

# Learning From the Inside Out:

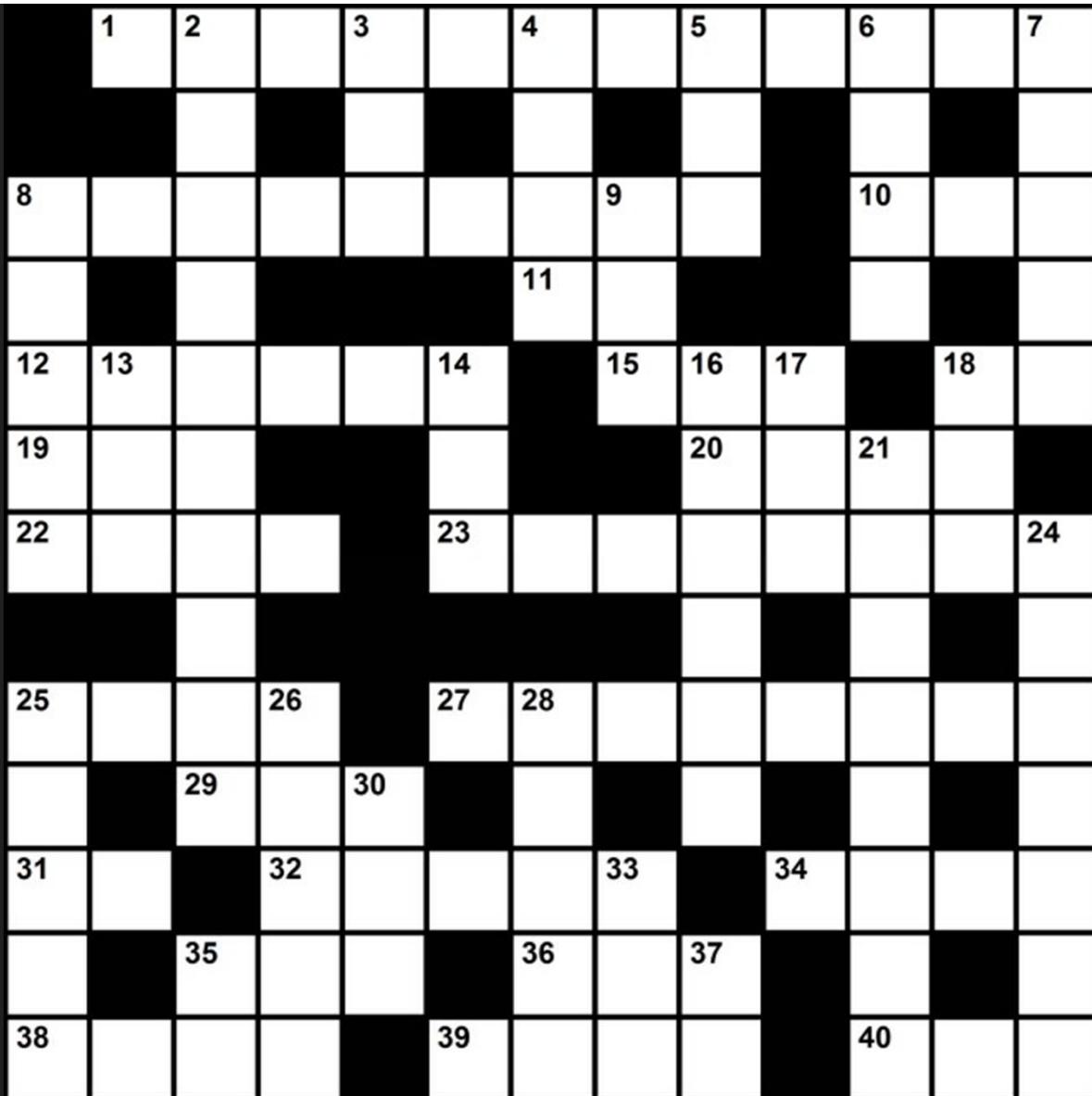
## How Non-Cognitive Teaching Works

MSI Community College Convening November 2, 2016



Let's begin with a simple test of your college readiness...

1. No looking at other's work
2. No talking
3. No looking answers up on your phone
4. Stand up once you complete answering ALL of the clues

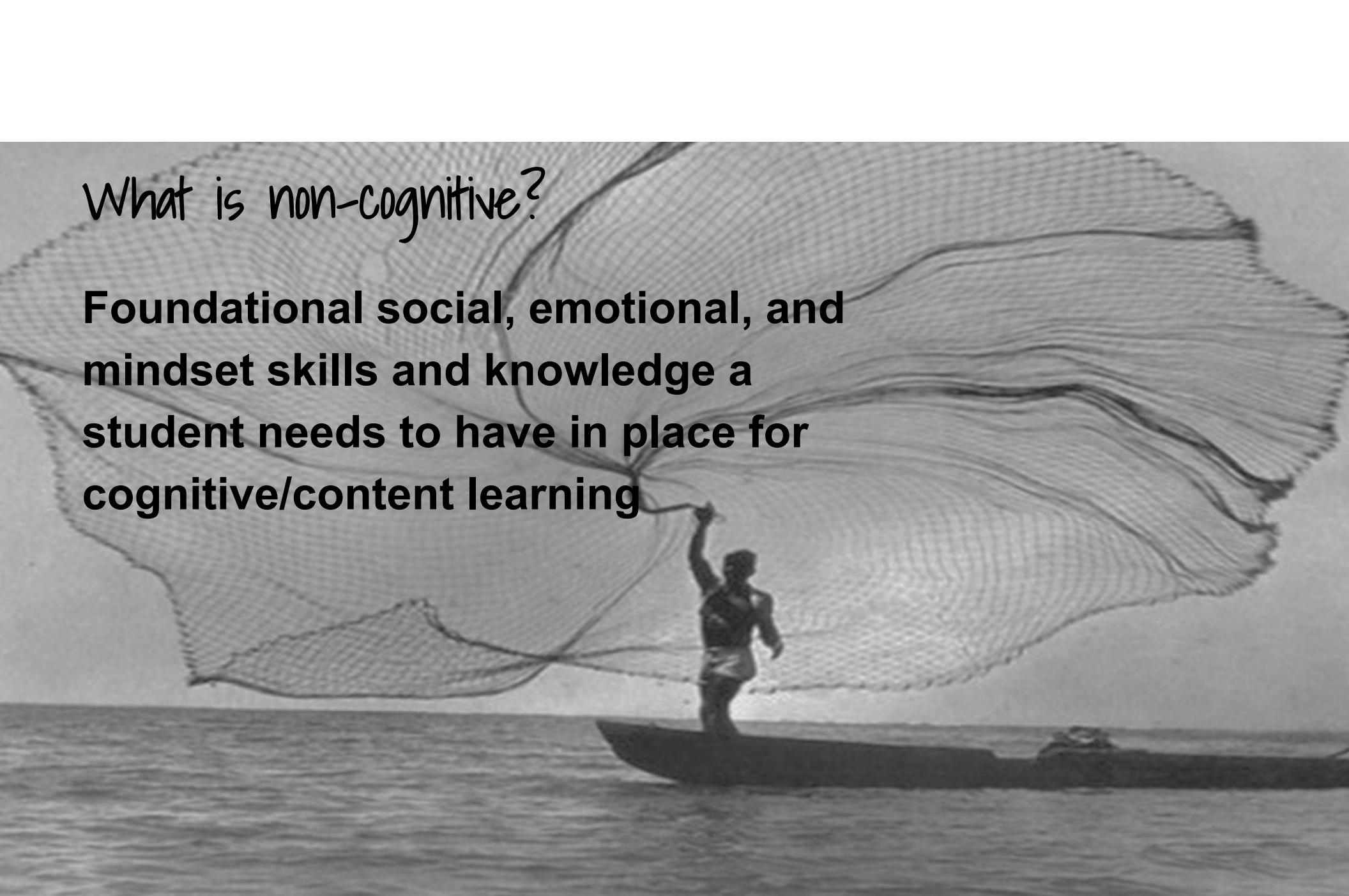


# Communicate Goals to Learners: Be Transparent



Participants will be able to...

1. Broadly define and apply non-cognitive learning.
2. Understand the relationship between non-cognitive learning, belonging, and student success and equity in Minority Serving Institutions.
3. Leave the workshop with non-cognitive tools and strategies that can be immediately applied in the classroom and campus programs.



What is non-cognitive?

**Foundational social, emotional, and mindset skills and knowledge a student needs to have in place for cognitive/content learning**

# What is Belonging?

- Feeling part of a community and cared about
- Feeling “personally accepted, respected, included and supported by others in the school environment.” (Goodenow, 1993)

## Two types of Belonging

- Academic Belonging
- Social Belonging



*Research shows that students who believe they belong*

-Earn higher grades and test scores

-Attend class regularly

-Stay in school longer/persist

- Less likely to smoke, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

## Why does this matter at MSIs?

Students of color are more likely to enter college believing that they do not belong socially, culturally, and academically. This belief that they do not belong leads to lower grades and persistence rates.

Murphy and Zirkel (in press)

Research documents a low sense of self and the belief that one does not belong in higher education to be among the greatest inhibitors to success for Hispanic college students.

Przymus (2012)



# Whip Around!

Directions:

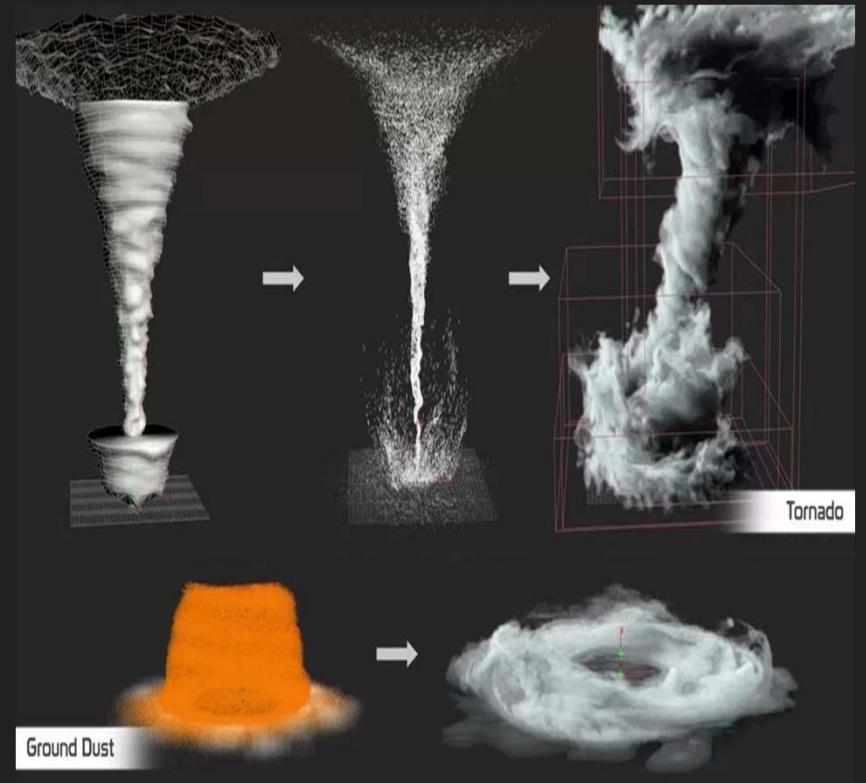
1. The question may only be answered in one word.
2. It is best to use the first answer that comes to mind.
3. Please answer quickly.
4. Everyone gets a turn in order and anyone may pass.
5. At the end anyone who passed has the opportunity to answer.

The way I feel about belonging on my campus is \_\_\_\_\_.



# Why Whip Around?

1. Everyone is included.
2. “I want to hear from you.”
3. Formative assessment
4. Critical thinking
5. Mood change



# Cultural Wealth

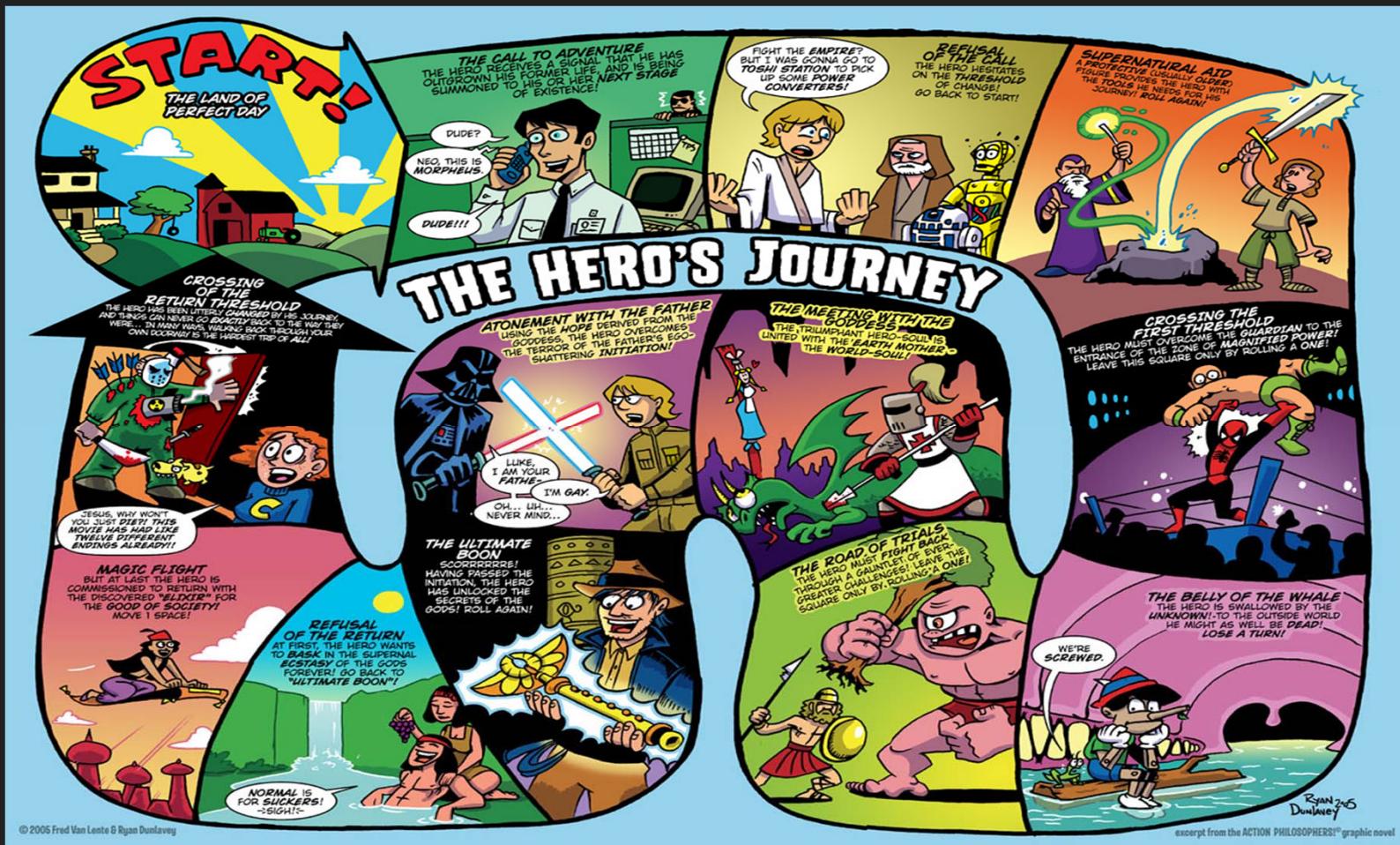
Culturally responsive/relevant teaching

Does every student have the opportunity to see him or herself in your course content?

Wealth model

Cultural Competence

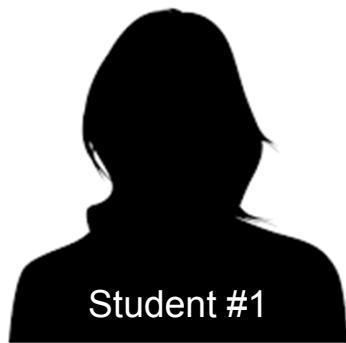




## Why Take the Hero's Journey?

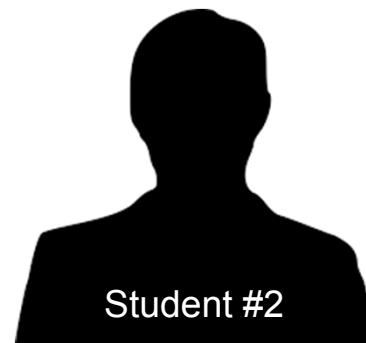
- ★ Honors each student's story and legitimizes it in the academic setting
- ★ Promotes self-efficacy by identifying each student as a hero
- ★ Demonstrates that struggle and failure is normal and is part of the road to success
- ★ Demonstrates that it is OK to ask for help
- ★ Helps students see relevance of course material to their own experiences.
- ★ Builds Community and Belonging
- ★ Your students will amaze and inspire you!

## Who is at risk and why? What should you do about it?



Student #1

Gender: Female  
Race: Hispanic  
Absences: 0  
Writing: Very Good  
Voluntary Participation: 1  
Missing Assignments: 0  
Attitude: Shy but smiles



Student #2

Gender: Male  
Race: Caucasian  
Absences: 0  
Writing: Good  
Voluntary Participation: 0  
Missing Assignments: 1  
Attitude: Silent/ Disinterested

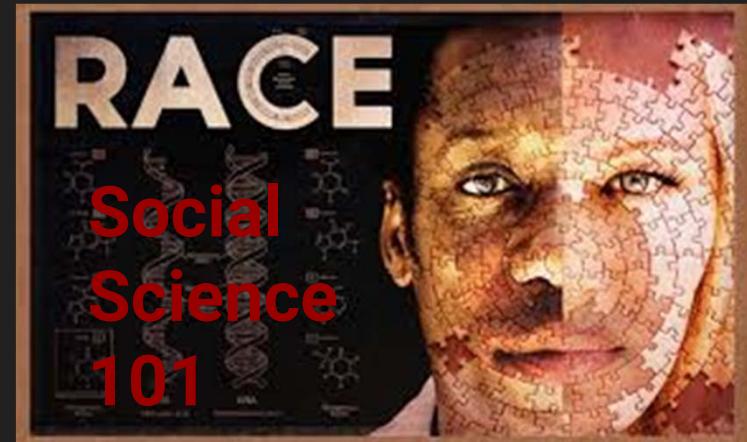
# Eliminating Roadblocks to Non-cognitive Teaching

“It's not my job”

“I'd like to do it, but I have too much content”



# Belonging in Basic Skills and General Education at SBCC



# Title III

# How Well Did We Meet These Learning Goals?



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