“Listening, Observing, and Intervening to Identify and Address Affective Issues in the Pre-Collegiate Classroom”

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Quick Freewrite:

Think back to some of the experiences you’ve had with students you consider to be outstanding. What made them outstanding? List 2 or 3 qualities.

Now, think back to some experiences you’ve had with less-than-outstanding/difficult students. What made them less-than-outstanding/difficult? List 2 or 3 qualities.
What are Affective Strengths?

Section Preview:
1. The Affective Domain
2. Affective Issues vs. Strengths
3. Importance of Affective Strengths
The Affective Domain:

- Feelings, Emotions, Self-Esteem & how they are expressed
- Classroom experience
- Life: family, job, health
- Sudden changes in life circumstances

“How students feel about themselves as learners and how schools help students develop self-confidence are important components in achievement.”

(North Central Regional Educational Laboratory 2015)
Definition of Terms

• **Affective issues** are the emotional, psychological, social, and life events that act as barriers to student success.

• **Affective strengths** are the emotional, psychological, social, and life events that foster student success.

"Life Issues + Affective Issues = Non-cognitive Issues."

(Adams, Peter. ALP 2015 Conference Schedule)
2 Areas Currently Being Studied

- **Affective Issues:**
  - Motivation
  - Mindset
  - Lack of social skills/maturity
  - Lack of self-discipline
  - Lack of self-efficacy

- **Affective Strengths:**
  - critical thinking
  - problem solving
  - emotional health
  - social skills
  - work ethic
  - community responsibility

(Rothstein, Jacobson, Wilder 2008)
Additional Affective Strengths

- “Habits of Mind”
- Intrinsic Motivation
- Growth Mindset
- Self-Discipline
- Self-Efficacy
- Grit
- Generosity

- Forgiveness
- Academic Confidence
- Teamwork
- Organizational Skills
- Communication Skills
- Time Management

4. What have you learned about yourself so far in this class?

I have learned that it’s ok to ask for help. For many years, I would do things on my own and I was afraid to ask for help. Ever since I’ve been in this class, I haven’t been ashamed to ask for assistance.
1. Non-cognitive and cognitive skills are interdependent and cannot be isolated from one another.

2. Non-cognitive skills are important predictors of cognitive performance, and cognitive skills are also influential in the level of non-cognitive performance.

3. Non-cognitive skills support cognitive development: focusing on non-cognitive skills may improve reading, writing, and mathematics performance.

2. What is one concept you read and/or wrote about this semester that has helped you become more successful, and why?
   
   The concept of "continual struggle" from [name] taught me that success needs constant struggle and constant improvement.
“Teachers’ confidence in students’ abilities is critical; research studies suggest that optimism may be the most fundamental of the factors affecting an instructor’s success with less advantaged students.”

(Cox The College Fear Factor 115)
Think of a specific activity you do, or that you have seen, that you believe is particularly effective? Describe it briefly. What specific strength is this activity meant to encourage (grit, critical thinking, metacognition, self-efficacy)?
• What is it?
  • “Brainology” by Carol Dweck
  • “The Significance of Grit” by Deborah Perkins-Gough
  • “Why Writers are The Worst Procrastinators” by Megan Mcardle
  • The College Fear Factor: Chapter 2 by Rebecca Cox

• What affective strengths does this foster?
  • Grit, growth mindset
  • Inoculation from self-handicapping, destructive fear management strategies

1. How is your WR399 class different from previous classes/English classes you’ve taken?

   In my previous english class we did not read things that we could actually incorporate into our own lives. I feel like in writing class not only am I learning how to improve my writing skills but I am also learning things I could use in every other aspect of my life.
• What is it?
  • Students visit at least 3x in my office throughout the semester
  • Specific date range for each visit
  • Specific task with each visit

• What affective strengths does this foster?
  • Self-efficacy
  • Discipline
  • Time Management
  • Openness
  • Engagement
• **What is it?**
  - Students give feedback on teacher’s feedback:
    - a one-page response in which each student describes how she/he experienced teacher’s written comments; or
    - an anonymous survey in which students comment on the amount, usefulness, and nature of teacher’s written comments.

• **What affective strengths does this foster?**
  - Openness
  - Metacognition
  - Engagement
  - Responsibility
  - Persistence

“We really need to provide our students with much more positive feedback on their written work”

(Rebecca Cox 2013 On Course National Conference, Costa Mesa)
How can we better embrace those strengths?

Section Preview:
1. Common Mistakes
2. Best Practices

4. What have you learned about yourself so far in this class?
   I have learned that writing isn't scary; it can be fun. I'm not that different or my skills aren't as abnormal as I felt before.
What we tend to do versus what we should do:

<table>
<thead>
<tr>
<th>Common Mistakes</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on mistakes</td>
<td>• Point out areas of strength</td>
</tr>
<tr>
<td>• Attitude of correction</td>
<td>• Treat “mistakes” as opportunities to learn</td>
</tr>
<tr>
<td>• See mistakes as deficiencies</td>
<td>• Reach out to students who are absent</td>
</tr>
<tr>
<td>• Shut out students</td>
<td>• Reach out to struggling students</td>
</tr>
<tr>
<td>• Public shaming</td>
<td>• Survey Students</td>
</tr>
<tr>
<td>• Assumptions about skills</td>
<td>• Apprenticeships</td>
</tr>
<tr>
<td>• Assumptions about behavior</td>
<td></td>
</tr>
<tr>
<td>• “Gatekeeping”</td>
<td></td>
</tr>
</tbody>
</table>

1. How is your WR 399 Accelerated class different from previous classes/English classes you’ve taken?

More engagement towards the class and I feel in my opinion that the teachers actually care about you knowing the material and passing the class.
Not-so-Quick Read

Case Study: Mason

Adjusting Expectations
How do we encourage this in the classroom?

Section Preview:
1. Low-Stakes Practice
2. Assignments
3. Feedback
4. Early Intervention
5. Ongoing Communication
Activities, Assignments, and Feedback Designed to Emphasize Affective Strengths

- Lots of Low-Stakes Practice
  - Activities might include:
    - Group Work
      - Poster Sessions
      - Think-Pair-Shares
      - Informal Presentations
    - Reading Activities
      - Think/Read Alouds (Reading Apprenticeship)
      - Worksheets
      - Speed Drills
    - Conferences
      - Working one-on-one with students

3. What is an activity you did in class that helped you learn?

I like the group activity, when I read the articles and don't understand them, I know when we get in groups next class I will understand it more clearly. How can students support themselves in this class?
• **Assignments:**
  • Relevant, thinking-oriented curriculum
  • Mindsets
  • “Students float to the mark you set” (Rose)
  • Practical, real-world applications
  • Clear expectations
  • Include lots of low-stakes practice

Activities, Assignments, and Feedback Designed to Emphasize Affective Strengths
Activities, Assignments, and Feedback Designed to Emphasize Affective Strengths

- Feedback Best Practices
  - Focus on strengths
  - Forward-looking comments
  - Provide feedback that explicitly appreciates the thinking/skills our students exhibit
  - Provide “comments [that] consistently highlight the positive features of each student’s essay: elements of the writer’s style [literary flourishes], organizational strategy, and ideas [intriguing seeds of thought that lay below the prosaic surface]” (Cox Fear Factor 116)
  - Praise students for their effort, their struggles, their persistence, and not their talents/“natural” abilities
  - Inspire confidence
Activities, Assignments, and Feedback Designed to Emphasize Affective Strengths

- **Early Intervention**
  - Reach out to students immediately when absent
  - Reach out to students when they appear to be struggling, as soon as you notice
  - Encourage students to visit with you before/after class, or in office hours

- **Ongoing Communication**
  - Reach out to students throughout the semester, not just near institutional deadlines
  - Remind students you are available outside of class
  - Reach out to struggling students and let them know of campus resources
  - Reach out to students who are doing well, and who are showing improvement to give them kudos

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2. What is one concept you read and/or wrote about this semester that has helped you become more successful, and why?

Understanding that making mistakes is okay and that we learn and grow from.
College-Level Completion Rates for Accelerated Students at IVC

WR 1 pass rates for those starting in accelerated vs. traditional

Accelerated students were tracked for a minimum of two terms.
Impact of Acceleration on Student Equity

WR 1 completion rates from two levels below: IVC fall 2012 - fall 2014

<table>
<thead>
<tr>
<th>Course</th>
<th>Throughput</th>
<th>Throughput - Asian Americans</th>
<th>Throughput - African Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>46.70%</td>
<td>30.80%</td>
<td>53.60%</td>
</tr>
<tr>
<td>EXP 389</td>
<td>69.40%</td>
<td>60%</td>
<td>70.00%</td>
</tr>
<tr>
<td>WR 301</td>
<td>43.80%</td>
<td>12.50%</td>
<td>52.00%</td>
</tr>
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</table>
4. What have you learned about yourself so far in this class?

I'm able to identify my learning patterns, the 'bad' and the 'good'. I'm now applying positive traits towards my learning goals.
Quick Freewrite

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Now, think back to some experiences you’ve had with less-than-outstanding/difficult instructors. What made them less-than-outstanding/difficult? List 2 or 3 qualities.

The last one...we promise : )
Works Cited

Adams, Peter. ALP 2015 Conference Schedule.

