

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

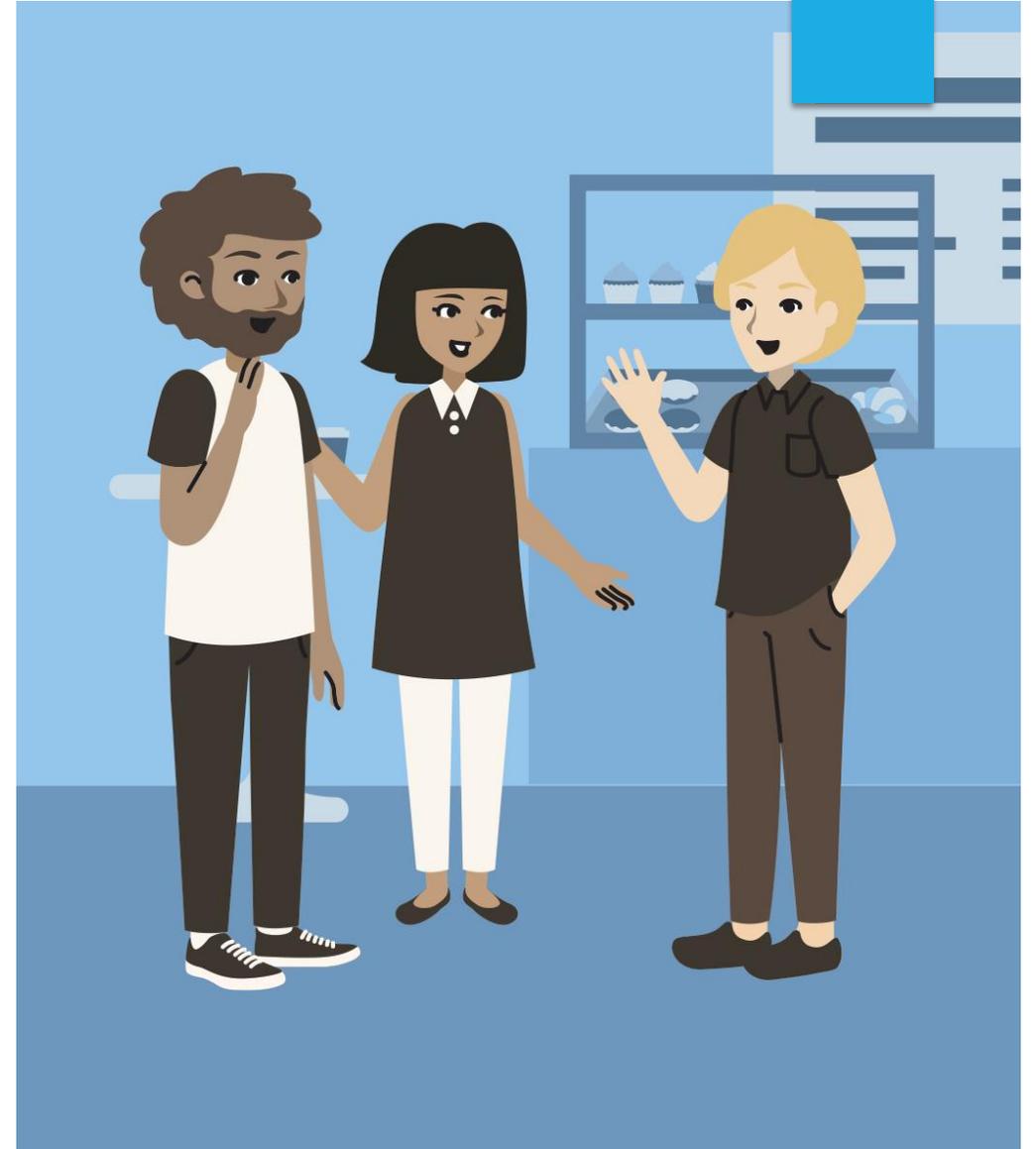


Fri., Feb. 19th, 1-2:30pm

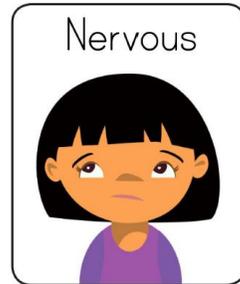
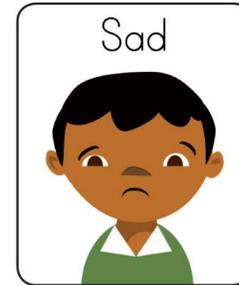
Fri., Mar. 5th, 2-3:30pm

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



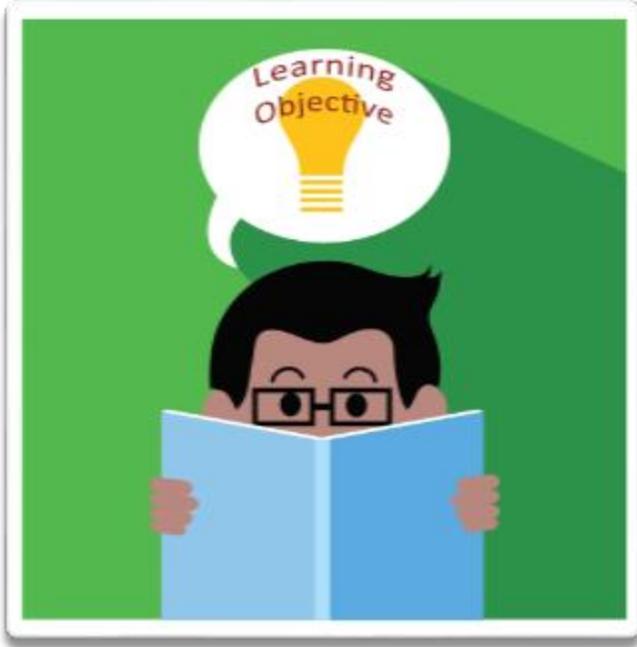
Feelings for Levels 1 & 2 ELL's



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?