

<p>Title: <u>The Psychology of College Success</u> Topic: <u>College Success</u> Duration: <u>2.5 hours/5 days with a 15 min break each day</u></p>	<p>Grade: <u>High school juniors through college seniors</u> Designer: <u>The Good Student</u> Contact: <u>www.thegoodstudent.org</u></p>
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Stage 1 – Desired Results

Established Goal(s)	Transfer
<p><i>What standard(s) will the unit focus on?</i></p> <p>College persistence, well-being, academic achievement, campus engagement, and degree completion.</p> <p><i>What content standards, program and/or mission related goal(s) will this unit address</i></p> <p>Successful institutional transition.</p> <p><i>Given your reasons for teaching the unit, which standard(s) are most relevant?</i></p> <p>Well-being and persistence</p>	<ul style="list-style-type: none"> • Will be able to assess their well-being along the key domains predictive of it. • Be able to identify common psychological hindrances to college success and address them effectively. <p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> • Practice habits that lead to happiness and health • Manage stress with meditation and self-compassion • Establish a sense of belonging on a campus and social settings • Find resources on college campuses • Address stereotype threats • Apply a growth mindset to areas in their lives they wish to improve • Provide a situational explanation for events as appropriate • Address transition difficulties that negatively impact college grades <p><i>What big ideas and transfer goals are embedded in this standard? What should students eventually be able to do on their own, if they can meet the standard?</i></p> <ul style="list-style-type: none"> • Psychology includes intrinsic qualities and situational factors that influence performance and well-being • College holds challenges that are both known and unknown by students • Identify key resources to address the various psychological challenges that arise in college • Adapt to these challenges successfully <p><i>What kinds of long-term, independent accomplishments are desired?</i></p> <ul style="list-style-type: none"> • Have a greater respect for their personal well-being and its impact on performance • Prevent stereotypes from affecting the people around them by becoming conscientious of their own biases and will avoid the bystander effect • Have a strong growth mindset regarding intelligence • Attribute situational causes of negative performance appropriately to situational factors • Gain a sense of belonging at their current school and anyone they attend in the future • Gain a greater sense of happiness and sense of well-being • Not to fear negative stereotypes of groups they identify with • Share the research from this course with peers and instructors
Meaning	

**ENDURING
UNDERSTANDING
S**

What specifically do you want students to understand?

- Psychological well-being is crucial and must be conscientiously addressed
- Grades dip during the first term at a new educational level institute and that this is normal, not to be alarmed, and that they can prevent it
- Family plays a key role in health
- Growth mindset: what it is and how it can be applied
- Strategic habits in psychology produces health
- Stereotype threats hinder self and others and can prevent success

What inferences should they make?

- I can do well in college
- Particular challenges are common among students and I'm not the only one to face them, such as depression and concern of not belonging in college
- All the domains of life are interdependent
- There are resources that I can find to help support me with any challenges that arise

ESSENTIAL QUESTIONS

Students will keep considering...

What essential questions will guide inquiry into it?

- How common are mental health issues?
- How influential is your relationship with your parents to school success and well-being?
- What really is mindset, aside from the fade, and how can it support success?
- What is belonging and how is this different from engagement in extra-curricular and campus activities?
- What makes and keeps you happy?
- What relationships make you feel most content and fulfilled?
- What habits do I need so to succeed in college and beyond?
- How depressed or happy are you?
- Are professors scary and how can you build rapport with them?
- Are you likely to succeed in college and school with your current disposition and circumstances?

Acquisition of Knowledge & Skill

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key factors that influence college success and well-being • Their personality and how it's related to success (with a focus on conscientiousness and negative emotionality) • Their mental health state of being (health and self-efficacy) • Their mindset about intelligence • Their relationship with parents • Their level of academic engagement • The prevalence of depression and anxiety among youth • Resources at their current or future college 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Addressing issues that arise in college/school • Applying a growth mindset • Gaining access to resources on campus and within the community • Connecting with peers and faculty/staff • Address stereotype threat • Apply habits that result in happiness
Stage 2 – Evidence		
Evaluative Criteria	Assessment Evidence	

<p><i>By what criteria will performance be assessed, in light of Stage 1 desired results?</i></p> <ul style="list-style-type: none"> Describe and connections are germane to the topics covered. <p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <ul style="list-style-type: none"> Key words used in responses. Specific personal connections. Citation of changed thoughts about each topic. Projections for future actions. <p><i>What "real-world" tasks will reveal students' understanding and proficiency?</i></p> <ul style="list-style-type: none"> Addressing psychological distress more efficiently, producing higher functioning and sense of well-being. Using resource available within institutions, organizations, and communities to support them in challenging situations and issues. <p><i>What transfer performances should students be able to do well if they have met the standards?</i></p> <ul style="list-style-type: none"> Identify psychological challenges to performance. 	<h3>PERFORMANCE TASK(s)</h3> <p><i>Use the six facets when developing assessments of understanding. Use the G.R.A.S.P.S. elements to frame an authentic context for the task(s).</i></p> <p><i>What performances and products will reveal evidence of meaning-making and transfer?</i></p> <ul style="list-style-type: none"> Completed the Student Success Survey Journal containing list of five positive events from the day, five things they had done well during the day, experience of adaptation, experience of stereotype threat, list of core personal values with reflections about them, reflections for each days content and experiences, and video journal if they choice this option. Completed diagram of the domains of well-being. Identifying a campus group that matches with their personal interests and communicating ways that they can meet the criteria for building a sense of belonging (does it have a clear connection with their interests). Correctly sorted flashcards of various mindset statements. <p><i>What evidence of learning is called for by the standard (and indicators)?</i></p> <p><i>What assessments are needed?</i></p> <ul style="list-style-type: none"> Students articulate through their journal, peer discussions, and course discussions a clear connection between academic achievement and the impact on it from acclimating to a new environment/school/campus. (Explanation, Application, Perspective, Interpretation, Empathy, Self-Knowledge) Identified ways to immediately apply the concepts of happiness. (Interpretation, Application, Perspective, Empathy, Self-Knowledge) Identified resources on a campus that will be supportive to their adaptation and performance. (Interpretation, Application) <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p> <ul style="list-style-type: none"> Final reflective piece that integrates content and experiences of the week. G.A.S.P.S <p>Goals- To identify potential challenges in college and resources and techniques to overcome them.</p> <p>Role- Student who wants to persist in college, perform well academically, and have high sense of well-being.</p> <p>Audience- Yourself, fellow students, school faculty and staff, and parents and family.</p> <p>Situation- An unfamiliar school environment.</p> <p>Product, Performance, Purpose-</p> <ul style="list-style-type: none"> List of resources on campus (Product) Make associations among diverse concepts (Performance) Apply concepts to current predicaments and future circumstances effectively (Purpose) <p>Standards and Criteria for Success - Have written statements that clearly articulate associations of course concepts with outcomes of persistence, academic performance, and well-being.</p>
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OTHER EVIDENCE:

What additional evidence will you collect to determine whether Stage 1 goals were achieved?

- Reflect upon learning: written letter to someone they are grateful that share emotions and impact on their lives.
- Assess learning: An essay highlighting a transition time in their life when their initial performance was low but subsequently improved.
- Course Discussion that show self-reflection and connection to material (mentioned how once thought of a topic and now how see the topic, how they will be applying it to their lives - what changes), etc.)
- How will reflect upon and self-assess: completing a questionnaire covering yes/no, open-ended, etc, including topics of:

Stage 3 – Learning Plan

Pre-assessment

What pre-assessments will you use to check students' prior knowledge, skill levels and potential misconceptions?

Students will take the Student Success Survey (S3) provided by the company The Good Student. The S3 asks a series of questions that gauge participants on the key factors related to college success and well-being. Scores are provided for each domain at the end. These scores will be referred back to for each of the learning events below.

LEARNING EVENTS

W.H.E.R.E.T.O. elements and the A, B, C's

WHY the event is proposed – its purpose.

Day 1

Mental Health & Wellbeing

The instructor will ask students to take the S3 (approximately 11 minutes to complete). Upon completion, students will be asked to go through the results and then to reflect and answer the following questions: (10-15 mins) (acquisition) (E1)

- What caught my eye? (H, E1, E2)
- What was I surprised to see? (H, E1, E2)
- How accurate do I feel this assessment is? (H, E1, E2)
- What areas do I want to explore more? (H, E1, E2)
- What do I think about my overall preparedness for college success? (H, E1, E2, R)

Discuss the facets covered in the questionnaire and how they relate to college success. (10-15 minutes) (acquisition, meaning, and transference) (W, H, O)

Class discussion on the experiences of the assessment (5-10 minutes) (acquisition, meaning, and transference) (R, E1, E2, T)

Students are made aware of the higher than usually expected prevalence of mental health conditions and how it is impacting students ability to do well in school and relationally. They will be informed of treatment options on campus and within communities (5-10 min) (acquisition) (O, E1)

Students will be asked to reflect upon the quality of the key areas of health in their life. A chart of key areas will be provided and students will fill in each with their self-assessment. This is to help them become more conscientious of their lifestyle and habits so to identify areas to better support. (10-15 mins) (acquisition, meaning and transfer) (E1, R, E2)

Students will discover the twelve habits of happy people through slides and a TED talk by the Sonja Lyubomirsky (20-25 mins) (acquisition) (E1)

Students will then be prompted: (5-10 mins) (meaning)
(1) List five *events* that went well this past week (E1)
(2) List five things *you did well* this past week (E1)

Then they are to couple up with someone from class and share. (5-15 mins) (acquisition, meaning, and transfer) (E1, R)

Instructor will circle back to the concept that these habits are vital for well-being. (3-5 mins) (meaning and transfer) (O, R)

Next, students will be prompted to write a letter of gratitude to someone who has positively influenced their life. They will consider the following (1) how specifically they provided support (2) when this happened (3) circumstances at the time (4) how you felt, and (5) how it influences you today. (10-15 mins) (acquisition, meaning, and transfer) (E1, R, E2, O)

Students will be provided with the opportunity to share with the class (5-10 mins) (meaning and transfer) (R, E1, E2, T)

Progress Monitoring

How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?

Observe students as they write to make sure they clearly understand the questions and that their responses are personal and specific.

Instructor will listen to responses and monitor for clear understanding of the topics, associations with them, and that thoughts respond to and build upon peer statements.

Constructivist Principles- asking questions to students in discovering personally relevant and topic specific answers.

Partnering conversations can be listened to and instigative questions provided to support further inquire, associations, and application.

Instructor will observe answers to prompted questions and see if answers are specific to the questions.

Instructor can support students' associations, self-reflection, and associations during letter writing.

What are potential rough spots and student misunderstandings?

That the various domains of health in life are not separate but interdependent, such as eating too much sugar will effect their mood and lack of sleeping affects mood and hence relationships

The twelve habits of happiness are not the only ways to be happy, there are other methods, such as humor and servitude.

How will students get the feedback they need and opportunities to make use of it?

Feedback will be given during peer-to-peer conversation, class conversations, and writing prompts. As a result, they will be able to reexamine and adjust their statements and draw new associations and conclusions.

<p>Break (15 mins)</p> <p>Student will be welcomed back with a recap of prior activities: screening tool, higher than expected prevalence of mental health, importance of mental health, and habits to happiness. Students can be called upon to assist with this. (5 mins) (acquisition and meaning) (O, R)</p> <p>Students be introduced to the concept of mindfulness meditation.</p> <ul style="list-style-type: none"> • They will be asked what they know of meditation (H, O) • Asked if they are aware that meditation anatomically changes the brain (acquisition) (H) • Show the UCLA mindfulness meditation website. The practice described and the 5 min breathing exercise practice (25-30 mins) (acquisition) (E1) • Students will be asked to share their thoughts about the experience. (5 mins) (acquisition, meaning, and transfer) (R, E) <p>Next students will be introduced to the concept of self-compassion, why it's more important than self-confidence and provided a TED talk by the pioneer in the field, Kristin Neff. (20-25 mins) (acquisition) (E1, O)</p> <p>Students will be taken through a short exercise from Neff's website (5-10 mins) (acquisition, meaning and transfer) (E1)</p> <p>They will then be asked to write about the experience and overall understanding of Day 1's material and application into their lives. (15-20 mins) (meaning and transfer) (R, E2)</p> <p>Q&A (5-10 mins) (acquisition, meaning, and transfer) (E1, R, E2, O)</p> <p>Read from course text before next class meeting: Anxiety, Depression, and Other Mental Health Conditions; Personality; Health; Values; Interests; Purpose; Relationship with Parents; Happiness; Drugs and Alcohol; and Mutuality Mindset and Givers.</p> <p>Day 2 Belonging</p> <p>Begin with a recap of the importance of psychology and college success. (5 mins) (acquisition and meaning) (H, W, O)</p> <p>Describe: definition of belonging based on research: "feeling of being accepted, included, respected in, and contributing to a setting, or anticipating the likelihood of developing this feeling." (Walton & Brady, 2017); how ubiquitous it is that people fear being an outsider, regardless of race; how it is ephemeral; its real in institutional attachment and retention; how minority groups and first-generation college students are adversely affected by this even without the presence of prejudice and stereotype threats. (15 mins) (acquisition and meaning) (E1)</p> <p>Play following videos: https://www.youtube.com/watch?v=6kGpk8-baMM (~ 5min), https://www.youtube.com/watch?v=-9xzUxOxpU (~6 min) (E1, T, H)</p> <p>Ask students to write down, reflect on, and discuss with the partner their personal values. (15-20 mins) (acquisition, meaning, and transfer) (E2, O, E1)</p> <p>Partner with someone and share. (8 mins) (acquisition, meaning, and transfer) (R, E1, T)</p> <p>Provide them with the opportunity to make a video with their partner or write a letter to a person a hypothetical person who is starting at a new school and could benefit from what you've learned today and gained from your reflections. Share that these video can be shared in a memorial and accessible to future students and those who take the course if they desire. (15 mins)</p>	<p><i>How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?</i></p> <p>Observe students are using proper technique for mindfulness and self-compassion exercises.</p> <p><i>What are potential rough spots and student misunderstandings?</i></p> <p>To realize that meditation is not a religious practice.</p> <p><i>How will students get the feedback they need and opportunities to make use of it?</i></p> <p>Provide comments and recommendations regarding their posture, breathing, and other skills during the exercises.</p> <p>—</p> <p>Day 2</p> <p><i>How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?</i></p> <p>Observe students as they write to make sure they clearly understand the questions and that their responses are personal and specific.</p> <p>Instructor will listen to responses and monitor for clear understanding of the topics, associations with them, and that thoughts respond to and build upon peer statements.</p> <p>Constructivist principles- asking questions to students in discovering personally relevant and topic specific answers.</p> <p>Partnering conversations can be listened to and instigative questions provided to support further inquire, associations, and application.</p> <p>Instructor will observe answers to prompted questions and see if answers are specific to the questions.</p> <p>Instructor can support students' associations, self-reflection, and associations during letter writing.</p> <p><i>What are potential rough spots and student misunderstandings?</i></p>
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<p>Upon students' return, highlight again the definition of belonging. Then transition into the next activity. (2-3mins) (E1, O)</p> <p>Ask students to write down at least three groups that they feel describes them well or that they believe represent an aspect of them and which they would like to learn more about, such as first- generation student, math club, athlete, and field of study). Then have students list colleges that they are interested, at least one. Ask the class if anyone would like to share. (10 mins) (acquisition, meaning, and transfer) (R, E2, E1)</p> <p>Next ask them to find resources at a target college for one of the groups with which they connect. Have them answer the following questions: (15-20 mins) (acquisition) (E1)</p> <ol style="list-style-type: none"> 1. Name of college/university: _____ 2. Name of club/organizations: _____ 3. Website _____ 4. A contact person's name within the organization: _____ 5. This person's contact info: _____ 6. Two ways you could contribute to the group: (1) _____ (2) _____ 	<p>To understand that succeeding in a new environment is not the same as having a sense of belonging.</p> <p>To understand that colleges may not hold all the resources a student may want or need.</p> <p><i>How will students get the feedback they need and opportunities to make use of it?</i></p> <p>Feedback will be given during peer-to-peer conversation, class conversations, and writing prompts. As a result, they will be able to reexamine and adjust their statements and draw new associations and conclusions.</p>
<p>Next have students get into four corners and write down their chosen college and group and discuss among the group what they chose; aspects of the process of locate this information, and a way that they would like to give to their chosen group, and any other personal or group reflections or observations. (15-25 mins) (acquisition, meaning, and transfer) (E1, R)</p> <p>Have students return to their seats. Ask one or two people to share their thoughts on the exercise and then ask them to journal a summary of what they learned from the day, how it applies to college, how it can apply to their personal lives, and strategies they may use now to gain a greater sense of belonging. (10-15 mins) (acquisition, meaning, and transfer) (E1, O)</p> <p>Q&A (5-10 mins) (acquisition, meaning, and transfer) (E1, R, E2, O) (E1, R, E2, O)</p> <p>Read from course text before next class meeting: Who is Going to College and What are They Facing? (all of it); People You Will Meet (all of it); Campus Resources (all of it); Extracurricular and Other Opportunities (all of it); Belonging; and Orientation.</p>	

Day 3 Stereotype Threat

Ask them can a placement of a single question significantly impact a person's success on a test? (H)

Define the term. (3 mins) (acquisition) (E1)

This is an issue especially important for minorities and women (5 mins) (acquisition and meaning) (E1, W)

Describe various studies that demonstrate their deleterious effects. (10-15 mins) (acquisition) (E1)

Play video of Claude Steele's work on the subject:

<https://youtu.be/failylROnrY> (8 mins) (acquisition) (E1, T)

Discuss with the class the video in context of what have learned so far (10 mins) (acquisition and meaning) (E1, W)

Teach on the related psychological concepts, confirmation bias, and the effects of stress on performance (15 mins) (meaning and transfer) (E1)

Ask them to journal about personal past experiences that highlight each one of these phenomena. (15-20 mins) (meaning) (E1, R, E2)

Ask students to write their core personal values down in their journal, reflect upon them, and then if they are comfortable sharing a few with a partner. (25 mins) (acquisition, meaning, and transfer) (E1, R, E2)

Present on the topic of value-affirmation to reduce stress and threats. (5-10 mins) (acquisition) (E1)

Break

Discuss the Heroic Imagination Project (HIP) and Phil Zimbardo's work in the area. Highlighting: Heroism defined and its dimensions based on the paradigm from *The Good Student* book (10-20 mins) (acquisition) (E1) Bystander Effect define, show video, and discuss (15 mins) (acquisition, meaning, and transfer) (E1) Personal Biases define, cite research studies, provide a bias assessment, and the cognitive framework to address them (10-15 mins) (acquisition, meaning, and transfer) (E1, R)

HIP as a nonprofit and resource (5 mins) (acquisition) (E1)

Ask students to journal ways that they might utilize the concept of heroism in their own lives (10-15) (meaning and transfer) (E1, R, E2)

Have them break up into groups to share with others what they have written (10 mins) (acquisition, meaning, and transfer) (E1, R)

Then facilitate a breathing exercise that they can use to address stress (8-10 mins) (acquisition) (E1, T)

Day 3

How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?

Observe students as they write to make sure they clearly understand the questions and that their responses are personal and specific.

Instructor will listen to responses and monitor for clear understanding of the topics,

associations with them, and that thoughts respond to and build upon peer statements.

Constructivist principles- asking questions to students in discovering personally relevant and topic specific answers.

Partnering conversations can be listened to and instigative questions provided to support further inquiry, associations, and application.

Instructor will observe answers to prompted questions and see if answers are specific to the questions.

Instructor can support students' associations, self-reflection, and associations during letterwriting.

What are potential rough spots and student misunderstandings?

To understand that one does not need to be aware of stereotype threats for it to have a negative impact on them.

How will students get the feedback they need and opportunities to make use of it?

Feedback will be given during peer-to-peer conversation, class conversations, and writing prompts. As a result, they will be able to reexamine and adjust their statements and draw new associations and conclusions.

Ask students to journal about the day's concepts, how they will immediately use it in their lives, and how stereotype threat relates to the topics of mental health, wellbeing, and a sense of belonging on a school campus. Students can also make a video instead of journaling, but they must write an outline in their journal before recording (15-20 mins) (meaning and transfer) (E1, R, E2, T, O)
Q&A (5-10 mins) (acquisition, meaning, and transfer) (E1, R, E2, O)
Read from course text before next class meeting: Stereotype Threat; Choosing Colleges, Majors, and Careers (all of it); The Heroic Imagination; Life Skills; and Global Citizenship.

<p>Day 4 Mindset Ask students what they know about mindsets. Define mindset and how it is applied in different life settings. (10-15 mins) (acquisition) (H, W, E1)</p> <p>Watch video by Carol Dweck, which includes common misconceptions about mindset. (acquisition) (E1)</p> <p>Video about neuroplasticity. (10 mins) (acquisition) (E1)</p> <p>Cover research on the anatomy of the brain as it changes with years as a taxi (5-15 mins) (acquisition) (E1)</p> <p>Provide scientific article about how mindsets about groups could be used to create peace among groups of people. (20-25 mins) (acquisition) (E1)</p> <p>Activity: Flash Fun (15-20 mins) (acquisition, meaning, and transfer) (H, T)</p> <ul style="list-style-type: none"> • Have student get in a group of 4-5 people • Had them an envelope that contains several cards that have a phrase that is either a strong fixed mindset, a mixed mindset, and strong growth mindset. (E1, R) • The group together are to go one by one through the cards and place them in one of the three groups, hence creating three piles. (E1) • Once all groups are finished, have an open class discussion about the content on the cards and experience going through them. <p>Break</p> <p>Visit the website: www.mindsetworks.org Explore the website and discuss the steps for building a growth mindset in the moment of hearing a fixed mindset (5-10) (acquisition and transfer) (E1, T)</p> <p>Have identify one areas in their lives where they would like to apply this and then write down the cognitive, metacognitive, and behavioral steps they will take to improve their mindset regarding the particular domain. (15-20 mins) (meaning and transfer) (R, E2, T)</p> <p>Ask students to share with the class (5-10 mins) (acquisition, meaning, and transfer) (E1, R)</p> <p>Provide students the option to write a story board drawing, flashcards, or make a three minute video of the scenario they just journalled about. (15-20 mins) (meaning and transfer) (R, T, E2)</p> <p>Have student volunteers share their work with the class (10-15mins) (acquisition, meaning, and transfer) (E1, R, E2, O)</p> <p>Students to now write a reflective paragraph about what they learned today, how it relates to the rest of course material so far, and how it will make college success more possible for them. (10mins) (meaning) (E2, R, O)</p> <p>Q&A (5-10 mins) (acquisition, meaning, and transfer) (E1, R, E2, O)</p> <p>Read from course text before next class meeting: Mindset; ABCs of Post-Secondary Education (all of it); Courses You Will Take (all of it); and Succeeding in Your Courses (all of it).</p>	<p>Day 4</p> <p><i>How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?</i></p> <p>Observe students as they write to make sure they clearly understand the questions and that their responses are personal and specific.</p> <p>Instructor will listen to responses and monitor for clear understanding of the topics, associations with them, and that thoughts respond to and build upon peer statements.</p> <p>Constructivist principles- asking questions to students in discovering personally relevant and topic specific answers.</p> <p>Partnering conversations can be listened to and instigative questions provided to support further inquire, associations, and application.</p> <p>Instructor will observe answers to prompted questions and see if answers are specific to the questions.</p> <p>Instructor can support students' associations, self-reflection, and associations during letter writing.</p> <p><i>What are potential rough spots and student misunderstandings?</i></p> <p>To understand that a growth mindset doesn't mean that your intelligence is limitless.</p> <p>To understand that mindset is a spectrum.</p> <p>To understand that people can different types of mindsets among differing tasks, such as the ability to dance and the ability to read faster.</p> <p><i>How will students get the feedback they need and opportunities to make use of it?</i></p> <p>Feedback will be given during peer-to-peer conversation, class conversations, and writing prompts. As a result, they will be able to reexamine and adjust their statements and draw new associations and conclusions.</p>
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<p>Day 5 Attribution and the First-Year</p> <p>Ask students to describe a situation where they initially did poorly but eventually excelled. (acquisition) (H, E1, R, E2) Have them journal (5 mins) Where were you? When was this? Who was there? How did you improve? What resources did you use? Then share with the class (10 mins) (acquisition, meaning, and transfer) (E1, R, E2, T)</p> <p>Describe how for many students, their grades dip during the first term in college. Define what attribution means. Provide examples and differentiate between dispositional and situational attributions. Cover the fundamental attribution error. Use slides to support learning. (10-15 mins) (acquisition) (W, E1, E2, R)</p> <p>Then ask students how they believe a sense of belonging, stereotype threat, and mindsets are all related to adapting to college and improving grades or preventing them from dipping. Course discussion (15 mins) (meaning and transfer) (H, E1, E2, R, O)</p> <p>Share video on attribution and the first year. (10-15 mins) (acquisition) (E1)</p> <p>Provide prompts examples on the slides and have students identify if they are situational or dispositional attributions and what makes them so. (7-10 mins) (acquisition) (E1, R)</p> <p>Break</p> <p>Ask students to list a few possible adjustment challenges that they will face upon entering college, such as navigating the campus, making new friends, doing college level course work; and managing the flexibility and demand of their daily schedule. (7-10 mins) (acquisition) (E1, R, E2)</p> <p>Then ask them to pull up their target college or another one from the belonging course session. Ask them to find five resources on campus to address those possible challenges they listed. Provide examples of support, such as free tutoring on campus for difficult subjects and the career center to help identify possible majors and careers. (15-20 mins) (acquisition) (E1, R, E2)</p> <p>Class discussion on this process, highlight challenges in finding resources, limitations of the resources, and possible other solutions, such as help within the community. Have students assist each other among the group within the class conversation with this process. (15 mins) (acquisition, meaning, and transfer) (E1, R, E2, T, O)</p> <p>Class to take a five minute break Next ask student to write a letter to themselves or a student that is graduating high school and about to enter college. This letter will share what they learned from the day about attributions, how to find resources, where to look, integrate the information from and activities from prior days, and any other information they would like to share. (10-25 mins) (meaning and transfer) (E1, R, E2, T, O)</p> <p>Offer to have students read what they wrote (10-15 mins) (acquisition, meaning, and transfer) (T) Q&A (5-10 mins) (E1, R, E2, O) Read for personal edification: In and Out of College (all of it); Courses You Will Take (all of it); Attribution and the First Year; Locus of Control; Recommendations for College Administrators; Proficiencies for Future Careers; and Good Work.</p>	<p>Day 5</p> <p><i>How will you monitor students' progress towards acquisition, meaning-making, and transfer during lesson events?</i></p> <p>Observe students as they write to make sure they clearly understand the questions and that their responses are personal and specific.</p> <p>Instructor will listen to responses and monitor for clear understanding of the topics, associations with them, and that thoughts respond to and build upon peer statements.</p> <p>Constructivist principles- asking questions to students in discovering personally relevant and topic specific answers.</p> <p>Partnering conversations can be listened to and investigative questions provided to support further inquire, associations, and application.</p> <p>Instructor will observe answers to prompted questions and see if answers are specific to the questions.</p> <p>Instructor can support students' associations, self-reflection, and associations during letter writing.</p> <p><i>What are potential rough spots and student misunderstandings?</i></p> <p>To understand that the dip in grades can be avoided.</p> <p>To understand that the fundamental attribution error is something that one has to continually catch and change.</p> <p><i>How will students get the feedback they need and opportunities to make use of it?</i></p> <p>Feedback will be given during peer-to-peer conversation, class conversations, and writing prompts. As a result, they will be able to reexamine and adjust their statements and draw new associations and conclusions.</p>
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