

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

Belonging and Emotional Safety: Affective Learning Strategies for First Generation Success

A Webinar for the Friends Association for Higher Education
July 2020

Diego Navarro

*Professor Emeritus - Cabrillo College,
Academy for College Success (ACE) Founder,
Senior Fellow-WGU Labs*

1

Webinar Outline

1. Welcome, Overview & Student Story
2. Academic Evidence of Effectiveness
3. Building a Container
 - ❖ Concepts of Gravity and Glue
 - ❖ Faculty Presence and Embodied Teaching
4. What We Mean by Affective / Non-Cognitive
5. Q & A
6. Resources
7. Debrief

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

2

Webinar Learning Outcomes

- Grasp the importance of Gravity & Glue
- Understand that a secure container is important to student learning
- Recognize the faculty's role in building an emotionally secure classroom
- Appreciate the affective approach to learning

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

3

Welcome, Overview & Student Story

4

Video – Gloria



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

5

Evidence of Effectiveness

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

6

**Columbia University's CCRC/
RTI International**
Longitudinal Quantitative Study
2009 / 2014

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

7

Academic Evidence

Demographics	
	ACE
N	1,020
Underrepresented Groups	79.9%
Female	43.9%
Prior College Credits	2.4
Placed 2+ levels below College English	48.4%
Placed 1 level below College English	42%
Assessed 2 or more levels below College Math	88.9%
Los Medanos College only	
GED or HS Dropout	25.9%
Mean Age	24



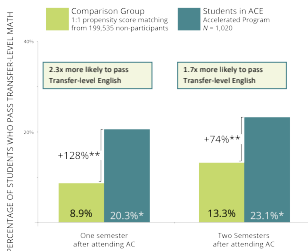
Evaluation of the Academy for College Excellence:
Report on Implementation and Student Outcomes
RTI International
January 2014

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

8

Transfer-Level English Completion

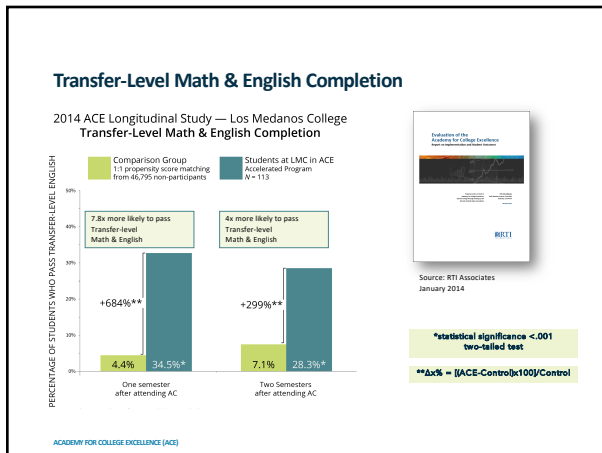
Four College Longitudinal Study of 1,020 Students
Transfer-Level English Completion



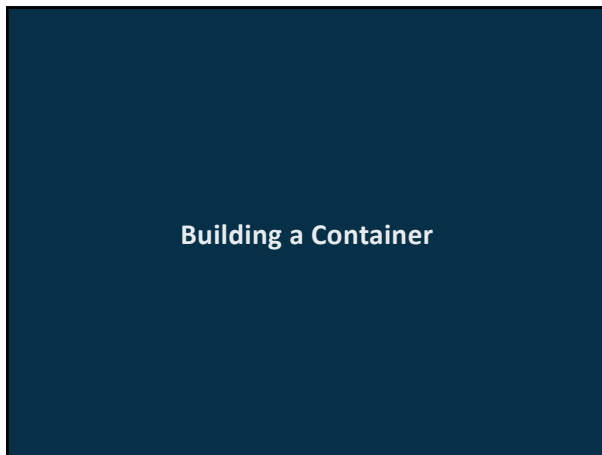
Source: RTI Associates
January 2014

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

9



10



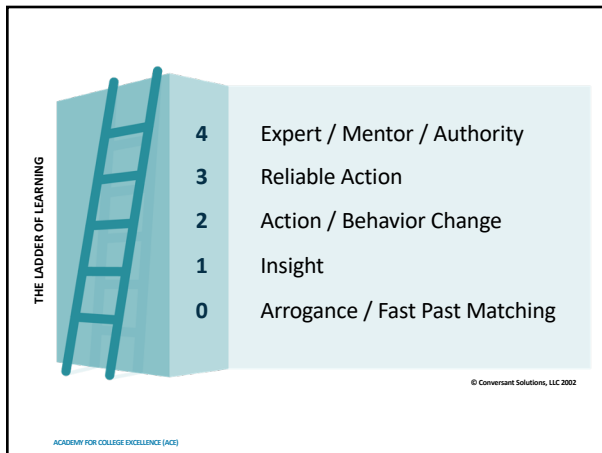
11

Guidelines for Building a Container

- Open
- Aware
- Listen
- Risk Being Vulnerable
- Patient & Persistent
- Build community on honesty, respect, and caring

ACADEMY FOR COLLEGE EXCELLENCE (ACE)


12



13

Guidelines for Building a Container

- Open
- Aware
- Listen
- Risk Being Vulnerable
- Patient & Persistent
- Build community on honesty, respect, and caring



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

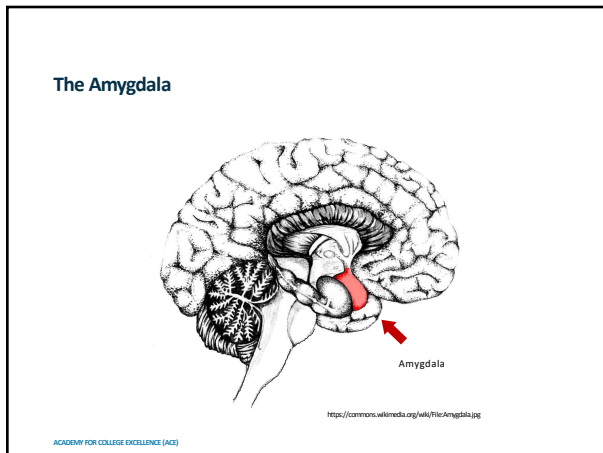
14

Write in the Chat the answer to:

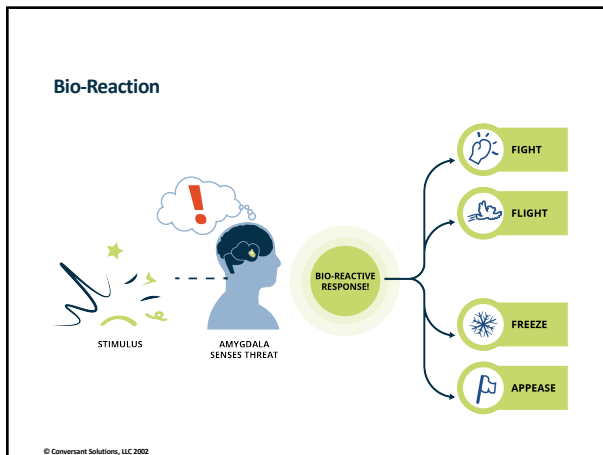
It is important to create emotional safety when teaching and interacting with students because...

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

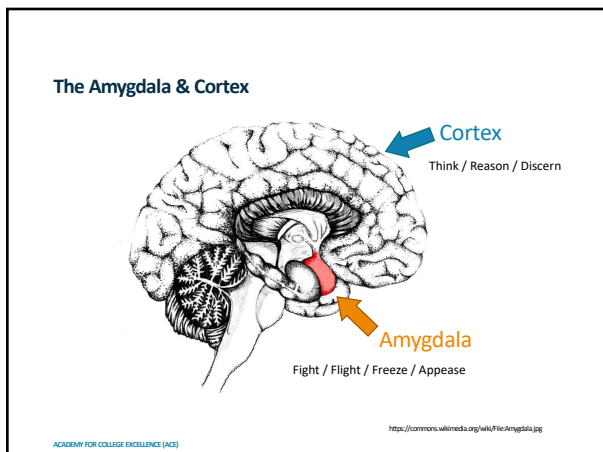
15



16



17



18

Guidelines for Building a Container

- Open
- Aware
- Listening
- Risk Being Vulnerable
- Patient & Persistent
- Build community on honesty, respect, and caring



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

19

When people perceive you are unaware of or opposed to their purposes, needs, and concerns they resist, producing waste.



conversiont

20

20

When people perceive you are aware of and sensitive to their purposes, needs, and concerns they communicate and collaborate, producing emotional safety and instilling dignity.




conversiont

21

21

Listening Exercise

	SPEAKER	LISTENER
1	Talk about your topic for 2 minutes	Listen for: <ul style="list-style-type: none"> • feeling and needs of the speaker • what does the Speaker really care about • something that matches your feelings, needs and purposes.
2		Respond to the speaker explaining what they really care about
3	Confirm and clarify that the listener understood	
4	 SWITCH ROLES	

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

22

Choose A Social Justice Topic That Is Really Important To You

Examples:


- Immigration
- Income inequality
- Climate Change
- Poverty
- Discrimination
- Youth and Drugs
- Violence
- Domestic Violence
- Gay Rights
- Military Spending vs Educational Spending
- Child Abuse
- Incarceration
- Gang Violence

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

23

Guidelines for Building a Container

- Open
- Aware
- Listening
- Risk Being Vulnerable
- Patient, Persistent & Kind



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

24

Faculty's Role in Building Secure Container

Create the conditions of emotional security in your class

- Hypervigilance – students observe how you treat others

- Judgement vs curiosity

- Bio-Reaction

Inside-Out Modeling – How you hold yourself

- Know what you do so you can do what you want
 - Micro-aggression
 - Implicit bias

Use Moments of Silence Effectively

Provide affective activities to build container – Adjust as needed

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

25

Guidelines for Building a Container

- Open
- Aware
- Listening
- Risk Being Vulnerable
- Patient, Persistent & Kind
- Build Community on Honesty, Respect, and Caring



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

26

Faculty Presence and Embodied Teaching

Our role as is to create positive conditions in our class

- Identify and articulate students' strengths and positive intentions
- Listen for needs, concerns and purpose
- Ask questions to clarify and verify needs and concerns

Create the conditions of emotional security in your class

- Hypervigilance – students observe how you treat others

Inside / Out modeling / Being – How you hold yourself

- Know what you do so you can do what you want
 - Micro-aggression
 - Implicit bias

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

27

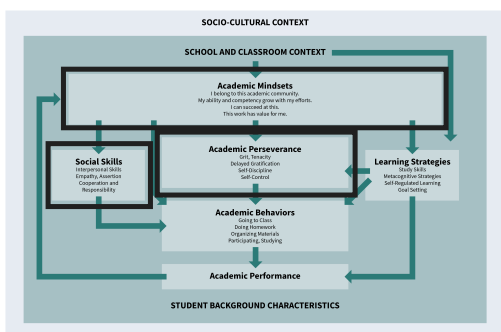
What we mean by affective/non-cognitive

28

Affective Domain

- Feelings, Emotions, Hope
- Mindsets, Beliefs, Self-Efficacy
- Self-Image, College-Identity
- Perseverance, Self-Discipline, Delayed Gratification
- Behaviors, Habits, Mindfulness
- Social Skills
- Learning Strategies

29



(2012). Farrington, Cavello, et al. Teaching Adolescents to Become Learners. UChicago Consortium on Chicago School Research (CCSR).

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

30

Affective Research Methodology

UCSC, RTI & ACE Identified Psychological Research Constructs that correlate to the Affective Precursors needed for Academic Performance

Criteria used to select constructs were:

- Correlated with student success and completion
- Based on research grounded in theories
- From published evidence in peer-reviewed journals
- Developed into a standardized measurement instrument for each construct

Performed Exploratory and Confirmatory Factor Analysis on 11 Psychological Constructs

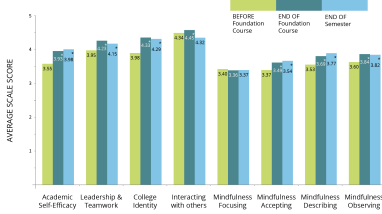
- 8 factors were found
- Two factors included multiple constructs: Self-Efficacy & Interacting with Others

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

31

CSSAS Results

Six College Study of 769 Students ACE's Non-Cognitive Effect on Students



Source: RTI Associates
January 2018

*p<.001: statistical significance is based on comparison with Time 1 scores.

Survey responses were based on a five-point scale, from "strongly disagree to strongly agree" for the non mindfulness items and from "never or very rarely true" to "always or almost always" true for the mindfulness items.

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

32

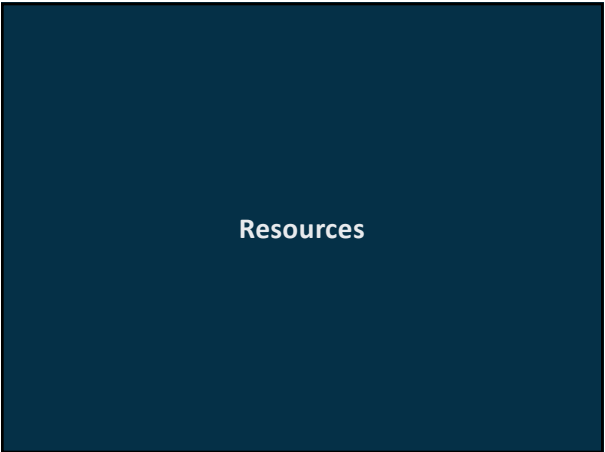
Findings from Non-cognitive Study

- After the 2-week Foundation of Leadership Course (FC) students improved in 7 of the 8 factors at a p<.001 level of significance
- With the exception of two factors, the change remains consistent or improved four months later (at the end of the semester)



ACADEMY FOR COLLEGE EXCELLENCE (ACE)

33



34

**American Association of Community Colleges Webinar:
Creating Glue to Cement Belonging & Emotional Safety in Your Course**

- Glue – Promoting Group Cohesion and Safety
 - 7 Affective Activities:
 - ❖ Student Voice
 - ❖ Reflections to Consolidate Learning
 - ❖ Helping Students Make Sense of their Lives
 - ❖ Adaptive Mindsets
 - <https://www.pathwaysresources.org/webinars-events/>
 - Search for: “Creating Glue to Cement Belonging & Emotional Safety in Your Course: An Affective Activity-Based Approach to On-Boarding Students...”

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

35

**American Association of Community Colleges Webinar:
Leveraging Gravity to Affectively Enhance Belonging in Your Course**

- Gravity – Encouraging Deepening Insight
 - 8 Affective Activities on:
 - ❖ Building the container
 - ❖ Deepening the container
 - ❖ Managing the energy in your classroom
 - <https://www.pathwaysresources.org/webinars-events/>
 - Search for: “Leveraging Gravity to Affectively Enhance Belonging in Your Course: An Activity-Based Approach to On-Boarding Students...”

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

36

Resources

- RP Group Guide with practices and strategies divided into seven categories:
 1. Learn about Your Students and Help Them Learn about You and Each Other
 2. Build a Sense of Community and Belonging and Demonstrate to Your Students That You Care about Their Success
 3. Create an Environment That Encourages Student Learning
 4. Encourage the Development of Adaptive Mindset Skills
 5. Demonstrate the Relevance of Your Course to Students' Lives and Goals
 6. Provide Information at the Beginning and Throughout the Semester That Is Essential to Your Students' Success
 7. Make Expectations for Your Course Explicit to Help Ensure Students Know What Is Required of Them to Succeed
- https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/UsingSSRDSuccessFactorsToEnsureLearning_June2020.pdf?ver=2020-06-04-095909-493

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

37

Example Activity

38

Importance of Reflection At End of Activities

- When someone articulates an experience for some students:
 - They are reminded that they had that experience but were not conscious until it now
 - They had a feeling or a sense with no words for it and now they have words
 - Their experience is revealed through the words of another student
- Learning takes place during reflections

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

39

Importance of Reflection

- To create awareness
- To become more conscious
- To consolidate learning

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

40

Barriers vs Advantages

Activity Instructions

- For 3 minutes have students create a list of their experiences of oppression and privilege
- Brainstorm on the whiteboard a list of their experiences of oppression and privilege
- Create a Barriers vs. Advantage Table worksheet [see example on next slide]

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

41

Barriers vs Advantages Worksheet Table - Example

I have been denied opportunities because of my:

Characteristic	1 - never	2 - rarely	3 - sometimes	4 - frequently
Race or Ethnicity				
Class/Economic Status				
Being				
Gender				
Social Preference				
Religion				
Physical Mobility				
Mental				
Development/Ability				
Age				
Criminal Record				

Briefly describe the details of an opportunity that you thought was unfair:
Example: It is probably "true" to be denied the opportunity to drive a bus (I am not blind). It is probably "super" to be denied the opportunity to drive a bus if you are a woman.

I have been granted unearned advantages because of my:

Characteristic	1 - never	2 - rarely	3 - sometimes	4 - frequently
Race or Ethnicity				
Class/Economic Status				
Being				
Gender				
Social preference				
Religion				
Physical Mobility				
Mental				
Development/Ability				
Age				
Criminal Record				

Briefly describe an occasion in which you were given an advantage of over others in a way that had nothing to do with merit:
Example: "Mental" advantage: I was given a job as a supervisor because I had more experience, even though I had no experience. I was also given a job as a supervisor because I had more experience, even though I had no experience. While the other applicants had years of experience and education, I had none (other than a job)."

2021061 Barriers vs Advantages Worksheet 20090911.5.doc

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

42

Barriers vs Advantages

Activity Instructions

- For 3 minutes have students create a list of their experiences of oppression and privilege
- Brainstorm on the whiteboard a list of their experiences of oppression and privilege
- Create a Barriers vs. Advantage Table worksheet [see example on next slide]

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

Adaptations

Have each student:

- Add any new characteristics to your worksheet tables
- For each table answer the following:
 - I have been denied opportunity because of my [fill in the table]
 - I have been granted unearned advantage because of my [fill in the table]
- Answer these questions:
 - Have these barriers / advantages been just?
- Have students share with one another
- Write about their reactions to this exercise

43

Q & A

44

Debrief / Reflection on the Webinar

- What ideas or insights are you walking away with from this webinar?
- From what you learned what will you use in your classroom or in interactions with your students?
- What surprised or intrigued you?
- What would you like to learn more about?

ACADEMY FOR COLLEGE EXCELLENCE (ACE)

45