

Resilient habits of thinking— abilities for academic success

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Outline

- Background on resiliency—what and why?
- Resiliency self-assessment and reflection
- Defining habits of thinking that support resiliency
- Take home messages/next steps

Resiliency: what and why

- Resiliency: increased probability of school and life success despite adversities caused by ... characteristics, conditions, and experiences.

<http://crede.berkeley.edu/tools/glossary.html>

- Ability to cope positively with set backs or adversities seems crucial—students experience all sorts of adversities as they pursue their education.
- Our experience in the Academy for Leadership and Learning course (NREM 112x) has indicated that students benefit from working on resiliency



Resiliency abilities/habits

- **Autonomy**
 - Separation of identity from family/peers
 - Accepting responsibility
- **Sense of purpose**
 - A higher/greater purpose, something beyond one's self
 - Learning as opposed to meeting a requirement
- **Problem solving**
 - Creative thinking, multiple approaches
- **Social competence**
 - Appreciating diversity



Resiliency self assessment

- Complete it
- What insights occur to you as you reflect on this self assessment?



Defining/working with autonomy

- What does the habit of “autonomy”
 - Look like?
 - Sound like?
 - Feel like?
- Examples of students who are/are not acting with autonomy
- Story-telling—what examples (in your life or the life of someone who has influenced you) illustrate autonomy?
- Ideas to help someone develop autonomy?

Defining/working with sense of purpose

- What does the habit of “sense of purpose”
 - Look like?
 - Sound like?
 - Feel like?
- Examples of students who are/are not acting with sense of purpose
- Story-telling—what examples (in your life or the life of someone who has influenced you) illustrate sense of purpose?
- Ideas to help someone develop sense of purpose?

Next steps

Miller Faculty Fellowship: Cultivating Resilient Habits of Mind: New Ways to Educate Leaders

- Suzanne Hendrich, Professor, Food Science and Human Nutrition
- Barb Licklider, University Professor, Educational Leadership and Policy Studies
- Jan Wiersema, Lecturer, Educational Leadership and Policy Studies
- Jan Thompson, Associate Professor, Natural Resource Ecology and Management
- Steven Jungst, Professor, Natural Resource Ecology and Management
- Julie Blanchong, Assistant Professor, Natural Resource Ecology and Management
- Gail Nonnecke, University Professor, Horticulture
- Cindy Haynes, Associate Professor, Horticulture
- Alok Bhandari, Associate Professor, Agricultural and Biosystems Engineering
- Steve Freeman, Associate Professor, Agricultural and Biosystems Engineering
- Terri Boylston, Associate Professor, Food Science and Human Nutrition
- Sorrel Brown, Lecturer, Agricultural Education and Studies

Project description:

- faculty and student services staff team
- meet biweekly (2 h/wk) 2008-09
- Will develop:
 - in-class activities
 - sequenced lesson plans
 - self-assessment and reflection tools related to resiliency
 - learning assessment rubrics that guide student learning of resilient habits of thinking.
 - \$1000 development funds per person
- participants in this project will commit to incorporating these products into their courses and into their work in advising and in Learning Communities.

Next steps

- If interested in our project
- Project LEA/RN Introductory Workshop, led by Barb Licklider, W-F, Aug 13-15, 2008
- Learn to apply learning theory to enhance interaction and student engagement in their learning
 - Interactive learning-focused techniques
 - Cooperative learning strategies
 - Classroom learning assessment techniques
- 2 person teams from a department or program are encouraged (learning partners)
- Sign up list [here](#) or email shendric@iastate.edu