiasm for learning, appreciation for the role of others in the learning process and an ability to pursue improvement with a sense of self-compassion.”
— Nomination letter

Teaching Endorsements

Two ESEPSY 1159 instructors received endorsements from the University Institute for Teaching and Learning. These credentials acknowledge dedicated effort in professional learning related to instructional development.

Ken Matthias received the Technology-Enhanced Teaching Endorsement, reflecting innovation in integrating technology into course design and delivery.

Ebony Caldwell received the Digital Flagship Endorsement, reflecting commitment to developing students' digital literacy and workforce readiness.

Research Awards

ESEPSY 1259 instructor **Irina Kuznetcova** received the Ohio State Presidential Fellowship, the Graduate School's most prestigious research award, in recognition of embodying the highest standards of scholarly inquiry. Her dissertation research (Professor Michael Glassman, Chair) examines how virtual reality applications can improve students' learning, problem solving and visuospatial thinking.

“Throughout her time as a GTA, Irina has proposed, designed and managed noteworthy enhancements to the curriculum. These contributions have set her apart as a solutions-focused individual who is highly attuned to challenges and opportunities in teaching and learning. In so doing, she has modeled the best traits of a teacher-researcher: a student-focused educator who identifies an opportunity, poses a question and proposes a solution, then draws conclusions based on observation and student feedback.”

— Nomination letter



ESEPSY 1259 instructor **Yeo-eun Kim** received the College of Education and Human Ecology Dissertation Fellowship. This competitive fellowship, designed to support outstanding students in the completion of their doctoral programs, provides funding while the student completes the work of their dissertation.

For her dissertation, Yeo-eun is examining the processes through which college students coordinate and balance their efforts to pursue multiple academic and personal goals. A related research paper, “An evaluation of the distinction between the four areas of self-regulated learning,” received the Graduate Student Research Award from the Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association.





As part of the restoration of Mirror Lake, a commemorative brick was placed in honor of Bruce W. Tuckman, founding director of the center. Look for Bruce's brick next time you cross campus by way of Mirror Lake. You can find it near the stairs at the lake entrance by Pomerene Hall. O-H-I-O!

CONTRIBUTE TO OUR MISSION

The Walter E. Dennis Learning Center Endowment Fund

Fund Number: 641645

go.osu.edu/dennisendowment

The endowment of Walter E. Dennis Jr. and family enables the center's academic outreach programs to take place year after year. Income from the fund covers provides primary support for our team of undergraduate academic coaches. The coaches facilitate one-on-one sessions with Ohio State students, deliver the center's core set of workshops across campus and provide inspiration for and feedback about communication efforts. The fund also enables our staff to share insights from the center with other educators and practitioners through presentations at local and national conferences. Contributions to this fund will add to our endowment.

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1640 Neil Ave.
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Bruce W. Tuckman Student Enrichment Fund

Fund Number: 315444

go.osu.edu/tuckmanfund

This fund, established in honor of Bruce W. Tuckman, has received donations from the family, friends, colleagues and former students of the founding director of the center. In the past year, the fund was utilized to expand academic coaching hours and enable coaches to participate in special projects, such as summer orientation for Ohio State students and workshops for high school students. In addition, the fund was used to introduce a senior academic coach role. Senior coaches take the lead on activities in their area of expertise, such as providing academic coaching and workshops for international students and mentoring new academic coaches as they transition into their roles. Contributions to this fund will allow us to be responsive to immediate needs.

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