## How ESS Supports Learning and Develops Independent Learners

### Students develop as learners as they acquire and apply new learning skills.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Learning Skills Developed</th>
<th>Application for Developed Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment with ESS Professional</td>
<td>Individualized, timely coaching on study skills and time management.</td>
<td>◦ Recognize benefits of understanding personal learning process.</td>
<td>◦ Establish life-long learning process in academic and professional settings.</td>
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<tr>
<td>Disability Resources</td>
<td>Assist students with disabilities to fully participate in their academic &amp; curricular activities.</td>
<td>◦ Initiate and continue the process involved in securing accommodations increasing self-advocacy.</td>
<td>◦ Self-advocate for disability-related needs.</td>
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<tr>
<td>Peer Tutoring</td>
<td>Provide content and learning assistance in one-on-one setting.</td>
<td>◦ Increase willingness to seek assistance</td>
<td>◦ Upper level courses where available tutoring is limited.</td>
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<tr>
<td>SAGES Peer Writing Crew</td>
<td>Provide individualized writing coaching.</td>
<td>◦ Seek assistance early in writing process as needed.</td>
<td>◦ Graduate level work where collaborative learning is expected and necessary.</td>
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<tr>
<td>Spoken English Language Programs (SELP)</td>
<td>Provide tutoring, seminars, and events to help students of all levels enhance spoken English skills.</td>
<td>◦ Improve spoken English skills (fluency, pronunciation, vocabulary) in order to engage in academic communities.</td>
<td>◦ Develop writing process that includes informal peer feedback.</td>
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<tr>
<td>Study Group +1 (SG+1)</td>
<td>Provide content learning assistance in a peer tutor supported study group.</td>
<td>◦ Increase willingness to seek assistance from peers.</td>
<td>◦ Participate confidently within academic situations (classes, labs, presentations) and social situations across campus.</td>
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<tr>
<td>Supplemental Instruction (SI)</td>
<td>Provide collaborative learning opportunities and promote effective study skills.</td>
<td>◦ Recognize the benefits of active learning.</td>
<td>◦ Initiate study groups with peers in upper level courses and graduate level work where collaborative learning is expected and necessary.</td>
</tr>
</tbody>
</table>

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MISSION OF ESS: We empower students to achieve their potential as active, confident, and independent learners and as full participants in a community of scholars and researchers.

The Learning Cycle*

Learning involves a cycle of four phases. Students must engage in each phase to achieve optimal learning.

EXPERIENCING
Personal Involvement in an Experience
- Preview & outline assigned readings.
- Answer questions.
- Ask questions.
- Observe examples.
- Take detailed notes.
- Copy sample problems.
- Meet with the professor.
- Breakdown instructions for assignments.
- Meet with an ESS professional to develop learning skills.
- Meet with an SELP tutor to improve English proficiency.

DOING
Apply Conclusions and Create New Experience
- Do practice problems.
- Complete assigned homework.
- Create a graphic organizer.
- Conduct a lab experiment.
- Design & complete a project.
- Meet with a peer tutor & teach them.
- Collaborate in an SI session.
- Create and engage in a Study Group +1.
- Register with ESS for temporary and permanent disabilities.

REFLECTING
Reflect on Experience from Different Perspectives
- Review assigned readings.
- Organize notes.
- Clarify course content with fellow students/professor.
- Brainstorm key ideas & concepts.
- Ask yourself thought questions & rhetorical questions.
- Discuss experience with an ESS or ESS Disability Resources professional.

THINKING
Draw own Logical Conclusions
- Research online multimedia sources & literature.
- Discuss ideas & concepts with friends.
- Meet with a peer tutor to discuss ideas/concepts.
- Participate in an SI session.
- Meet with the professor.
- Discuss writing assignments with a SAGES Peer Writing Crew member.
- Meet with an ESS professional to evaluate study practices.


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