

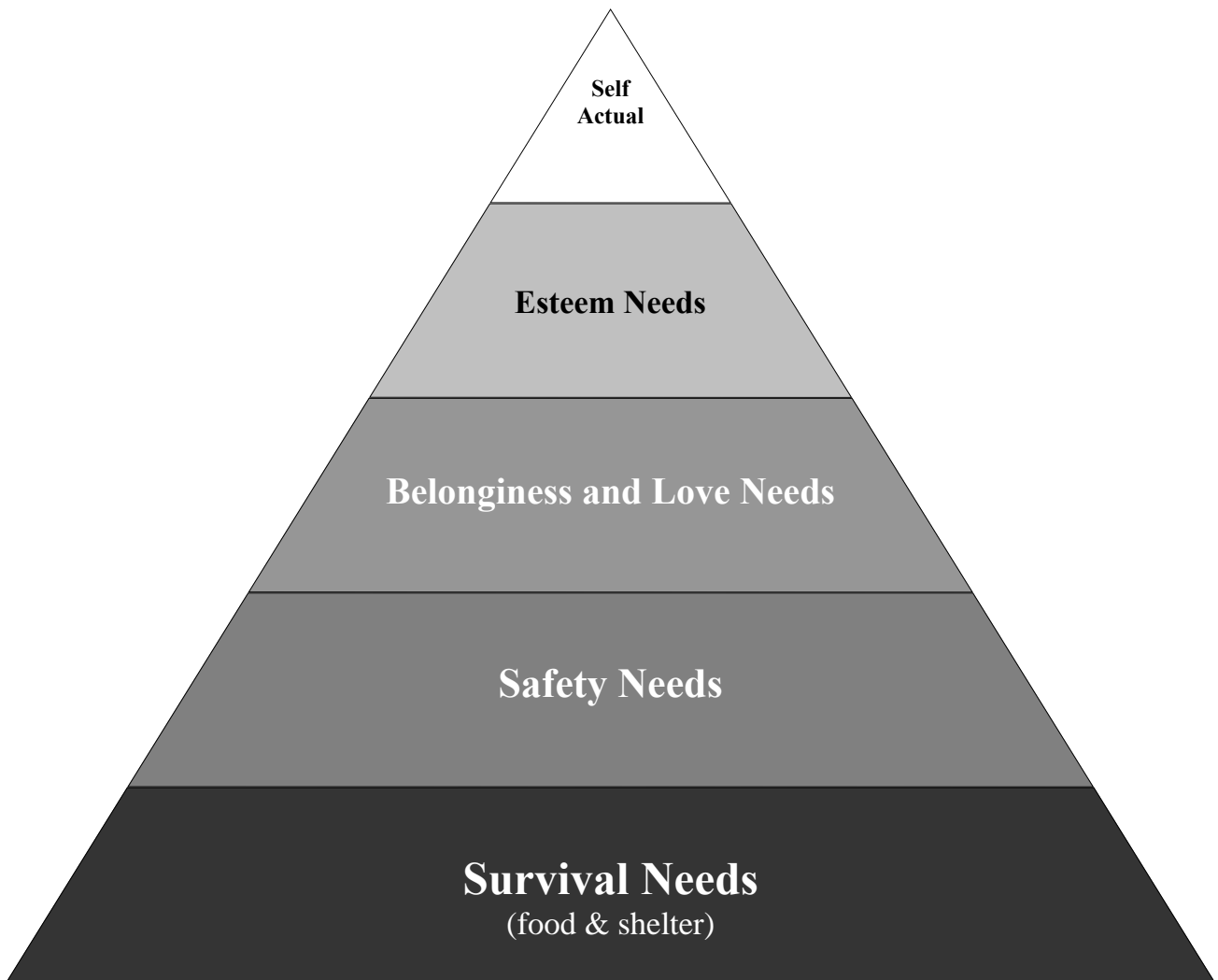
Achieving the Dream, Lumina Foundation
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***Strengths Based Approaches
To
Learning & Retention of College Students***

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Maslow's Hierarchy of Needs

The central premise of Maslow's theory is that all humans have the same basic "hierarchy of needs". When a more basic need goes unmet, it is natural for a person to face great challenges to concentrate on other needs. In a learning context, this means that more high-risk students have to spend more time and energy on unmet basic needs. This in turn creates greater challenges for them in the learning context than students who have less worry about basic needs.



Adapted from Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review*, 50, 370-396.

Underserved College Students, Some Key Challenges They Face & Some of the Strengths they Bring to College from these Challenges

The following are some underserved college students and some of the challenges they face in attending and succeeding in college. Though these students are often highly motivated to learn and to attend college, life challenges make success difficult. It is very common for an individual in one of these categories to also be in several others, multiplying the challenges to success.

Low Income Students

A low income student is a student who has little or no expendable income and has little or no income from family sources.

- *Challenges:* Low income students often work 1 or more jobs while in college leaving less time and energy to study. In addition, these students often feel awkward and even ashamed of their own clothing, lack of resources and discomfort with the language of college.
- *Assets:* Low income students in most cases already know how to work very hard and are usually highly motivated. In addition, these students often bring a strong practicality to their studies and teachers can facilitate their learning by providing flexibility, experiential learning and high expectations combined with compassion.

First Generation Students

A first generation student is one who is the first in their family to attend college and in many cases is also one of few to finish high school.

- *Challenges:* First generation college students have no family to ask important informal questions about college or to assist them in negotiating the college campus. They also do not know the informal social and academic “rules” and norms of college and are usually uncomfortable requesting assistance because they do not wish to be a burden and/or are embarrassed that they need to ask. In addition, because family members have not experienced the hard work of college academics, they usually expect these students to continue contributing to family income and responsibilities.
- *Assets:* First generation college students often bring an amazingly strong motivation for learning and completion as well as strong support from family to keep going. They are also often “quick studies” in negotiating their environments. Teachers can facilitate their learning by spending time explaining college, not making assumptions about the basics and assisting students to make sense of subjects through their own life experiences.

Students of Color

Native American, African American, Hispanic American and Asian American and other students of color including many international students.

- *Challenges:* These students are often raised in worlds where the ways of learning, values, priorities and norms are very different from those in the collegiate environment. Often these differences run so deep that it is difficult to see them until the student faces a cultural barrier from others or with specific policies, practices or structures of a college. In addition, students of color have difficulty “seeing” themselves reflected in academic environments as they are often few in number and find few role models from their own ethnic communities. There are still regular instances of discrimination of students of color, often unconscious to those enacting this behavior yet often enough overt and purposeful.

- *Assets:* Students of color often bring strong motivation to college campus that manifests itself especially when teachers are able to relate subjects to real-world societal issues and challenges. Students of color are often highly relational, collaborative and reflective at the same time which contribute greatly to campus life and learning. Developing ways to balance discussion in small venues with contemplative assignments and real world application is helpful to these cultural ways of being. In addition, using a variety of intelligences in the classroom provide for both stretching and natural ways of learning.

Students with Learning and/or Physical Disabilities

Students with disabilities face daily challenges in even the most basic of activities on a college campus.

- *Challenges:* Students with Disabilities may have difficulty getting around campus, with the time amounts allowed for assignments and with processing in ways that others take for granted.
- *Assets:* Students with Disabilities typically possess heroic levels of determination and startling ingenuity and creativity. Teachers can facilitate learning for these students by utilizing a variety of teaching techniques and partnering with students to develop paths to success within a learning climate of “ability.”

Students with Children (especially single parents)

Students with children face difficult challenges and choices on a daily basis.

- *Challenges:* As children rightly come first in a parent’s priorities; when things go awry because of health, work, schooling or childcare challenges, student parents must respond and put other things, including sleep aside. These challenges are compounded for single parents and for those also facing low income, first generation, minority status or disabilities.
- *Assets:* Parents often benefit from the order required in raising a child and are typically some of our most organized students. They are often highly motivated specifically to make life better for their own children and are likely to bring very focused determination to the classroom. Teachers can assist with having high yet flexible expectations, offering alternative solutions and a good knowledge of campus resources for referral.

Students Over the Age of 25

Many of our students are attending college after raising a family and/or working for many years after high school.

- *Challenges:* These students are often very uncomfortable and sometimes even embarrassed that they may not know what to do in the college environment. Most haven’t taken a test or written an academic paper since high school and are concerned that they will look badly in front of the teacher and their peers. Many have extensive, work, family and community responsibilities that will not lessen as they enter college.
- *Assets:* These students can often relate more easily to their teachers, have developed more complex thinking patterns, often know what their goals are and have developed a strong self identity that is not tied only to education or the campus. Teachers can assist these students by taking time to listen, offering suggestions, engaging them through classroom assignments and activities with other students and in tying subjects to real world application.

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	<i>Low Context / Monochronic</i> (northern European, U.S., Canadian and others)	<i>High Context / Polychronic</i> (Native, Hispanic & African American, Central & Southern Asia, Middle Eastern, African American, Laotian, Samoan etc.)
<i>Interaction</i>	<ul style="list-style-type: none"> • Low use of nonverbal signals • Communication is direct • Messages are explicit and elaborate • Messages are literal • Long-term, intermittent interpersonal feedback is normative • Disagreement is depersonalized 	<ul style="list-style-type: none"> • High use of nonverbal signals • Communication is indirect • Messages are implicit and restricted • Messages are an art form • Short term, continuous interpersonal feedback • Disagreement is personalized
<i>Association</i>	<ul style="list-style-type: none"> • Person commitment to people is low • Task orientation is high • Success means being recognized 	<ul style="list-style-type: none"> • Personal commitment to people is high • Process orientation • Success means being unobtrusive
<i>Temporality</i>	<ul style="list-style-type: none"> • Time is monochronic • Time is a commodity • Synchrony is not important and tempo of life is faster • Culture relative to time is superficial 	<ul style="list-style-type: none"> • Time is polychronic • Time is a process • Synchrony is important and tempo of life is slower • Culture relative to time is ingrained
<i>Territoriality</i>	<ul style="list-style-type: none"> • Space has more boundaries • Privacy is more important • Personal property is shared less 	<ul style="list-style-type: none"> • Space is more communal • Privacy is less important • Personal property is shared more
<i>Learning</i>	<ul style="list-style-type: none"> • Knowledge is obtained by logical reasoning • Analytical thinking is important • They learn best by following directions • Learning is oriented toward the individual • Creative learning process is externalized 	<ul style="list-style-type: none"> • Knowledge is obtained by a gestalt model • Comprehensive thinking is important • They learn best by demonstration • Learning is group oriented • Creative learning process is internalized
<i>Information</i>	<ul style="list-style-type: none"> • Information does not flow freely • Information can be separated from context 	<ul style="list-style-type: none"> • Information spreads rapidly • Information without context is meaningless
<i>Academic Systems</i>	<ul style="list-style-type: none"> • Favoring of traditions scientific fields as norm for all fields – linear thinking, ultra-specific, • Abstract thinking is valued • Academic teaching style is technical • Science relies on Linnean-style. 	<ul style="list-style-type: none"> • Favoring of traditions that are more directly involved with contextual thinking and research • Practical thinking is valued • Academic teaching style is personal • Science includes folkstyle

	Analysis is linear and focused on information retrieval	taxonomies analysis focuses beyond information to communicate <i>about</i> living beings.
Adapted from Ibarra, Robert (2001). <i>Beyond Affirmative Action</i> . -- Model of selected characteristics of high and low context peoples. P. 69		

Multiculturally Competent College Teaching

*We do not see the world as it is...
We see the world as we are.
- Anais Nin -*

*When someone with the power say of a teacher describes the world and you are not in it....
There is a moment of psychic disequilibrium, as if you looked in a mirror and saw nothing.*

Key Components of Multicultural Teaching & Learning

- **Identity** Interpretive lenses of the world (students & instructors)
Race, class, gender, sexuality, ethnicity, geography, spirituality, age, ability
- **Learning Styles** – 7 intelligences, time orientation, relationalism, MBTI
- **Climate** power, hierarchy, social norms, safety, definition of education
- **Interactions** relationalism, external-internal processing, ability, self-awareness, identity consciousness, awareness of inequity
- **Motivators** definition of success & education, needs
- **Competence** ability & experience in working/learning/operating effectively across differences

Multicultural Deconstruction/Reconstruction of Teaching/Learning Processes

- Intelligences (verbal, intrapersonal, visual, logical/mathematic, musical, physical, spiritual, interpersonal)
- Collective/individual orientation
- Internal – external processes
- Dichotomous – relativistic
- Intuitive – logical

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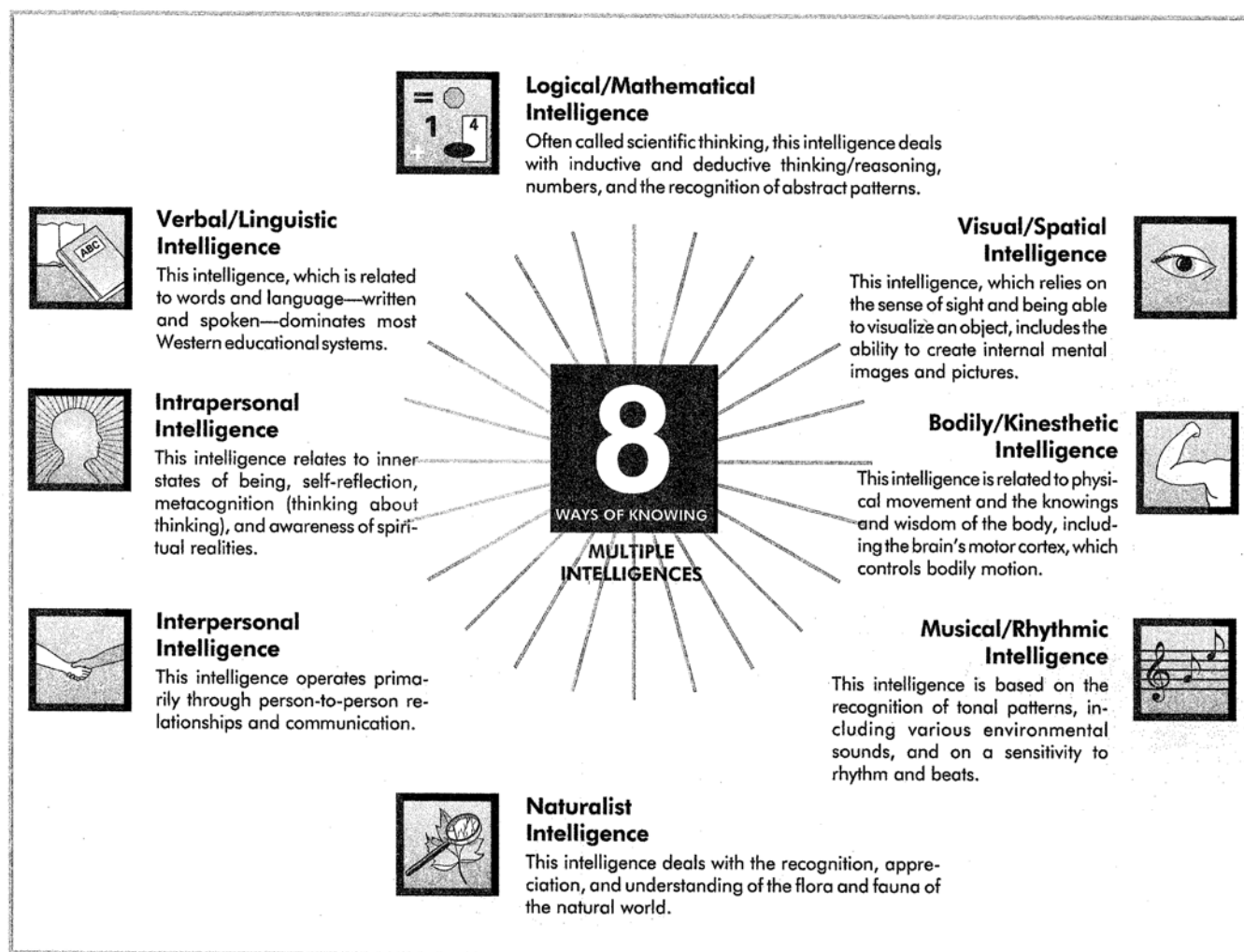
Introvert – Extrovert Impact on Classroom Learning

Introvert ←-----*Processing, Discussion & Energy*-----→ **Extrovert**

<i>Introverts</i>	<i>Extroverts</i>
<p><u>Cognitive Processing</u></p> <ul style="list-style-type: none"> • An introvert needs silent processing time to figure something out • Teachers can easily create time for this by providing and ensuring silent time for reflection, jotting down notes, offering questions in advance or even allowing time for making sense through drawing, practicing etc. <p><u>Class Discussion</u></p> <ul style="list-style-type: none"> • An introvert will enter class discussion more effectively after being provided time to collect their thoughts in silence. If this time is provided, thoughts shared are often well thought out and complex. • Teachers can assist introverts by providing reflection time prior to discussion or by providing thought questions in advance of class. <p><u>Energy</u></p> <ul style="list-style-type: none"> • An introvert will reenergize by taking time to be alone or spending time with a person they know well. 	<p><u>Cognitive Processing</u></p> <ul style="list-style-type: none"> • An extrovert processes best by talking to others and will immediately turn to the person next to them in class • Teachers can assist extroverts by having discussion time interspersed throughout the class in pairs & groups <p><u>Class Discussion</u></p> <ul style="list-style-type: none"> • An extrovert will enter class discussion immediately with half formed thoughts, processing towards more refined discussion • Teachers can assist extroverts in developing more complex thoughts by having students discuss in pairs before asking for wider class discussion. <p><u>Energy</u></p> <ul style="list-style-type: none"> • An extrovert will head straight for groups of people to energize.

Chavez, Alicia Fedelina (2005). Department of Educational Leadership & Organizational Learning. University of New Mexico.

Gardner's Multiple Intelligences



Lazear, David (2003). *Eight Ways of Teaching: The Artistry of Teaching with Multiple Intelligences*. Thousand Oaks, CA: Corwin Press.

A Culturally Responsive Framework for Learning and Teaching in a Multicultural World

Cultural Constructs

Individual ←-----*Sense of Self in Relation to Others*-----→**Collective, Connected**

Mind as Guide←-----*Sensing/Interpreting/Knowing*-----→**Mind, Body, Spirit as Guide**

For Self as Individual--*Ethnic Community Responsibility*--→**For Cultural Community**

Unconscious←-----*Cultural Imprinting*-----→**Conscious**

Cultural Insider←-----*Ethnic/Racial Contrast*-----→**Cultural Outsider**

Guido-DiBrito, F. & Chávez, A. (2003). *Understanding the Ethnic Self: Learning and Teaching in a Multicultural World*. Colorado State University Journal of Student Affairs, Vol. XII, 11-21.

Key Aspects of Teaching & Retaining All College Students

- ❖ High Expectations
- ❖ Clear Goals & Instructions
- ❖ Balance of Challenge & Support
- ❖ Listening Ear & Knowledge of Campus Referrals
 - financial, personal, tutorial
- ❖ Facilitate students getting to know each other through the subject matter
 - get acquainted on first day,
 - group assignments, pairs for discussion
- ❖ Situate Learning in Student Experiences
- ❖ Promote Creative Controversy
 - Respectful critique & questioning
- ❖ Develop Self Authorship
 - draw out what students know, have them create knowledge
- ❖ Sensitivity to Student Realities
 - Challenges, needs, motivators
- ❖ Teach to Multiple Learning Styles & Assist students to identify and use their strongest intelligences, especially to face their greatest challenges
- ❖ Partner with Students
 - Ask! Rather than Assuming You Know...
- ❖ Reflect on who you are....and how this impacts your teaching & interpretations of students
 - your multiple identities in relation to students

Selected Resources on Multiple Intelligences

Books & Microform (all available through UNM Libraries)

- [Brualdi, Amy C](#) Title Multiple intelligences [microform] : Gardner's theory / Amy C. Brualdi Publisher [Washington, DC : ERIC Clearinghouse on Assessment & Evaluation, the Catholic University of America, 1996]
- [Gardner, Howard](#) Title Art education and human development / Howard Gardner Publisher Los Angeles, CA : Getty Center for Education in the Arts, c1990
- [Gardner, Howard](#) Title Art, mind, and brain : a cognitive approach to creativity / Howard Gardner Publisher New York : Basic Books, c1982
- Art, mind, and education : research from Project Zero / edited by Howard Gardner and D.N. Perkins Publisher Urbana : University of Illinois Press, c1989
- [Gardner, Howard](#) Title Artful scribbles / by Howard Gardner Publisher New York : Basic Books, c1980
- [Gardner, Howard](#) Title The arts and human development; a psychological study of the artistic process Publisher New York, Wiley [1973]
- [Gardner, Howard](#) Title Changing minds : the art and science of changing our own and other people's minds / Howard Gardner Publisher Boston, Mass. : Harvard Business School Press, 2004
- [Feldman, David Henry](#) Title Changing the world : a framework for the study of creativity / David Henry Feldman, Mihaly Csikszentmihalyi, and Howard Gardner Publisher Westport, Conn. : Praeger, 1994
- [Gardner, Howard](#) Title Creating minds : an anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi / Howard Gardner Publisher New York : BasicBooks, c1993
- [Gardner, Howard](#) Title The disciplined mind : what all students should understand / Howard Gardner Publisher New York : Simon & Schuster, c1999
- [Gardner, Howard](#) Title Extraordinary minds : portraits of exceptional individuals and an examination of our extraordinariness / Howard Gardner Publisher New York : BasicBooks, [1998], c1997
- [Gardner, Howard](#) Title Frames of mind : the theory of multiple intelligences / Howard Gardner Publisher New York : Basic Books, 1985, c1983
- [Gardner, Howard](#) Title Intelligence reframed : multiple intelligences for the 21st century / Howard Gardner Publisher New York, NY : Basic Books, c1999
- [Gardner, Howard](#) Title Leading minds : an anatomy of leadership / Howard Gardner ; in collaboration with Emma Laskin Publisher New York, NY : BasicBooks, c1995
- [Gardner, Howard](#) Title Multiple intelligences : the theory in practice / Howard Gardner Publisher New York, NY : Basic Books, c1993
- [Gardner, Howard](#) Title To open minds : Chinese clues to the dilemma of contemporary education / Howard Gardner Publisher New York : Basic Books, c1989
- [Gardner, Howard](#) Title The unschooled mind : how children think and how schools should teach / Howard Gardner Publisher New York : BasicBooks, c1991

Media:

- MI millennium [videorecording] : multiple intelligences for the new millennium / Howard Gardner ; produced and directed by Robert DiNozzi ; produced in cooperation with Ohio Dominican College and Harvard Project Zero, Harvard Graduate School of Education Publisher Los Angeles, CA : Into the Classroom Media, c2002
- MI : [videorecording] intelligence, understanding, and the mind : an illustrated presentation / by Howard Gardner ; produced and directed by Robert DiNozzi Publisher Los Angeles, CA. : Into the Classroom Media, c1996
- How are kids smart? [videorecording] : multiple intelligences (M.I.) in the classroom / featuring Howard Gardner ; National Professional Resources, Inc. presents ; executive producer, Robert M. Hanson Publisher Port Chester, NY : National Professional Resources, c1995 Edition Teacher's version
- Creativity & leadership [videorecording] : making the mind extraordinary / Dr. Howard Gardner Publisher Los Angeles, CA : Into the Classroom Media, 1998

Websites:

Brualdi, A, C. (1996) 'Multiple Intelligences: Gardner's Theory. ERIC Digest', *Eric Digests*,
http://www.ed.gov/databases/ERIC_Digests/ed410226.html

Project SUMIT (2000) SUMIT Compass Points Practices © <http://www.pz.harvard.edu/SUMIT/COMPT.HTM>

Scherer, M. (1999) 'The Understanding Pathway: A Conversation with Howard Gardner', *Educational Leadership* 57(3)
<http://www.ascd.org/readingroom/edlead/9911/scherer2.html>

Howard Gardner's work around multiple intelligences has had a profound impact on thinking and practice in education - especially in the United States.<http://www.infed.org/thinkers/gardner.htm>

Howard Gardner is a cognitive psychologist currently affiliated with ... The following is a list of these intelligences as identified by Howard Gardner: ...

<http://www.616.ips.k12.in.us/Theories/MI/default.aspx>

How Technology Enhances Howard Gardner's Eight Intelligences

Recently Gardner added Naturalist Intelligence to expand his model to eight different forms of intelligence. Dee Dickinson, CEO and Founder of New Horizons ...

<http://www.america-tomorrow.com/ati/nhl80402.htm>

Gardner's Theory of Multiple Intelligences suggests that our culture and school systems teach, test, reinforce and reward primarily two kinds of ...

<http://plato.ess.tntech.edu/foed3240/lectures/Gardner.htm>

In 1983, Howard Gardner introduced his Theory of Multiple Intelligences in a seminal ... Model For Redesigned Higher Education Classes Ellen Weber, Ph.D.

http://www.newhorizons.org/strategies/mi/front_mi.htm

Who will argue that Howard Gardner, Linda-Darling Hammond, ... The urgency to define a clear vision for America's higher education system has never been ...

http://www.designshare.com/Research/Nair/HigherEd/imperatives_higher_ed.htm

Other Resources:

Bruner, J (1960) *The Process of Education*, Cambridge, Mass.: Harvard University Press.

Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-9.

T. Hatch and H. Gardner (1993) 'Finding cognition in the classroom: an expanded view of human intelligence' in G. Salomon (ed.) *Distributed Cognitions. Psychological and educational considerations*, Cambridge: Cambridge University Press.

Kornhaber, M. L. (2001) 'Howard Gardner' in J. A. Palmer (ed.) *Fifty Modern Thinkers on Education. From Piaget to the present*, London: Routledge.

Smith, L. G. and Smith, J. K. (1994) *Lives in Education. A narrative of people and ideas* 2e, New York: St Martin's Press.

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White, J. (1998) *Do Howard Gardner's multiple intelligences add up?* London: Institute of Education, University of London.

Williams, W. M., Blythe, T., White, N., Li, J., Sternberg, R. J., & Gardner, H. (1996). *Practical intelligence for school*. New York: HarperCollins College Publishers.

Identity, Learning & Student Success

- Adams, M. (2001). Core processes of racial identity development. In Wijeyesinghe, C. L. & Jackson, B. W. III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 108-128). NY: New York University Press.
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