Why Do Students Fail?
Student’s Perspective

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In Conclusion:

- Retention, which is one of the most critical issues facing colleges and universities today, is directly related to students’ success and failure in school work.
- From the results of this study, we can conclude that participants did hold themselves accountable for their own success or failure.

After all, each classroom with its instructor, students, learning materials, and learning environment represents a dynamically active ecosystem in which “learning from instruction requires the learner to play an active role in order to acquire new knowledge successfully”

(Shuell 1988, P. 276).
In Conclusion:

• Motivation and study habits are mentioned most frequently as the root cause behind student failure at the college level.

• These two factors, as well as academic readiness and student attitudes (which are mentioned third and the fourth most frequently) are fundamentally under the control of the students.

• The instruction, instructional materials, and instructors, which we as faculty, educators, and college administrators have power over, came a distant sixth.

• This means that students are aware that the reasons why students fail courses most often resides within themselves and are under their own power and responsibility.
In Conclusion:

For faculty and administration to say that many students are unmotivated and unprepared academically and mentally for college education is perceived as an unsupported indictment.

But for students themselves to say that many students often fail because they are unmotivated and unprepared academically is perceived as admitting facts as well as making a loud cry for help.

By citing motivation and study habits as the most important contributing factors to their failure and success, they are also saying they need help!
In Conclusion:
While we, the faculty, educators, and college administrators are not blamed directly by students, and though we have only limited power over students’ attitudes, academic readiness, and study habits, in the classroom setting we control the learning materials, learning environment, and pedagogy through which we can influence student’s motivation, study habits, and attitudes, and help them see the relevancy of what they learn to their lives and future careers.

As Jackson (2011) argued, we help them to make decision to invest in our courses.
When we asked students to let us know how we can help them to be motivated, they said

- Engage us in the teaching and learning processes
- Give us responsibilities that lead to accountabilities
- Communicate with us with language we understand, tools we can use, and technology we are familiar with.
- Help us develop higher expectation & then demand higher expectation from us.

Motivated Students
Communicate with us with language we understand, tools we can use, and technology we are familiar with.

So we can have autonomy to create our own individual learning strategy.
Communicate with us with language we understand, tools we can use, and technology we are familiar with.
According to a recent PBS LearningMedia survey, 74% of teachers who responded to the survey believed that technology is helpful in the ability to:

- Reinforce and expand content
- Motivate students
- Provide more individualized instruction by responding to a variety of learning styles.

In addition, about 65% of teachers say “technology allows them to present information in ways that otherwise would be impossible.”

Teachers Embrace Digital Learning Strategies.
Katrina, Schwartz (3013). KQED.org/Mind/Shift blog
The Role of Educational Technology In Learning

74% of Teachers Say

"Educational Technology is a Student-Motivator"

More than two-thirds of teachers want more classroom technology
And up to 75% of teachers in low-income schools

Benefits of Educational Technology

- 74% Reinforce and expand content
- 74% Motivate students to learn
- 73% Respond to a variety of learning
- 69% "Do much more than ever before" for my students
- 65% Demonstrate something I can't show in any other way

Most Commonly Used Tech Resources

- 48% Online lesson plans
- 45% Web-based interactive games and activities
- 44% Websites to deliver class information
- 43% Online video, images and articles

Available Technologies in the Classroom

- 90% Personal computer or PC
- 59% Interactive Whiteboards
- 36% Handhelds (including cell phones, smart phones)
- 35% Tablets/electronic readers

More than one-third of teachers said they use a tablet or e-reader in their classroom, up from 20% a year ago.

Teachers Embrace Digital Learning Strategies.
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Engage us in the teaching and learning processes

• Today's learners “feel comfortable disengaging from something they don't find interesting or relevant.”
• "They have a different kind of expectation about the interactivity and how an environment will draw them in."
• This generation is more visual and kinesththetic than any generation before. "They interpret images with ease and develop images with ease.” (¶.1)

Today’s Students “interpret images with ease and develop images with ease.”

<table>
<thead>
<tr>
<th>World Lens:</th>
<th>Point your phone at a sign written in French, Spanish or Italian and get an instant translation. $4.99 per language</th>
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</table>
There is growing evidence that “courses with learner-centered approaches — those approaches that use active learning strategies to engage students directly in learning processes — enhance academic achievement and promote the development of important learning skills, such as critical thinking, problem solving, and the ability to cooperatively work with others” (Weimer 2012, ¶. 2).
Traditional Instructor (chalk and blackboard)

Modern Day Instructor Uses Variety of Resources & Everything Available to Communicate with & Create Learning Opportunities for Students to Learn.

Engage us in the teaching and learning processes
Energizing Classroom With Active Learning

“The best teachers may never ‘teach’ anything at all. In contrast, they create vast environments in which vast amounts of learning may take place.”

– S.I. Hayakawa

Psychologist, Semanticist, Teacher, Writer, US Senator
How Do Modern’s Learners Learn?

Today’s students need to be exposed to course materials in a variety of ways to meet their learning styles.

- Focused, short-bit lecture
- Reinforce with video
- Participate in peer group discussions
- Animation
- Repetition of material
- Hands-on learning
- Technology-based
The core concept of active learning is to improve learning experience for students and the teaching experience for instructors.

Before Class Meeting

During Class Meeting

After Class Meeting

Active for Learning Students and Instructors

Echo360: Center For Digital Education
http://clearslide.com/view/mail?IID=3H8U9Y4E2X6XDDGVV6SW
Technology & Students: The Learning Experience

Today, through technology, students have the opportunity for multiple attempts and supporting instruction that enable them to work through the concepts at their own pace, but measure everything students do and thus instructors can intervene early and often if needed including providing instant feedback.
When it comes to motivation and colleges with their faculty, educators, administrators, and campus environment, can do a lot to help students.
In Conclusion:

• For many instructors, if students become motivated in their classes and develop a better attitude toward learning, this is an unintentional by-product of what they mainly do with their teaching materials and approaches.

• However, students in this study are telling us that even though colleges and faculty are not required to teach students how to be motivated or study better, the lack of these factors often causes them to fail courses. Thus colleges and their faculty need to help students become motivated, academically prepared, develop better attitudes toward learning and education, and develop better study habits.
In Conclusion:

• Again, in the words of psychologist Christy Price, “Modern learners have a different mind-set about education, but that doesn’t mean they don’t want to learn. They just go about it differently.”

• Educational psychologists recommend that we create a learning environment that helps to increase student motivation, interest, and success. They suggest that we can do this even by simply adjusting our course design and instructional methodology to help students not only to be engaged in their own learning but also to foster accountability.
In Conclusion:

So, as faculty, educators, and college administrators:

• **What can we do with our curriculum, teaching approaches and strategies, and learning environment to help students become more motivated to learn and become interested in education?**

• **Do we need to do things differently than the way we have been doing all these years?**

**What Will It Take To Help All Students Become Successful Learners, and In Turn Succeed?**
As Professor James Ricky Cox from Murray State University recently stated:

“The most rewarding and meaningful experiences of my teaching career have been the success of students who once struggled but ultimately overcame their difficulties. In my mind, a student's journey from failure to mastery (or struggle to success) is what higher education is all about, and the only way we can make this work is by setting the academic bar high, but not beyond reach, and then providing the necessary support and motivation. If I had to establish a marketing campaign around this idea, it would sound like the Home Depot slogan: You can do it (succeed in a demanding course) and we can help (by providing a supportive and instructionally diverse environment).”

The Teaching Professor, 24.5 (2011): 6
Finally
Some of you might be wondering if we have tips that we have gathered from the students and or from our own collective teaching experience on how to help students to be more motivated and develop better study habits and positive attitudes toward learning and education!

Yes! Communicate with any one of us, and we will be happy to share them with you.
Q & A?
Thank You!

Thank you for coming today.
Please feel free to contact any of our presenters with thoughts and questions.
References

References


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End of Semester Class Evaluation

When we asked the students at the face-to-face meeting why they don’t write these things in the “End of Semester Class Evaluation,” they replied:

• No one reads those forms.
• Colleges and universities only use them so they cannot be legally liable if they are accused by anyone.
• They are designed to evaluate the instructors and not to help the students.
• No one ever asked us question such as the one you have just asked us.
• If you want to help us, just ask us directly what we think before we start classes or on the first week of the classes; don’t wait until the end of semester.
• Asking us for our expectation should include the better ways we learn and our learning and expressing our understanding preferences.
End of Semester Class Evaluation

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The focus of “End of Semester Class Evaluation” needs to be changed from a “Faculty-course-college” centered end of semester class evaluation, to a "Student-success” centered end of semester class evaluation.
End of Semester Class Evaluation

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Enhanced e-books generally have multimedia features that complement the text. Which feature would be most appealing to you in a book about education?

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<thead>
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<th>Feature</th>
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<td>Video/audio</td>
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<tr>
<td>Full-color photographs, illustrations, figures</td>
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<td>Interactive quizzes</td>
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<td>Animated graphs or figures</td>
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Paying for the Party
How College Maintains Inequality