

“Non-cognitive” factors that support student success

Dr. Marianne Fallon
Associate Professor, Psychological Science

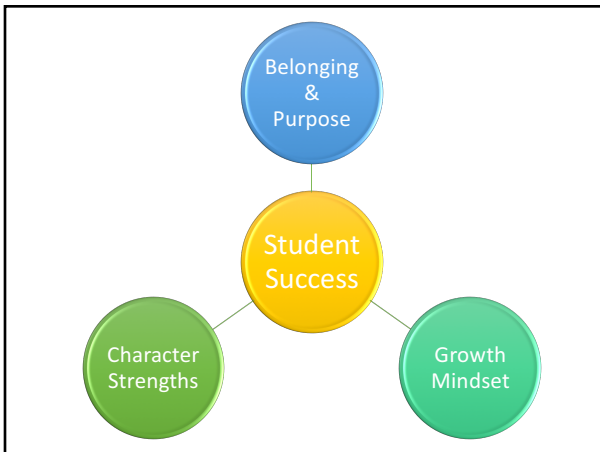


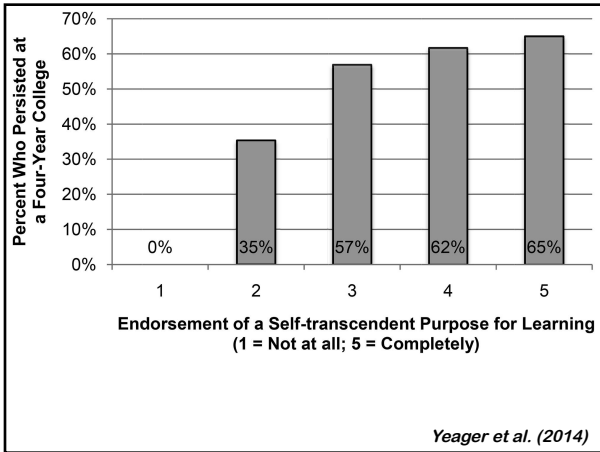
Six Strategies for Effective Learning

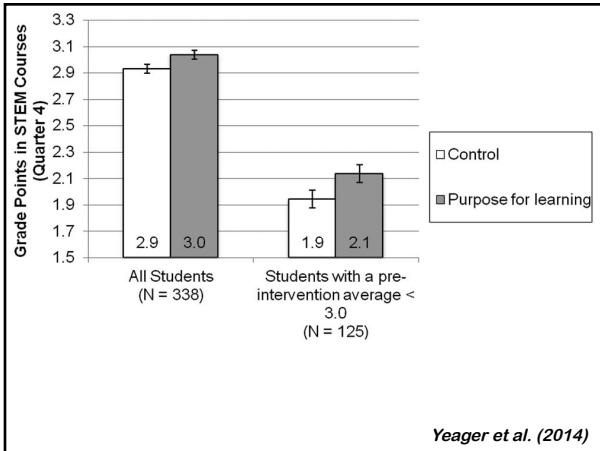
HOW IT WORKS
The fundamentals of the Pomodoro Technique are simple yet incredibly effective.

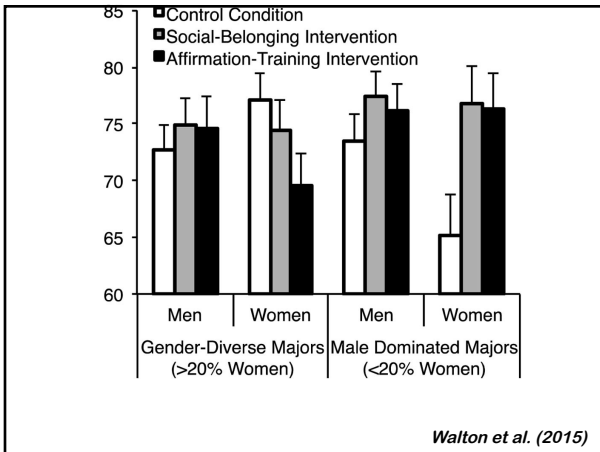
- 1. CHOOSE A TASK YOU’RE LIKELY TO GET DONE**
Something big, something small, something you’ve been putting off for a million years doesn’t matter. What matters is that it’s something that deserves your full, undivided attention.
- 2. SET THE POMODORO FOR 25 MINUTES**
Make a small oath to yourself: I will spend 25 minutes on this task and I will not interrupt myself. You can do it! After all, it’s just 25 minutes.
- 3. WORK ON THE TASK UNTIL THE POMODORO RINGS**
Immerse yourself in the task for the next 25 minutes. If you suddenly realize you have something else you need to do, write the task down on a sheet of paper.
- 4. WHEN THE POMODORO RINGS, PUT A CHECKMARK ON A PAPER**
Congratulations! You’ve spent an entire, interruption-less Pomodoro on a task.
- 5. TAKE A SHORT BREAK**
Breathe, meditate, grab a cup of coffee, go for a short walk or do something else relaxing (i.e., not work-related). Your brain will thank you later.
- 6. EVERY 4 POMODOROS, TAKE A LONGER BREAK**
Once you’ve completed four pomodoros, you can take a longer break. 20 minutes is good. Or 30. Your brain will use this time to assimilate new information and rest before the next round of Pomodoros.

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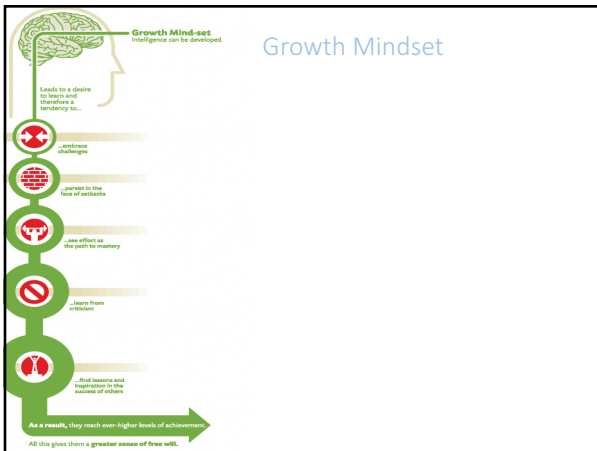


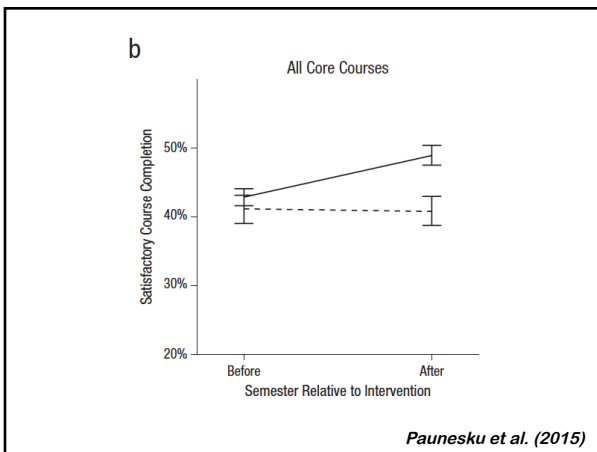


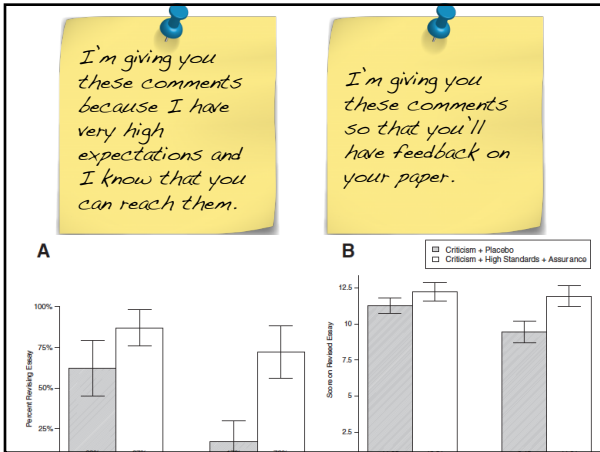


What can you do?

- Purpose
 - Encourage students to connect their learning to a self-transcendent purpose
 - Help students decide upon a self-transcendent purpose
- Belonging
 - Emphasize that struggle is shared and short-lived
 - Have students write anonymously about their struggles and share with the class.







- ### What can you do?
- Praise process, not performance
 - Reward effort
 - Opportunities to fail (low-stakes)
 - Check your assumptions about students' poor performance
 - Embrace high standards
 - Tell students that you believe they are capable
 - The power of "yet"

The Special Seven?

Grit

Optimism

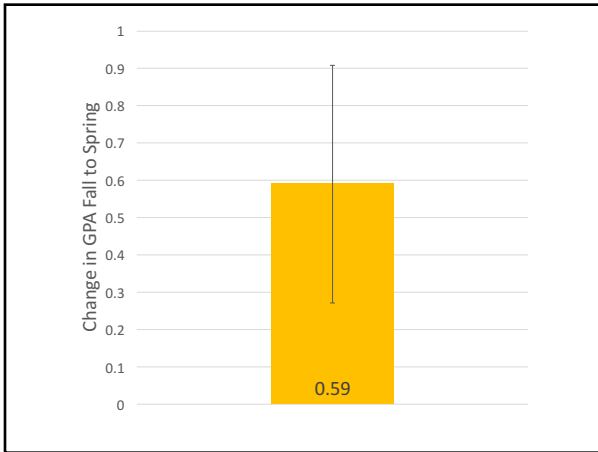
Zest

Self-Control

Gratitude

Curiosity

Social Intelligence



What can you do?

- Actively talk about character strengths
- Develop systemic practices that incorporate character
 - Quotes
 - Videos
 - Music
- Incorporate some exercises to build character strengths

Resources

Websites

Learning Strategies

- <http://www.learningscientists.org/>
- <https://www.coursera.org/learn/learning-how-to-learn>

Character

- <https://characterlab.org/>

Growth Mindset / Sense of Belonging and Purpose

- <https://www.perts.net>
- <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>

Research

Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science, 26*(6), 784-793.

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