February 9, 2019

One Size Does Not Fit All: Supporting Diverse Needs with High-Impact Teaching Practices

Sarah Grison, Parkland College

Available at: https://works.bepress.com/sarah-grison/37/
Welcome!

We will raffle off two great books on high impact practices today.

On the card, please write your

• Name
• Email
One Size Does Not Fit All: Supporting Diverse Needs with High-Impact Teaching Practices

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The students I teach are...

To reply, please use Poll Everywhere:

• Text to: 37607
• In message box type: sarahgrison419
• Send the text & you are entered in the poll
• Then text me your answer to the question.

Today we be talking about your students, their diverse needs, and how we can best support them in reaching all of their goals.
Our goals for today…

1. What are the diverse needs of our students?

2. How can high impact practices help our students succeed?

3. Where do we go from here?
The lessons I have learned...

1989
- Great teachers can ignite a flame
- Teaching is difficult!

1999
- Psychology research can improve teaching & learning
- But we need to “walk the walk”

2006
- Teachers’ challenges are increasing
- Students have many needs
- Plus - assessment!
Students at Parkland College

- 2-year college in central IL
- Sister school to University of IL
- Open access (no ACT needed)
- 8,500 students (many part-time)
- 5 full-time psychology faculty & many adjuncts
- Average class size = 24 students
- 100+ degrees, certifications & transfer programs

Our students have great goals, but many challenges.
Students have very diverse needs

• 15% come to class often or very often without homework
• 40% care for dependents
• 25% work 30+ hours per week
• 31% are self-financing their education
• 75% do not participate in college-sponsored activities
• 70% say the college does not help with non-academic issues

Self-reported answers reveal challenges in 5 domains

Let’s dig into a couple of these issue a little deeper…
Most high school seniors are not college ready

Nation’s Report Card (2015) shows the majority of high school seniors are NOT college ready:

- 75% of seniors are NOT proficient in math
- 63% of seniors are NOT proficient in reading
- Proficiency in writing & other domains was also analyzed

Click here to see the National Assessment of Educational Progress, Report Card (2015)
Food & housing insecurity may be undermining student success

- Online survey of 40,000 students & their needs for the 30 days prior *(Goldrick-Rab, et al., 2018)*

<table>
<thead>
<tr>
<th></th>
<th>University students</th>
<th>Community college students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food insecurity</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>Housing insecurity</td>
<td>36%</td>
<td>46%</td>
</tr>
<tr>
<td>Homelessness</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Click to see the article and also see Prof Goldrick-Rab’s Wisconsin HOPE Lab.
Anxiety & depression are increasing in college students

Most common mental health issues in college students are:
• Anxiety
• Depression
• Suicide
• Eating Disorders
• PTSD

Click here to read the article.
So, what can we do to address these challenges?

Do your students also face these challenges?

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An innovative approach to address our challenges…

- High impact practices (HIPs) are shown to have very positive educational benefits
- Evidence is based on empirical research in mind, brain, & education sciences
- But we must apply HIP findings to three interconnected domains in education…
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Four HIPs to consider for our courses…

1. Fostering a growth mindset has many positive effects
2. Building rapport creates effective learning environments
3. Supporting non-academic needs has many benefits
4. Developing study skills improves learning

Please be thinking about how you might make changes to include HIPs in your courses!
HIP #1: Fostering growth mindset

• **Growth mindset:** Belief that abilities & skills improve with effort & perseverance
  - Related to increased challenge-seeking, persistence, grades, & test scores (vs fixed mindset) *(Dweck, 2019)*
  - Effects across disciplines, including STEM (e.g., math *(Boaler, 2013)*, economics (World Bank, 2017))
  - Can modulate the effects of socioeconomic status *(Claro et al., 2016)*
  - And reduce anxiety & depression (Schleider & Weisz, 2016)

How can we foster students’ growth mindset?

Psychologist Carol Dweck described growth mindset. Click here to watch her TED talk.
Growth mindset has an impact because it influences brain processes.

Access Moser, et al. (2011)
HIP #2: Building rapport

- **Rapport**: Positive, supportive relations between teacher & students and between students
  - T-S and S-S rapport enhance class connectedness & participation *(Frisby & Martin, 2010)*
  - T-S rapport predicts learning *(Frisby & Martin, 2010)*
  - Students say what builds rapport most is “uncommonly attentive behaviors” *(Webb & Barret, 2014)*

How can we build rapport?
HIP #3: Supporting non-academic needs

• Taking student success class is positively associated with grades, persistence & credit accumulation
• Natural place for teaching life skills
  ✓ Time & money management
  ✓ Technical skills
  ✓ Physical & mental health
  ✓ Career prep
• Embedding study skills in other classes works (Wingate, 2006) so this could be true of life skills

Click here to access a review of the research from the Community College Resource Center, 2013

How can we help students face non-academic challenges?
HIP #4: Developing study skills

- Meta-analysis of the effectiveness of 10 learning techniques *(Dunlosky et al., 2013)*
  - 4 popular techniques were NOT effective
  - Five techniques were effective:
    ✓ Two forms of elaboration (EI & SE)
    ✓ Three forms of practice

How can we help students improve study skills?
Applying these HIPs in online & hybrid courses

• All of these HIPs can be used effectively online & hybrid courses!

• But, we must address the challenges of online learning spaces:
  ✓ Provide an online orientation, with information about readiness for an online course
  ✓ Focus even more on building community & rapport
  ✓ Get creative about fostering a sense of a personal relationship with the teachers
  ✓ Provide more frequent contact and more feedback
In the interactive workshop, we will discuss innovative teaching practices to apply these HIPs to any course, including STEM courses.

Which HIPs will you try?

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This is all well and good, but…

• Perhaps some HIPs are ineffective (Johnson & Stage, 2018)
• Poor association between graduation rates and 10 HIPs (FYE experiences, core curriculum, learning communities, etc.)
• Availability of HIPs is NOT enough!
• Students must actually experience HIPs!

Click here to see the rebuttal
It’s up to each of us to make real changes in our courses

• Teaching is a tough job!
• Supporting the diverse needs of all our students is challenging
• So try thinking of individual students and their needs
• You hard work makes a big difference!

Come to the workshop to discuss ideas on how to make changes!
Great books to help you get started with HIPs

Let’s see who gets a book!
In 1-word, how was our session?

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Thank you for coming and participating!

We will take a short break then return for our workshop.

Please look for the table with the card indicating the HIPs you want to discuss!
Thank you!

- I appreciate the opportunity to work with you
- Please feel free to contact me with questions or ideas
- sgrison@parkland.edu