Outcome 3

Define and apply college success and resilience strategies.
Developing Strategies and Skills for Success
(Outcomes 1, 3, 4)
The first step in teaching students effective note-taking skills is to be sure they understand why note-taking is important.

Also, how best to take notes during lectures and while reading textbooks, which are different skills.
Notetaking

- Why take notes in class?
- How can students determine what they should write down from the lecture?
- Why take notes while reading?
- What are different note-taking styles, and which works best for different classes?
- How can students most effectively use their class notes and reading notes together?
• Emphasize the challenge of college work and how we process learning

• These skills are not always taught but can be learned!

• Bring the syllabus for each of their classes

• Topics to consider:
  • **Pomodoro Technique** – addresses procrastination
    [https://www.youtube.com/watch?v=HokoTQfZGSc](https://www.youtube.com/watch?v=HokoTQfZGSc)
  • **SQ3R Method** – reading comprehension
    MCC’s Student Success video: [https://www.youtube.com/watch?v=p75ecq7NJp8](https://www.youtube.com/watch?v=p75ecq7NJp8)
  • **Preparing for tests** – breaking down the timeline and the content
    [Crash Course Study Skills #7 & 8; planning and text anxiety](https://www.youtube.com/watch?v=mLhwdITTrfE)
    - [Studying for Exams: Crash Course Study Skills #7](https://www.youtube.com/watch?v=mLhwdITTrfE)
    - [Test Anxiety: Crash Course Study Skills #8](https://www.youtube.com/watch?v=t-9cqaRJMP4)
  • **Flow Theory** – how to create flow in academics
    "A state in which people are so involved in an activity that nothing else seems to matter..."
Learning Strategies:

Approaches to learning

V A R K

- Emphasizes Visual, Auditory, Read/Write, Kinesthetic as preferences, **not** styles


- Defining each preference and how to apply suggestions to school and work: [http://vark-learn.com/strategies/](http://vark-learn.com/strategies/)

- Assignments or class discussions:
  - Take the interactive questionnaire. What were your results? View the strategies connected to your results – are you using any of these strategies? If not, what can you incorporate into practice?
  - Identify the approach(es) your professor may be using; what strategies can you use to adapt if it is different from your preference?
Decisions, Decisions

- Do you agonize over what choices to make when faced by difficult decisions?
- Do you not even recognize that you are *making* choices, but just float along with whatever happens?
- Do you delay decisions because of uncertainty, and miss good opportunities?
- Do you have a process to make decisions easier and less stressful? If not, read on!
Six Questions: The Wise Choice Process

A Student Success Presentation by L. L. Evans, TRiO Programs, Yavapai College
From a rubric adapted by Janet Finlayson from

https://www.youtube.com/watch?v=8DdO2yXZ76Y
The Six Questions

1. What is the current situation?
2. How would you like it to be?
3. List 4 possible choices
4. List the likely outcomes for each option
5. Which choice will you commit to doing?
6. How will you assess your outcome?
Think about a current problem, one that you’re comfortable sharing with your classmates and instructor. As a result of this problem, you may be angry, sad, frustrated, depressed, overwhelmed, or afraid. Perhaps this situation has to do with a grade you received, a teacher’s comment, or a classmate’s action. Maybe the problem relates to a job, a relationship, or money.

Part 1. Write the six questions of the Wise Choice Process (below) and answer each one as it relates to your situation.

1. What’s my present situation? (Describe the problem objectively and completely.)
2. How would I like my situation to be? (What is your ideal future outcome?)
3. What are my possible choices? (Create a long list of specific choices that might create your preferred outcome.)
4. What’s the likely outcome of each possible choice? (If you can’t predict the likely outcome of an option, stop and gather more information.)
5. Which choice(s) will I commit to doing? (Pick from your list of choices in Step 3.)
6. When and how will I evaluate my plan? (Identify the specific date and criteria by which you will determine the success of your plan.)
• **Part 2.** Write what you learned or relearned by doing the Wise Choice Process. Be sure to dive deep. You might begin: "By doing the Wise Choice Process, I learned that I . . . " You must write at least one paragraph to get full credit.
Thriving and Practicing Resiliency
(Outcome 3)
Stress Management & Self-Care
What is a trauma (or stress) response?

- "When we experience something traumatic, or have been exposed to prolonged stress, it causes part of our brain, the amygdala, to go into hyperdrive where we see and feel threats in nonthreatening situations," licensed therapist Chioma Moronu, LCSW, tells mbg. "The response is often based on what your brain thinks will help you survive the current situation."
**Fight Response:** Confronting the threat to stand up and assert yourself. This can allow for assertion and solid boundaries. It can also move us reactively toward conflict with anger and aggression.

**Flight Response:** To escape the threat or avoid conflict. This can allow us to be discerning in stressful situations and disengage within limits. It can also look like running away or avoiding interactions with others.

**Freeze Response:** We literally feel unable to move, or we find ourselves in a haze. It can help us slow down and appraise the situation carefully to determine the next steps. It can also relate to dissociation and immobilizing behaviors.

**Fawn Response:** Engaging in pacifying behaviors to diffuse conflict. It can help us create compromise. It can also result in ignoring our own needs.
Reflecting on the 4 Responses

- There is no right or wrong response, just like there is no right or wrong emotion to feel. They just are what they are. Through learning about these responses, we are not judging them or trying to change them. We are only trying to understand them so that we can recognize when they come up and have a dialogue with ourselves about them. The more in touch we are with our brain and body, the more successful we are going to be, and the more peace we can find in our lives.
Reflecting on the 4 Responses

- Which of the 4 responses do you go to most often in response to stress, conflict or crisis? Describe a type of situation that leads you to this response. What is the outcome? How does this response help (and/or not help)?

- Is there a secondary response you sometimes have when dealing with stress, conflict or crisis? Describe a type of situation that leads you to this response. What is the outcome? How does this response help (and/or not help)?

- Think of someone in your life who tends to have a different response to stress, conflict or crisis than you do. Which of the 4 responses do they tend to have most often? What type of situation leads them to this response? How does this response help (and/or not help)? Does their response ever affect you? If so, how?
Growth Mindset

• Intelligence is changeable, malleable, and can be improved with practice, effort, and learning. Failure is a learning opportunity.
• People are more likely to experience success with a growth mindset. (Dweck et al., 2014)
Math

Step 1 - Math Mindset Pre-Assessment

In the space provided, answer the following questions in a different color font:

1. How do you feel about math?
2. How do you feel when you make a mistake in math? What do you usually do after you realize you made a mistake on a math problem?
3. Do you believe that EVERYONE can be successful in math? Explain your reasoning.
4. What do you like the most about math class? What do you dislike the most about math class?
5. How do you feel when something is hard for you in math? What do you do when something is hard for you in math?
6. Why does being proficient in math matter in life? What are some ways you use math in your everyday life?
Growth Mindset

Our college is working on a special program with Stanford University. The program will help instructors and administrators at our college better understand how to make college a better place for all students.

- The activities are designed to help us understand more about the way you think and the way you learn. You will be answering
- survey questions,
- reading some short passages
- answering questions about what you read.
- Your responses will be kept confidential. They will only be used to help our college learn what students experience and how those experiences can be improved.

You can learn more at www.perts.net
Growth Mindset

These are three pictures taken inside people’s brains after they learned to read. The parts highlighted in yellow and green are the parts of the brain that got more dense after they learned to read.
Post Assessment

• Think about what you just learned about Growth Mindset. How may it have changed your attitudes and beliefs about your ability to be successful in your math class (or an alternate course if you are not enrolled in math)? Write about someone you know who has a growth mindset about school, work, or another area of life. Write as much as possible in 3-5 minutes here:
Motivation:

Understanding the Concept

- An emotion – can connect with emotional intelligence
- Introduce 4 popular theories of motivation with Crash Course Psychology – The Power of Motivation [https://www.youtube.com/watch?v=qhdSLiHaJz8](https://www.youtube.com/watch?v=qhdSLiHaJz8)
- Explore these in more depth or consider introducing additional theories of motivation (Self-efficacy, locus of control, or expectancy-value)
  - Provides an overview of the 5 goal setting principles under this theory that improves our likelihood of success
- Can be used as a teaching tool, discussion piece, or class activity to develop a proposed theory of motivation
Motivation:

Applying the concept

Exploring intrinsic and extrinsic factors

- **Internal** – something you want, desire to achieve
  - EX: work out to look good, feel good and/or enjoy the rush

- **External** – includes a reward or avoiding punishment etc.
  - EX: work out to picked for a team, meet a requirement

- Good for in-class discussions/activities, possibly tie to a journal entry
Motivation:

Applying the Concept

Identifying Expectations & Values

Expectations: What is a reasonable expectation of effort?

X

Values: What is important to you? Why are you doing this?

= 

Motivation: I want to do this! (the emotion of motivation)

EX: I value good grades but I don’t have a lot of time to spend on homework so my grades aren’t as good as I would like and, since I can’t do my best work, I’m likely to procrastinate.

Introduction to the College Experience, LibreTexts, Social Sciences, Heather Burns, Connie Ogle, & Allyson Valentine, Harrisburg Area Community College (HACC)
<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to happen or achieve?</td>
<td>Why?</td>
</tr>
<tr>
<td>I want a GPA above 3.25.</td>
<td>This GPA will ensure I get into the program I want to pursue for my career.</td>
</tr>
</tbody>
</table>
Motivation:
Applying the concept

Creating Life Plans and SMART goals

- SMART Goals: How to Make Your Goals Achievable
  - Provides a nice summary of SMART as well as examples of how to walk through each step of SMART

- Locke & Latham's 5 Goal Setting Principles

- Identify process, performance, outcome goals
  [https://inside.ewu.edu/calelearning/psychological-skills/goal-setting/](https://inside.ewu.edu/calelearning/psychological-skills/goal-setting/)

- Goals tie in well with the academic and career plans built in the course

- Assignment:
  Set short-term (6-12 months) and long-term goals (2-3 years) with a plan
  - Apply the one of the approaches
  - Provide an example to follow
  - Connect back to values – what you want to achieve and why
Questions?