WORKSHOP CASE STUDY: USA COLLAGE ADMISSION

NAME

INSTITUTION

**Abstract**

Admission to the college is a vital juncture of every person who wants to prosper in life. The step should be well organized so that the student will feel the effect of college life and what is expected of him/her at this point. The article is very elaborative in each step of preparing a workshop that is meant for the junior orientation to Bucknell College. The forum is well organized in a manner that ensures the attendees reap the best from the event. The ideas here is to carry out a smooth transition of the student life, make him/her relevant with the school; introduce him/her to school facilities, rule and regulation. Ensure that at the end of the students stay in school; he obtains the best grades and transcript. The article has been divided into various steps that are relevant to the workshop organization. In the end, we have an evaluation criterion which measures the level of satisfaction followed by a brief conclusion that summarizes the whole event.

Students are the most important asset of any institution; proper care should be given to them at all cost. The stages of life in a child are very essential; therefore there should be a properly designed platform that bridges a student from one stage to the other. The transition should be very smooth such that the student will appreciate the past and bridge it with the future. According to Woodhams, et al. (2012); there are recorded incidents where numerous students have dropped out of school, soon after the admission or during the halfway through their studies. These dropouts are caused by the wrong or inadequate orientation of the innocent student from one stage to the other. Woodhams et al. (2012) emphasizes that a well establish institution required an elaborated platform or rather workshop which is highly researched and revised to suit the entire student because rhetorically, students are dynamic. The workshop should focus on making the student to love the school and also discipline which he/she is going to undertake.

The unique event lets the student learn first-hand what the institution/college looks like or looks for and how they make decisions which are critical to the college life. The workshop contains junior-related activities which, requires the junior to participate actively in all the programs provided in the platform. The host or the event organizers should be the top ranked officials who will orient the juniors into the school. The other participants are the students, school administrators and maybe the parent if they can avail themselves. The workshop of Bucknell College has prepared the following events to orient the students to the system. Students are meant to learn about the important factors that Bucknell College considers, including institution priorities such as legacy admission and gender balance, positive grade trends and also visiting each other campuses. The most important of all is the central focus of the school which is the transcript. The remaining part of the article will focus on how to make the event a fruitful one. The plan will provide a detailed description of different constituents of the workshop.

**School and IP plan**

The orientation or workshop is meant for Bucknell College; the participants are the senior school officials, the teachers, students and the parents for those will be available but it is not a mandatory event for the parent, but it is important to for the parents to attend such a momentous occasion. The parent or the guardian is the legal custodian of the student; hence, he should also be a custodian of what is expected of his/her kid. Henslin, (2009) In case, our misconduct he will know how to go about it. The event is organized annually for juniors, it is meant to remove some of the mystery and fear which surrounds the process of admission. Henslin (2009); It is here that the student will have the opportunity to interact with representatives who they will interact with within their life in school; the essence for this is to boost the confidence of the students.

**Mission and Vision**

Bucknell College has organized the event so as to prepare the students adequately. The mission of the plan is mainly meant to direct the student in the processes of the school. It is here that the student finds the opportunity to be guided appropriately in considering the relevant schools which are aligned to the long-term goals of the students. After finding the school for career choice, he is directed on how to go about with the application process. This is an important event because it doesn't matter what your academic interests are or where your academic strength is based; the excise will encourage you as the participant to explore a variety of options that are provided by Bucknell College. Another mission is to eradicate the fear that the student regularly faces or the myths that are accustomed with the college life. The myths have made several students to drop out of school. According to Moogan and Baron (2003) "*An analysis of student characteristics within the student decision making process*" As a workshop attendee you are required to attend all the seminars in full length, and you will have the opportunity to get relevant advice from the current college students and teachers, you will also have the chance to explore the campus, and the guardian is also allowed to follow you in the process to as to see what the school offers in long-term vision of the school. The vision; therefore, is to make the student becomes a productive and future creative citizen of the US. It is through the practice that we make our mission and vision clear for the student to see what is expected of him in future. The institution is more of an international company which demands results at the end. These requirements are the ones that put Bucknell College on the map; therefore, it is important for the workshop attendee to be apparently armed with the vision of the event. (Henslin, 2009)

**Goal/rationale**

The students are familiar with learning; hence it is not a new technique, it only that they are advancing to the next stage which is the college life. In this step, seriousness and commitment are the core ingredients to survival Linton (1927). People have different life goal, but it is the main agenda of the school to make sure that this goals are met precisely by providing a suitable channel to exhibit the talents, sharpen the skills, and shape others. The rationale behind the plan is to teach the attendees that basic of the school principles and how to carry oneself when in the institution. This act will enable the students to prosper in classroom. The first goal is to make sure that the students appreciate the college and believe in it as the bridge to future success. It is next to impossible to fail to believe in what you are doing and expect to pass in the end. The students start by loving what he/she has then surges forward. (Linton, 1927)

**The workshop model**

The model of the workshop is not complex; the title is College Admission. The name summarizes all the activity involved in the design. The focus in on the student's admission in school, it is meant to make the student feel comfortable within the school environs and procedures. The main participants as already mentioned above are the parents, students, teachers, and the senior students probably from the student union or organization. The forum modeled in such a way it will have several stages or seminars whereby the person appointed to head the seminar will be required to involved participation of the attendee so as to make the occasion engaging. The workshop will start with a warm welcoming of the student by the heads of the school; the registrar will take the stage to showcase the field of academics, the dos and don'ts of the academic department. The next person on the stage will be the sports head or rather the head of co-curriculum activity show which brings the students up to speed with outside the classroom activities. The food and entertainment head will also have the opportunity to make his or her department know to the new students, last we will finish by having the school union representative address the juniors so as to enlighten them on how to carry themselves within the school and inter-school learning. The workshop is meant to be interactive to all participants. Dunn, Rita (1996) "*How to implement and supervise a learning style program*"

**Warm-up**

The warm-up activity for the workshop will include a brief summary of what the event will look like, the timetable for various speakers, the number of hours they are expected to take and the venue for their talks and showcases; all in all, the theme of the workshop will be stated. All this information will be delivered to the attendees through leaflets. The brochure will contain what the student are expected to do in each conference or talk. The rehearsal face is here where the participants will have the opportunity to be taken around the school so as to familiarize themselves with the school halls and facilities. According to (Linton (1927) the aim of this goal is to make sure that when the speaker is referring to a certain service within the school, the participant is well conversant with it. A good example can be when the head academic is talking about the school library or the head of sports is mentioning a certain pitch in the school; the participant will closely relate the talk to an already familiar object. The warm-up will require the students to ask amongst themselves some of the major facility of the schools so as to make sure they know them. They are allowed also to discuss and also collect data from the school surrounding and facility. It is after you have gathered certain information or data about a place that you can actively participate in the talk or learning process. (Felder & Brent, 1997)

**Asking before telling**

All the head of the conferences are expected to prepare a visual presentation which will be projected to the attendees. Felder & Brent (1997) These visual images are scheduled to stick longer in the mind of the participants because it is one of the recommend ways of learning which is easily comprehended by the student apart from experiment and fieldwork. Before any speaker start speaking, he/she is expected to as question about his topic, this in reference to Henslin (2009) After a warm welcome, the academic head can ask a question such as how did you see the school? Did you appreciate the size of our library or did you try to locate a certain book in our library? The head of sports can come up with a question such as, how many here have played soccer? Do you love drama or music? How many games do you think we have in Bucknell College? Such questions will bring the participants closer to the topic and also make them engaging. The members are allowed to raise their hands whenever they want to answer an asked question. After the person to respond is chosen, a microphone will be passed to him such that it will make him/her audible. The parents who are available are not left behind in answering the questions.

**Introduction of information and skills**

Information disintegration and delivery is the main theme them of the workshop. The facilitator is expected to deliver in the best way possible because misinformation is a far-reaching crime in Bucknell College beside the event being the most important step in life, the level can dictate or predict the rest of the student's life, if one gets lost in this stage, it will be tough to rectify it. As already mention early the speaker will have a projector to enhance his/her presentations. We want the attendee to have the correct the information delivered to them. As the speaker presents his works, there will be a handout circulating within the participants so as to reinforce what the speaker is saying, as already stated, visual elements are the basic ingredient if the presentation. The speaker can choose to present a picture of a prominent person who excelled through the help of Bucknell College; he can bring out a pictorial presentation of how one should study or select a book in the library. All these are meant to improve the ability of the memory to capture information. Harada, Kikukawa & Yamawaki (2003)

As the presentation goes on; the speaker will be expected to pose at different stages so as to allow the participants to discuss what the speaker is saying. The participants are expected to carry a notebook so as to note key issues that the speaker is mentioning. It is from the point pointed out that the participant can formulate a question or a discussion. Moogan and Baron (2003) These are points that the attendees can share amongst themselves as they discuss and see how relevant they are. The facilitator will also allow the audience to form small groups which will allow them to exchange information. It is through the power of discussion that some information is grasped better by the mind.

**Personalize and practice**

The next crucial stage is to allow the participant time to customize the information delivered by the speaker. Personalization is paramount to learning because it is here that the audience can fit in the shoes or situation. For instance, we can have a student being or feeling like one of the highly paid actors in Hollywood; such a case can make a student work harder in co-curriculum activities especially if the speaker can assure him/her that there is scholarship program or a mechanism to showcase such talents to the world. This discussion should take at least 20 minutes; the time allocation is enough to enable the attendee to dig deeper into the topic in his/own context. The facilitator is expected to move around the groups within the period of discussion so that he can tackle a technical issue that may come up. (Reed, 1927)

**Process and summarize**

The next step is to process what was learned in the workshop; the information acquired from the event should find an immediate relevance and application in his/her life in school as depicted by Felder & Brent (1997). The facilitator should encourage the participant to ask a question such as how is the admission to Bucknell College necessary to my life, how can I use a certain sport to develop myself in future? What are the qualifications of joining a given school or facility in school? These questions are self-reflected, and members are required to have them. The questions can be shared with the whole class, and the speaker can allow the student or volunteer to respond to some of the arising quizzes. He can select a volunteer from them an audience to answer to them. If they are unable, he can come in and assist them in tackling the issues. The facilitator can also call the student or volunteer to summarize the talk by addressing the key issues that we taught and discussed. The final bit is to ensure that the participant stays informed with a school event, regulations and guidelines. The can be addressed using the email addresses shared with the school, it here that the student can receive relevant information about the school. They should also be encouraged to keep their note and handout. The school notice board and library should also be equipped with the regulations.

**Evaluation**

The final step is to evaluate the whole process from the start to the end according to Moogan and Baron (2003) the participants are asked to gauge the effectiveness of the workshop; the evaluation will act as the blueprint of the next event. It is at this point that the event organizer can decide to change some aspects of the workshop or retain them. The way information was conceptualized by the student will show how effective and engaging the process was. The evaluation process should be done critically because it acts as the motivational guidance/catalyst for the next forum. Let all the participants say something the event, and if the number of attendance is too big, you can design a mechanism which will measure the level of success of the event. The mechanism can be through pressing and the electric element that is designed to measure the extent or satisfaction so that the student can press the button of their choice depending on the level of satisfaction. A questionnaire can also be filled to serve the same purpose and dropped in the suggestion box and, later sampled.

**Conclusion**

The purpose of the workshop was to make sure that the student or the junior feels welcomed by the institution. The workshop has guided the participant in a manner that is very engaging, and it has gone ahead to ensure that the students are familiar with school activities, facilities, and events. The questions that they had prior and after the workshop are all addressed. The only thing that is remaining is to let the student decide whether he/she will continue with the admission or the conditions are harsh; hence he/she terminates it. In conclusion, I feel that the workshop has addressed all the issue related to how the speaker will conduct the event and how the attendee will maximize the level of conceptualization from the talk. After the workshop, all the student are expected to be satisfied.

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