Fostering Hope, Belonging and Confidence

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Hope

Belonging

Confidence

Fostering Hope

What students need is hope. There seems to be a draining experience in schools for some.
Some have hope built in intrinsically as a part of their fabric, some do not.
If we can spread the hope, the laughter and the joy, that will make a difference.

Fostering Classroom Community

Community understandings

Safe space agreements for groups

When things are imperfect, we speak to each other.

Do your best', no put-downs, agree-to-disagree, work out agree upon norms when doing a project, avoid conflicts via clear communication, work out conflicts with a group

Joy, Fun and Belonging

Positive emotions in an academic context are linked to social relationships.
(Berg, M. & Seeber, B, 2017)

We sing, choral speak, we answer question prompts that bring out good feelings about our work.

We also engage in shares and writings that make us vulnerable, because it's part of the process

We use the chat to encourage –to lift up and praise – (students praise each other). There's a "praise shower I've been meaning to try.

Fostering Belonging

The idea is not to blend in, but to mix and mingle. Not everyone mixes and mingles the same way (Klein, E., 2023).

Belonging is not just for extroverts (Thom, J. 2017).

In a self-assessment that I gave to students, several students noted
that they felt more comfortable and confident interacting with peers rather than to share out in class.
Several students felt that they had to build up to participate in class.

Fostering Peer-to-Peer Connections

In Class

Check in's, break out rooms, Padlet work

Peer Leaders

Pair-Share

Peer Feedback

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Outside of class

- Project-Based learning with pods.
- Peer Mentorship– ~The peer mentor leads and supports.
- Small Group Sessions and Extra Help
- What's App Group
- Cohort Model ~Design

Fostering Confidence & Competence

Confidence building experiences lead to the desire to participate, which in turn can spark connections with

peers.

Having a sense of belonging leads to competence.

Things I do:

Lead with Encouragement and Enthusiasm even when I do not feel like it.
Intentionally Teach Growth Mindset.

Invite open-ended shares with Check-In's

Set clear boundaries and deadlines for the good of all. This is modeling self-care.

Modeling belonging by speaking about research and writing that I do with colleagues.

Relate peer work to life beyond grad school.

Final Thoughts

'Learning is social' ~(Glasser, W)

There are different brands and types of belonging.

I don't want to be a bean counter. Having student rack up participation points for the sake of racking them up, builds dependence. I want excitement and renewal. I notice they perk up when we go into groups. I do want everyone to have a lifeline or just have a pleasant and rich grad school experience.