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Big Idea Update (if you'd like to skip the lightning round is bolded below): To pre-launch this week's lightning round I would like to offer a brief refinement of my project thesis and general intentions. Among many others, I argue that the best way to communize students is to give them the opportunity to feel more connected to the school they attend, that is, pupils when they are involved. But unlike others, I intend to look a step further from student involvement. Instead of merely 'ing about inclusion as a means of preserving students, I would like to know how student-generated and student-based co-generational programs can further increase retention rates, especially on community college campuses and even more specific to first-generation, low-income, students. What do I mean when I say the co-generational drawings from the theory, which is at the heart of the co-generational dialogues, in which it is pointed out that students and teachers work best when they participate in an attempt to install practices within the pedagogical space (this requires that pupils and teachers share the burden of education in such a way and clearly falls outside the normative standard). For my purposes, think of a mentoring program that doesn't just employ the need for students for their ranks, and combine them with students who have shown success with some encouragement. Unlike a typical mentoring program, though, which relies heavily on the impact of the credentials of the professionals to be installed, the co-creation program would instead draw on the expertise of the student base it intends to serve. The only incentive will be the program itself. The only expert, the student. Functionally, students who are typed at risk upon entering a community student space (which may be a very good majority) will be automatically reunited with a mentor who was at the same time a mentee. In short, first-year students will be mentees or newcomers who will recruit both academic knowledge and general faculty orientation, and second-year students, their close partners, will be considered mentors or professionals who will help guide a particular group of individuals beyond the scope of a few, rather challenging months, not clutter from yourself. Therefore, the programme is inherently co-generational, since its recipients and employees are in fact on the same page. I believe that if such a programme can be implemented functionally, the result will be a new culture of educational citizenship and a new student or educational citizenship. That's my big idea. Since I have a lot of ideas and little time, I will keep it as part of some kind of political paper for now and look at the relevant research as my guide. Now in the lightning round: For this week, I read the article Student Involvement: The Development Theory of Higher Education by Alexander W. Astin, which advocates the importance of student involvement or the amount of physical and psychological energy that a student devotes to academic experience of student success. Alternative theories include object theory and research theory, which are problematic for reasons that will remain unlitthoged in this blog post. Astin's theory of involvement has five pillars, and the last two seem particularly central to my great idea. As was the time, on 4 May 2015, the first of the 10 000 The amount of student learning and personal development associated with each educational programme is directly proportional to the quality and quantity of students' involvement in this programme. 5. The effectiveness of any education policy or practice shall be directly linked to the capacity of this policy or practice to increase student involvement. Then I think my idea fits nicely. My work seems to me to build on this theory by directly examining the role of peer mentoring and the extent to which student participation can be maintained at student level, perhaps with a large cultural remainder. Much of Astina's work will serve to provide me with a general framework that will move forward, as I look for the desired boundaries for cooperation and how best to look for my idea in a pragmatic sense. More than that. **Came.**

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