

# **PART 1**

# **INSTRUCTOR RESOURCES**



# INTRODUCTION

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Welcome to the *Psychology of Success Instructor's Resource Manual*. This manual is designed to facilitate effective teaching. It gives suggestions for organizing your course, handling common classroom issues, presenting material, and leading activities.

## Goals of the Book

*Psychology of Success* is a valuable teaching tool for courses designed to help students prepare for success in school, work, and life. It equips students with the skills and personal qualities they will need to set, pursue, and attain their goals.

*Psychology of Success* sets the following objectives for its student users. By reading the text and completing the activities, students will:

- understand the basic principles of psychology
- develop a clear vision of what success means to them
- gain self-awareness and emotional awareness
- pinpoint their personality traits, values, skills, interests, and career preferences
- set specific, achievable short- and long-term goals
- learn strategies for coping with stress, anger, and other negative emotions
- improve their self-image and self-esteem
- break negative thought patterns and learn positive new ones
- harness self-discipline to control impulses, break bad habits, and make positive life changes
- develop critical thinking and decision-making skills
- examine what motivates them and why
- overcome fear of failure and fear of success
- manage their time and money effectively
- become effective speakers and active listeners
- appreciate diversity and reject stereotypes and prejudice
- build skills necessary for fulfilling, healthy relationships

## Themes of the Book

Several themes are emphasized throughout the text. You may wish to discuss these themes on the first day of class in order to preview the course content.

- **Goals are crucial for success.** Self-direction, the ability to set well-defined goals and work toward them, is crucial for success. Goals give our lives direction and help us organize our time, energy, and effort around the things that matter the most to us. Goals motivate us and help us take charge of our lives. Goals are stepping stones to our dreams. Goals provide standards by which we can measure our progress, and they give us a sense of achievement. Setting and achieving a series of goals is an effective way to boost self-esteem, overcome fears, and build skills.
- **Success is personal.** There is no one “correct” definition of success. Each of us must examine what we want from life and from ourselves and clarify our personal vision of success. Other people’s skills, qualities, possessions, and achievements can inspire us, but we should measure our progress by our standards, not others’.

- **Self-awareness is essential for a meaningful life.** Before anyone can answer the question, “Where do I want to go in life?” he or she must be able to answer the question, “Who am I?” Self-awareness, the ability to pay attention to oneself, is the prerequisite for making the choices that are right for us. Self-awareness helps us set goals, overcome obstacles, and feel comfortable with ourselves.
- **Self-esteem is a right.** Self-esteem is more than simply a feel-good concept. Every person is unique and valuable, and every person has the right to enjoy self-esteem—confidence in and respect for him- or herself. People with low self-esteem anticipate failure and think they are unworthy of success. They therefore have difficulty setting and achieving goals, taking risks, making changes, and building relationships. Low self-esteem can also cause a great deal of emotional pain.
- **Success is a choice.** What sets successful people apart from unsuccessful people is their willingness to take charge of their lives, to pursue opportunities, and to make their goals happen. Each of us, no matter what our life circumstances, can make a conscious choice to become more self-aware and self-confident, to work hard, to build self-discipline and self-motivation, and to persist until we achieve our goals.

## New to this Edition

The fifth edition has been refined and updated to include current topics of interest to today’s students, more helpful examples, links to useful online resources, and the results of current psychological research.

- New full-color design and larger, stream-lined layout accommodate the useful features and application-oriented theme of this text.
- Internet Action boxes and end-of-chapter Internet Activities are updated to include the latest topics and online materials, which are linked at the book’s OLC site at [www.mhhe.com/waitley5e](http://www.mhhe.com/waitley5e).
- Discussions of gender and diversity are revised/updated to more appropriately address today’s student.
- Applying Psychology boxes are updated where necessary to reflect the latest research and thinking.
- Exercises and activities are revised to more clearly indicate how to respond.
- Further Readings and references to other materials are updated to include the latest books on personal psychology and self-help and reflection.

## ORGANIZATION AND CONTENT

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### The Student Edition

The student edition of *Psychology of Success: Finding Meaning in Work and Life* contains nine chapters that ideally should be taught in sequence. Each chapter offers a variety of features and pedagogical tools to encourage student interest and involvement.

### ***Real-Life Success Story***

Begin each chapter by reading the Real-Life Success Story, a vignette about an ordinary person struggling with the problems and challenges addressed in the chapter. Use the question following the story to have students put themselves in that person's shoes and to assess how much they already know about the topic of the coming chapter.

At the end of the chapter, use the follow-up activity for the Real-Life Success Story to reinforce key concepts and provide a satisfying resolution to the character's problem.

### ***Chapter Introduction and Learning Objectives***

Every chapter has an introduction and a list of objectives that preview the chapter's subject matter and set expectations. Suggest to students that they read the introduction and objectives before they begin the chapter, then review them afterwards. You can also use the chapter objectives to assess whether students have understood the main points of the chapter.

### ***Opening Quote***

Each chapter features an opening quote that sets the tone of the chapter and prompts students to think about the subject. Ask students whether they consider the quote to be thoughtful, intriguing, or interesting. Suggest that they bring in additional quotes, cartoons, or stories that relate to the chapter's subject matter.

### ***Key Terms***

Definitions of each key term appear in the margin at the point in the text where they are discussed. Suggest to students that they skim the key terms in order to familiarize themselves with the coming section. Key terms, along with italicized terms, are defined in the end-of-text Glossary.

### ***Success Secrets***

Success Secrets appear in the margins of each chapter to help students remember main lessons and action points of the chapter. Lists of the Success Secrets for each chapter are provided as reproducible masters available on the book's website at [www.mhhe.com/waitley5e](http://www.mhhe.com/waitley5e). They can be used to preview and review the chapter, as well as to call students' attention to important principles of success that they can use in their daily lives.

### ***Activities***

Each chapter has five to seven Activities that are an integral part of the material. These exercises allow students to apply newly learned concepts to their own lives through self-assessment, real-world observation, and critical thinking. Activities are generally two pages in length, although some extend to three or more pages. (For suggestions on grading Activity responses, see the grading suggestions on page 43.)

### ***Personal Journals***

Each chapter also has several Personal Journals, short notebook-style activities that let students pause to offer personal reflections on the material. You may wish to use these as ungraded (credit/no credit) homework assignments or as in-class activities.

### **Internet Action**

Appearing once per chapter, this technology feature discusses how to use computers, the Internet, and e-mail effectively. It also illustrates the link between technology and psychology in areas such as artificial intelligence and online learning.

### **Applying Psychology**

This feature links one or more chapter topics to cutting-edge issues in psychology. It focuses on thought-provoking issues such as personality testing and the psychology of aging. Use the critical thinking question at the end of the Applying Psychology feature to spark class discussion and to link the material in *Psychology of Success* to the study of general psychology.

### **Professional Development**

Professional development is the continuous process of building knowledge and skills in order to grow as a person and a professional. The Professional Development feature makes chapter concepts relevant to the world of work, providing information on topics such as job stress and résumé writing. This feature also provides an opportunity to stress to students that all workers, whatever their fields and educational backgrounds, need to continue to learn throughout their careers.

### **Chapter Review and Activities**

The three pages of chapter review and activities give students an opportunity to expand their understanding of chapter concepts and to apply what they've learned to real-world situations. This section has seven parts:

- **Key Term Review** lists the chapter's key terms and references
- **Summary by Learning Objectives** summarizes the chapter's main themes to help students check their progress
- **Review Questions** test students' recall and understanding of chapter concepts
- **Critical Thinking** questions encourage students to think deeply and creatively about the material
- **Application** activities help students see the relevance of chapter concepts in real-world settings
- **Internet Activities** ask students to use relevant, up-to-date Internet resources to explore chapter topics and conduct independent research
- **Real-Life Success Story** follow-up activity brings the chapter full circle, asking students to use what they have learned to resolve the situation described at the beginning of the chapter

Supplementary Critical Thinking questions and Application and Internet activities for each chapter are provided in this *Psychology of Success Instructor's Resource Manual*. Consult all the available activities before deciding which to assign as homework and which to use in class.

### **Further Reading**

The books listed on pages 368–369 of the textbook are suggested further reading for students. These titles have been selected not only for their subject matter but also for their readability, engaging style, and positive tone. Encourage students to use critical thinking to explore these authors' ideas. You may wish to ask each student to select a

book to review and share with the rest of the class. You may also suggest that students consult the further reading list before they begin a research project for the class.

## **Glossary**

The Glossary provides definitions for all key terms in the text as well as for all terms that appear in italics. Italicized terms represent concepts with which students may not be familiar. Point out to students that they should look up all unfamiliar italicized terms as they read.

## **The Instructor's Resource Manual**

The *Psychology of Success Instructor's Resource Manual* is divided into five parts:

- Part 1 • Instructor Resources
- Part 2 • Chapter Notes and Answers
- Part 3 • Tests and Answer Keys
- Part 4 • Personal Success Portfolio
- Part 5 • Reproducible Masters

### **Part 1 • Instructor Resources**

Materials in the Instructor Resources section are intended to help you use *Psychology of Success* in an effective student success course. This part of the IRM includes:

- organization and content of the student text and the IRM
- goals and themes of *Psychology of Success*
- suggestions for planning a successful course, including suggestions for day-one and day-two activities
- overview of cooperative and experiential learning
- strategies for helping students with special needs
- suggestions for handling common classroom problems

### **Part 2 • Chapter Notes and Answers**

The second part of this IRM contains chapter-by-chapter notes and answers. For each chapter in the student edition, it provides:

- chapter overview and learning objectives
- list of chapter topics, Activities, Personal Journals, and features
- strategies and tips for introducing each major chapter topic
- additional activities
- answer keys for Activities, Personal Journals, figure and feature caption questions, and end-of-chapter review and activities
- sample answers
- tips for further exploration of chapter topics and activities
- culminating activity
- suggestions for implementing the Personal Success Portfolio project
- book and periodical references, including the titles listed in the further reading list in the student edition as well as academic and research-oriented titles that you may wish to explore or assign to more advanced students

### **Part 3 • Tests and Answer Keys**

This section includes reproducible assessment materials. A reproducible one-page quiz and three-page test are provided for each of the nine chapters in *Psychology of Success*. Each quiz contains ten vocabulary questions and one brief-answer question. Each test contains ten completion questions, ten multiple-choice questions, and two short-answer questions. A midterm exam follows the Chapter 5 test, and a final exam follows the Chapter 9 test. The midterm and final exams, which are exclusively short-answer-based, ask students to make connections across chapters, to apply concepts to real-world situations, and to back up their ideas with critical thinking and evidence. Answer keys for all quizzes, tests, and exams are provided.

### **Part 4 • Personal Success Portfolio**

A Personal Success Portfolio worksheet is provided for each chapter. Students are encouraged to apply the principles presented in the text and develop personal strategies. Text references are provided. These are also available as downloads on the text's website at [www.mhhe.com/waitley5e](http://www.mhhe.com/waitley5e).

### **Part 5 • Reproducible Masters**

A number of key figures and additional worksheets are available as transparency masters that can be downloaded from the Instructor's section of the book's website at [www.mhhe.com/waitley5e](http://www.mhhe.com/waitley5e). Please contact your McGraw-Hill sales representative for a password to access this and all the online instructor's material.

- Personal Success Portfolio worksheets
- opening quotes from each chapter, along with a selection of further thought-provoking quotes relevant to the chapter content
- Keys to Success from each chapter
- figures from each chapter
- supplementary figures
- worksheets and figures for use with additional activities

## **COURSE PLANNING**

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### **Course Goals**

Thorough planning is the foundation of a successful course. When you sit down to plan your course, first review the philosophy, goals, and themes of the book. Write the course purpose in your own words. Make sure you have a clear vision of what you want students to gain from this class.

Write down your goals for the course. Review your purpose for each class period. Writing down your goals helps you clarify your methods, communicate expectations to students, and evaluate your success. It is often helpful for students to see the class objective(s) written on the board for each class period.

### **Course Relevance**

Student success courses can be extremely rewarding for both students and instructors. Some students, however, see this kind of course as irrelevant to their studies and career.



To overcome this attitude, make a continuous effort to highlight the link between school and job success and to point out real-world applications of the material.

Highlight the usefulness of and insight to be gained by applying the strategies described in *Psychology of Success* in the working world. Use the Real-Life Success Stories, the Professional Development feature, and the Application activities to guide the discussion to how success in school, work, and personal life are related. Explain the importance of the Activities and Personal Journals as tools for developing self-awareness and critical thinking skills. Encourage students to make connections between their experiences and the situations discussed in the text. Point out that students can also use their experiences to help them understand what they are reading. Encourage them to ask themselves questions such as, “What would I do in this situation?” “How does this apply to my life?” “How could I use this strategy to ...?”

## Personal Success Portfolio

The Personal Success Portfolio, presented as a series of reproducible Worksheets in Part 4, is a supplementary project that allows students to recap the main points of each chapter. By completing the nine worksheets in the Portfolio and collecting them in a folder or notebook, students build a tangible record of their progress. The Portfolio reflects not only what each student has learned throughout the course but also what he or she plans to do in the future to implement this learning. For example, the Personal Success Portfolio worksheet for Chapter 1 asks students to select four positive qualities that he or she intends to develop.

The Personal Success Portfolio is also designed to be expanded to suit the needs of your students and the goals of your course. For each chapter you may wish to have students complete a short research project, writing assignment, journal entry, or other creative project for inclusion in their Portfolio. You may also ask students to include an example of their best work from each chapter, such as a well-reasoned answer to a critical thinking question.

Other projects that you may wish to ask students to complete for their Personal Success Portfolios include:

- job-search-related documents, such as a chronological or skills résumé, a cover letter, and a list of references
- career-related self-assessments, either self-administered (such as the O\*NET Interest Profile or the O\*NET Work Values Indicator) or professionally administered (such as the Strong Interest Survey or the Myers-Briggs Type Indicator)
- a personal mission statement in which the student describes his or her purpose and how this purpose relates to his or her values and goals
- a weekly log of a semester-long project, such as a community service (service learning) project, a new extracurricular activity, or a new job

There are several ways to use the worksheets in the Personal Success Portfolio. Here are some suggestions:

- Distribute copies of the relevant chapter worksheet and assign this page as individual homework. In class, discuss students’ responses. (To test students’ recall and to reinforce the material, you may wish to collect the worksheets before beginning the discussion.)

- Make handouts or a transparency of the relevant worksheet and have students discuss their responses in small groups, allowing them five minutes or so at the end of the discussion to write down their responses.
- Make handouts of the relevant chapter worksheet and ask students to work in pairs, interviewing one another to elicit answers to each worksheet question. Reunite the class and have pairs share one another's answers with the rest of the class. (Ask student pairs to agree upon which items may be shared with the class and which they prefer to keep private.)
- Distribute copies of the relevant chapter worksheet and assign the page as individual homework. Begin the next class period with ten minutes of spontaneous writing on the back of the worksheet about the topic, "One thing I will remember about [chapter title] and why," or "One thing I will remember about this week of the course, and why." Ask students to share their responses, if desired.

### ***Managing the Portfolio Process***

Before implementing the Personal Career Portfolio project, think through the management of the process. Will students keep their portfolios in three-ring binders, large envelopes, folders, online, or something else? Where will these materials be stored, and how will you provide access to them? One method that works well is to provide a plastic packing crate with a hanging file for each student. Each hanging file should accommodate several file folders, which can be used to house the different types of documents students choose for their portfolios. If you think students will want to include oversize documents, such as art boards for showing a mock advertising campaign, consider legal size hanging files. Make sure students understand that they are responsible for the care and maintenance of their portfolios.

Including the Personal Success Portfolio in your course will require some extra class time, as well as extra time for organization and assessment. Make sure to allow time to explain the project to students, explain the assessment criteria, help students compile portfolio documents, and assess portfolio contents.

## **Syllabi**

A syllabus adds order and organization to your course. Students want to know what to expect from you, so it is important to have a detailed written guide for them to follow and refer to throughout the semester. The syllabus should include:

- your name (and teaching assistants' or peer facilitators' names, if applicable)
- your office phone number, location, and office hours
- your e-mail address
- textbook requirements
- course purpose and objectives
- learning climate or teaching method
- course requirements
- course outline
- evaluation methods

The sample syllabus on the next two pages has been structured to follow the textbook. This syllabus emphasizes cooperative and experiential learning and puts emphasis on participation and critical thinking. You can adapt this syllabus or any of its parts

to the specific needs of your class. Tell students that the syllabus is a guide and that you may change the order of topics, exercises, and guest speakers when appropriate.

## Sample Syllabus for Student Success 100

Instructor: Joan Smith

Office: Jones Hall 113

Office Hours: MWF 10:00–12:00

Phone: (213) 555-0111

E-mail: smith@university.edu

### Required Textbook

*Psychology of Success: Finding Meaning in Work and Life*, fifth edition, by Denis Waitley, McGraw-Hill © 2010.

### Course Description

Student Success 100 is a freshman course designed to increase your success in school, at work, and in your personal life. The course will help you increase your self-awareness, set and pursue meaningful goals, and develop positive personal qualities such as self-esteem, a positive attitude, self-discipline, and self-motivation. This course will also help you adjust to transitions such as progressing from high school to college, returning to college, and making the leap from college to the world of work. By participating in class activities and discussions and by completing the activities in your text, you will build a valuable record of your dreams, goals, skills, interests, values, and more.

### Course Objectives

This course will help you to:

- understand the basic principles of psychology
- develop a clear vision of what success means to you
- gain self-awareness and emotional awareness
- pinpoint your personality traits, values, skills, interests, and career preferences
- set specific, achievable short- and long-term goals
- learn strategies for coping with stress, anger, and other negative emotions
- improve your self-image and self-esteem
- break negative thought patterns and learn positive new ones
- harness self-discipline to control impulses, break bad habits, and make positive life changes
- develop critical thinking and decision-making skills
- examine what motivates you and why
- overcome fear of failure and fear of success
- manage your time and money effectively
- become an effective speaker and an active listener
- appreciate diversity and reject stereotypes and prejudice
- build skills necessary for fulfilling, healthy relationships

## ***Learning Climate***

This class is not a lecture course. It is structured around cooperative and experiential learning, which are based on two key concepts:

- **Cooperation**—You are actively responsible for your learning and for helping each other. I will guide and assist your learning, but I will not provide you with the one “right” answer.
- **Experience**—You gain the most from a course when you actively engage with the material. This means that you are expected to reflect on and analyze the material, to participate in class, to complete the exercises, and to apply the concepts to your own experiences.

## ***Requirements and Expectations***

- **Attendance**—You are expected to attend each class and to be on time. Much of the class progress depends on the involvement and participation of every student. Come to class prepared and ready to learn.
- **Critical Thinking**—You are expected to use critical thinking to complete exercises and to apply the concepts you are learning to your school, job, and life experiences. You are expected and encouraged to develop independent opinions and to back them up with logical reasoning and specific examples. Bring questions and comments to class.
- **Make Connections**—You are expected to make connections between success at school, success on the job, and success in your personal life. Reflect on your ideas and experiences in written assignments and class discussions, and be open to your classmates’ ideas and experiences as well.

## ***Evaluation***

Evaluations will be based on attendance, participation, assignments, and chapter tests. Quizzes may also be given throughout the course.

Grading will be as follows:

Class Participation	30%
Homework	30%
Chapter Tests	20%
Midterm	10%
Final	10%
TOTAL	100%

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- D = 60 to 69 points
- F = less than 60 points

## ***Suggestions for Day One***

On the first day of class, write the class name, number, and section (if applicable) on the board along with your name, office number/address, and e-mail address. Hand

out note cards to students as they walk in the door and ask them to fill them out with some or all of the following information, which you can also list on the board:

- name
- telephone number
- e-mail address
- year in school and major
- main interests and hobbies
- career objective
- major work experience
- what they most want to learn from this course
- grade they expect to earn

Give students a few minutes to read the syllabus as you collect the note cards. Introduce yourself and welcome the students, then do the ice-breaker exercise that follows.

### ***Day One Ice-Breaker Exercise***

The purpose of this ice-breaker exercise is to help students relax, get acquainted, and understand expectations. Ask students to work in pairs, but request them not to pair up with people they already know.

Explain that one student will speak to his or her partner for two minutes, describing his or her major, interests, job experience, career goals, hometown, and one experience or trait that makes him or her unique. The other student will then do the same for two minutes. Tell students they will be timed. While students are conducting this first part of the ice-breaker exercise, review their completed note cards (see above) and group students into small, diverse discussion groups of five or six people.

At the end of the four minutes, gather together as a class and have each person briefly introduce his or her partner, taking no more than twenty or thirty seconds each.

Now ask students to assemble into the small discussion groups you selected. Have each group choose a leader responsible for keeping the discussion going and recording questions and comments. Instruct students to reintroduce themselves briefly and to spend five minutes sharing their ideas on the following two topics:

**1. Expectations**—What would you like to learn in this course? What topics are most important? What would you like to see emphasized?

**2. Questions**—What questions do you have for the instructor? (These may include personal questions such as: What made you decide to go into college teaching? Where did you get your degrees? What are your hobbies and interests? What do students do that irritates you? What should we call you?)

After the five minutes are over, have the leader of each team ask you one question. Go from team to team as time permits. Use this opportunity to clarify expectations and stress topics that are especially important to you. For example, you might respond to the question, “What do students do that makes you mad?” in this fashion: “I am irritated when students miss class, come in late, leave early, or don’t get involved. Most annoying are students who interrupt other students or act disrespectfully. I want this class to be a supportive and safe haven for everyone to grow and learn.”

Of course, before you conduct this exercise, you will want to be honest with yourself about how comfortable you will be answering questions. Tell students that they

may ask you any question they want, but that you will feel free to let them know if you think any question is too personal. Being able to answer students' concerns or questions honestly is important for conducting an open class. If you do not feel comfortable with personal questions, have students write their questions or concerns on cards, and you can then choose to discuss those you feel are most relevant.

### **Day One Homework**

Ask students to generate a list of five goals for the course. These goals can be anything—how to deal with a specific personal problem, how to handle time more efficiently, or even just to get a good grade.

## **Suggestions for Day Two**

You may have new students at the second class meeting who have added the class to their schedules late. Briefly review the purpose and theme of the class. Explain that the major goal of this class is to help students learn skills and personal qualities for school, job, and life success. You may also want to talk about your philosophy of education.

Next, ask students to share the goals they wrote down for the first homework assignment. Ask them to name the subjects they would like to see emphasized in the course. (Make clear, however, that this is not a request for them to design the course.) What you want is a statement of the types of subjects that students think would best meet their needs. This exercise will help clarify expectations, interests, and concerns.

### **Goals Exercise**

The purpose of this exercise is to prompt students to explore their motives for attending school, to review the value of continuing their education, and to assess their long-term goals. Ask students to fill out the questionnaire on page 15. As preparation, you may want to ask students to write down the answers to these four questions:

1. Why did you enroll in school?
2. How committed are you to completing your education?
3. What do you want to accomplish while you are in school?
4. How do you see the connection between success in school and success in life?

Students should not write their names on the cards. After a few minutes, collect the cards and read some of the answers aloud, or break students into small groups and have them discuss their answers for ten minutes or so. Then discuss with the entire class the advantages of continuing one's education. These advantages are many, including self-improvement, career advancement, exploration of interests and ideas, and the experience of meeting new people and making new friends.

After students have discussed their reasons for furthering their educations, explain how this course can help them reach their educational goals. If students are attending school to prepare for a satisfying career, for example, you could point out that career success requires not only job-specific skills but also “soft” (transferable) skills such as self-awareness, self-discipline, self-motivation, and good interpersonal skills, all of which they will learn about in *Psychology of Success*.

## Why Are You Continuing Your Education?

Reflect on why you want to continue your education. Put a check mark next to each statement that is true for you.

I am continuing my education...

1. To please my parents. \_\_\_\_\_
2. To get a better job when I graduate. \_\_\_\_\_
3. Because I don't know what else to do. \_\_\_\_\_
4. Because I can't find a job. \_\_\_\_\_
5. To find a life partner. \_\_\_\_\_
6. Because I really want to learn and expand my skills. \_\_\_\_\_
7. To learn to take full responsibility for my life. \_\_\_\_\_
8. To become an educated person. \_\_\_\_\_
9. Because my friends are going. \_\_\_\_\_
10. To please my boss, partner, or friends. \_\_\_\_\_
11. To earn more money. \_\_\_\_\_
12. To gain prestige and respect. \_\_\_\_\_
13. To prove that I can. \_\_\_\_\_
14. Because my job is at a dead end. \_\_\_\_\_
15. To learn interesting work. \_\_\_\_\_
16. Because I love to study and learn. \_\_\_\_\_
17. For the parties. \_\_\_\_\_
18. For the challenge. \_\_\_\_\_
19. Because I have always known I would. \_\_\_\_\_
20. Because it is expected of me. \_\_\_\_\_
21. (Other—specify):

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## **Summary of Expectations**

End the second class by emphasizing the importance of participation and teamwork. Part of being successful in school, at work, and in life is learning to work with others, to respect differences, and to accomplish goals through teamwork.

Students often underestimate the value of their contributions or see little connection between their learning and that of their peers. Emphasize that each student's experiences and ideas contribute to the learning of the others. Emphasize the importance of respecting others' opinions as well. You may wish to lay down ground rules for discussions, such as raising hands before speaking, paying full attention to the person who is speaking, and so on. Encourage students to bring questions to class, to get involved in class discussions, and to form independent opinions about the material.

Most of your students will probably be used to passive learning (lectures, recall-based testing, etc.). They may therefore feel uncomfortable with the idea of active participation. Point out that participation helps them learn the material and makes it more fun. Help students see that participation is an opportunity, not a burden.

## **Guest Speakers**

As you plan your course, make sure to allow time for guest speaker presentations. Guest speakers not only add variety and real-world relevance to the class, but also serve as valuable sources of information for you in helping students develop the skills to succeed in the competitive workplace. Presentations by guest speakers are most successful when the guest speakers receive key information from you in writing in advance, particularly:

- the purpose of the course and the presentation
- a description of the students and their level of sophistication
- the purpose of the presentation, and how the presentation fits in with the material being covered
- specific topic(s) you would like to see covered
- level of formality of the presentation and appropriate amount of time to talk
- time, place, and directions to the classroom

Before the presentation, ask the speaker for a brief description of his or her background and how he or she would like to be introduced. Also ask the speaker if he or she has questions for the students to answer so that you can be prepared to facilitate. After the class, remember to send a thank-you note and comments from students.

For a student success course, the list of possible speakers is almost endless. Considering inviting some of the following people to your class:

- career center staff member
- time management expert
- president of the college
- administrator
- mayor
- city council member
- health, fitness, or nutrition expert
- alcohol or drug counselor
- alumnus or alumna
- financial planner



- financial aid officer
- motivational speaker
- business leader
- student exchange or activity coordinator
- sport psychologist
- career counselor
- personal counselor or therapist
- research psychologist
- psychology instructor

You may wish to evaluate guest speakers for your records by using copies of the form below.

Guest Speaker Form	
Guest Speaker:	_____
Date:	_____
Topic:	_____
Students' reaction:	_____
	_____
	_____
	_____
My assessment:	_____
	_____
	_____
Other possible guest speakers in this area:	_____
	_____

# CREATING A LEARNING-CENTERED ENVIRONMENT

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## Making Learning Personal

The conventional model of the instructor lecturing to passive, inexperienced students is inadequate for today's complex and diverse world and is ill suited to *Psychology of Success*. Students need to learn how to think, not how to memorize data. They must be actively involved in order to question their assumptions and make meaningful connections among their various courses and between school, work, and life.

Students need to be encouraged to focus on developing and demonstrating self-awareness and positive personal qualities rather than on simply memorizing the material. Each chapter of *Psychology of Success* contains Personal Journals, Exercises, and end-of-chapter activities designed to help students clarify their goals and reflect on their lives as they review key concepts. Point out to students that the thoughtfulness of their answers is more important than the specific opinions, ideas, or examples they use in their answers. Encourage them to develop their own ideas and to back them up with critical thinking and examples from their life experiences.

## Using Journaling

Depending on the focus of your course and the time available, it can be extremely productive to have students make entries in a separate journal or notebook. This approach is particularly fruitful for writing-intensive courses, for English language learners, and for students who need additional composition practice. In addition, journaling helps all students:

- set aside time for self-reflection
- build self-awareness
- hone critical thinking skills
- gain practice articulating their thoughts
- make connections between classroom learning and real-life situations
- create a record of their decisions and decision-making style
- make plans and set goals

Journal entries can touch on nearly any course-related topic. For example, they can be used to answer follow-up questions in Personal Journals or to expand on topics covered in Personal Journals, Exercises, features, or figures. Journals can also be used as a tool for students to record their thoughts and feelings about the course and their college and work experiences. Journal or notebook entries differ from Personal Journal activities in *Psychology of Success* because they are free-form, allowing students to make new associations and explore concepts of their own choosing.

## Educating the Whole Student

Educating the whole student means fostering students' intellectual, emotional, social, spiritual, and physical growth. It goes beyond transmitting knowledge and skills to helping students develop ethics, social responsibility, self-awareness, coping skills, strength of character, and the ability to make healthy life choices.

A student success course is an optimal place to begin educating the whole stu-

dent. Stress the importance of self-awareness, effort, and positive personal qualities throughout the course. Ethics, discussed in Chapter 2, can be woven into the course content by asking students to share ethical questions they have encountered in their jobs and personal lives. Help students become aware of their world by referencing current events and bringing in articles from newspapers to spark discussions.

Stress that attitude has an enormous effect on students' learning. Learning is increased when students communicate openly with one another in a positive, noncompetitive environment, work on experiential exercises, and complete group projects. Students learn best by being actively involved in the learning process.

## Increasing Students' Motivation: The ARCS Model

Students of all ages are most motivated to learn in an environment that fulfills their psychological needs—in an environment that helps them feel good about themselves, experience a sense of belongingness, build competence, and guide their own learning.

The key to motivating students is to create an environment that encourages their natural curiosity and engagement. The *ARCS model of motivation*, created by education researcher John Keller, is a useful approach to understanding student motivation. The ARCS model represents the four most important factors affecting student motivation: Attention (A), Relevance (R), Confidence (C), and Satisfaction (S).

### A—Attention

Focused attention is the prerequisite for learning. Two key ways to elicit students' attention are to activate background knowledge and to encourage discussion and critical thinking.

Learning is most effective and lasting when students integrate new knowledge into their preexisting network of associations. To understand, retain, and engage actively with the material, students must be able to make connections between new information and the information they already possess. Before beginning a new topic, therefore, it is important to activate students' background knowledge. This also helps you, the instructor, present the material at the right pace and level of sophistication.

You can focus students' attention and activate their background knowledge in several ways. One strategy is to lead a brainstorming session on the new topic, writing all the information solicited from the students on the board or a transparency. A second strategy is to ask students to solve a problem or role-play a scenario related to the topic. The Real-Life Success Story at the beginning of each chapter can serve as a springboard for all of these activities. A third strategy is to ask either specific or general questions about the topic, such as, "What do you think \_\_\_\_\_ means?" "What comes to mind when you hear the word \_\_\_\_\_?" "Have you ever experienced \_\_\_\_\_?" Other ways to elicit attention include:

- using specific examples, ideally with accompanying visual stimuli
- introducing a provocative point of view
- using a variety of media, instructional techniques, and activities
- having students get actively involved through games, role-plays, small-group activities, or hands-on projects
- giving students creative problems to solve

## **R—Relevance**

To be highly motivated to learn, students need to understand why a course is relevant to their lives. In other words, they should be able to answer the question, “What’s in it for me?” To make subjects more relevant to your students, challenge them to generate concrete, real-world examples and to relate the subject matter to their individual dreams, goals, values, and interests. Ask them to think of ways that the information they are learning could benefit them in their academic pursuits, career, or personal life. How is this course helping them reach their educational or career goals?

Ask students to think of times when they have experienced the situations and challenges described in the text. Pose thought-provoking questions that help students relate the material to their lives. Use open questions, which allow for a broad range of responses, rather than closed questions, which elicit only one- or two-word answers. Make sure to pose critical thinking questions that do not have a “correct” answer. Also call on students to generate their own questions. Encourage them to disagree—respectfully—with statements made in the textbook, with the opinions of their fellow students, and with you. Emphasize that all opinions and ideas are welcomed, but call on students to back up their opinions with critical thinking and specific examples.

## **C—Confidence**

Low confidence in a subject or in a classroom situation can dampen the enthusiasm of any student. All students should be encouraged to participate and should be given clear, positive expectations of success. All students have greater motivation when they see that their instructors believe in them.

Give students learning goals that are challenging enough to encourage effort, but realistic enough to be achievable. Students gain confidence by succeeding at tasks that are challenging—neither too easy to help build new skills nor too difficult to do with their existing skills. One way to find the right level is to begin with relatively easy questions, adding difficulty until you see that students are engaged but not stumped.

Students also gain confidence when they know exactly what they need to do in order to succeed. Make your expectations clear from the beginning of the course. What do students need to do to master the material? What do they need to do to earn a good grade in the course? Make sure students have realistic time estimates for homework, exercises, test preparation, and so on. Students should understand that there is a correlation between the amount of energy they put into a learning experience and the amount of skill and knowledge they will gain from that experience. Using a Gantt chart or some other graphical planner to demonstrate the amount of time needed or given to complete a task will give the learner a clear picture of what to expect.

Students should feel some degree of control over their learning and assessment. They should feel that they are, for the most part, in control of their outcomes and that their success is a direct result of the amount of effort they have invested. Encourage students to “backwards-plan” their efforts. This process will help them to determine the amount of time that they will need to spend on each task.

## **S—Satisfaction**

Students’ motivation to learn is heightened when they know that they are gaining something of value in a course. This might be job skills, intellectual satisfaction, or progress toward a valued educational or life goal. Give students this satisfaction by

providing opportunities for students to use their newly acquired knowledge or skills in a real or simulated (role-play) settings.

Peer teaching is another satisfying activity. In several studies, students who learned new material with the explicit goal of teaching it to others retained much more than students who learned the same material with the goal of getting a good grade on a test. Thinking about how to explain material and make it relevant to others helps students develop self-esteem and derive greater satisfaction from the course.

## Cooperative Learning

*Cooperative learning* is an educational approach in which students work together to achieve a common learning goal. In traditional educational settings, students usually work alone and compete with one another. In the cooperative learning environment, students work in teams and contribute to each other's learning. Each member of the group benefits from the efforts, experiences, and insights of the other members. To be effective, cooperative learning must take place in a supportive, student-centered, and noncompetitive climate.

Cooperative learning supplements, rather than replaces, traditional educational approaches, including lectures. It can invigorate the classroom dynamic, increase respect for diversity, and help students develop skills in effective speaking, active listening, leadership, critical thinking, decision making, and conflict resolution. Cooperative learning requires students to:

- have mutual goals
- be supportive of one another's learning
- have structured tasks to which each team member contributes
- practice social skills
- rotate interdependent roles (leader, recorder, observer, listener, speaker)
- ensure equal participation by all
- show individual responsibility

Part of the student's role in a cooperative learning environment is to contribute to his or her team. Team members rely on each other for input and support, so it is essential that each team member come prepared to participate in team and class discussions. Students are quick to realize that it is difficult to contribute to their team and to the class in general if they do not complete their assignments and readings. Because students know their peers will review their work, they tend to make a more concerted effort to complete assignments.

## Experiential Learning

*Experiential learning* is essentially learning by doing. It occurs when students think, reflect upon, and learn from a real-life situation or a simulated real-life situation, such as a role-play exercise. When cooperative learning is combined with experiential exercises, learning is greatly enhanced.

*Psychology of Success* is well suited to the experiential learning approach. Experiential learning is built into Application and Internet activities, Exercises, Personal Journals, role-plays, and small group discussions. Exercises and Personal Journals in *Psychology of Success* call on students to reflect on topics' relevance to their

lives. Critical thinking questions help students explore the real-world relevance of theoretical concepts.

The Real-Life Success Stories and personalized examples in the text also help to make the concepts relevant and personal.

Short presentations, rather than long and detailed lectures, work best for experiential learning. As the instructor, you are not a lecturer but rather a facilitator, resource, discussion leader, coach, and role model. To play these roles requires the ability to communicate clearly, remain nonjudgmental, pose engaging questions, use interesting stories and examples, and relate main points and strategies to actual student experiences. Keep in mind that your attitude at the beginning of class is a major factor in the course's success. Monitor your attitude as the course progresses. As an instructor, you can make a difference.

The rewards for teaching an experiential class are many. You will notice increased student interest and involvement, feel that you are creating real learning and understanding (rather than just feeding students rote information), and gain a better understanding of your students. You will also learn from your students, which increases your own sense of involvement and motivation.

## **Encouraging Student Involvement**

Students derive maximum benefit from *Psychology of Success* when they are encouraged to become active learners, to work together, and to make connections between school, work, and life.

### **Promote Attendance**

Explain to students that regular attendance is vital to success in the course. Poor attendance or tardiness results in confusion, reduced motivation, and resentment from students who attend and are well-prepared and punctual. Take attendance at each class period and meet with students who miss two or more sessions. Explain to students that discussion and the sharing of ideas are important for learning and building self-awareness. When students are often absent, the group becomes less cohesive and students are less likely to be open with one another. Frequent absences also make it impossible to have students work in consistent teams or pairs.

Also make sure students understand the importance of coming to class on time. If students miss five or ten minutes, they miss the introduction and review, causing them to fall behind and to interrupt with questions.

### **Encourage Participation and Preparation**

In many classrooms, relatively few students participate actively. However, one of the goals of cooperative learning and of this course is to get all members of the class to share ideas, express opinions, and participate in group exercises. Emphasize the value of inclusive participation and the responsibility of outspoken members to encourage less talkative members to express their views. Stress the importance of listening and taking turns to talk.

Also stress that full participation includes preparation as well as speaking up in class. Ask students to come to class prepared with reading assignments and homework. Students should bring their books and other assigned material to each class unless otherwise instructed. If students are not prepared, they are less likely to par-



ticipate and less likely to grasp concepts. Underscore the importance of completing assignments and coming to class prepared to discuss them.

If it does not seem that students are really sharing their personal ideas and feelings, consider setting aside a time when any topic is allowed, perhaps at the end of the class or once a week during an extended break. This can help students get acquainted, gain an understanding of one another's views, increase their motivation, and practice their speaking skills. Make certain you have an agreement that what is said during this time is confidential.

### ***Preview and Review***

Previewing activates background knowledge and helps students relate what they will be learning to what they have just finished learning. To help them make these connections, review and discuss the previous chapter before previewing the next. Also, preview assignments with students to clarify your expectations.

Tell students that at the top of every class session hour you will call on one of them to give a concise summary of the main points and important strategies covered in the last class meeting. This will not only encourage students to participate and be prepared, but will also help them build their public speaking skills. Beginning each class with a quick review also helps students build associations among topics.

### ***Create a Positive Atmosphere***

Your attitude plays a major role in student learning. Respond seriously to students' questions and concerns. Be enthusiastic and positive and show that you enjoy teaching this class. Be on time for class and be available during office hours and breaks to meet with students. Do not claim to have all the answers. Suggest to students that your role as a facilitator is to present strategies that have worked for many students, but remind them that they must find their own answers.

Students will be more enthusiastic about class and homework activities if they see that you are enthusiastic and interested and that you value the assignments. Walk around the class while students are doing in-class activities to check how they are doing, but do not join teams. Give students abundant examples to reinforce the material, ask them to share their opinions in discussions or in writing, and introduce variety to the class through lectures, films, guest speakers, and field trips.

### ***Stress Confidentiality***

Students do not need to give names of friends, partners, family members, instructors, supervisors, or coworkers in the Activities, Personal Journals, and other activities that call for examples to be taken from their personal lives. Remind them that what is said in the classroom is confidential and should not be shared outside of the class with others. Tell them that no one will see their work but you, unless they elect otherwise. Students should never feel pressure to share personal details of their lives or discuss any topic with which they feel uncomfortable.

### ***Incorporate Peer Teaching***

*Peer teaching* refers to one or more students teaching other students in a particular subject area. It can take many forms, from a single student leading a class lesson to a pair of students peer-teaching one another. Peer teaching is effective because students are able to relate to and encourage one another. It also gives students a chance to prac-

tice articulating concepts in their own words. Peer teachers need not be the students with the best grades. Average students, as well as struggling students, can choose a topic and explain it effectively to others. Try to do one peer-teaching exercise every class period and to incorporate peer teaching throughout the course.

### ***Encourage Critical Thinking***

Students need to learn how to make decisions, solve problems, and think through issues rationally. Critical thinking skills are an enormous asset to students academically, personally, and professionally. Help students use critical thinking skills during class discussions. Always ask students to be sure to back up their beliefs with clear reasoning and specific examples. Through questioning, help students to examine whether their opinions are based on false information or illogical thinking. Critical thinking questions in chapter figures, features, and activities present an opportunity for students to think independently, to question their assumptions, and to accept that there is no “right” answer to many questions concerning success and human behavior. Encourage students to bring in articles from the newspaper and to talk about life or work situations that highlight the importance of critical thinking.

### ***Encourage Service Learning and Contribution***

Encourage students to become involved in campus and community activities. Many colleges have service learning projects in which students perform community service, often for credit. Service learning and campus involvement provide leadership experiences and opportunities for networking. Students feel real satisfaction when they know they are contributing to their campus and to their community.

### ***Establish Heterogeneous Groups***

Establishing heterogeneous student groups is important because it helps students develop self-awareness, respect for diversity, and interpersonal skills. Many instructors like to have permanent teams throughout the course to add continuity, increase teamwork skills, and encourage friendships and social development. You can create heterogeneous class teams by combining students with different characteristics in:

- learning ability
- age
- experience (such as full-time students, part-time students, students with full-time jobs, students with part-time jobs, traditional students, and returning students)
- gender
- culture
- ethnicity

Ideally, all groups should have the same number of students. When determining group size, you need to take into account both the number of students in the class and the number of students that can comfortably work together in an individual team. Groups of four to five usually work well in a postsecondary setting. In groups with six or more members, one or two students may feel left out or begin to trail behind.

### ***Designate Group Work Areas***

The configuration of your classroom plays a role in the success of in-class groups. Ideally, chairs and tables will be movable to allow students to form small circles where they can work comfortably. If desks are affixed to the floor, you might ask each group



to pick a secretary to be in charge of writing down the group's ideas. If space allows, you can also ask groups to work at the board or even on the floor. Also rotate the location of teams so that students who usually sit in the back of the classroom are encouraged to come to the front of the classroom.

### ***Designate Group Roles and Responsibilities***

Designating specific responsibilities to different group members ensures that every student has a productive role to play in his or her group. Designate a number of interdependent roles such as discussion leader, recorder/secretary, and group spokesperson (for full-class discussions). You can also assign roles for a group role-play. For example, in a lesson on communication skills, you might ask students to take turns playing the role of speaker, active listener, and ineffective (poor) listener.

It is also important to make sure that groups are not dominated by any one or two students in particular. Set up a leader-selection process, which can be random (such as whomever guesses closest to a certain number between one and ten) or based on specific criteria. The leadership role can also rotate from student to student each week or each class meeting. Rotating the role of leader encourages shy students to participate and learn leadership skills.

### ***Provide Clear Instructions***

Vague instructions make it difficult for students, whether singly or in groups, to get started and focus on their task. Instead of asking groups to simply discuss a certain idea or answer a certain question, for example, you might specify that each group member take one minute to share his or her opinion with the others, and that each member then give a response to each of the other members' statements. You can also set up a debate situation in which each member is assigned to advance and defend a certain point of view.

Also make sure that students understand the overall purpose of every activity. Read the chapter objectives at the beginning of each class so that students know the class expectations. Review the instructions for the Exercises and Personal Journals out loud as students follow in their books so that everyone is on the same track, questions can be clarified, and everyone is ready to start on time.

### ***Minimize Exchanges of Information Between Groups***

There is often a temptation for members of different groups to talk amongst themselves, especially if groups can overhear one another as they work. Help students resist this temptation by spacing groups apart as far as possible from one another, by circulating around the room to offer guidance, and by stressing that group work is a non-competitive activity.

### ***Encourage Group Cohesiveness***

Encourage students to learn more about one another, to be open and share experiences, and to become part of a team. Also encourage students to think of their group as a unit rather than to be concerned with competing for points. At the beginning of the term, groups will look to you, the instructor, for feedback on how well they are doing. Praise groups that are able to answer their own questions and resolve their own internal disputes. You and the members of each team should assess the team's effec-

tiveness and reflect on learning processes and outcomes. Is the team effective? Does everyone contribute? How can the team be more effective?

Conflict can occur among group members due to personality differences, clashes of opinion, and so on. Stress that group work is about sharing ideas, not about changing other people's minds or coming to one single "correct" conclusion. Provide clear directions and stress that it is the leader's role to make sure that discussions flow smoothly and that differences are respected. Consider distributing a handout that describes the respectful conduct expected of every group member.

### ***Accommodate Different Learning Styles***

You can improve your teaching effectiveness by understanding the different ways in which students learn and by tailoring your instruction accordingly. Students can also benefit from understanding how they learn best. Vary the ways in which you present material so that you are appealing to the three primary learning styles: visual, auditory, and kinesthetic. The three types of learners are:

- **Visual learners**—Visual learners prefer to see and read. They learn well by using pictures, graphs, illustrations, diagrams, timelines, photos, pie charts, and other visuals. They like to contemplate concepts, reflect, and summarize information in writing. Visual learners tend to remember what they see better than what they hear, and they prefer to receive written directions for assignments.
- **Auditory learners**—Auditory learners rely on hearing to learn. They like recorded words and music and usually enjoy working in study teams and participating in class discussions. Auditory learners tend to remember what they hear better than what they see, and they prefer to receive spoken directions for assignments.
- **Kinesthetic learners**—Kinesthetic learners are usually well coordinated and like to touch things, and they learn best by doing. They like to collect samples, write out information, spend time outdoors, and connect abstract material to something concrete in nature. Kinesthetic learners tend to like hands-on activities, such as playing computer games, drawing, collecting objects, and building things.

You may wish to ask students to complete the Learning Style Inventory provided on pages 27–28. Being aware of their preferred learning style(s) helps students choose the most effective note-taking and study techniques.

You can use the results of students' inventories to plan the most effective activities and ways of presenting information. To appeal to visual learners, use visual aids, such as PowerPoint presentations, a chalkboard or dry-erase board, and transparencies. To appeal to auditory learners, present lectures, use small group discussions, and repeat important material. To appeal to kinesthetic learners, use field trips, student presentations, objects, case studies, and activities such as role-plays that involve physical movement.

## Learning Style Inventory

A. Complete each sentence below by circling the letter (a, b, or c) of the statement that most accurately describes you.

1. I learn best when I
  - a. see information.
  - b. hear information.
  - c. have hands-on experience.
2. I like
  - a. pictures and illustrations.
  - b. tapes and listening to stories.
  - c. working with people and going on field trips.
3. For pleasure and relaxation, I love to
  - a. read.
  - b. listen to music and tapes.
  - c. garden or play sports.
4. I tend to be
  - a. contemplative.
  - b. talkative.
  - c. a doer.
5. To remember a ZIP code, I like to
  - a. write it down several times.
  - b. say it out loud several times.
  - c. doodle and draw it on any available paper.
6. In a classroom, I learn best when
  - a. I have a good textbook, visual aids, and written information.
  - b. the instructor is interesting and clear.
  - c. I am involved in doing activities.
7. When I study for a test, I
  - a. read my notes and write a summary.
  - b. review my notes aloud and talk to others.
  - c. like to study in a group and use models and charts.
8. I have
  - a. strong fashion sense and pay attention to visual details.
  - b. fun telling stories and jokes.
  - c. a great time building things and being active.

9. I plan the upcoming week by
- a. making a list and keeping a detailed calendar.
  - b. talking it through with someone.
  - c. creating a computer calendar or using a project board.
10. When preparing for a math test, I like to
- a. write formulas on note cards or use pictures.
  - b. memorize formulas or talk aloud.
  - c. make charts and graphs or use three-dimensional models.
11. I often
- a. remember faces but not names.
  - b. remember names but not faces.
  - c. remember events but not names or faces.
12. I remember best
- a. when I read instructions and use visual images to remember.
  - b. when I listen to instructions and use rhyming words to remember.
  - c. with hands-on activities and trial and error.
13. When I give directions, I might say
- a. "Turn right at the yellow house and left when you see the large oak tree. Do you see what I mean?"
  - b. "Turn right. Go three blocks. Turn left onto Buttermilk Lane. OK? Got that? Do you hear what I'm saying?"
  - c. "Follow me" after giving directions by using gestures.
14. When driving in a new city, I prefer to
- a. get a map and find my own way.
  - b. stop and get directions from someone.
  - c. drive around and figure it out by myself.

B. **Scoring:** Add up the number of times you checked a, b, and c.

**Total number of a's \_\_\_\_\_ (Visual Learning Style)**

**Total number of b's \_\_\_\_\_ (Auditory Learning Style)**

**Total number of c's \_\_\_\_\_ (Kinesthetic Learning Style)**

Your highest total indicates your dominant learning style.

## Working With a Diverse Student Population

The number of nontraditional students is growing, and you are likely to encounter students with a wide range of backgrounds. For example, your class may contain returning students, older students, and international students. By taking the needs of a diverse student population into account, you can create a supportive classroom climate and ensure that all students have an equal opportunity to benefit from the course.

### Multicultural Students

Part of the value of a college education is the opportunity to work with fellow students from other social and ethnic groups and to understand and value diversity. College is also the ideal time for a student to become aware of his or her conscious and unconscious stereotypes and prejudices and to change these thinking patterns.

According to the 2000 U.S. Census, one-third of the population of the United States consists of racial minorities. Make certain that your student discussion groups reflect the diversity of class members. Invite guest speakers and students to discuss diversity and special concerns. Include information about campus and community resources for students of different ethnic and cultural groups. Explore the available resources in the school and community that support diversity. Post lists of noted speakers, events, and opportunities promoting increased awareness and understanding. Encourage students from different cultures to participate and assume leadership roles.

The material in *Psychology of Success* lends itself well to an exchange of information about cultural influences on self-image, self-esteem, values, decision making, relationships, and other important issues. *Psychology of Success* takes the approach that there are no right or wrong answers to questions of success and happiness. Each student is encouraged to explore his or her own behavior in a nonjudgmental way, and to look at the underlying thoughts, feelings, and motivations behind that behavior. If you have students from varied cultures and ethnic groups, you have a wonderful opportunity to discuss issues of cultural and family influence versus personal choice. How much of what we think, feel, and do is influenced by our society, culture, and family? How do other cultures define important concepts such as success, happiness, intelligence, and self-discipline?

Many important topics covered in the book, such as values, personality traits, personal and collective identity, gender roles, body image, communication strategies, and relationships, are interpreted differently in different cultures. The presence of students from other cultures in your classroom provides an excellent opportunity to discuss personal and cultural differences. Make it a matter of course to ask English language learners to comment on likenesses and differences between their home cultures and this new one. Also make clear to the rest of the class that students from different cultures have much to offer them. Point out how these students can enrich their understanding of psychology by discussing norms in other cultures. Bringing culture, language, and society into the discussion can also serve to break down stereotypes.

Try these general strategies in multicultural classes as well:

- **Create diverse groups.** Promote an appreciation of diversity by creating diverse

groups. Encourage each student to act as group leader. Rotating the leadership position builds confidence and helps students feel a sense of belonging.

- **Be welcoming.** Make your classroom and office inviting; get to know students and welcome them to your office. Ask questions about how they are adjusting and show that you are interested.
- **Invite diversity into the classroom.** Invite guest speakers, as well as teaching assistants or tutors, from different cultural backgrounds.
- **Encourage cultural exploration.** Investigate resources on campus and in the community. Have students attend different cultural events or take field trips as part of the class experience. Have lists of resources available for various cultural groups.
- **Promote critical thinking.** Encourage students to examine their perceptions and attitudes. Point out that understanding and respecting differences is the foundation for building common bonds.
- **Stress the skill of adapting.** Being able to relate to diverse people is a crucial personal and career skill.
- **Celebrate diversity.** Help students celebrate their unique identity. Ask them to bring in examples and discuss situations in which they felt different because they were younger, older, of a different religion or culture, a college student, or a minority of some other type.

### ***Returning or Older Students***

More and more students are returning to school after being in the working world for a few years or more. Many people are also deciding to start college at a later age. According to the U.S. Department of Education, 41 percent of all college students are twenty-five years old or older, and 56 percent are twenty-two years old or older. The average age of students in career schools and community colleges is higher still. Here are a few tips for teaching older or returning students:

- **Connect college with job and life success.** Older students are often more practical-minded than younger students and want to see the immediate relevance of what they are studying. Stress how they can use course ideas in their jobs and everyday lives. Use practical applications and case studies and request personal examples from the class. Make the course practical and relevant.
- **Value students' experiences.** Older students have a wealth of life and work experience. Have them link course concepts with their experiences. Discuss their viewpoints and encourage classroom discussions.
- **Create diverse teams.** Younger students can learn from older students who offer different perspectives. Older students can also help younger students stay on task in team discussions and projects. Though students often want to sit with friends or with students who are the same age, gender, race, and so on, diverse groups can foster understanding and respect for differences.
- **Encourage openness.** Encourage students to consider new perspectives. Some older students may demonstrate set attitudes and values. Discuss the benefits of examining questions from a new perspective.
- **Show concern.** Be aware of other demands on students' time. Many older stu-



dents have jobs, spouses, children, and community obligations that demand their time. Offer understanding, but also discuss the necessity of making a commitment to school. Encourage students to discuss their many roles and concerns.

- **Encourage support groups.** Older students need support from other students, instructors, advisors, and sometimes academic support groups. Encourage them to create informal support groups as well. For example, single or working parents may want to join a group whose members can help each other with child care, carpooling, or forming study teams. Point out that learning time management techniques can help students in their careers. Discuss with them the value of gaining the support of spouses, children, coworkers, and supervisors for returning to school. Encourage students to form study groups during the first week of class. Call students' attention to the chapter on time management (Chapter 8) early in the term.
- **Hold flexible office hours.** Since older students have other obligations, assure them that you will meet them at times convenient for you and them. You might explore offering evening or weekend classes or office hours.
- **Encourage responsibility.** Stress that students are responsible for participating in class, looking for innovative solutions to obstacles, and being aware of academic expectations. They must read the school catalog, become aware of deadlines and procedures, and understand how the system works.
- **Look for the positive.** Focus on the advantages of being an older student. Discuss how older students' life experiences have given them direction. Acknowledge how much wisdom they bring to a class.
- **Find resources.** Discuss school and community resources that can help older, returning students, such as child care facilities, carpooling, job sharing, and support groups.
- **Make lessons relevant to all ages.** Make certain that your examples are relevant to older as well as younger students and that you ask them for examples that illustrate concepts. Use group discussions, varied teaching methods, and guest speakers that are relevant to all students—young and old.

Some returning or older students may have recently transferred to your school or be preparing to transfer to another school (such as a larger college or university). These students are often concerned with which credits are transferable and which courses will satisfy major and general education requirements. It is critical that transfer students see their advisors to plan their educational programs as soon as possible. Stress that every campus is different and that students should not assume that procedures are the same from school to school, even if schools are part of the same university system.

### ***International Students***

At many North American colleges and universities, the number of international students is increasing dramatically. International students face an often difficult adjustment to a new culture, language, and climate. Try these general strategies to help international students:

- **Stress the importance of getting involved.** Encourage students to form supportive relationships with various people—friends, advisors, instructors, fellow students, relatives who may be nearby, and so on.

- **Explore resources.** Learn what resources are available both on and off campus for international students.
- **Encourage mentoring.** Many campuses have a mentoring program. Connect international students with students who have been on campus for at least a year.
- **Speak clearly.** If a student's primary language is not English, make certain that you speak clearly, avoid slang, and explain what is meant by common expressions and phrases, and that you enunciate and speak slowly. Clarify and check for understanding. Take care not to come across as condescending or patronizing.
- **Write down important information.** Make certain to put important information in writing so that students can review it at their own pace.
- **Accommodate different learning styles.** Like all other students, international students benefit from activities that allow them to see, hear, touch, and do.
- **Learn about other cultures.** Cultural differences can be great in areas such as nonverbal communication, self-esteem, relationships, and attitudes toward time and money. Ask questions and be respectful.
- **Encourage students to talk.** Encourage international students to share their views and experiences. Have them talk about their customs, country, and background.

## STRATEGIES FOR TEACHING STUDENTS WITH SPECIAL NEEDS

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### Understanding Special Needs

The term *special needs* is used to describe students who face specific physical or behavioral challenges. However, it can also be used in a wider sense to describe students who have greater difficulty learning than the majority of their fellow students.

Every teacher has a wide range of learners in his or her classroom. Using strategies targeted to students with special needs will help you teach *Psychology of Success* more effectively and ensure that all your students derive the most from the course.

Early in the term, it is a good idea to break the class into groups and have students discuss their needs, problems, fears, and goals. This will help students to be more sensitive to one another's needs and challenges. Stress that we can all learn from one another by being open and sharing different views, values, ideas, and goals. Encourage all students to get to know people from different races, cultures, backgrounds, and religions. Strive to demonstrate sensitivity to the needs and views of all students. Examine your own prejudices and assumptions, too. Avoid generalizations, and ask students to let you know if you appear insensitive. Be a model for tolerance, understanding, and change.

### English Language Learners

Students learning English as a second or foreign language will come to your classroom with varying degrees of skill in English. In addition to linguistic barriers, social and cultural differences can affect these students' comfort and academic performance. The content of *Psychology of Success* offers a unique opportunity to help these students become more comfortable with themselves and their identity. Try these general strategies:



- **Be respectful.** Remember that students' ability to speak English does not reflect their academic ability. Avoid raising your voice or talking too quickly to students still acquiring English proficiency.
- **Consider a bilingual aide.** Bilingual aides can be very helpful, especially in cases where all the English language learners in the class speak the same first language. However, if a number of different languages or dialects are represented in your classroom, an aid is of limited value.
- **Learn about ESL and EFL.** Consult teachers of English as a Second Language (ESL) and English as Foreign Language (EFL) for specific strategies that you could use in your class.
- **Supply outlines.** Provide outlines of planned class content to English language learners in advance so that they can look up new vocabulary and preview material at their own pace.
- **Use visuals.** Use graphic organizers and other visual tools wherever appropriate.
- **Don't rush discussions.** Allow adequate thinking time between your questions or comments and students' responses. Make sure that class discussions don't resemble a game show, where only the few students who are good at quickly shouting out responses can be winners. All students—but especially English language learners—benefit from being given enough time to process information before answering.
- **Pair students.** Pair students who are fluent in English with English language learners as appropriate for class activities.
- **Write down important information.** Write numerals and key terms on the board as you say them. Use gestures and visuals whenever possible to illustrate both ideas and examples.

## Students With Vision Impairments

Vision impairments range from moderately impaired vision to total blindness. Vision impairment can, but does not always, affect cognitive, motor, and social skills. To successfully include students with vision impairments in your class and to offer them the necessary individual guidance, try these strategies:

- **Speak clearly.** Unless a student with vision impairment also has hearing loss, do not shout or speak in an unnaturally loud voice.
- **Use precise language.** Be specific in your instructions and references. Describe what you are doing as you do it. Use specific references such as “on the table near the door” or “in the bookcase in the back of the room” as opposed to “up here” or “over there.”
- **Pair students.** Have sighted students work with students with vision impairments, giving spoken descriptions of illustrations and other visuals in the textbook or in the classroom.
- **Arrange optimal seating.** Seat students with vision impairments near the front of the classroom. Avoid standing between partially sighted students and light sources such as windows. Ask the students what seating works best for them.
- **Provide recordings.** Build a classroom library of audiotaped readings of the chapters in the text and other related materials. (Tapes will also prove helpful for English language learners and for those who are working on their reading skills.)

- **Use Braille.** Determine whether your students with vision impairments use Braille; if so, locate sources for materials in Braille and secure any materials related to the class.
- **Find resources.** Look for community resources such as schools, charitable organizations, and special education departments at local colleges devoted to working with the blind and partially sighted. Help students connect with any suitable services, and check out any assistance these sources might offer you as an educator.
- **Seek guidance.** Check for guidance offered online by colleges, government agencies, and other organizations devoted to the education of persons with visual impairments. A search using the keywords *teaching* and *visually impaired* will yield a large listing of Web sites on this topic.

Throughout *Psychology of Success*, graphics are used to present key information. Pair a sighted student with a student with a vision impairment to read and talk about information presented in figures and other visuals. Both will benefit from this close examination of key concepts.

Encourage students to work in pairs or small groups to explore the electronic aids available to students with vision impairments. Students can research software and hardware that enlarge images and type and that turn written commands into spoken words. Students might borrow these programs from distributors for a class demonstration, and students with vision impairments can offer their evaluations. Setting the task for the whole class encourages all students to work together.

## Students With Hearing Impairments

Students with hearing impairments have partial to total loss of hearing. These students may communicate through sign language or speech. They may read lips, use a hearing aid or a cochlear implant (a surgically implanted device operated through a box worn around the waist), come to class with an interpreter, or use a combination of these strategies. The ability range of hearing impaired students is similar to that of hearing students; but, as is the case with other special needs, hearing loss may affect cognitive, motor, social, and speech skills. Try these general strategies:

- **Assist the student.** Determine the means each student uses to communicate and individually discuss how you can create a classroom that aids, rather than detracts from, these efforts. For example, you might determine the best seating arrangements, minimize background noise, and make sure you and other students face students with hearing impairments when speaking.
- **Watch for misunderstandings.** A teacher was once put off by what he read as an enraged facial expression of a deaf student. When he addressed his concern to her interpreter, he commented that he found her obvious anger almost frightening. The interpreter explained that the look was not one of rage but of fierce concentration as the girl struggled in the early stages of learning to read lips.
- **Write down important information.** Write out instructions on paper or on the board. Consider using an overhead projector, which allows you to maintain eye contact as you write.
- **Supply word lists.** Unfamiliar words can be difficult to lip-read or sign. If materials for a lesson involve new vocabulary, supply word lists in advance to students and their interpreters.

- **Pair students.** Pair hearing-impaired students with hearing partners. Hearing students will gain knowledge about how students with hearing impairments meet this challenge. They can also help their partners by repeating the words of others; monitoring the level of environmental noise in the classroom; and repeating public addresses and other announcements.
- **Introduce ASL.** Hand out a copy of the alphabet for American Sign Language and practice using this means of communication as a class.
- **Explain closed captioning.** Explain what closed captioning is and how it works.
- **Check Internet resources.** Colleges, organizations for people with hearing impairments, and family/school support groups all offer information and services.

As you explore the topic of career choice, have students with hearing impairments share how the tools and communication skills necessary for the jobs they research can be modified to open the fields to hearing-impaired workers. If students demonstrate little knowledge of this, encourage research on the topic. Students might work in groups and then present their findings to the class.

## Students With Behavior Disorders

Students with behavior disorders deviate, usually to a marked degree, from expectations of acceptable classroom behavior. Such students impair not only their own functioning but also that of their other students. Students with behavior disorders range from gifted through severely learning impaired. Try these general strategies:

- **Have positive expectations.** Be prepared, but don't prejudge. Students with behavior disorders will often be made known to you before class begins. You may have met with counselors, deans, school psychologists, and other personnel; and you may have heard informal comments by former teachers. However, approaching the class with the expectation that everybody in it will live up to behavioral norms can be the first step in breaking unwanted behavior patterns.
- **Make rules.** Clearly define rules for behavior. When deviations from these rules occur, intervene at once.
- **Communicate expectations.** Clearly define goals and expectations for the course at the beginning.
- **Get to know the student.** At the start of the term, you will probably have information about the student with behavior disorders from everyone *except* the student. The self-awareness activities in Chapter 2 of the student text can provide you with valuable insight into the student's values, personality traits, and interests. Determine the student's interests and ways of learning, and make use of this information when forming groups and preparing assignments.
- **Aim for long-term improvement.** Don't be discouraged if you do not have immediate success; work toward long-term improvement.
- **Check Internet resources.** A search using the key words *teaching students with behavior disorders* will yield sources ranging from guidelines issued by boards of education to student-targeted sites that offer tips for building self-esteem and coping skills. Be aware that many of these sites lump all special needs together, from physical impairments to behavior disorders. Therefore, preview sites before recommending them to a student.

## Students With Learning Impairments

Students with learning impairments have problems in one or more areas, such as academics, language development, perception, social/emotional adjustment, memory, or the ability to pay attention. They often require additional support and structure in a classroom setting. However, like their peers who come to class without these problems, most students with learning impairments benefit from instruction that incorporates a variety of visual, auditory, and kinesthetic approaches. Try the following:

- **Communicate expectations.** Clearly define the guidelines for classroom behavior, preparation of assignments, and other student responsibilities. Explain that students with learning impairments are expected to adhere to the same standards as all the other students.
- **Monitor progress.** Break complex tasks into steps and make periodic informal checks to see that students with learning impairments understand the purpose of the work and are not falling behind.
- **Supply outlines.** Distribute outlines of material to be presented in class; this can help students with learning impairments preview and review content as necessary.
- **Pair students.** When possible, have a student with learning impairments work with a partner who is not learning impaired. Encourage the sharing and comparing of class notes, homework assignments, and preparations for class projects. Pairing dissimilar students helps them develop social skills and encourages an atmosphere of collaboration.
- **Provide recordings.** Create a library of audiotaped readings of the chapters in the text and of any other related print materials. Encourage students with learning impairments to use these resources to stay current with course content and to improve their reading comprehension skills.

## Students With Physical Impairments

Students with physical impairments can be broadly classified into two groups: those with severely restricted use of one or more limbs, and those with other health impairments such as uncontrollable body movements or inability to breathe without assistance from a respirator. Some students with physical impairments use wheelchairs, while others make use of crutches, leg braces, or other such aids. Students in wheelchairs may or may not have use of their arms.

Students should investigate the resources available on campus. Most colleges have a disabled student support services office. Public campuses provide accessibility to classrooms, labs, and the library. In your classroom, try these general strategies:

- **Encourage responsibility.** Encourage students to think about what they need to be successful and to take responsibility for their learning. Students are responsible for documenting an impairment and requesting accommodations and assistance. Help students locate needed resources on campus and in the community.
- **Be informed.** Learn about the Americans with Disabilities Act (ADA). Meet with the staff in the disability support services office to gather advice and find out what further resources are available.
- **See the whole student.** Do not allow impairments to create a faulty perception of students' talents, efforts, and abilities.

- **Accommodate different learning styles.** Use visual, auditory, and kinesthetic techniques by incorporating visual arts, music, and tactile activities into the curriculum. Encourage students to discover how they process information and relate to others.
- **Encourage planning.** Encourage students to meet with each of their instructors and advisors individually at the outset of the term. Students should review course expectations, plan a course of study, and seek feedback.
- **Communicate with the student.** Talk one-on-one with students with physical impairments about what they perceive to be the stronger and weaker points of the classroom setting and your instructional approach given their particular physical impairments. Decide together how these issues can be addressed.
- **Respect students' needs.** Before classes begin, determine the needs of students with physical impairments and make sure the basic layout of your classroom allows them the necessary access.
- **Plan for emergencies.** Make plans for emergency evacuation of the classroom and building and go over these with the entire class.
- **Check community resources.** Look for organizations that offer services to people with physical impairments. If there is a need, work to connect the families of students with physical impairments with these organizations.

Above all, help all students see that having a physical impairment does not prevent a person from having a fulfilling career and social and family life. As students explore different areas of interest and specific careers throughout the course, encourage them to research how people with physical impairments can pursue particular careers and life goals. Plan a regularly occurring discussion on this topic. Setting the task for the whole class encourages all students to work together.

## Students With Speech Impairments

Students with speech impairments may have problems with articulation or voice strength, may have impairments such as stuttering, chronic hoarseness, or difficulty in expressing an appropriate word or phrase, or may be unable to speak at all. In many cases, these students refrain from any class participation. Try these general strategies:

- **Don't prejudge.** Remember that students with speech impairments represent as wide a range of aptitudes and abilities as do students without such problems.
- **Speak normally.** Use normal communication patterns. Avoid completing statements or thoughts for the student.
- **Seek guidance.** Talk with specialists and counselors who see learners with speech impairments. These professionals may be able to provide you with guidelines, such as when to encourage or require that a particular student with a speech impairment enter group discussion, how to alter or defuse situations that seem to aggravate the speech problem, and so forth.
- **Communicate with students.** Once you and an individual student with a speech impairment have begun to get to know and be comfortable with each other, talk with him or her one-on-one about what classroom approaches do and do not work. Are there ways to make the class more effective and comfortable?



- **Encourage students' efforts to communicate.** Students who rely on electronic speaking devices or use body language to communicate should be encouraged in these efforts.
- **Make extra time.** Allow students to submit questions about particular lessons in writing. Set aside time to go over the questions with the student individually.

Students with speech impairments often do not feel comfortable participating in exercises devoted to interpersonal skills. From the very beginning of the course, try to encourage some degree of participation. You can start small, asking those who are not yet comfortable with speaking to watch and then to share written comments. Gradually, increase students' participation, moving toward full participation unless students begin to feel uncomfortable.

Even as you work toward improved speech function, allow plenty of opportunities for students with speech impairments to express themselves and know success in other ways. Written reports, bulletin boards and other visual displays, musical compositions—all offer authentic means of self-expression and communication.

## HANDLING COMMON CLASSROOM PROBLEMS

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### Managing the Classroom

Even the most experienced teacher can experience problems in his or her classroom. The following discussion is designed to help you handle problems most commonly encountered by instructors.

### Attendance Problems

First-term or first-year students sometimes do not understand how important it is to attend every class. They may be experiencing freedom for the first time or socializing too much. Here are some tips for handling attendance problems:

- **Expect regular attendance.** From the first day of class, announce that attendance, participation, and team cooperation will be graded. If a student misses class without telling you in advance, talk with the student in private and ask for a commitment. Point out that when students miss class, their teams suffer, too.
- **Grade attendance.** Remind students that attendance and participation are large parts of their grade. If attendance continues to be a problem, discuss this concern as a group. Attendance is important for teamwork, and the ability to come on time and prepared is important for both academic and career success.

### Negative Attitude

A few students may sign up for the course feeling that it is either easy or a waste of time. They may be unsure of what is expected or skeptical about the value of the course. Occasionally, you may have a student who argues, is negative, or refuses to participate in team activities or contribute to class discussions. A negative attitude may indicate discomfort or fear. Here are some teaching tips for handling negative attitudes:

- **Expect responsibility.** Stress that students are responsible for their attitudes. Coaching and encouragement often inspire the negative student. Remind students of a major point in the book: Students are responsible for taking charge of their lives. They cannot blame others and be self-determined at the same time.
- **Isolate the problem student.** Meet with the disruptive student. Indicate that students who are disruptive during team exercises or class discussions will be asked to leave. Explain that students with negative attitudes affect the entire class. If the student complains or is uncooperative, ask him or her to answer this question: What can I do to correct this situation? Make students responsible for the solution.

## Unmotivated Students

Increasing motivation is a major factor in helping students learn new material, complete assignments, work with others, and attend all classes. (Strategies for motivating students are discussed on pages 19–21.) Here are some teaching tips for handling unmotivated students:

- **Review motivational strategies.** Review the concepts of motivation (Chapter 7) and attitude (Chapter 5) and discuss how students can cope with low motivation. Discuss solutions as a group and assign a journal entry about motivation. Invite a guest speaker to address motivation and attitude.
- **Make learning active.** When energy is low (as is often the case around midterm time), you may want to go on a field trip. You could also vary assignments, role-play the Real-Life Success Stories, or discuss students' solutions for increasing their own motivation and developing a more positive attitude.
- **Focus on the benefits of the course.** Stress that forming positive habits will give students a sense of confidence and result in better grades in all their classes. Developing self-awareness will have lifelong benefits. Assure them that they will struggle less and enjoy life more.
- **Focus on real-world connections.** Again and again, focus on helping students relate the material to their lives.
- **Model enthusiasm.** When you, the instructor, are excited and enthusiastic about class, students are more likely to be motivated. Enjoy what you are doing and do not become discouraged by a lack of motivation on the part of some students.

## Too Much Socializing

Sometimes students spend so much time socializing in class that they do not pay attention or complete projects. Here are some teaching tips for reducing student socializing:

- **Time exercises.** Set a certain amount of time for group and class discussions and exercises. Implementing a time limit helps students focus on the task at hand. You can always extend the time if necessary.
- **Stress doing “first things first.”** Give students this rule of thumb for time management: Do first things first. Set priorities, follow through, and then have fun. Tell students that they will gain confidence when they learn this important habit. Their study teams will also benefit when they are more task-oriented.

- **Expect good manners.** Restate your expectations and rules for the class and be consistent. Encourage students to be courteous and respectful of all speakers.
- **Illustrate the disruption.** Often students think that if they are in the back of the classroom, the instructor does not see or hear them. Demonstrate the effects of side talking on a speaker and the class. Choose a student to speak in front of the classroom. Have a few other students talk among themselves. Ask the speaker what it was like to try and speak over conversations. Stress that public speaking and giving presentations are already difficult without distractions or rude behavior.
- **Clarify your feelings.** Use “I” messages to communicate how you feel: “I feel that what I am saying is being ignored or taken lightly when students side-talk.”

## Lack of Class Participation

You will have some students who are unwilling to participate in class. Here are some teaching tips for increasing class participation:

- **Explain why teamwork matters.** Tell students that, in the working world, organizations are run by teams and require employees to participate.
- **Review expectations.** Announce on the first day of the class and several times thereafter that teamwork and participation are essential. People who are successful learn to work with and handle various types of people, regardless of whether they personally like them or not. Stress that teamwork and participation are important factors in this course, in college, and in any career. Indicate that participation and sharing make the class much more effective and enjoyable.
- **Get involved.** Some students may feel more comfortable talking and participating in a small group. You may want to have teams of four or five students discuss Personal Journals or complete Exercises and then spend a few minutes discussing the topic with the class. Teamwork brings out participation even with shy students.
- **Model participation by sharing something about yourself.** Bring in periodicals occasionally and talk about the news and your opinions. Ask students about their opinions on current events, roommate problems, relating with instructors, and so on. Have a box where students can drop in topics they would like to discuss but do not want to introduce in front of the class.

## Shy Students

You will always have some students who are shy and thus do not contribute as much as the more outgoing students. Here are some teaching tips for encouraging shy students:

- **Discuss personality traits.** Discuss how different personality traits can be sources of strength. Point out that some people are more extroverted than others and that people of all personality styles can attain success.
- **Encourage risk taking.** If students are shy, ask them to reach out and be more involved. Extroverted students should listen more to draw out the shyer students. Encourage your outgoing students to be supportive, to listen, and to help others express their views. You might want to ask students to shift their seating every few weeks so that shy students sit up front during some of the sessions. Discuss how you or other students overcame shyness.



## Interrupting

Few things are more irritating than being interrupted. Here are some teaching tips for minimizing interruptions:

- **Expect good manners.** From the first day of class, stress the importance of listening courteously until others are finished talking. Emphasize that respect is essential to good communication.
- **Model respect.** Show respect to students by modeling good listening skills.

## Personality Conflicts

Students may have personality conflicts with each other and at times with you. Most of the time, these conflicts can be resolved with a positive, diplomatic attitude. Here are some teaching tips for dealing with personality conflicts:

- **Don't take it personally.** Some students may have difficulty taking direction, dealing with authority figures, or letting anyone get close to them. Other students may be especially shy or unresponsive. These behaviors are not directed at you alone, and you are not to blame for them.
- **Communicate.** You may be misreading the behavior. Perhaps there is a misunderstanding, for example, or students are unclear about expectations. A student may have taken something you said the wrong way. Set judgments aside and begin a dialogue, practicing active listening and making constructive suggestions for improvement.
- **Discuss diversity.** You will have many opportunities to discuss diversity. Remind students that they will encounter people with a wide range of values, personality traits, beliefs, and attitudes, and that it is important to be able to relate to and communicate with all of them.
- **Be yourself.** Be confident, approachable, caring, and a good listener. Your goal is to support students in being successful. A student does not have to like you personally to learn from you.

## Incomplete Work

You may have some students who are not turning in assignments. Here are some teaching tips to encourage students to complete their work:

- **Communicate expectations.** Explain the guidelines and expectations for receiving a good grade or credit for the course. Discuss what students want to learn from the course and what this means in terms of attendance, assignments, and participation. As suggested earlier, you may want to have students turn in note cards with their name, phone number, major, year in school, the grade they expect to earn, what they hope to learn from the course, and the areas they most want to work on. This is an excellent time to review goals and expectations.
- **Contact students.** Call or e-mail students when they miss class, repeatedly fail to participate, or do not turn in assignments. After this contact, it is up to students to produce results. Show your concern, but avoid rescuing them. They need to be responsible for their behavior.

## Too Much to Do and Too Little Time

You do not have to cover every topic in detail. You might want students to take one topic and give a short presentation, then discuss it as a group. This assignment gives students a chance to improve their speaking skills, to research and present a topic, and to lead a discussion. As a group, students can also select the topics in which they are most interested. Instead of writing a paper about a large concept such as self-esteem, some students may want to explore a particular facet of that topic more thoroughly, then write a report or create a presentation and discuss the topic briefly in class.

## ASSESSMENT AND EVALUATION

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### The Purpose of Assessment

*Assessment* is the gathering and analysis of information to improve student learning. Assessment can improve learning in many ways. It can boost students' motivation by showing them how much progress they have made and by helping them identify specific areas for improvement. It can help you gauge the effectiveness of activities, lectures, teaching materials, instructional methods, and the course as a whole.

What is good assessment? According to the American Association for Higher Learning, effective assessment is based on the following nine principles:

- Assessment is not an end in itself, but a vehicle for educational improvement.
- Because learning involves not only knowledge and abilities but also values, attitudes, and habits of mind, assessment must employ a variety of methods.
- Clear, specific educational goals are the cornerstone of focused, useful assessment.
- Assessment requires attention not only to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment is collaborative and should involve stakeholders from across the educational community (on and off campus).
- Assessment makes a difference when it not only measures data but also illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Assessment is a tool for educators to meet their responsibilities to their students and to the public.

Effective assessment can include much more than just testing. For example, talking with other student success instructors on your campus and other campuses can provide a way of gauging the success of your students and your teaching methods. Student self-assessment is another important form of assessment, especially since it can help students feel proud of their accomplishments and motivate them to work on improving their overall performance. The Personal Success Portfolio, along with any supplementary documents that you have students include, is also an excellent opportunity to assess students' overall progress.

## The Grading Process

Activities, Personal Journals, critical thinking and caption questions, and Application and Internet activities in *Psychology of Success* are designed to help students understand the concepts presented in the chapter and to prompt them to think more deeply and critically about their lives and their future. By definition, there are no “right” answers to critical thinking questions. Grading should be based on the sophistication and thoughtfulness of students’ answers rather than on the specific opinions, ideas, or examples given in those answers. Below is a general scoring rubric.

SCORING RUBRIC	
Score	Answer
90–100%	Student fully understands the relevant chapter text and has done independent thinking about how these concepts can prove useful in his or her life. Student always backs assertions and opinions with critical thinking and specific examples. If an activity, answer shows evidence of originality and excellent planning and execution.
80–89%	Student understands almost all the relevant chapter text and has thought about how these concepts could apply in real-life situations. Student usually supports assertions or opinions with critical thinking and specific examples. If an activity, answer shows evidence of good planning and execution.
70–79%	Student has limited understanding of relevant chapter text. Student occasionally supports assertions or opinions with critical thinking and specific examples. If an activity, answer shows evidence of adequate planning and execution.
60–69%	Student understands only some chapter concepts and/or has not read all of the required text. Answer lacks adequate evidence of critical thinking. Student makes vague or opinionated statements without providing sufficient support or examples. If an activity, answer shows evidence of scanty planning and execution.
59% and below	Student misunderstands chapter concepts and/or has not read the required text. Answer shows no evidence of effort or thought or is lacking altogether.

## Assessing the Course

The first place to start in assessing your course is to compare the goals of the course with its outcomes. What were the goals of the course? Did the course meet these goals? Did students make connections between what they learned in this class and what they are learning in other classes? Did students make connections between success in school, work, and life? Did students use critical thinking? Did they learn to be more self-confident, self-disciplined, and self-motivated?

Referring back to the specific course goals laid out on page 3, ask yourself:

- Did students gain an understanding of the basic principles of psychology?
- Did students develop a clear vision of what success means to them?
- Did students gain self-awareness and emotional awareness?
- Did students pinpoint their personality traits, values, skills, interests, and career preferences?
- Did students set specific, achievable short- and long-term goals?
- Did students learn strategies for coping with stress, anger, and other negative emotions?
- Did students break negative thought patterns and learn positive new ones?
- Did students learn to harness self-discipline to control impulses, break bad habits, and make positive life changes?
- Did students develop critical thinking and decision-making skills?
- Did students examine what motivates them and why?
- Did students overcome fear of failure and fear of success?
- Did students learn to manage their time and money effectively?
- Did students become effective speakers and active listeners?
- Did students appreciate diversity and reject stereotypes and prejudice?
- Did students build skills necessary for fulfilling, healthy relationships?

## Gathering Data on Outcomes

You will also want to gather data and work with staff in research and development to measure outcomes. You can compare students who took the class to those who did not. You can also look at the retention rates of students over several years. This can help you justify the continuation of this course. To make the case for the importance of a student success course, it is also extremely helpful to have research data available about other student success programs and about student success programs as a whole. Schedule a meeting with your research and development staff and discuss questions such as:

- Do students who complete a student success course stay in school longer?
- Do students who complete a student success course get better grades?
- Are retention and graduation rates for these students higher?
- Are these students more successful in their jobs?

As you strive to improve this course to better meet students' needs, you may also want to look at other factors that affect the success of the course, such as:

- whether the course is offered for credit
- whether the course is graded
- whether the course meets at least twice a week

- whether the course meets for the entire semester
- whether the course is limited to twenty-five students or less
- whether experienced instructors teach the course
- whether the course includes peer teaching
- whether the book assigned to the course is new and mandatory
- whether the instructors receive training

You may want to suggest that a student success advisory committee be established to collect data, set goals, and assess the success of the program. This committee may be composed of student success instructors, administrators, and staff interested in student success and retention. The data can serve as a basis for ongoing conversations and continuous improvement.

## **Assessment of Instructors**

Comments from students can be extremely helpful for assessing your effectiveness as an instructor, especially when you are teaching a course for the first time. Consider eliciting feedback on several different aspects of the course, including:

- general teaching approach
- instructor's accessibility/attitude
- clarity of explanations and examples
- sequencing and pacing of topics
- variety and suitability of assignments and activities
- difficulty level
- guidance of discussions and projects
- use of instructional media
- use of guest speakers and field trips

Students may feel more open to providing honest feedback if you ask each small group/team to give a review at midterm and then again at the end of the course.

Many standard evaluation forms are available for instructor and course assessment. Review several evaluation forms and modify them as necessary to meet your needs.

## **Assessment by Employers**

Many colleges have advisory committees made up of local employers. Some colleges ask employers who hire their graduates to rate each employee's level of skill, competence, and professionalism. You may want to see what employer assessment instruments are available for you to use on your campus. Review past comments so that you know what employers expect from your graduates. This research can help you select relevant topics and activities for your classes.

## **Assessment by Accrediting Agencies**

Many schools have accrediting agencies that review their programs. You may want to review their criteria and past suggestions to use as guidelines for your class. Ask if there are national exams or capstone courses that may also provide you with data.

