

Fostering Sense of Belonging & Self-Efficacy through Writing Prompts

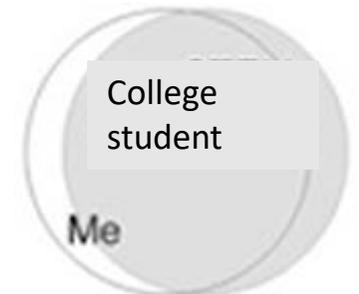
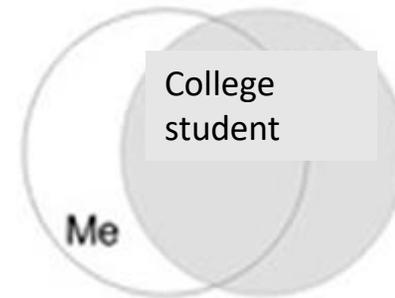
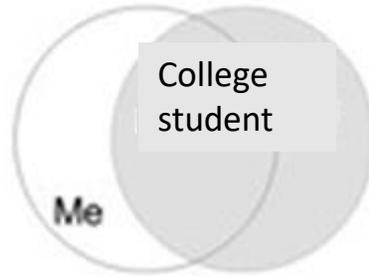
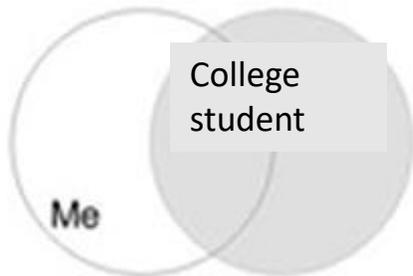
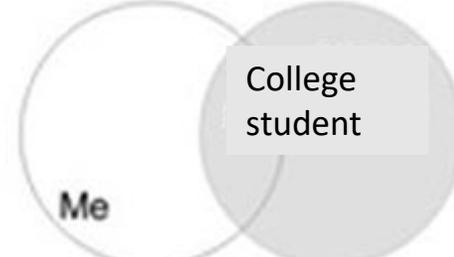
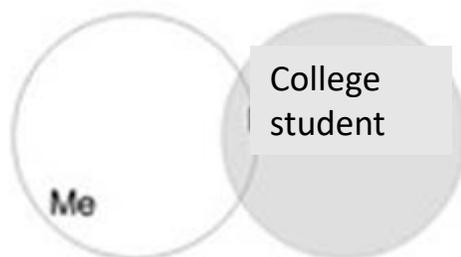
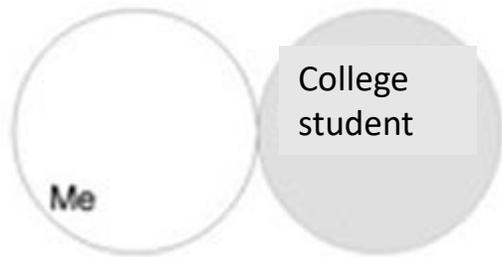
Joan T. Bihun

University of Colorado Denver

Stop and Think

- Recall your emotions/thoughts on your first day of college ... (or as close to that time as you can)

Select the picture that best described the overlap of the image you had of yourself and your image of what a college student was (1-7):





**A sense of belonging on
campus is a step to success.**

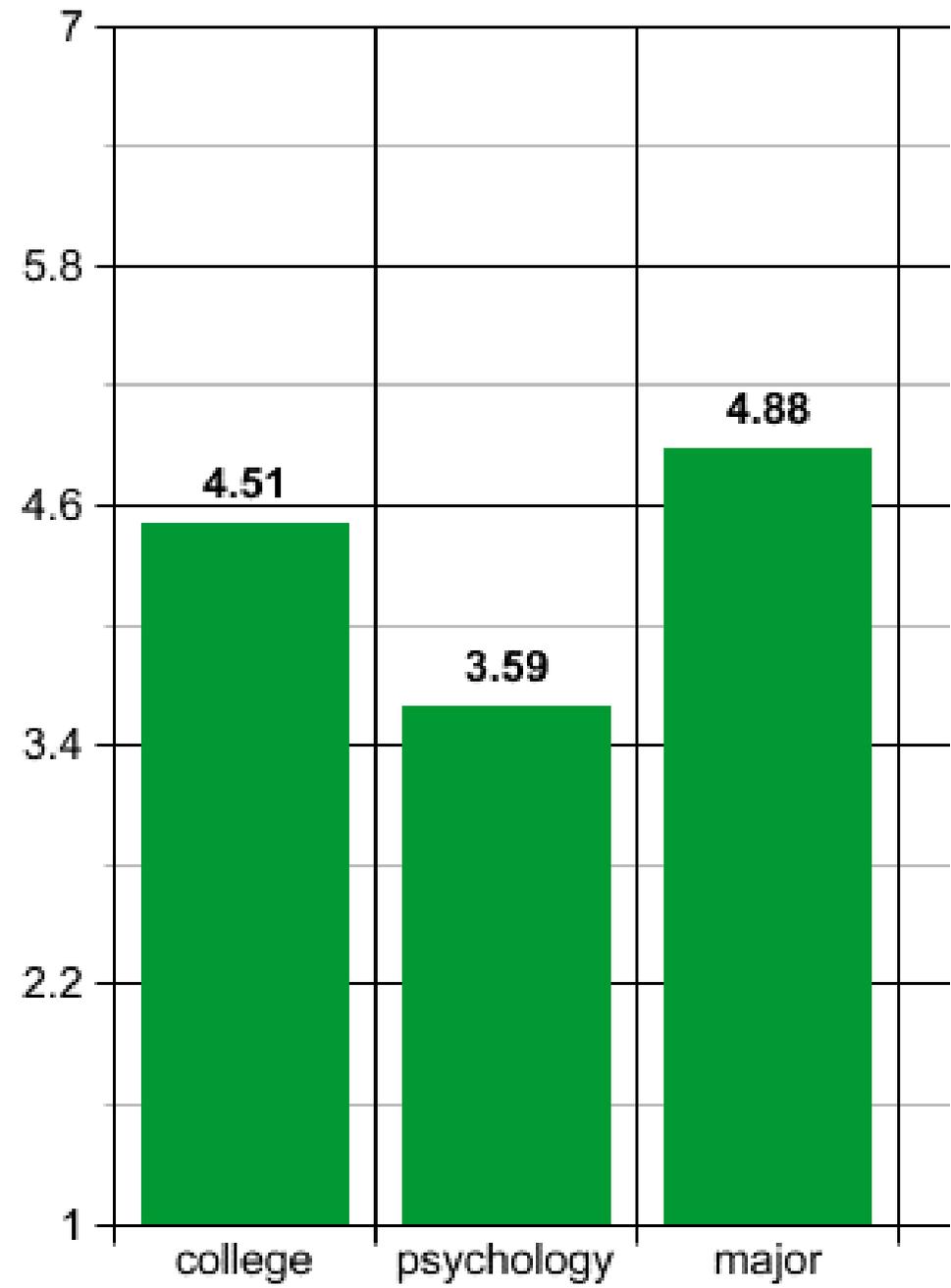
#STUDENTEXPERIENCEPROJECT

Belonging in College

[Rather than making this file too large to post, please find this video on the Student Experience Project website:

<https://studentexperienceproject.org/resources/#student-voices>

[Video is at the bottom of the page]



Brief writing prompt

- The divide we need to cross is not necessarily between ourselves and others but the one between our **current self and our former (and future) selves**
- What's YOUR story?
- What challenges did you face when starting college?

Other prompts

Dear (Future) Student

What's a university education for?

For what purpose are you here?

What did you have to leave behind in the service of critical thinking?

Free Write excerpts

“This was a tough class! Becoming aware of the fact that our social cliques teach intimacy was unsettling, because I learned the opposite from my clique, how not to trust intimacy...”

“I am here in this class to further my education.”

“To be the best me I can be. To live, love, learn and work. I am meant to continue to evolve, create community, grow. I am here to create, to be a sponge, to laugh, to enjoy.”

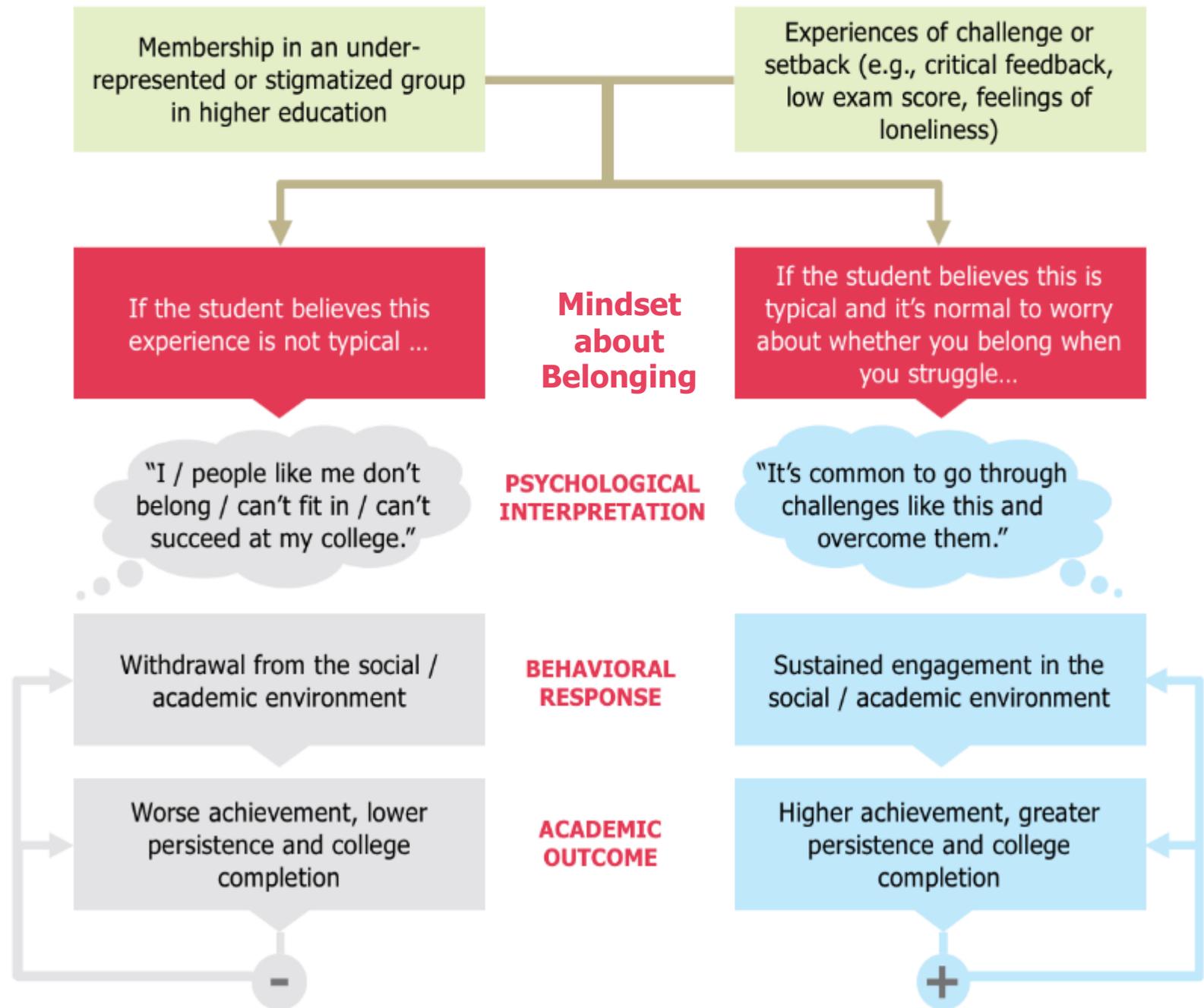
“I am here to share, to better others, to learn from others, to free write even when I don't want to. I am here to be bold, feel, run (maybe not much), walk, can't write anymore, to freeze, to freeze to pick up again and keep going even if it's forced.”

“...I am at the point in life where I am slowly drifting away from my family and it feels weird. I miss them. Sometimes. But it's also nice to grow without them.”

Barriers to belonging

- What message do students receive that they belong and can excel?

How Belonging Uncertainty Undermines Outcomes



Belonging Intervention



- Pre-matriculation reading-and-writing exercise
- 6-9 stories drawn from students' real experiences
- Faced adversity, questioned their belonging, concerns passed with time, or they took active steps
- Participants reflect on the message in writing

Sample Vignettes

Being the first person in my family to go to a 4 -year university, I am extremely nervous...I have always had a group of 3-4 people that I knew well when transitioning to a new school, and now I don't know anyone. I'm worried that I won't be able to find a group of people that share likes with me, and also aren't afraid of being themselves around me, and that I feel comfortable about being myself around.

After time, however, I know that I will be able to find friends that I am close with. By joining clubs and speaking aloud in class, I will be able to “put myself out there” and find a way to feel comfortable at [school name]. It is nice knowing that other people share the same concerns that I do.

“Saying-is-Believing” Exercise

Then students write their own story

Told they may be shared with future students to help them with transition

Write a letter to a future student

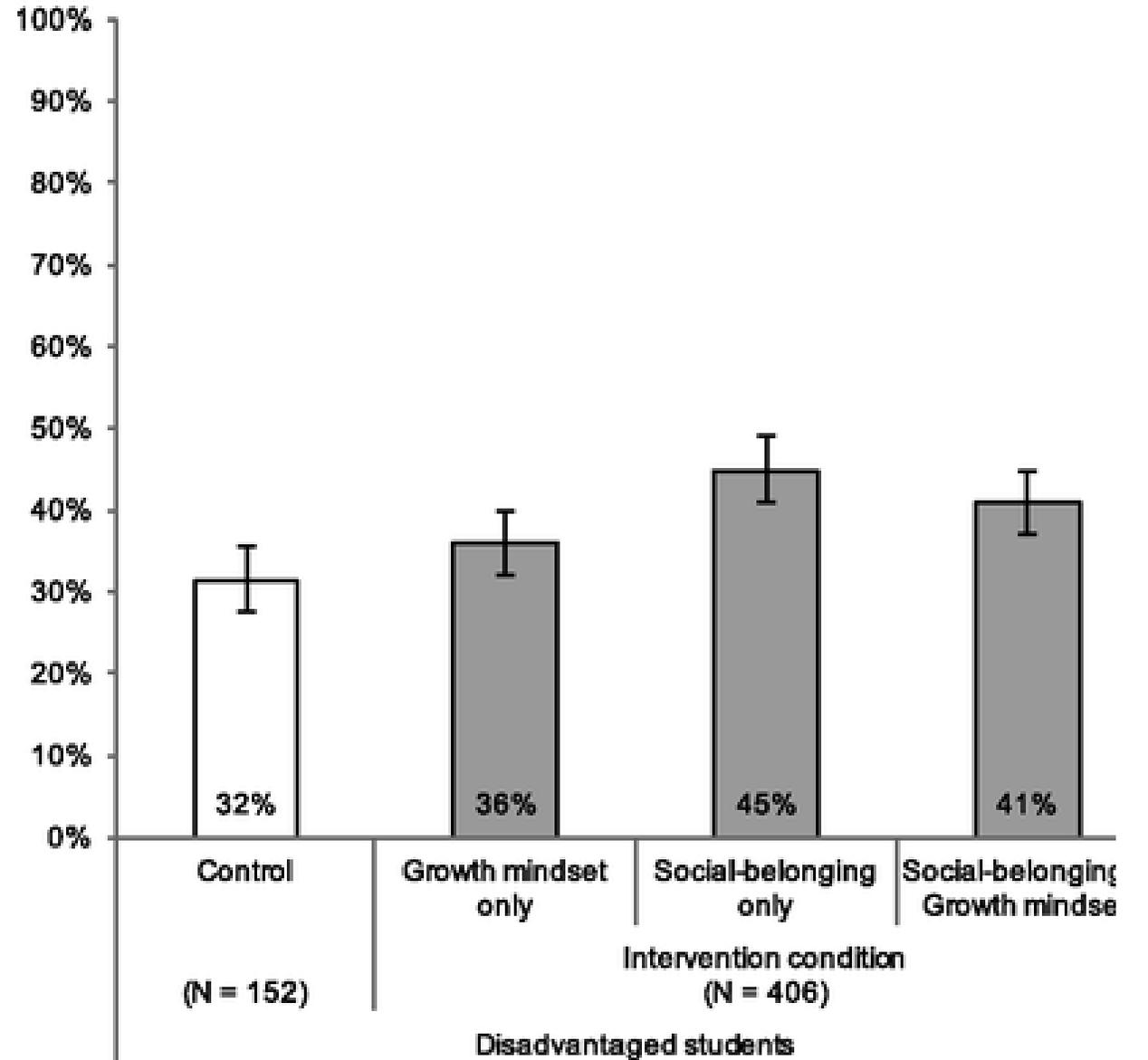


- “I'll feel a little out of my depth at first, but so does every other person there. That's why my college has resources to help ease the transition, like advisors. I'm nervous about getting through to the security, but I know that's coming, so everything WILL be okay!” ---CTC participating student

Social- Belonging Intervention

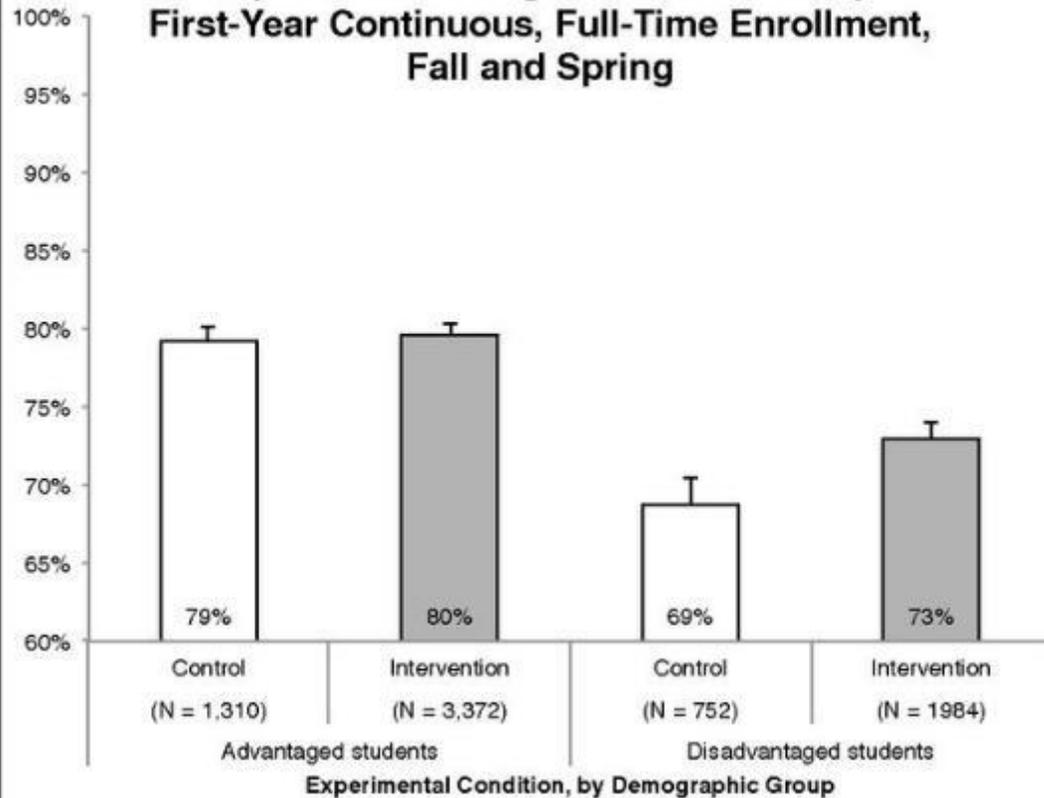
12+ credits both semesters of first year

Experiment 1: Full-time Enrollment, Entire First Year

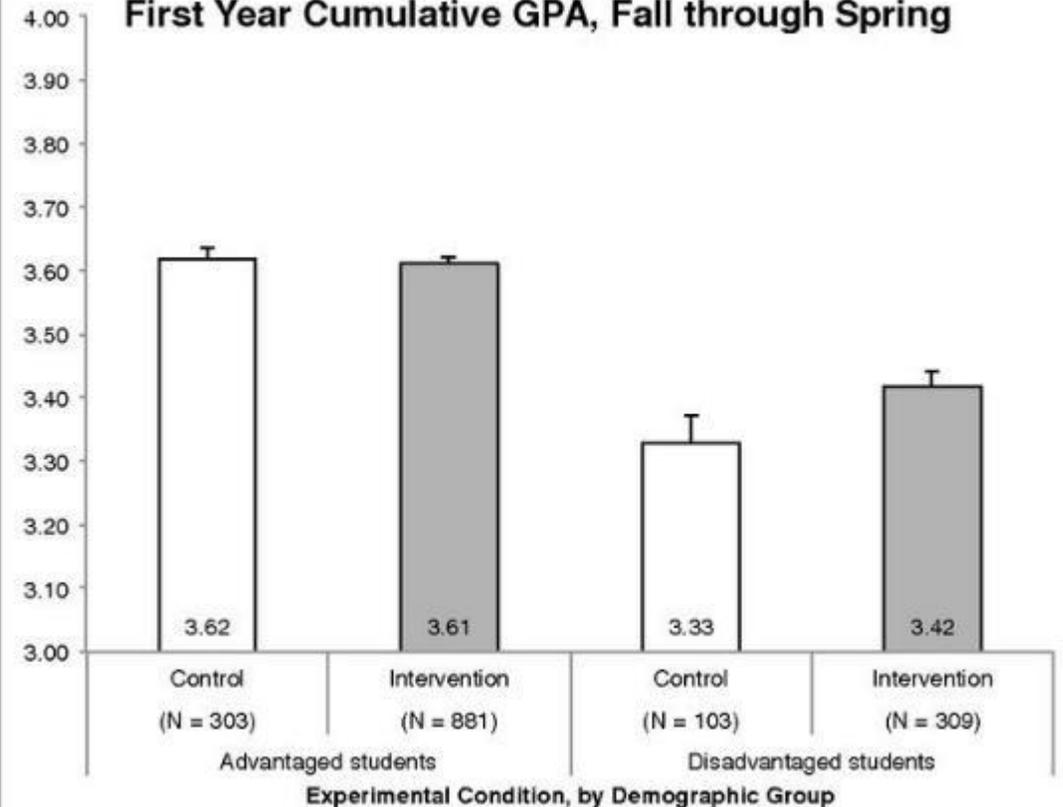


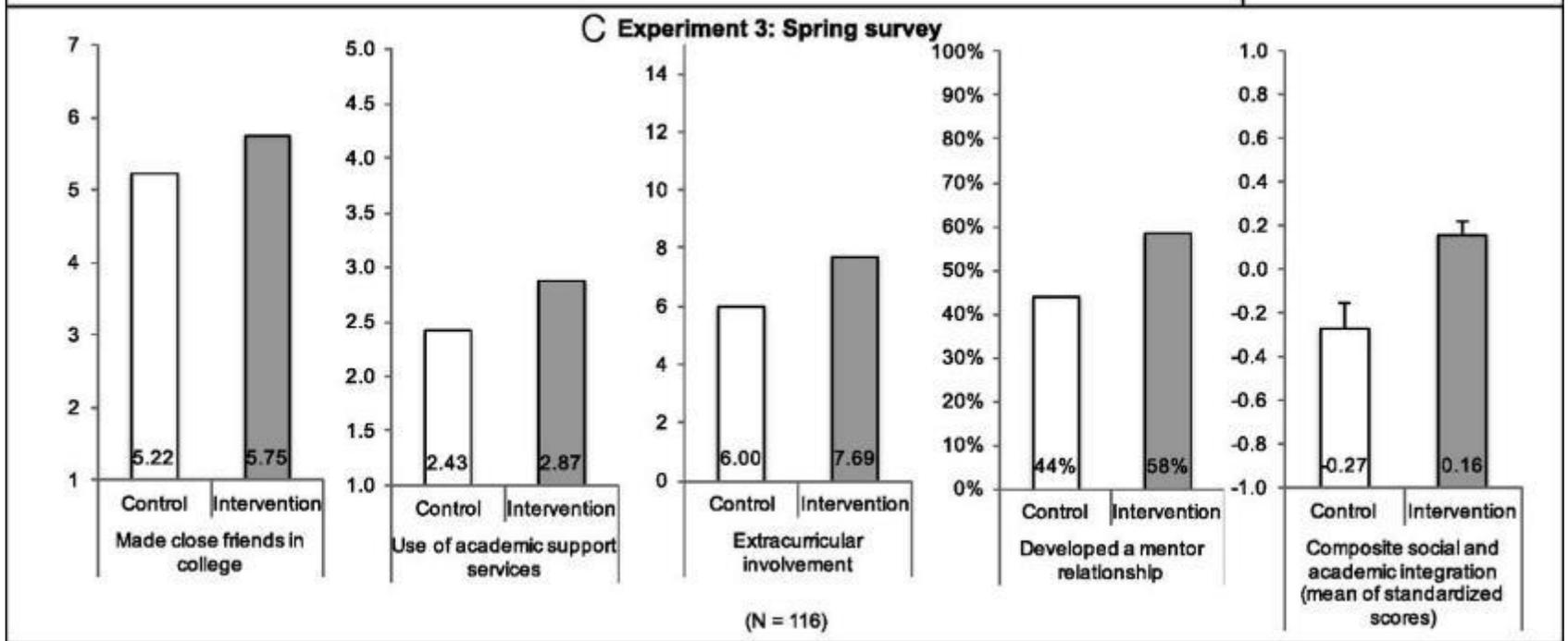
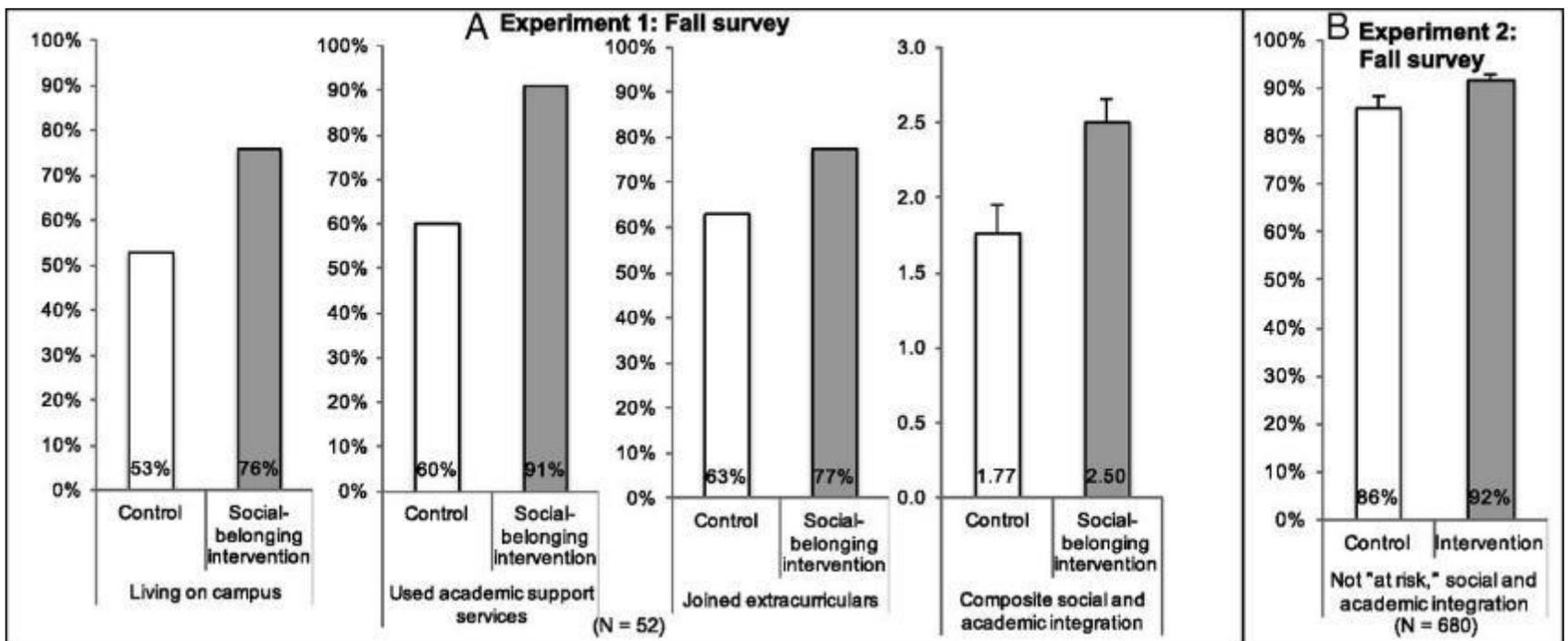
Social- Belonging Intervention

**Experiment 2: Large Public University
First-Year Continuous, Full-Time Enrollment,
Fall and Spring**



**Experiment 3: Selective Private University
First Year Cumulative GPA, Fall through Spring**







One-time Social Belonging Intervention (before or early in college)

- Increased full time enrollment
- Increased use of academic services
- Increased involvement in extracurriculars
- Increased number who report making close friends
- Increased number who developed mentor relationship
- Increased Spring semester GPA

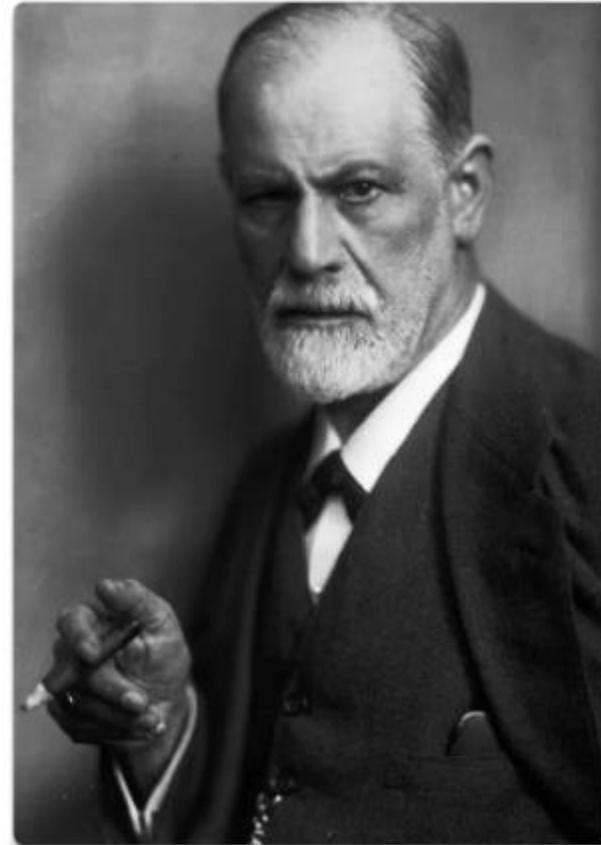
What can you do in classroom to enhance belonging?

- Break stereotypes
- Student Surveys
- Values affirmation
- Mindset
- Metacognitive activities
- Task value

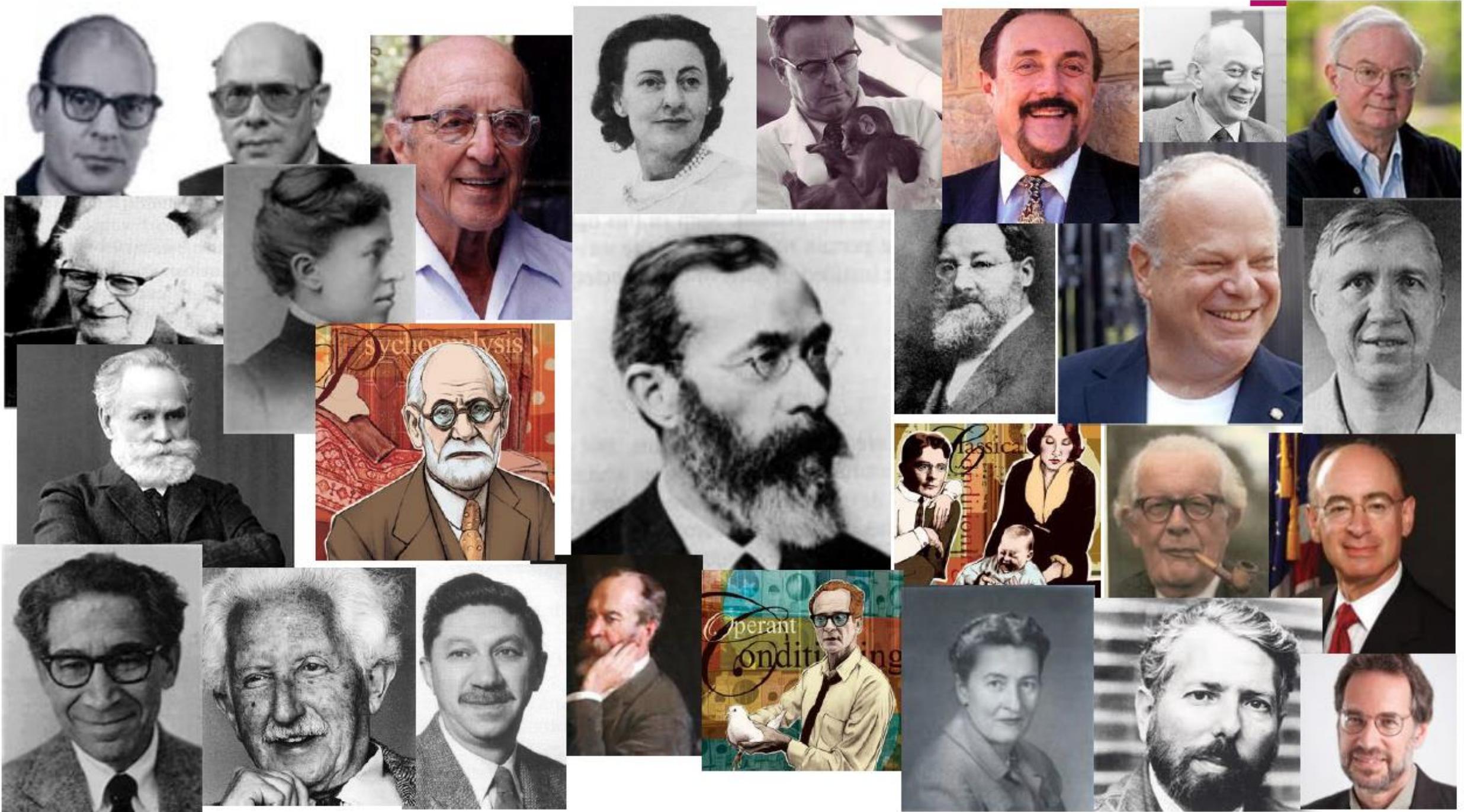


If you asked students to name a famous psychologist at the beginning of the semester, who do you think they'd name?

**Probably
this guy**



Sigmund Freud



Psychoanalysis

Classical Conditioning

Operant Conditioning



Dr. Michael Zarate
University of Texas at El Paso

Researchers of Color, Fame, and Impact

Michael A. Zárate¹, Gordon Nagayama Hall², and
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Perspectives on Psychological Science
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www.psychologicalscience.org/PPS



Abstract

Fame and eminence, as traditionally measured, limit the definition of impact to the publication world. We add two types of impact to the traditional measures of fame and eminence. Many of the traditional measures of fame or eminence are based on social-network connections, whereby individuals appoint other people to positions of eminence. Editorial boards are one specific example. Eminence is also limited to number of publications, for example, with little regard for the impact of those publications at the societal level. In addition to the dominant measures of eminence, societal impact broadens the definition of impact to reflect real-world changes. Two examples include mentoring, which is rarely mentioned as a criterion for eminence, and policy value, such as when research influences important public policy. These additions are discussed in reference to the general underrepresentation of researchers of color in academia.

Keywords

fame, diversity, impact

5.

RACIAL IDENTIFICATION AND PREFERENCE IN NEGRO CHILDREN

By Kenneth B. Clark and Mamie P. Clark

PROBLEM

The specific problem of this study is an analysis of the genesis and development of racial identification as a function of ego development and self-awareness in Negro children.

Race awareness, in a primary sense, is defined as a consciousness of the self as belonging to a specific group which is differentiated from other observable groups by obvious physical characteristics which are generally accepted as being racial characteristics.

Because the problem of racial identification is so definitely related to the problem of the genesis of racial attitudes in children, it was thought practicable to attempt to determine the racial attitudes or preferences of these Negro children—and to define more precisely, as far as possible, the developmental pattern of this relationship.

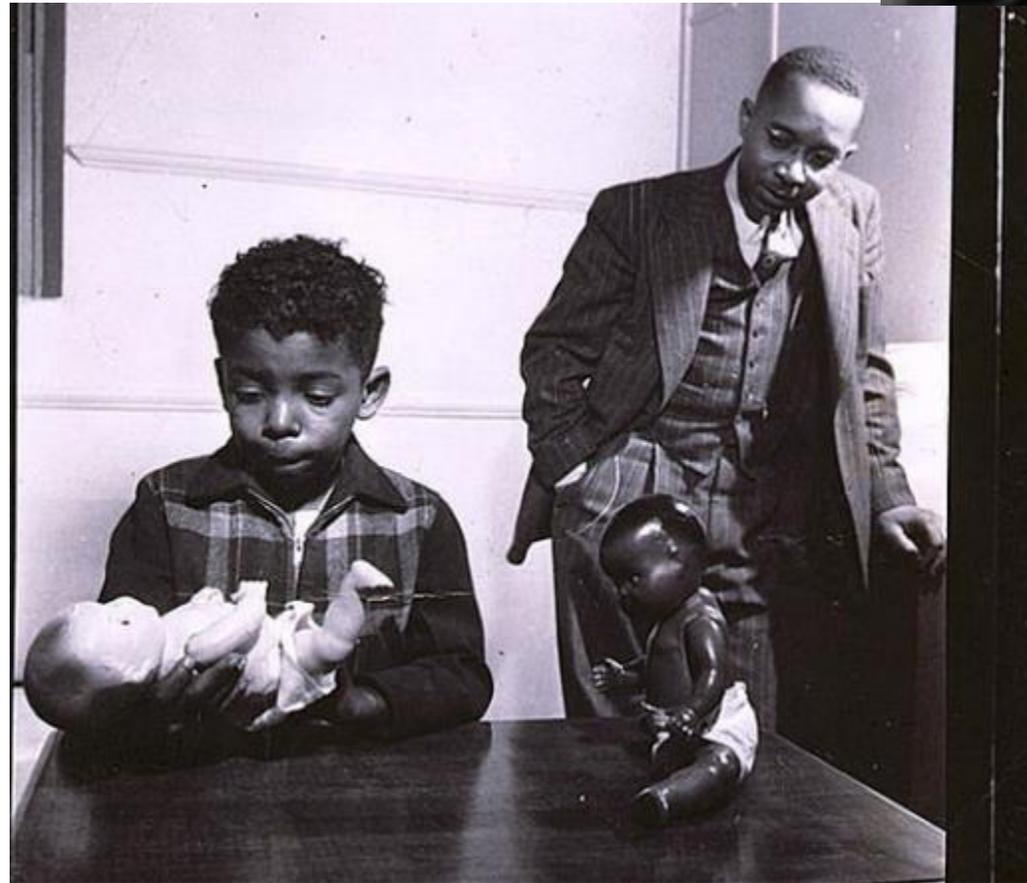
PROCEDURE

This paper presents results from only

clothed except for white diapers. The position of the head, hands, and legs on all the dolls was the same. For half of the subjects the dolls were presented in the order: white, colored, white, colored. For the other half the order of presentation was reversed. In the experimental situation the subjects were asked to respond to the following requests by choosing *one* of the dolls and giving it to the experimenter:

1. Give me the doll that you like to play with— (a) like best.
2. Give me the doll that is a nice doll.
3. Give me the doll that looks bad.
4. Give me the doll that is a nice color.
5. Give me the doll that looks like a white child.
6. Give me the doll that looks like a colored child.
7. Give me the doll that looks like a Negro child.
8. Give me the doll that looks like you.

Requests 1 through 4 were designed to reveal preferences; requests 5 through



Dr. Kenneth
and Dr. Mamie
Clark

How to study effectively...



Dr. Stephen Chew
Samford University, CT

**How to Study Long and Hard and Still Fail...
Or How to Get the Most Out of Studying**

**Video 1: "Beliefs That Make
You Fail... Or Succeed"**



Randomized controlled designs



Dr. Ananda Prasad
Wayne State University
Detroit, MI



British Journal of Clinical
Pharmacology

Br J Clin Pharmacol (2016) **82** 1393–1398 1393

META-ANALYSIS

Zinc acetate lozenges for treating the common cold: an individual patient data meta-analysis

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Keywords common cold, meta-analysis, randomized controlled trials, respiratory tract infections, zinc acetate

Status threat



Dr. Jennifer Richeson
Currently Yale University

Research Article

On the Precipice of a “Majority-Minority” America: Perceived Status Threat From the Racial Demographic Shift Affects White Americans’ Political Ideology

Maureen A. Craig and Jennifer A. Richeson

Department of Psychology and Institute for Policy Research, Northwestern University

Abstract

The U.S. Census Bureau projects that racial minority groups will make up a majority of the U.S. national population in 2042, effectively creating a so-called majority-minority nation. In four experiments, we explored how salience of such racial demographic shifts affects White Americans’ political-party leanings and expressed political ideology. Study 1 revealed that making California’s majority-minority shift salient led politically unaffiliated White Americans to lean more toward the Republican Party and express greater political conservatism. Studies 2, 3a, and 3b revealed that making the changing national racial demographics salient led White Americans (regardless of political affiliation) to endorse conservative policy positions more strongly. Moreover, the results implicate group-status threat as the mechanism underlying these effects. Taken together, this work suggests that the increasing diversity of the nation may engender a widening partisan divide.

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 SAGE

Using Psychological Science to Help Children Thrive

Angela L. Duckworth

Character Lab, Philadelphia, Pennsylvania, and Department of Psychology, University of Pennsylvania

Near the turn of the 20th century, the President and Fellows of Harvard University asked their most renowned psychologist to speak to classroom teachers in the neighboring community (Griffin, 1899). Over the next several years, William James held forth on topics of particular relevance to child development: motivation, attention, curiosity, self-control, what we remember and what we forget, how to forge good habits and how to break bad ones, and more.

James (1899) aspired to translate theories and findings from psychology into language that nonpsychologists could understand. “I have found by experience that what my hearers seem least to relish is analytic technicality,” James observed. “And what they most care for is concrete practical application. So I have gradually weeded out the former, and left the latter unreduced”

Discovering Psychological Science

And, so I began my career over again. At age 32, I entered doctoral training in psychology at the University of Pennsylvania under the supervision of Marty Seligman. My goal was to learn how to use psychological science to help children thrive. My first studies sought to unpack self-control in adolescence, discerning its relationships with IQ and academic performance (Duckworth & Seligman, 2005). In parallel, I explored grit, a related but distinct character strength with special relevance to challenging, identity-relevant accomplishments (Duckworth & Gross, 2014; Duckworth, Peterson, Matthews, & Kelly, 2007). Later, in collaboration with Nobel laureate economist Jim Heckman, I reviewed the collective impact of character and personality on a



Dr. Angela Duckworth
University of Pennsylvania

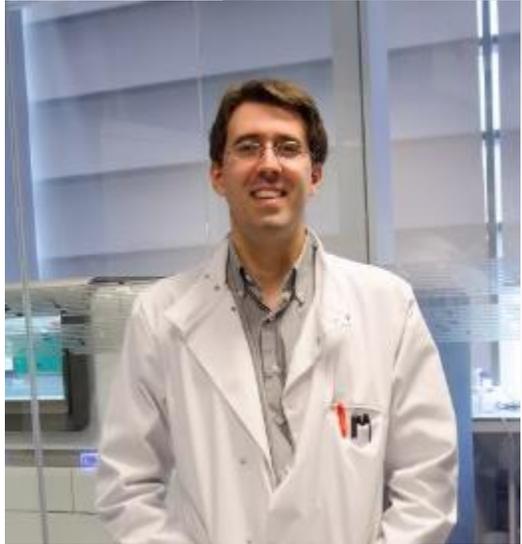
Telomeres and aging



Dr. Elizabeth Blackburn
Nobel Prize Winner
Salk Institute for Biological Sciences



What is Aging?



Dr. Joao Pedro de Magalhaes
University of Liverpool, UK

Vulnerability

Viability

Aging is an age-related decrease in viability
and increase in vulnerability.





Name _____ (Pronouns: _____)



YOUR STORY:

Where did your name come from/What does it mean?

Place of birth (hospital/home/birthing center) and any interesting facts about your birth story:

Hometown of your birth:

Were you born full term (37-42 wks) or preterm (more than 3 weeks early)? If premie, how early?

How much did you weigh?

Who lived in your household when you were a child?

Languages spoken in your house growing up?

Did your family have a "pet name" for you growing up?

What was your favorite toy, book, lullaby, game, activity?

One value you learned growing up the way you did?

MODERN DAY:

- Why are you taking this course?
- What do you hope to gain from this course?
- What topics would you like to see addressed in this course?
- What student-conduct rules should we set up to foster this course's success?
- What is your major? What are your career aspirations?
- What are some of your outside interests or hobbies?

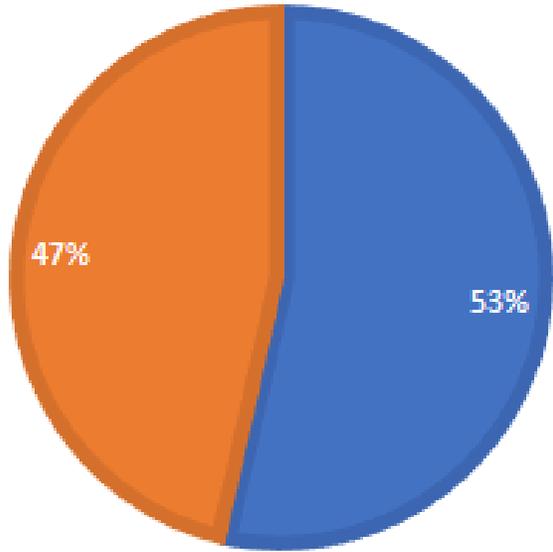


Enhance Belonging

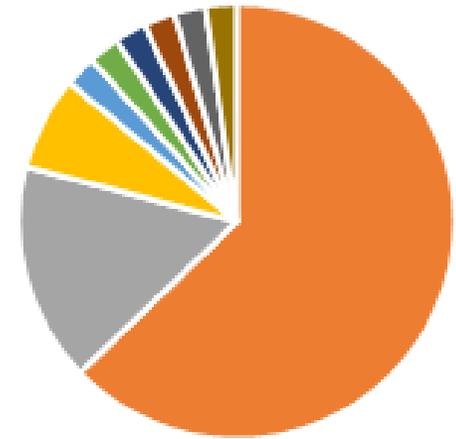
- **Student Survey**
 - Background, languages, household make-up
 - Majors
 - Goals for class/Biggest concern
 - Values bringing into class
 - 6-word description of self

FROM COLORADO?

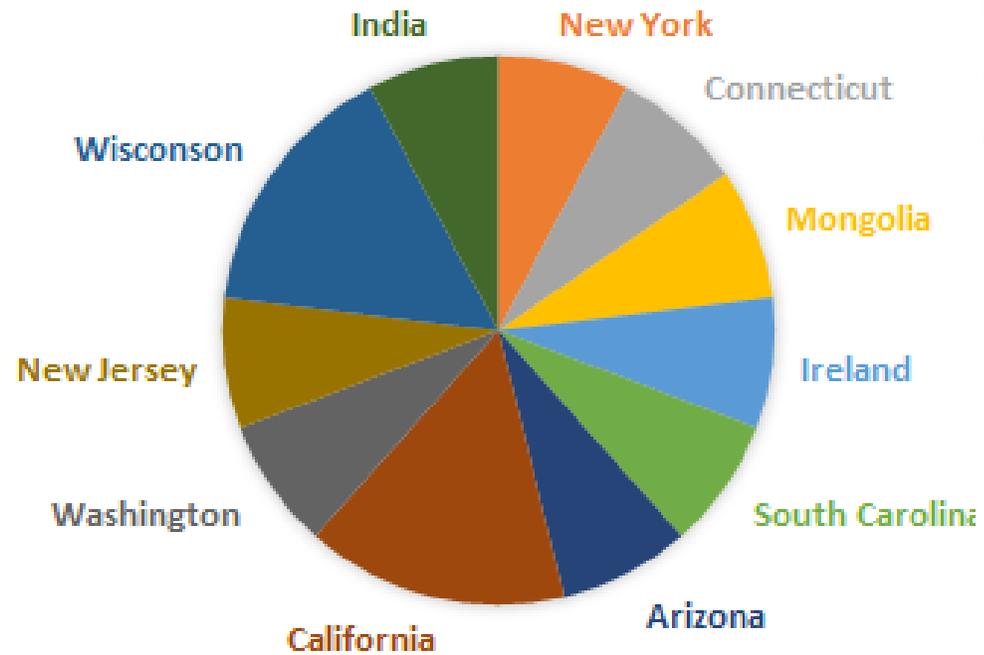
■ Colorado Born ■ Not Colorado



Languages Spoken



WHERE ARE YOU FROM?



■ Languages ■ English (only) ■ Spanish ■ Vietnamese
 ■ Mongolian ■ Chinese ■ Gujarati ■ Korean
 ■ Hindi ■ Arabi ■

Prompt:
Write a
6-word self
description
of self

Tired, uncertain, frustrated...but still here!

Smart enough to know I'm sweet

Actively pursuing, pushing toward greater purpose.

From struggling girl to transcending woman

Planted seed dies—produces mature flower

Curiosity driven in pursuit of dreams

Out and proud mom of two

Learner of life, searching for himself

Values Affirmation

What is one value you learned from the family you grew up in that could help you succeed in college?

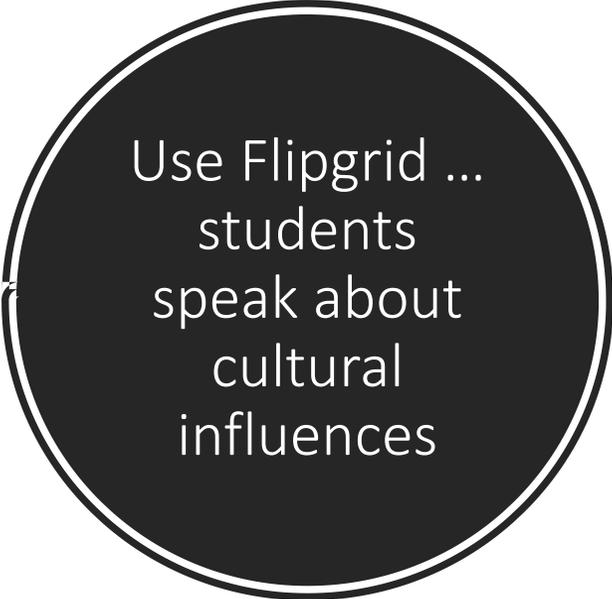


FAMILY VALUES

Values Learned...

(funds of knowledge
students bring)

- Hard work
- Be independent
- Don't judge always be nice
- All actions have consequences
- Treat others the way you want to be treated
- Accept people for who they are
- Unconditional love and support
- It's ok if you mess up
- Respect is earned
- Be unique
- Always care for others
- Be humble
- Be creative
- Be loyal to those you love
- Be open-minded
- Education is important
- Keep a good head on your shoulders
- Strong but fair



Use Flipgrid ...
students
speak about
cultural
influences

The video on this slide was an example of a 90-second video using Flipgrid.

Learn more online, or with videos like this one:

<https://www.youtube.com/watch?v=3IQKJr5nTAc>

MIND

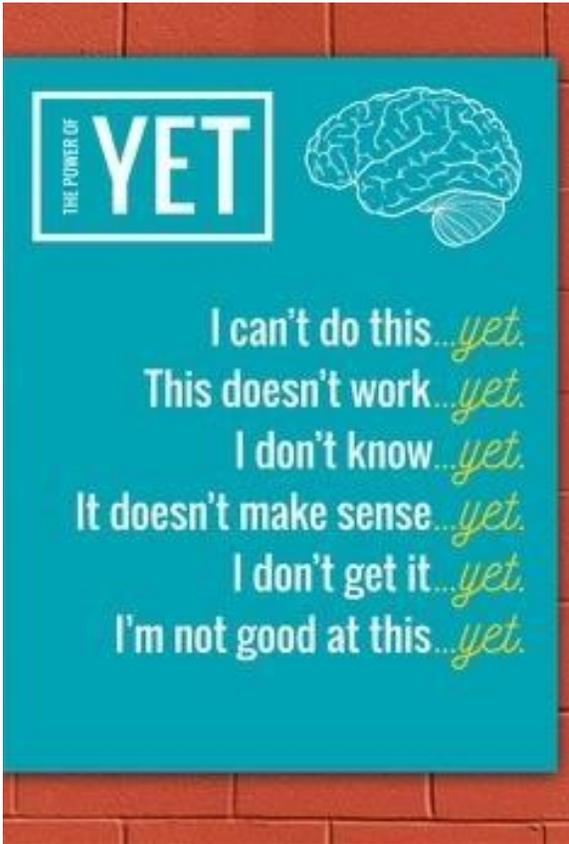
The Secret to Raising Smart Kids

HINT: Don't tell your kids that they are. More than three decades of research shows that a focus on “process”—not on intelligence or ability—is key to success in school and in life

By Carol S. Dweck on January 1, 2015



Dr. Carol Dweck
Stanford University



Enhance Belonging
**Teach growth
mindset**

- **“I’m being challenged this year, literally my brain ‘hurts’ but I know that means it’s growing!”**

--college sophomore

Share your
own growth
mindset
story...

25. The circumference of a circle is increasing at 0.5 m/s. What is the rate of change of the area of the circle when the radius is 4 meters?

(A) 3 m²/s

(B) 6 m²/s

(C) 4π m²/s

(D) $\frac{1}{4\pi}$ m²/s

(E) $\frac{1}{4\pi}$ m²/s

$$\textcircled{1} \frac{dC}{dt} = 0.5$$

$$\textcircled{2} A = \pi r^2$$

$$\frac{dA}{dt} = 2\pi r \frac{dr}{dt}$$

$$\textcircled{3} C = 2\pi r$$

$$\frac{dC}{dt} = 2\pi \frac{dr}{dt}$$

$$0.5 = 2\pi \frac{dr}{dt}$$

$$\frac{1}{4\pi} = \frac{dr}{dt}$$

$$\textcircled{4} \frac{dA}{dt} = 2\pi (4) \left(\frac{1}{4\pi} \right)$$
$$= 2$$

Answer

26. Let $f(x)$ be the function defined by $f(x) = \begin{cases} x & \text{for } x \leq 0 \\ x + 1 & \text{for } x > 0 \end{cases}$

Enhance Belonging

- Instructors have growth mindset!
 - Use “wise feedback:” high expectations/believe student can reach them
 - “Assume positive intent”
 - Give points for responding to feedback
 - Allow for analyzing missed items & doing corrections after exams
 - Emphasize that mistakes are at the heart of intellectual enterprises—admit your own
 - Acknowledge all insights (avoid “over-praising”)
 - Student “drop-in” hours

Name: The Big Milkshake

Date: 5-12-72

Please read all instructions carefully.

D Great Work!

Write the correct answer in the blank.

1. $15 \div 5 =$ 20

2. $3 \times 7 =$ 10

3. $8 \div 3 =$ 5

4. $20 \div 7 =$ 13

5. $2 \times 13 =$ 15

6. $5 \div 8 =$ 13

Circle True or False.

1. $8 > 7$ T or F

2. $13 < 9$ T or F

3. $11 > 3$ T or F

4. $9 < 20$ T or F

5. $7.8 > 8.3$ T or F

6. $10.1 < 13.7$ T or F

Write the correct answer in the blank.

1. $7 \times 3 =$ 21

2. $8 \times 8 =$ 64

3. $4 \times 6 =$ 24

4. $6 \times 1 =$ 6

5. $2 \times 9 =$ 18

6. $10 \times 5 =$ 50

7. $120 \div$ 6

8. $16 \div 4 =$ 4

9. $90 \div$ 3

Please write in a few sentences what math means to you.

Math is very important to me. It
means adding and subtracting and
doing other things with numbers.



TEACHING



To Improve Persistence, This College Asks Professors to Have a 15-Minute Meeting With Each Student

By *Beckie Supiano* | FEBRUARY 06, 2020 ✓ PREMIUM

How are you transitioning into being a student of Human Dev?

Metacognitive Activities

Class APGAR score

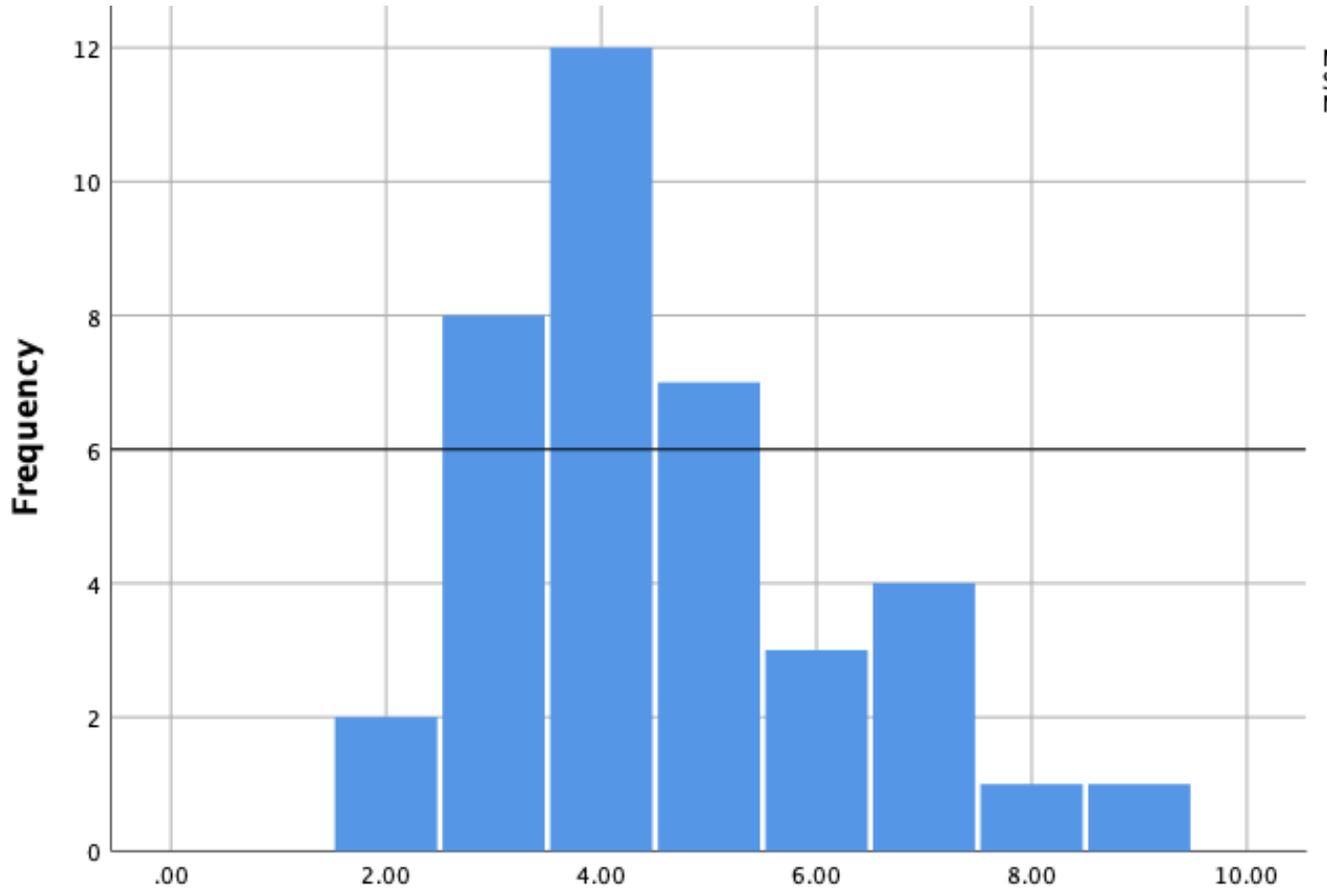


1. Did you read the material for today's class meeting carefully?
No=0, Yes, once=1, Yes, more than once=2
2. Did you come to class today with questions or with items you're eager to discuss?
No=0, Yes, one=1, Yes, more than one=2
3. Since we last met, did you talk at length to a classmate or classmates about either the last class meeting or today's meeting?
No=0, Yes, one person=1, Yes, more than one person=2
4. Since our last meeting, did you read any unassigned material related to this course of study?
No=0, Yes, one item=1, Yes, more than one item=2
5. Since our last class meeting, how much time have you spent reflecting on this course of study and recent class meetings?
None to 29 minutes=0, 30 minutes to an hour=1, over an hour=2

Class APGAR score (add all 5 questions): _____ (0-10)

Having read this, describe one area you could improve upon for engaging with this course?

Class APGAR score



Mean = 4.6 (SD = 1.6, n = 38)

If this were a newborn's transition score, what would need to be done?

How are you transitioning into being a student of Human Dev?



1. Did you read the material for today's class meeting carefully?
No=0, Yes, once=1, Yes, more than once=2
2. Did you come to class today with questions or with items you're eager to discuss?
No=0, Yes, one=1, Yes, more than one=2
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None to 29 minutes=0, 30 minutes to an hour=1, over an hour=2

Class APGAR score (add all 5 questions): _____ (0-10)

Having read this, describe one area you could improve upon for engaging with this course?

Class APGAR score

- “I can improve by coming to class with more questions for in class discussions and starting discussions with classmates.”
- “I can try to read the text once before class and review after lecture to help me retain information.”
- “Spending more time outside of class and engaging in class with material.”
- “Be better prepared before class so I can better engage I the discussion and understand what’s being taught in the class better!”
- “I could be sharing what I’m learning with my family and friends outside of class more often.”
- “Reading required material and preparing questions for clarification is something I can start incorporating.”

Name _____

How are you transitioning into being a student of Human Dev?



1. Did you read the material for today’s class meeting carefully?
No=0, Yes, once=1, Yes, more than once=2
2. Did you come to class today with questions or with items you’re eager to discuss?
No=0, Yes, one=1, Yes, more than one=2
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5. Since our last class meeting, how much time have you spent reflecting on this course of study and recent class meetings?
None to 29 minutes=0, 30 minutes to an hour=1, over an hour=2

Class APGAR score (add all 5 questions): _____ (0-10)

Having read this, describe one area you could improve upon for engaging with this course?

Teacher APGAR?

1. Did you do introductory exercises (surveys, etc) to get to know your students early in the semester?

No=0; once = 1; more than once = 2

2. At this point in the semester, how well do you know your students' names?

Very few = 0; about half = 1; most = 2

3. Did you make any adaptations this semester based on the specific group you're working with (for example, use examples/scenarios relevant to students' interests/majors/etc)

No= 0; a little = 1; many = 2

4. Do you give "growth mindset" feedback that expresses your expectations and reassures them of your belief to reach those expectations?

No=0; sometimes= 1; always = 2

5. Do you use any class prompts to assess how well your students are understanding material and show students feedback on their replies?

No = 0; a few times = 1; several times = 2



Dr. Sandra McGuire
LSU

Performance Prognosis Inventory

The inventory below lists behaviors that you should exhibit in order to excel in analytical chemistry. Circle "true" or "false" beside each of the following statements describing the way you will study in this class. The scoring scale is on the next page.

1. I will always read the lecture material before I go to lecture.	True	False
2. I will go over my lecture notes as soon as possible after lecture to rework them and mark problem areas.	True	False
3. I will learn the relevant concepts from General Chemistry so that I have the background necessary to understand the material in Analytical Chemistry.	True	False
4. I will try to work on the homework problems without looking at the example problems or my notes from class.	True	False
5. I will go to office hours or tutoring regularly to discuss problems on the homework.	True	False
6. I will rework all of the homework problems before the test or quiz.	True	False
7. I will spend some time studying analytical chemistry at least five days per week (outside of class time).	True	False
8. I will "teach" concepts to friends, myself in the mirror, stuffed animals, imaginary students, etc.	True	False
9. I will make flashcards and use mnemonics for myself to help remember facts and equations.	True	False
10. I will make diagrams or draw mental pictures of the concepts, experimental procedures, and instruments discussed in class.	True	False
11. I will actively participate in my study group where we will discuss homework problems and quiz ourselves on the material.	True	False
12. I will rework all of the quiz and test items I have missed before the next class session.	True	False
13. I know that I can make an A in this class, and will put forth the effort to do so.	True	False



Think-Pair-Share

- What kind of feedback do you give? How do you know if they read it?
- How do you “mentor” students/develop connections?
- If so, when and how often do you pose these questions?
- What kinds of responses have you gotten from students, and what has happened as a result?

Task Value

Do your students see the
VALUE in what you're
asking them to learn?



“The poet dreams of the classroom”

I dreamed
I stood up in class
And I said aloud:

Teacher,
Why is algebra important?

Sit down, he said.

Then I dreamed
I stood up
And I said:

Teacher, I'm weary of the
turkeys
That we have to draw
every fall.

May I draw a fox instead?

Sit down, he said.

Then I dreamed I
stood up once more and
said:

Teacher,
My heart is falling asleep
And it wants to wake up.
It needs to be outside.

Sit down, he said.”

[Mary Oliver](#)

[Swan: Poems and Prose
Poems](#)

Replace the “Authority” of
experience with the “Passion”
of experience
—bell hooks
(paraphrasing)



“The poet dreams of the classroom”

I dreamed
I stood up in class
And I said aloud:

Teacher,
Why is _____ important?

Think-Pair-Share

- What are the cues in your classroom that show students that they belong?



Lecturer quotes

Does our faculty feel a sense of belonging?

Workshop

- Craft your own belonging stories
- How can today's students learn from your experience?
- What cues are around that signal to **students, staff and faculty** that they do/do not belong?
- Write a prompt you can use next week

- “We can’t get to a place of listening to students if they don’t show up to the conversation because we’ve already excluded their voice in advance by creating environments hostile to them and their work. Listening to students is not a gimmick.”
- --Jesse Stommel, University of Mary Washington
- --“Dear Student” Blog

Reflections?

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