



Academic Transformation: The Road to College Success, Student Value Edition (3rd Edition)

By De Sellers Ph.D., Carol W. Dochen Ph.D., Russ B Hodges Ed.D.

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This book uses the latest neurobiological research to help students master both cognitive and self-regulation skills for college success.

Academic Transformation uses an academically rigorous yet engaging and practical approach to successfully balance cognitive and self-regulation theory and research with realistic and proven skills that students can apply to their college careers. **MyStudentSuccessLab** (www.mystudentsuccesslab.com) helps students to 'Start strong, Finish stronger' by acquiring the skills they need to succeed for ongoing personal and professional development.

Teaching & Learning Experience: Connects Theory to Practice (“Learning Frameworks”)

Academic Transformation utilizes a narrative tone and eye-catching design to provide powerful lessons on the subjects of learning, academic performance, willpower, motivation, procrastination, time management, stress management,

and behavior redirection all while giving readers a solid understanding of why certain strategies lead to goal achievement. This program provides:

- **Personalized Learning with MyStudentSuccessLab:** Whether face-to-face or online, MyStudentSuccessLab helps students build the skills they need through peer-led video interviews, interactive practice exercises, and activities that provide academic, life, and professionalism skills.
- **Autonomous Learning:** The current college population, often called the iGeneration, needs this proven path to become autonomous learners and to successfully navigate the academic and work world.
- **Research-Based:** Incorporates the latest research from neurobiology related to cognition and self-regulation, thus deepening student knowledge of how to become an autonomous learner.
- **Study Aids:** Various enhancements offer students a better learning experience.
- **Application to Other Academic Courses:** From learning objectives and self-assessments to summaries, key terms, and critical thinking exercises utilizing journal questions, students have the opportunity to apply what they are learning so that each knowledge/skill set will generalize to their other academic courses.

Also Available with MyStudentSuccessLab™

This title is also available with MyStudentSuccessLab—an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts.

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Editorial Review

Review

"This book does a great job in leading students from teacher directed learners to autonomous learners. It promotes metacognitive thinking and a deeper understanding of how we learn. There are many good exercises that students find interesting. Every chapter is useful and supports students progression toward our learning outcomes. This book comes the closest to covering the outcomes determined by the Texas Higher Education Coordinating Board for this course." --Charles Hairgrove, Richland College "I find the research reviewed in the book to be of the highest quality and appropriate to the population using the text. Because I teach at a comprehensive research institution, the research presented in the book helps lend credibility to the text and the content. The topics which have research references such as neural development and the patterns of human development are stronger because they are presented from a research perspective. I teach a tough, skeptical population and thanks to this text the students do not criticize the text as previous textbooks were criticized." --Lisa Portwood, University of Oklahoma "The "Academic Transformation" textbook fulfills a need that we have to expose our freshmen to ideas and guidance about how they can more fully excel in college. Students may start the class thinking they know everything about how to be successful academically and yet they have not really learned about the things they will find in this textbook. The textbook helps us explore the 'depths' of academic success skills." --Brian Searcy, Northeastern State University (OK)

From the Back Cover

Start strong. Finish stronger. www.MyStudentSuccessLab.com

About the Author

Dr. De Sellers began one of the earliest cognitive-based learning framework courses for American college students in 1973 at Texas State University, incorporating both emerging theory and research-based practice from numerous academic disciplines. Although carrying administrative duties, including Dean of General Studies and Director of the Student Learning Assistance Center, she continued to teach the course for 25 years. She holds both an M.A. and Ph.D. in Curriculum and Instruction, with a focus on adult learners, from the University of Texas at Austin. Currently she is president of Cerridwen, Inc., a counseling and educational consulting firm, and is a Licensed Professional Counselor with a specialty in pastoral counseling. Dr. Carol W. Dochen directs the Student Learning Assistance Center at Texas State University. In addition to her administrative duties, she has taught both the University's learning framework course and first-year seminar course for more than 25 years. She is actively involved in state and national developmental education organizations and was a founding member of the annual statewide College Academic Support Programs (CASP) conference and the Texas Association for Developmental Education (TADE), of which she is a past president. She holds an M.Ed. in School Psychology from Texas State University and a Ph.D. in Higher Education Administration, with a minor in Educational Psychology, from the University of Texas at Austin. Dr. Russ Hodges is an associate professor in the College of Education at Texas State University where he co-created and now teaches graduate courses in the new doctoral, master's, and certificate programs in developmental education. Russ also coordinates the University's learning framework course. Russ is currently serving his third term as chair of the Council of Learning Assistance and Developmental Education Associations (CLADEA). He is a past president and treasurer of the College Reading and Learning Association (CRLA). Russ also serves on the editorial boards for the "Journal of Developmental Education" and the "Journal of College Reading and Learning." He holds a M.Ed. in Counseling from the University of Louisiana Monroe and an Ed.D. in Developmental Education from Grambling State University.

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Katie Martinez:

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