

Student Persistence in a Covid World: Resilience & Grit Tempered with Grace

WORKSHOP PRESENTER:

EMILE R. "MIKE" BOUTIN, JR., ED.D.

ASST. DEAN OF FACULTY & STUDENT SUCCESS

MGH INSTITUTE OF HEALTH PROFESSIONS

CHARLESTOWN, MA

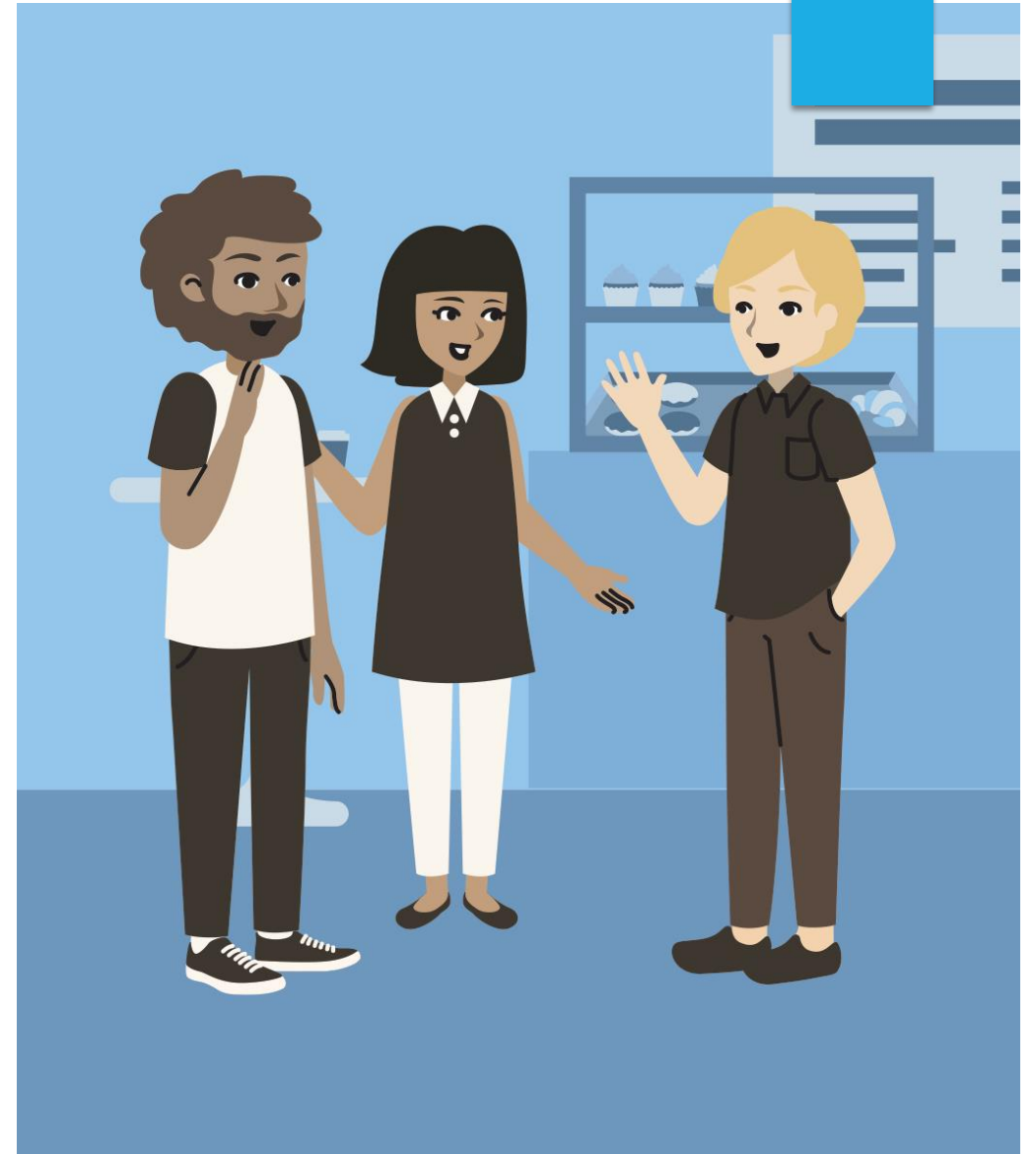


Fri., Feb. 19th, 1-2:30pm

Fri., Mar. 5th, 2-3:30pm

Introductions & Check In

- ▶ A word about me
- ▶ In pairs, spend 5 minutes “checking in”: how are you feeling right now? What would you like to share with this other person?
- ▶ Debrief



Feelings for Levels 1 & 2 ELL's



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Learning Objectives

After this workshop series, you should be able to:

- ▶ Define persistence
- ▶ Articulate challenges and benefits of online learning
- ▶ Define resilience & grit
- ▶ Articulate ways to develop persistence, resilience, and grit
- ▶ Articulate ways to manage learners' resistance
- ▶ Develop ways to manage your own resistance



Agreed? Anything else you want to do with this time?

As of right now, my students are primarily:

ELL
students

high school
to college
aged

adult
learners

I am not
teaching
currently

other

As of right now, I am spending most of my time teaching:

one on one
virtually

in a virtual
classroom, i.e.
Zoom with
multiple students

in a physical
classroom with
multiple students

in a hybrid online
and physical
classroom with
multiple students

I am not teaching
at the moment

In a word, what is your greatest worry as an educator right now?

What's our Current Reality?

Where are our students at right now?

- ▶ Covid:
 - ▶ disproportionately affected BIPOCs: infection rates, mortality rates, lack of access to healthcare, vaccines
 - ▶ Lack of socialization
 - ▶ Financial/employment/childcare concerns
 - ▶ Food insecurity
 - ▶ Loss of family and friends
- ▶ adult learners juggling multiple priorities
- ▶ have tried and perhaps failed before

Student Persistence

The New England Adult Learner Persistence Project: <http://nelrc.org/persist/report09.pdf>

What is it? 2009: 18 New England institutions studied their context-specific interventions to improve persistence

Why? “The underlying assumption of the Project is that **persistence** is the underpinning for academic progress that results in positive outcomes and an improved quality of life for adult learners. When low-income adults’ life circumstances improve, their children do better in school, their health improves, the tax base increases, the pool of qualified workers increases, and our communities become stronger. **None of this is possible** if we do not become better at supporting adults to complete their education and meet their goals.”

Definition of persistence: “Adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.”

Student Persistence

Six Drivers of Persistence, per NELRC:

1. Sense of Belonging and Community:

- ▶ group and team learning, cohort designs, virtual study spaces, relationships with cohort, advisors, educators

2. Clarity of Purpose:

- ▶ setting goals-both instrumental goals (short term) and aspirational goals (long term, big picture), review of goals, assessment of goals

3. Agency:

- ▶ Bandura's social cognitive theory: adults learn in a social context and are self-developing, so give them choices and options

Student Persistence

4. Competence/Self-Efficacy:

- ▶ a person's belief in their ability to learn or perform a particular task, to show mastery or competence; metacognition-knowing about knowing, study skills, learning how to learn, scaffolded learning, computer and Zoom skills

5. Relevance:

- ▶ learning needs to feel authentic, examples, images, etc grounded in their experience, culture, interests. Does the learning have meaning and emotion to the learner?

6. Stability:

- ▶ moving through a curriculum in an intentional and deliberate way; create psychologically safe space to learn; factors that mitigate against stability: unemployment, lack of childcare, poverty, food insecurity, : diversity question

Student Persistence

1. Sense of Belonging and Community
2. Clarity of Purpose
3. Agency
4. Competence/Self-Efficacy
5. Relevance
6. Stability



Learner Persistence Program Self Assessment by Drivers of Persistence:
<https://nelrc.org/persist/pdfs/Self-assessment%20by%20driver.pdf>

Developing Persistence

1. Sense of Belonging and Community
2. Clarity of Purpose
3. Agency
4. Competence/Self-Efficacy
5. Relevance
6. Stability



Small Groups Breakout Rooms:

6 groups will each be assigned a driver based on group number. What practices have you found helpful in developing that driver of student persistence?

15 minutes, then we'll report out

Looking Ahead...

Friday, March 5th at 2pm



We will cover:

- ▶ Resilience
- ▶ Grit
- ▶ Strategies to develop resilience and grit
- ▶ How to challenge students' negative self talk
- ▶ How to take care of ourselves

What else would you like to cover *if we can* with your time?

How are you feeling right now?

Student Persistence in a Covid World: Resilience & Grit Tempered with Grace Part 2

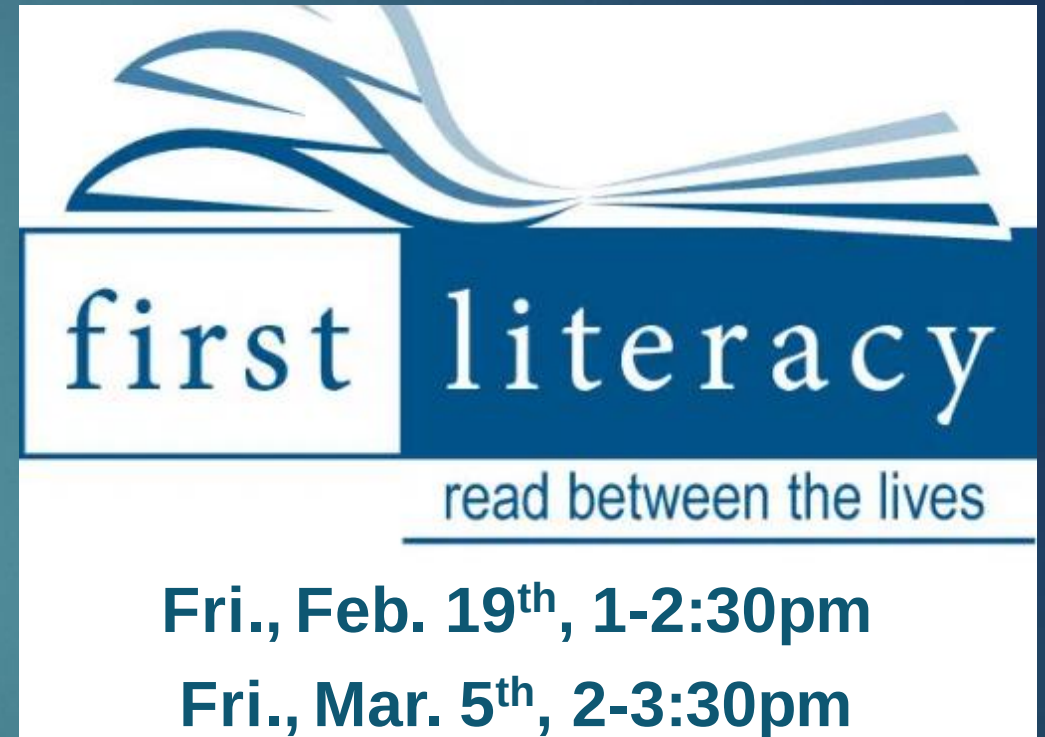
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Looking Back...

We discussed:

- ▶ Where we and our students are at right now
- ▶ Persistence
- ▶ New England Adult Learner Persistence Project (<http://nelrc.org/persist/report09.pdf>)
- ▶ Six Drivers of Student Persistence:
 1. Sense of Belonging and Community
 2. Clarity of Purpose
 3. Agency (having choice)
 4. Competence/Self-Efficacy (being able to accomplish a task)
 5. Relevance
 6. Stability



Today, we'll discuss:

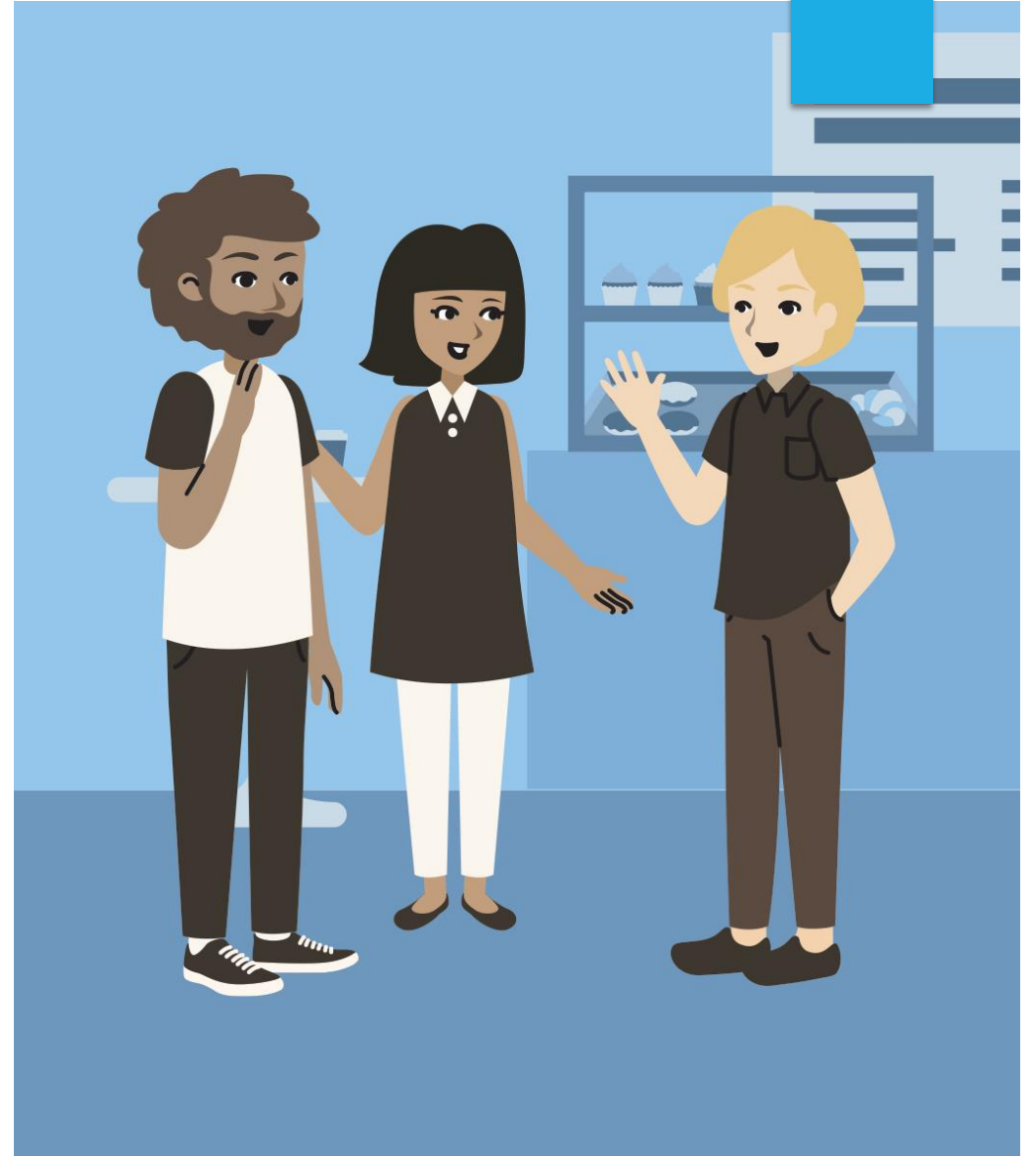


- ▶ Articulate challenges and benefits of online learning
- ▶ Define resilience & grit
- ▶ Articulate ways to develop resilience and grit
- ▶ Challenging students' negative self talk
- ▶ Develop ways to manage your own resistance

Agreed? Anything else you want to do with this time?

Check In

In pairs, spend 5 minutes “checking in”: how are you feeling right now? What would you like to share with this other person?



Online Learning: Benefits and Challenges

Benefits:

- ▶ Convenience
- ▶ Participation
- ▶ Hybrid formats
- ▶ Cost effectiveness

Anything else
to add?

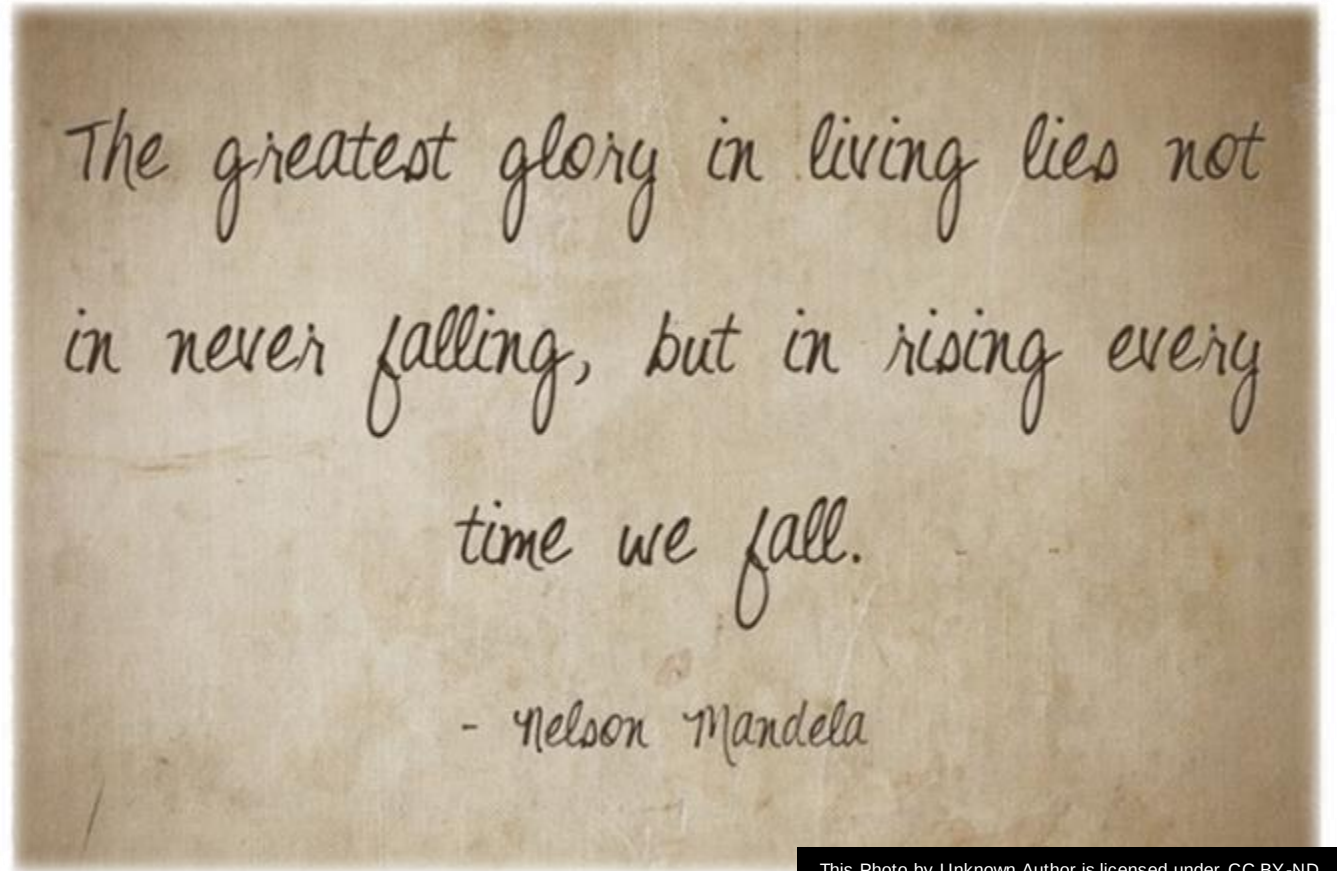
Challenges:

- ▶ Computer and Zoom literacy
- ▶ Time management
- ▶ Distractions
- ▶ Access
- ▶ Course design and implementation
- ▶ Lack of face-to face-time: **connection**
- ▶ Learning curve for educators

Resilience

the ability to:

- ▶ withstand
- ▶ adapt
- ▶ rebound from adversity



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Resilience

Characteristics of Resilient Students:

- ▶ Social Competence and Pro-Social Values
- ▶ Optimism
- ▶ Purpose
- ▶ Sense of Belonging
- ▶ Problem-Solving Skills
- ▶ Effective Coping Style
- ▶ Positive Self-Image
- ▶ (Humor)

Drivers of Student Persistence:

- ▶ Sense of Belonging and Community
- ▶ Clarity of Purpose
- ▶ Agency
- ▶ Competence/Self-Efficacy
- ▶ Relevance
- ▶ Stability

Grit

Passion and perseverance for very long term and meaningful goals.

Relies on growth mindset: failure as *opportunity* to grow, because failure is not immutable

A photograph of Angela Lee Duckworth, a professor of psychology at the University of Pennsylvania, speaking. She is a woman with dark hair, wearing a black patterned top, and is gesturing with her hands. The background is blurred, showing other people in the audience.

"Grit is living life like it's a marathon, not a sprint."

- Angela Lee Duckworth, Professor,
Psychology, Univ. of Pennsylvania

Developing Resilience & Grit

- ▶ Screenshots of success-what were you doing in this moment? What were you thinking? Feeling?
- ▶ Celebrate success/Success Journals
- ▶ Partner with partners/support network
- ▶ Customize instruction to student strengths
- ▶ Provide culturally relevant models of resilience
- ▶ Notice students' struggles and successes/accept them where they are
- ▶ Predictable routines and reactions
- ▶ Model how to deal with mistakes from a growth mindset
- ▶ Create a plan to address a situation a student may be currently facing
- ▶ Create a learning space that is safe to deal with struggles & trauma

Developing Resilience & Grit



DISCUSS: In small groups, what teaching practices have you found to be effective in developing resilience and grit among your students?

Introducing Grace

- ▶ Definitions:
 - ▶ free and undeserved favor
 - ▶ temporary immunity or exemption
 - ▶ to dignify
- ▶ Who needs grace these days
 - ▶ Our students do: deadline
 - ▶ We do: we're tired, stressed, underpaid, often unappreciated
 - ▶ Persistence requires grace less.



flexible in a Covid world

underpaid, often

students and we need nothing

Challenging Learners' Resistance & Negative Self Talk

How does this make you feel?

How to respond *gracefully*:

- ▶ Reframe
- ▶ Perspective
- ▶ Reality Testing
- ▶ Goal Thinking
- ▶ Chunking the Work



Managing Our Own Negative Self Talk

Recognize the signs of negative self-talk in yourself and other educators:

- ▶ Lack of patience in the classroom
- ▶ More stressed
- ▶ Sleep issues
- ▶ Lack of boundaries, taking work home
- ▶ Lack of creativity



Self Care

Physician, heal thyself:

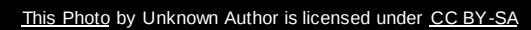
- ▶ Physical wellness: nutrition, sleep, exercise
- ▶ Intellectual wellness: new knowledge
- ▶ Emotional wellness: spirituality, mindfulness, support, self reflection
- ▶ Social wellness: connections, work life balance

What else do you use for your own self care?

SELF-CARE WHEEL







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