

Statewide Transportation, Distribution, and Logistics (TDL) Curriculum:

Academic Success Module

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for transportation, distribution, & logistics (TDL) professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and TDL professionals, engage in collaborative and individual projects involving authentic materials and resources, visit TDL and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with the program coordinator as well as academic and employment professionals.
- ✓ Site visits to TDL and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules or this program will adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's target population and adult learners of lower and higher academic levels.

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- ✓ Referenced resources, relevant Internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.
- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Academic Success Module is designed to help students acquire the lifelong learning skills necessary for success in both educational and workplace settings. With instruction, guidance, and support, students will have an opportunity to develop and improve their communication, reading, writing, research, time-management, and test-taking skills.

i-Pathways Alignment with the statewide TDL Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the statewide TDL Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives

Students will:

- Demonstrate effective communication skills
- Develop an understanding of research skills
- Utilize effective reading strategies
- Demonstrate proficient writing skills
- Demonstrate effective time-management skills

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- Develop and utilize effective test-taking strategies

Learning Outcomes

Students will:

- Utilize active listening skills to paraphrase information
- Use note-taking strategies to record information from a presentation
- Use questioning and reasoning to actively participate in class discussions
- Participate in a field trip to a TDL research and development department
- Utilize research skills to locate information
- Use reading comprehension skills to learn and present content
- Use writing skills to create appropriate sentences and paragraphs
- Complete workplace reports
- Create and prioritize a list of daily goals
- Work as a team to solve common problems

Methods of Instruction

- Small and large group discussions
- Hands-on activities
- Field trip
- Research
- Skills practice
- Peer review

Methods for Evaluating Student Performance

- Teacher observation logs
- Individual presentations
- Group presentations
- Teacher designed rubrics
- Peer evaluations

Module Overview

- A. Communicating effectively in the classroom
- B. Utilizing research skills to locate information
- C. Using effective reading strategies to learn new content
- D. Writing proficiently for a variety of purposes
- E. Using time-management skills to meet the demands of work, school, and family

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F. Utilizing effective test-taking strategies to prepare for and take exams

Module Outline

1. Communicate effectively in the classroom
 - a. Use active listening skills
 - b. Take notes to record information
 - c. Participate in group and class discussions
2. Develop and utilize research skills
 - a. Tour workplace research and development department
 - b. Use library, work resource room and/or websites to locate information
3. Use reading strategies to learn new information
 - a. Read aloud
 - b. Think aloud
 - c. Summarizing
 - d. Questioning
4. Write proficiently for a variety of purposes
 - a. Write descriptive sentences
 - b. Write paragraphs in proper form
 - c. Write workplace reports and forms
5. Manage one's time to meet the demands of work, school, and family
 - a. Identify and set daily goals
 - b. Prioritize tasks to be accomplished
 - c. Reflect on tasks accomplished and consider revising strategies
6. Develop and utilize test-taking strategies
 - a. Read test directions and test questions carefully
 - b. Budget one's time
 - c. Practice strategies for different types of tests
 - i. Multiple choice
 - ii. True/False
 - iii. Short answer
 - iv. Essay