Fostering Habits of Mind in Today’s Students

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Project Background

- $500,000 HSI Models of Success grant from the Lumina Foundation
- Three-year, tri-campus collaboration (CSUMB, Hartnell, and Cabrillo)
- 30 math and writing faculty (10 from each campus)
- 25-day summer institutes and a regional conference
Remember back:
When you were a new college student, what secrets to academic success were not clearly visible?

Why Habits of Mind Matter
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- What Are Habits of Mind?
- Habits of Mind as Learned Behaviors
- A Habit by Any Other Name . . .
Remember back: When you were a new college student, what secrets to academic success were not clearly visible?

With the person next to you, discuss your response to this question.

Two minutes. Go!
**Book Structure & Framework:**
- Using an assets-based approach to teaching and learning
- Supporting and engaging students
- Creating inclusive learning communities
- Building confidence and self-efficacy
- Promoting transfer of learning
- Teacher networks and cross-disciplinary collaboration

**Key Factors of College Success**
Putting Principles into Practice

- Reflecting Home Culture
- Building a Supportive Community in the Classroom
- Boredom Busters
- A Different You
- Group Projects: Turning Students into Teachers
- Using the Habits of Mind as a Reflective Tool
“Building Supportive Community in the Classroom”

- **Activity**: various games and assignments that build community and establish a student-centered classroom

- **Learning Outcomes**: self-awareness, self-management, and the ability to collaborate and work with others

- **Habits of Mind**: engagement, motivation, and persistence

- **Sample Activities**
  - Truths & Lies
  - Group Resume
  - Sides—New or Experienced Students
  - Classmate Bingo
1. While my three-year old daughter does tricks on her pedal bike, my one-year old son is figuring out how to ride a balance bike.

2. Because I like working on house projects, my home has some neat personal touches.

3. Although I am an English Instructor, English is not my first language.

4. I have traveled to Mexico, Honduras, Egypt, Thailand, and Ecuador because I love learning about the word.

3 Truths & 1 Lie
1. Write 2-3 sentences about yourself.
2. At least one needs to be a lie.
3. Get into groups of 3.
4. Take turns sharing your sentences.
5. Guess which one is a lie.

Your Turn
“Words of Advice”

- **Activity**: writing advice for the next semester
- **Learning Outcomes**: self-awareness, self-management, and critical thinking
- **Habits of Mind**: transfer of learning and persistence

Whether it is a community college pre-transfer class or a senior seminar, students learn something aside from mastering course objectives in the classroom.
Depending on their life circumstance, students bring unique assets to their educational experience while developing and fortifying habits of mind that generate success.

These habits of mind can be shared with others in the class, with future classes, and are what students take with them as they proceed in their educational journey.

Their success at the end of the semester is a testament to persistence, and students can help each other learn what it takes to make it through.

“Words of Advice”
The reaction from students is in their writing. Here are a few common gems:

- “Ask questions! The teacher is here to help. If you don’t know something, let them know!”
- “Get support from your friends. Having my friend in class with me made me want to go to class, and helped when we do homework together.”
- “Don’t take class with friends since it can be distracting if you’re like me. Plus you make friends with the other people in class and that’s another thing college is good for.”
- “Do your homework. Keep caught up.”
- “Don’t party the night before a morning class.”

Actual Student Advice
Adapt

- Not only are first-generation college students and those who may be underrepresented and underserved through our educational system required to learn the content matter of the general education curriculum along with the content of their chosen major, but they also have to learn the unspoken standards and expectations of academia.

Approach

- Teaching habits of mind doesn’t have to be a monumental shift or a burden; teaching habits of mind should be part of our teaching tool kit, the grease by which we guide students toward an in-depth and rich college education.

- The task is not to completely redesign instruction, but instead to realize that meeting student needs requires continual attention. Every time we are about to draw up a syllabus, an assignment guideline, a PowerPoint for tomorrow’s class session, here rests an opportunity to push our own methods of instruction so that we are cultivating critical academic discourse while empowering students with the internalization of academic success.
For our most vulnerable students, the cultivation of habits of mind must be more than merely incidental.

A critical part of success is learning to dig deep and have faith in ourselves and the process when the stage of learning or living we’re experiencing isn’t so joyful.

We need to prioritize the long view of learning.

What We’ve Learned . . .


Wednesday, April 29, 2015