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
- 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