Scaffolding your Composition Course with Student Success Strategies

Presenter:
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Perimeter College, Georgia State University

Welcome & Introductions

- Welcome
- Introductions
- Temperature Check
  - *How are you feeling today?*
  - *What's on your mind?*
  - *What's distracting you?*

Dr. Kathryn Crowther

Associate Professor of English

Faculty Associate, Center for Teaching and Learning and Online Education

Perimeter College, Georgia State University

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Today's Agenda & Learning Outcomes

Agenda

1. **Challenges and Barriers to Student Learning**
2. **Cognitive vs. Non-Cognitive Variables**
3. **Affective Learning and Growth Mindset**
4. **Self-Regulated Learning Strategies**
5. **Small Teaching**

Outcomes: In today's session, you will

- Learn strategies for effective teaching using Cognitive and Non-Cognitive Variables
- Understand how these principles can be used in the Composition classroom to enhance student success
- Generate your own ideas for using these principles and develop a "toolbox" of ideas for teaching strategies, assignments, and assessments that promote student success

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Challenge Brainstorm

What challenges are you anticipating adapting to the Co-Req model?

Put your comment(s) on a sticky note on our Jamboard!

LINK: https://bit.ly/44uvlkm

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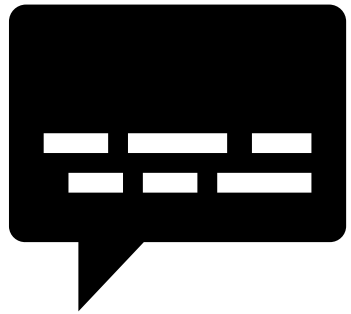
Bandwidth Stealers Brainstorm

Who are our students and what factors impact their learning?

Unmute or share in the chat!



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Student Success Brainstorm

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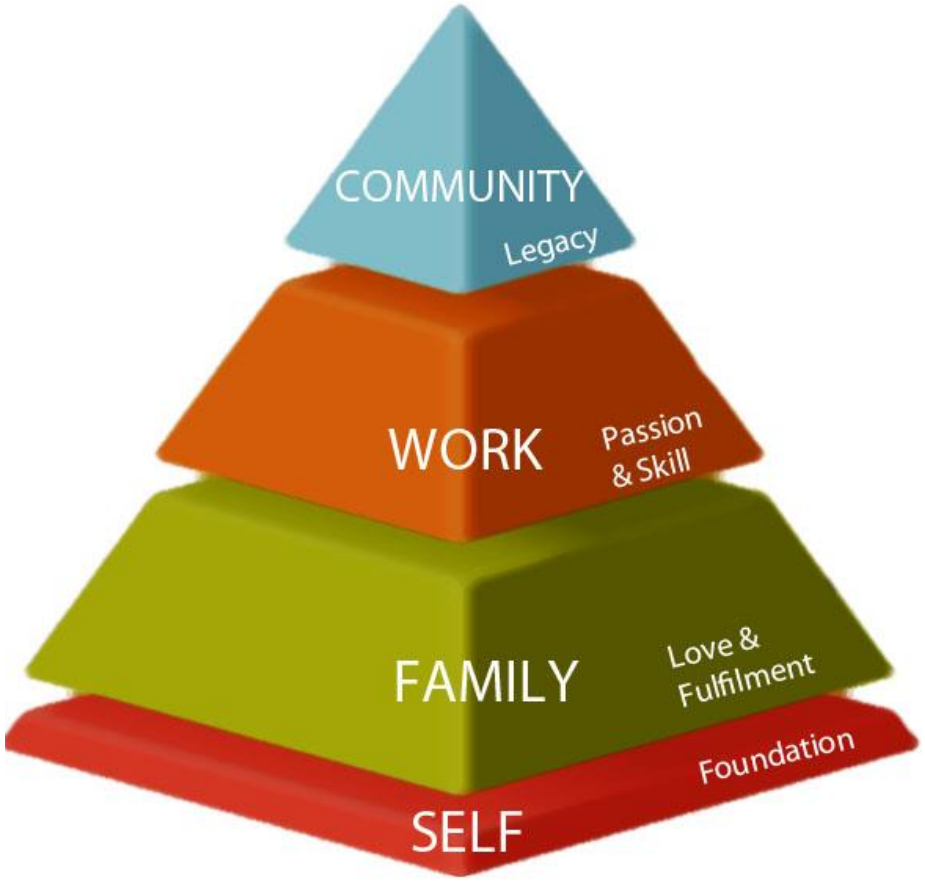
Factors that Impact Student Success

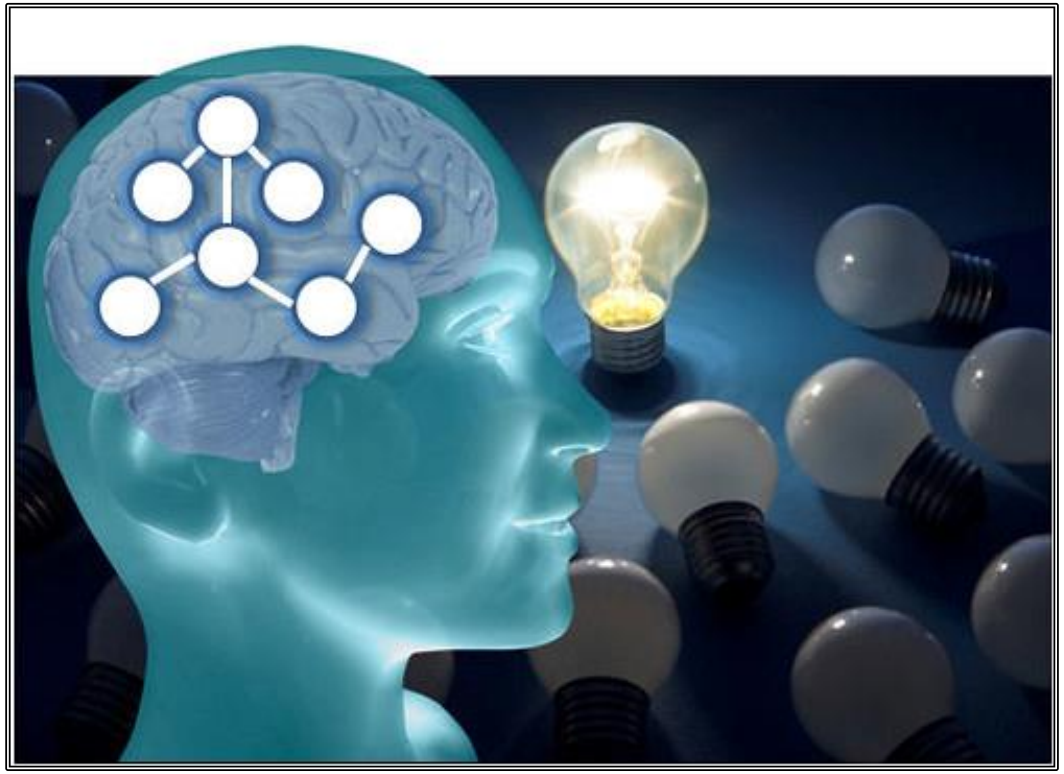
Academic

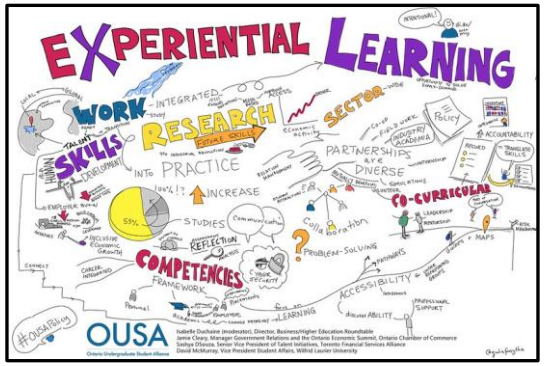
Non-Academic

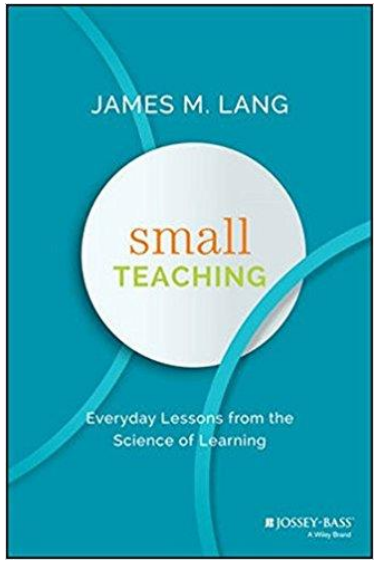


Research: Cognitive vs Non-Cognitive Variables

Cognitive Variables







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*Fagioli et. al, 2020

Research: Cognitive vs Non-Cognitive Variables

Non-Cognitive Variables*

Academic Tenacity
"grit"

Conscientiousness
Self-discipline/ motivation

Academic Self-Efficacy
"Self-Regulated Learning"

Growth Mindset

College Identity
"Belonging"

*Fagioli et. al, 2020

What Do Feelings Have to Do With It?

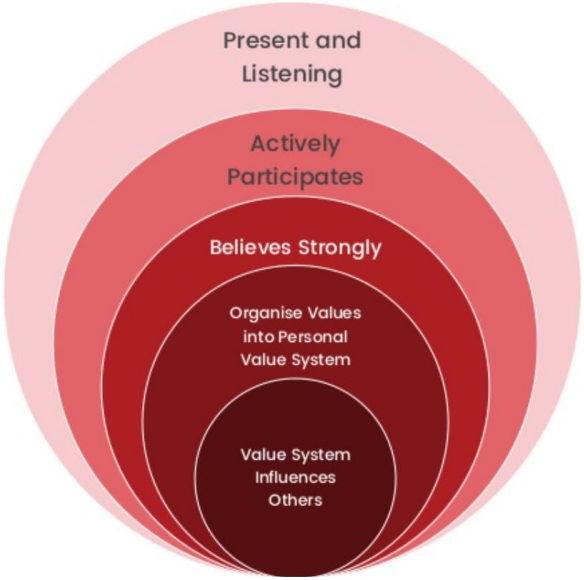
Why Should We Care about the Non-Cognitive or "Affective Domain"?

→ **Affect impacts the fundamental underpinnings of learning**:

- motivation
- interest
- engagement
- attention

"New neuroscience findings that confirmed that affect is complexly intertwined with thinking, and performing important functions that may guide rational behavior, assist memory retrieval, support decision-making and enhance creativity". In fact, "studies demonstrated that emotional skills can be more influential than cognitive abilities in personal and career success" (Bamidis)

Affective Learning Domain



Krathwohl, Bloom & Masia 1973

Receiving

Responding

Valuing

Organizing

Characterizing

Affective Learning Connects to…

Motivation & Enthusiasm

Growth Mindset, Grit

Attitude & Values

Metacognition, Self-Regulated Learning

Feelings, Emotions & Values

Belonging, Reflection

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Growth Mindset

- **Growth Mindset vs.** Fixed Mindset
- **Effort leads to Success vs.** "If you're smart, you don't need to try"
- **Neuroplasticity vs.** You are naturally good or bad at things
- **When it's hard, you're learning vs.** I'm no good at this/I can't learn this

"What students ***believe*** about their brains — whether they see their intelligence as something that's fixed or something that can grow and change — has profound effects on their motivation, learning, and school achievement" (Dweck, 2006).

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Scaffold Your Writing Course with Growth Mindset Strategies

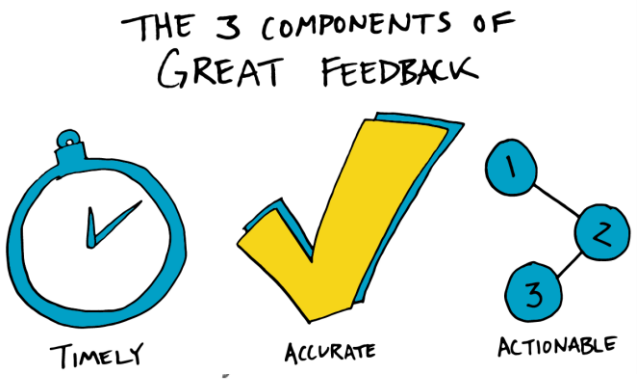
Growth Mindset Module in LMS

Attitude Survey at the start of the semester

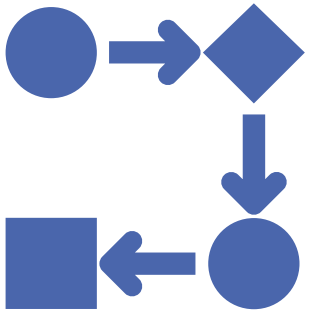
Growth Mindset Check-ins!

Post-Writing Self- Assessment

Growth-Focused Feedback



Build in chances to fail/ "Low-stakes" activities



Connect Effort to Strategies

What Growth Mindset strategies could you use?

Put your comment on a sticky note on our Jamboard!

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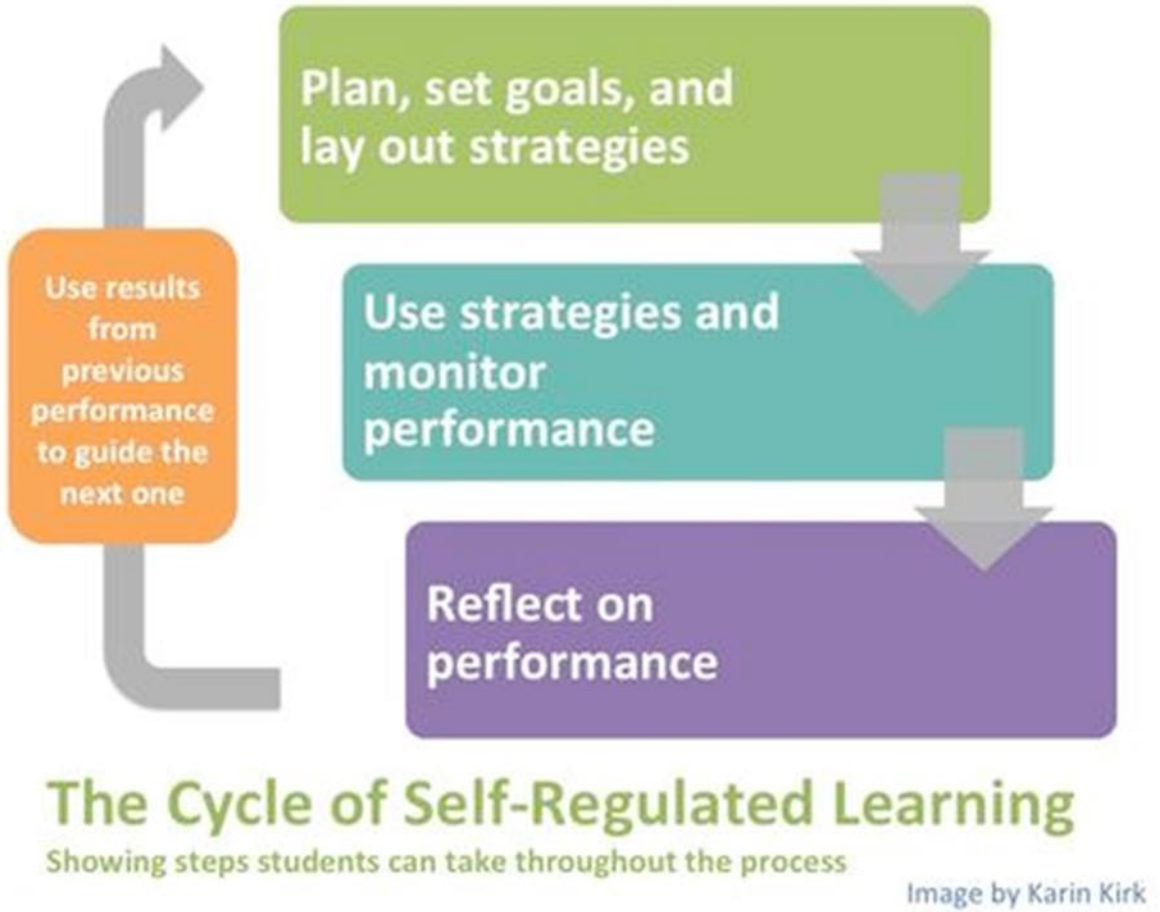
Metacognition and Self-Regulation

Activities that control one's thinking and learning such as planning, monitoring comprehension and evaluation/reflection



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Self-regulated learning

Student Planning

- Studies show that student planning predicts a higher grade. Ex. Create a plan on how, when, where to study for an exam, what strategies/resources to use etc.

Monitoring Your Learning

- Exam Planning
- Assignment/Project Planning
- First Week Paper: “How I Earned an A in This Course” dated the last day of the semester. (Goal **and** Plan)
- Homework/Essay Wrappers
- Metacognitive Note Taking

Reflection

- Allows YOU to practice recall which strengthens and consolidates memory
- Elaboration i.e. analysis of what you did and therefore what you learned from the experience

Adapted with permission from Peter Arthur, PhD.

Self-Regulated Learning (Time Mngmt)

Managing Your Time

Time management is the effective use of your time that enables you to plan your days so that you finish your work with less effort and more efficiency. Time is a science; there are a set number of hours in our day. We have to be explicit and clear about what can fit in those hours. We often think of time as a feeling, which can lead to planning fallacy causing us to underestimate the time it takes to do something.

1) Do you tend to underestimate how much time it will take you to complete a task?

2) Do you find yourself thinking, "I've got plenty of time to do a certain task," only to find you needed more time?

3) Do you typically wait to start a task until the last minute? Does procrastination make you think you work well under pressure?

4) What are some benefits of effective time management?

5) Complete the weekly schedule on the next page. Be sure to schedule everything.
   a. Add non-moving commitments (work, classes, family obligations)
   b. Add transition times (drive time, walking to class)

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Weekly Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12:00 AM							
1:00 AM							
2:00 AM							
3:00 AM							
4:00 AM							
5:00 AM							
5:30 AM							
6:00 AM							
6:30 AM							
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM							
9:30 AM							
10:00 AM							

Learning Skills and Study Strategies

- **Effective Strategies**
  - Lead to deeper learning and long-term retention & transfer skills
  - Create desirable difficulties/productive struggle
  - Can give impression they are not working
  - Modify memory and change the brain
  - Strengthen neural pathways
  - Interrupt forgetting process
  - Bring up low-achieving students

- **Ineffective Strategies**
  - Loop information through short-term memory
  - Create familiarity with text but not mastery of content
  - Lead to an illusion of competence
  - Do not interrupt forgetting process

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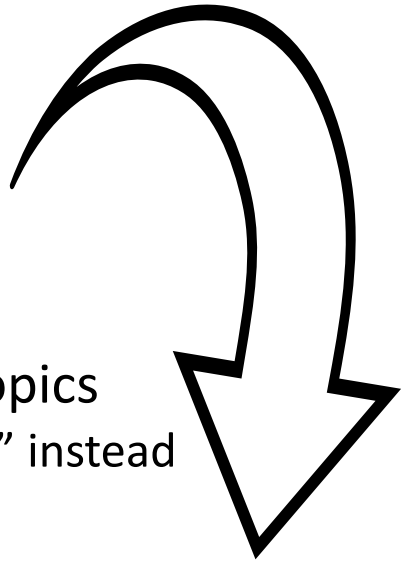
Learning Skills and Study Strategies

- **Effective Strategies**
  - Previewing text
  - Generation/Question Generation
  - Spaced repetition
  - Retrieval practice
  - Interleaved practice
  - Elaboration
  - Pomodoro technique
  - Help on missed/confusing topics
    - "Drop-in" or "question time" instead of Office Hours
  - Sufficient sleep



- **Ineffective Strategies**
  - Blocked practice
  - Rereading text/highlighting
  - Memorizing examples rather than understanding principles
  - Repeatedly solving problems you already know how to solve
  - Passively watching a video or listening to a lecture
  - Distracted study time/multi-tasking
  - Outsourcing solutions
  - Cramming/procrastination

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Small Teaching!

What Do You Already Know?

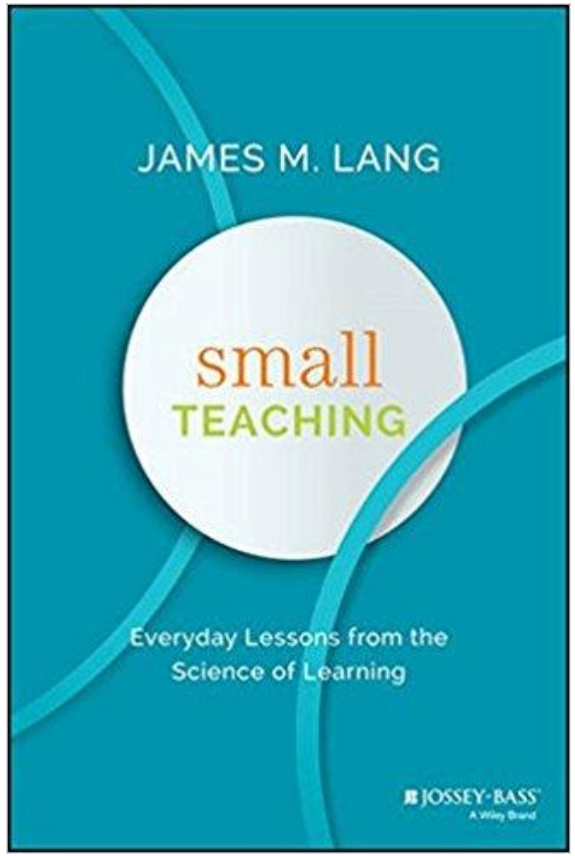
1. **What do you already know about Small Teaching?**

2. **If you haven't learned about Small Teaching, what do you *think* it involves?**

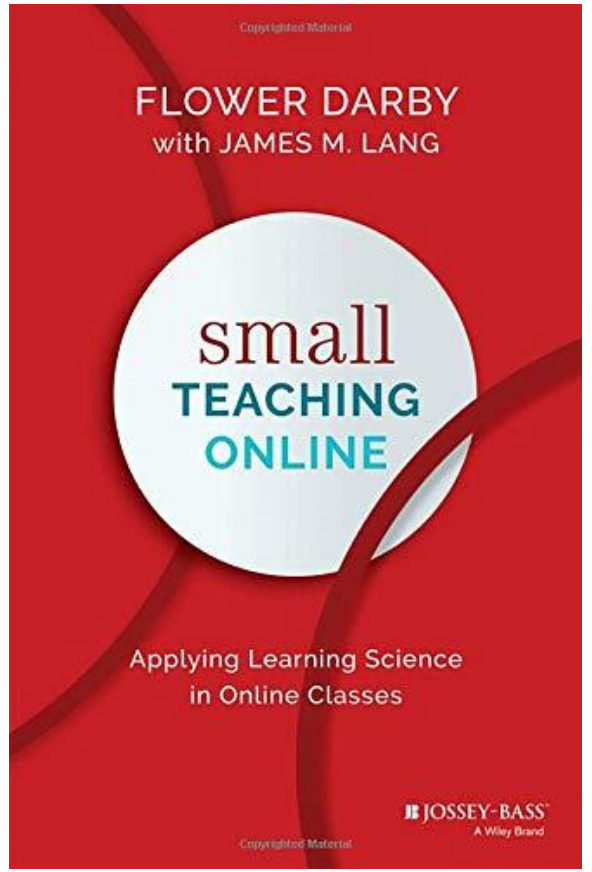
   ("Activate Prior Knowledge/ Retrieval/Prediction")

Take a minute to think, then unmute and share!

What is Small Teaching?



- **Brief** (5 – 15 minute) interventions into individual learning session to promote active engagement (= higher level thinking) using cognitive science (a.k.a "brain-based learning")
- **Limited number** of interventions or activities within an entire course
- **Minor changes** to course design, assessment structure, or communication with students



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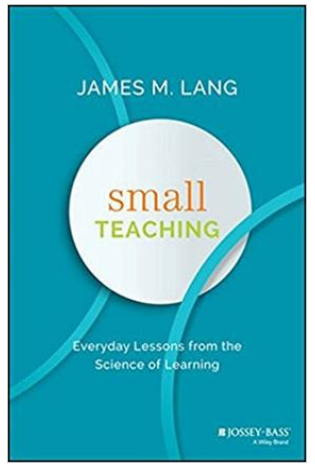
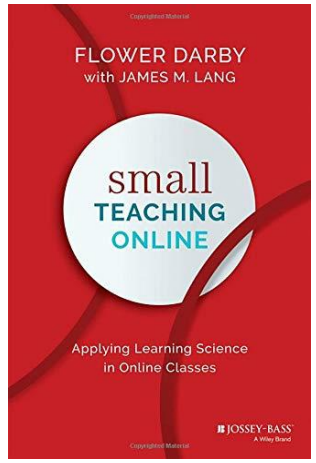
“Activate Prior Learning” and Affect

Small Teaching Strategy

- Pedagogical approach by James Lang
- Bridging a learning experience
- Connect writing to thinking
- Gain attention
- Get participants/students thinking about the topic
- Link to prior knowledge (“make connections”)
- Motivate learners (link to goals, real life)
- Positive mindset





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Modified and Used with Permission from Peter Arthur, PhD (University of BC)

The Cognitive Science Behind “Small Teaching”

- Part I **Knowledge**:
  - Retrieving, Predicting, Interleaving
- Part II **Understanding**:
  - Connecting, Practicing, Self-Explaining
- Part III **Inspiration**:
  - Motivating, Growing, Expanding

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Retrieval (a.k.a “the testing effect”)

Memory researchers have shown that every time we extract a piece of information or an experience from our memory, we are strengthening neural pathways that lead from our long-term memory (storage) to our working memory, which we use to think and take actions.

The more times we remember something we have learned, the stronger the pathway becomes and the more we can make use of that information in the future.

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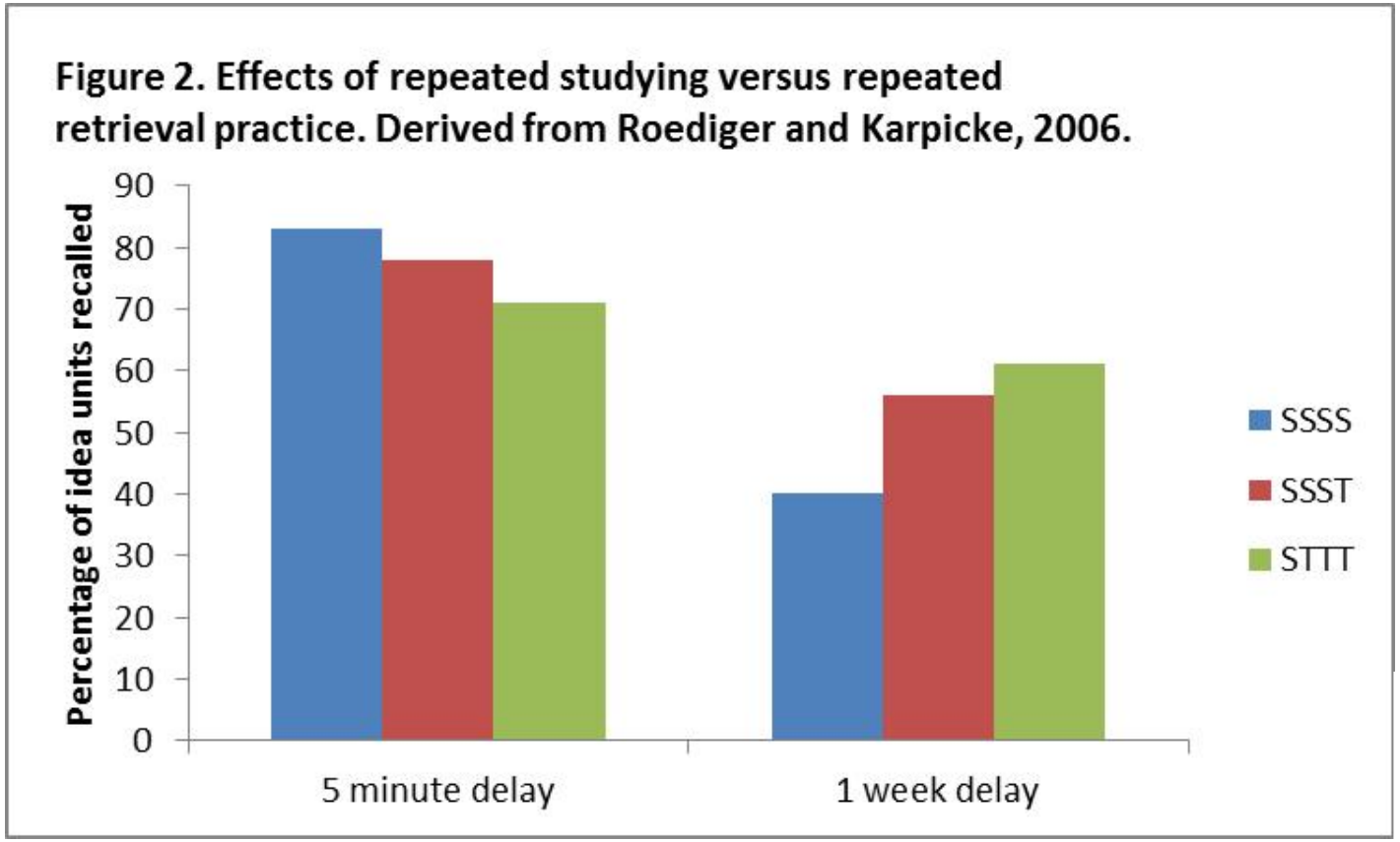
Why Small Teaching?

Small teaching interventions which foster continuous cognitive engagement produce strong results



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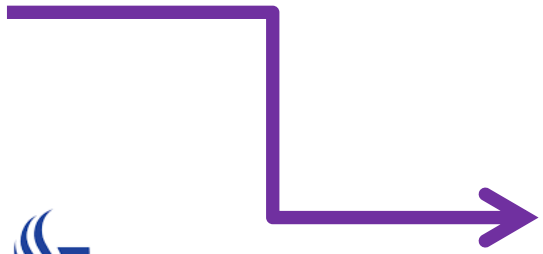
Prediction

- Ask your students to make predictions: this encourages them to activate prior knowledge and make connections to come up with answers, which in turns deepen learning.
- Even if the predictions made are inaccurate, there is still a learning benefit: the act of making predictions improves attainment markedly.
- “Corrective remodeling” = learning



Things to Try:

1. Pre-tests
2. Prediction-Exposure-Feedback
3. Activate Prior Learning

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Much of this information is drawn from the OneHE.org course on Small Teaching

Self-Explaining

Encourage students to self-explain while they are studying or writing:

- monitor their comprehension,
- paraphrasing,
- stating relevant principles aloud

Students who do this are better able to solve future problems by developing inference and understanding how to apply principles in different contexts.

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Much of this information is drawn from the OneHE.org course on Small Teaching

Things to Try:

1. "Why are you doing that?"
2. Peer Instruction
3. Think aloud

Interleaving

- **Interleaving** – the spacing out and mixing up of learning activities over time – promotes high levels of long-term retention, deeper learning and transfer.

Things to Try:

1. Spacing vs. Massed Learning
2. Cumulative Learning
3. Re-think class structure

(Ex. spend the early part of a teaching session reviewing material from the previous session, use the middle to engage in a problem or discussion relating to it, then end with a new concept and challenge to be picked up at the next session.)

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Much of this information is drawn from the OneHE.org course on Small Teaching

Inventory of Small Teaching Practices

- Preparation
- First 5 minutes of class
- Hitting pause
- Last 5 minutes of class

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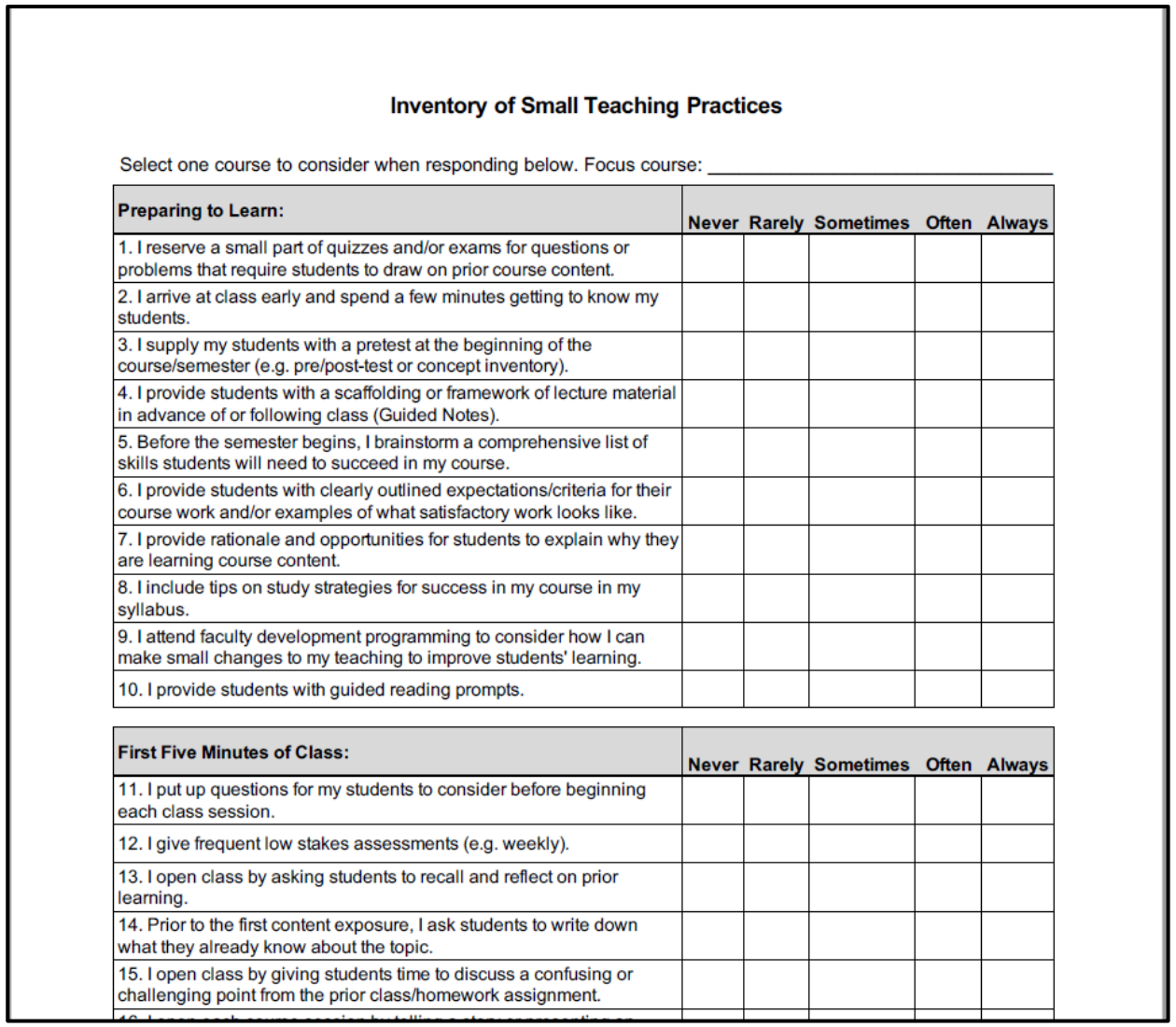

Inventory of Small Teaching Practices

Select one course to consider when responding below. Focus course: _____

Preparing to Learn:	Never	Rarely	Sometimes	Often	Always
1. I reserve a small part of quizzes and/or exams for questions or problems that require students to draw on prior course content.					
2. I arrive at class early and spend a few minutes getting to know my students.					
3. I supply my students with a pretest at the beginning of the course/semester (e.g. pre/post-test or concept inventory).					
4. I provide students with a scaffolding or framework of lecture material in advance of or following class (Guided Notes).					
5. Before the semester begins, I brainstorm a comprehensive list of skills students will need to succeed in my course.					
6. I provide students with clearly outlined expectations/criteria for their course work and/or examples of what satisfactory work looks like.					
7. I provide rationale and opportunities for students to explain why they are learning course content.					
8. I include tips on study strategies for success in my course in my syllabus.					
9. I attend faculty development programming to consider how I can make small changes to my teaching to improve students' learning.					
10. I provide students with guided reading prompts.					

First Five Minutes of Class:	Never	Rarely	Sometimes	Often	Always
11. I put up questions for my students to consider before beginning each class session.					
12. I give frequent low stakes assessments (e.g. weekly).					
13. I open class by asking students to recall and reflect on prior learning.					
14. Prior to the first content exposure, I ask students to write down what they already know about the topic.					
15. I open class by giving students time to discuss a confusing or challenging point from the prior class/homework assignment.					

Discussion

From the two inventory bins you scored the lowest on, pick two small teaching changes that you could implement in your teaching.

Think
- 2 min

Share
- 5 min

Exit Ticket: Update your Post-It!

What challenges are you anticipating adapting to the Co-Req model?

Put your comment(s) on a sticky note on our Jamboard!

LINK: https://bit.ly/44uvlkm

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“Toolbox” Take-Aways

Think about what you have learned during this session and brainstorm for 3 strategies you might try in your class this fall

Think - 2 **mins**

Write **– 3 mins**

Share!

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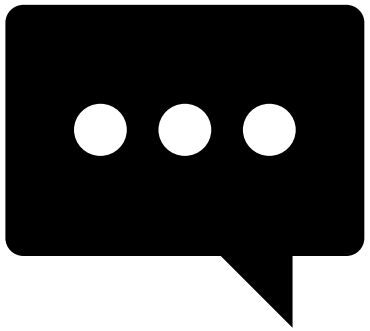
Reflection

Comments? Questions?



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Contact Me!

Feel free to reach out with follow up questions!

Katy Crowther: kcrowther@gsu.edu

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