Connection: Creating Equitable Conditions at Our Colleges
Agenda

• Growth Mindset
• Connection: Creating Equitable Conditions
• What the data suggests - The Community College Landscape
• The 800 lb. elephant
• Creating the Conditions
• A Simple Activity
• Q & A
Our Mindset: Pushing us Forward or Holding us Back?

**GROWTH MINDSET**
- "Failure is an opportunity to grow"
- "I can learn to do anything I want"
- "Challenges help me to grow"
- "My effort and attitude determine my abilities"
- "Feedback is constructive"
- "I am inspired by the success of others"
- "I like to try new things"

**FIXED MINDSET**
- "Failure is the limit of my abilities"
- "I'm either good at it or I'm not"
- "My abilities are unchanging"
- "I don't like to be challenged"
- "I can either do it, or I can't"
- "My potential is predetermined"
- "When I'm frustrated, I give up"
- "Feedback and criticism are personal"
- "I stick to what I know"
Growth Mindset

ability is developed

- embraces challenges
- persists in obstacles
- sees effort as necessary
- learns from criticism
- inspired by others’ success

Fixed Mindset

ability is static

- avoids challenges
- gives up easily
- sees effort as fruitless
- ignores useful criticism
- threatened by others
Mindset & Equitable Institutional Conditions

Create Equitable Institutional Conditions

Students = Growth Mindset/Grit

Success for All Students
The Mutual Constitution of Cultures and Selves

- **Societal Factors & Pervasive Ideas**
  - Ecological, economic, and historical factors
  - What is good?
  - What is moral?
  - What is self?

- **Institutions & Products**
  - Language
  - Educational
  - Political
  - Media
  - Legal

- **Daily Situations & Practices**
  - Home
  - School
  - Workplace

- **Self**
  - Perception
  - Cognition
  - Emotion
  - Motivation
  - Action
Connection: Creating Equitable Student Conditions in the Classroom
The 800 Elephant

• Most teachers and professors have had little to NO training in learning how to connect with students.

• How did we get hired? Under what criteria?

• Obed’s incredible statement.

• My teaching credential and what it did and didn’t show me.
2. The Data

- Surveys were taken by almost 400 students across 4 community colleges.

- Approximately half were psychology majors while the other half represented other or undeclared majors.

- Overwhelming majority reported they were unhappy in their college experience and in general with the value they received from their instructors.

- Students reported that they wanted a deeper connection and support that went beyond the content area.
Teaching Pyramid

- Connected
  - Service
  - Transformational Legacy
    - Appreciation
    - Communication
    - Authenticity Creativity
4. Creating the Conditions

- The Growth Mindset
- Assumptions
  - Student Perspective
  - Teacher Perspective
- Use the above to do small group work?
5. It Starts With Appreciation

• Appreciation as perspective – the Foundation for Success

• The family from India and our story

• 1 in 20

• Mindful Awareness

• Who are we appreciating and why?
6. Let’s Play

You’re job, if you choose to accept, is to engage and notice. At the end, we’ll break it down.
What We’ve Begun Doing

• We began by sharing the details of our research with our college and had discussions on how to integrate and expand our teacher training.

• We’ve held several successful workshops that have begun introducing the components of the Connected Teaching Method.
Summary

The importance of establishing a Growth Mindset for both students and teachers.

Consider the assumptions both teachers and students have when entering into a new class.

Be willing to engage concepts that may “stretch” what it means to teach.

Consider your process of teaching as it relates to habits of greeting, communicating, sharing, and engaging students in multiple ways.
9. Q & A
10. Contact Information

If interested in further inquiry or training possibilities, please contact us at tfaulkenberry@dvc.edu and 925-457-8213 or makiyama@dvc.edu