

## What BSC Professors See in Their Incoming Students

Don't ask for help. Students need to take more personal responsibility.

Consider the validity and credibility of sources. They lack the ability to evaluate a source.

They need to select the best resource for their needs, not the FIRST!

Students are unable to do research papers. Simply searching is one of their biggest hurdles: they need to learn to try more keywords, Boolean operators, etc.

The professors see rampant plagiarism. They need more practice documenting sources – MLA especially.

Easybib.com versus Bibme.org. Either is great, but Easybib has online notecards.

BSC uses Libguides – informational texts. Check over content BEFORE allowing students to go on and create PowerPoints, etc.

- Bonnie, Gina, and Charlotte are going to research using these at the high-school level.

Too many students have a 'good enough' attitude.

Students need more practice with technology trouble-shooting and classes on Word, Excel, Publisher, etc.

- Starting this year, the Bismarck School District has new Career/Tech-Ed classes at the 8<sup>th</sup> grade level).

Best students are as good as ever, but not as many of them.

Students are not very well read; can't read critically. They are naïve about many subjects and overly pragmatic – "How is it useful to me now?" They need to be entertained at all times.

Students feel no obligation to come to class, do their work, etc. BUT, they still expect to receive a good grade for enrolling in the class. It is the instructor's fault if they don't come to class, turn in their papers on time, etc.

Teacup Generation: Children who have been so protected by adults in their lives that they are fragile and cannot cope well with crisis or failure.

Professors are concerned that this generation will not become productive, happy, INDEPENDENT adults.

- Bismarck School District should have Latte sessions for Aides, technology-challenged high-school students, etc.

My personal brainstorming:

1. Share findings from BSC faculty with HMS faculty.

2. Survey HMS faculty, asking if they see the same issues.
3. How do I feel about the decision by the nation-wide Core Curriculum to cut out longer research papers at the MS and HS level?
4. How do I feel about cutting out cursive handwriting? What about when they need these skills to research/read a historical (primary) document that was written in cursive?