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Put Some "Respect" on the Respect of the First-Gen Student Experience

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Put Some “Respeck” on the Respect of the First-Gen Student Experience

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FEBRUARY 13, 2020

Think about a situation where you had no idea what to expect. What was it? How did you feel



What would you have wanted to know to better prepare you for the situation or experience?

The First Gen. Experience



Various
Backgrounds



Many paths to
Higher Ed



Differing Resources



Differing Ideas
About Education



Meaningful College
Experience

What is the "Ideal" First Gen. Student?



BIASES AND
ASSUMPTIONS



LOW INCOME



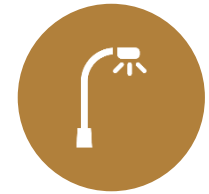
UNDERPREPARED



NEEDY/ LACKING

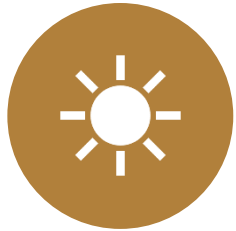


NOTHING TO
CONTRIBUTE



STREET SMART

Pre-Immersion Experience



SUMMER BRIDGE
PROGRAM



IN RESIDENCE



FOCUS ON SKILLS AND
REFLECTIVE PRACTICE



2 COURSES: MATH
AND ENGLISH



RAPTOR 101

Shift from Skills to Reflective Practice



NOTE TAKING



TEST TAKING



UNIVERSITY
CULTURE



STUDENT ROLE

The Shift

Reflection grounds the student in their own experience. They can build on this experience over time.



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Curriculum



Who am I?



Why am I
here?



Where am I
going?



Who can help
me?

Tool Kit



FINANCIAL
LITERACY



CULTURAL AND
SOCIAL CAPITAL



REFLECTION AND
CRITICAL THOUGHT



ESSENTIAL LEARNER
SKILLS



SUCCESSFUL
EDUCATIONAL
EXPERIENCES



FOCUS PLAN

Takeaways

Study and understand the population

Don't dismiss their previous experiences

Create activities and artifacts students can take with them and use

Build an inclusive environment

Plan for diversity

High Impact Practices

Take time to collaborate with faculty

(Kuh and O'Donnell, 2013)



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Questions

References

Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W. H. Freeman.

Kuh, G., & O'Donnell, K. (2013). Ensuring Quality and Taking High-Impact Practices to Scale. *Peer Review, 15*(2).