NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

Conferences and Continuing Education | Research and Assessment | Publications

Reimagining Sense of Belonging as Process and Product in the First-Year Experience

UW System Student Success Series:
Engaging and Retaining Students

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

Session Goals

Abstract: Helping students create a sense of belonging is a critical goal for institutional efforts in the first year of college and supporting students throughout their undergraduate trajectory. This session will introduce Legitimate Peripheral Participation (LPP) theory as a way to reimagine the first year as a community of practice and as a tool to advance student success and equity. This session will also explore how LPP is especially useful as new and continuing students have had to adapt to virtual learning and the loss of social experiences for students in the midst of a global pandemic.

Connections

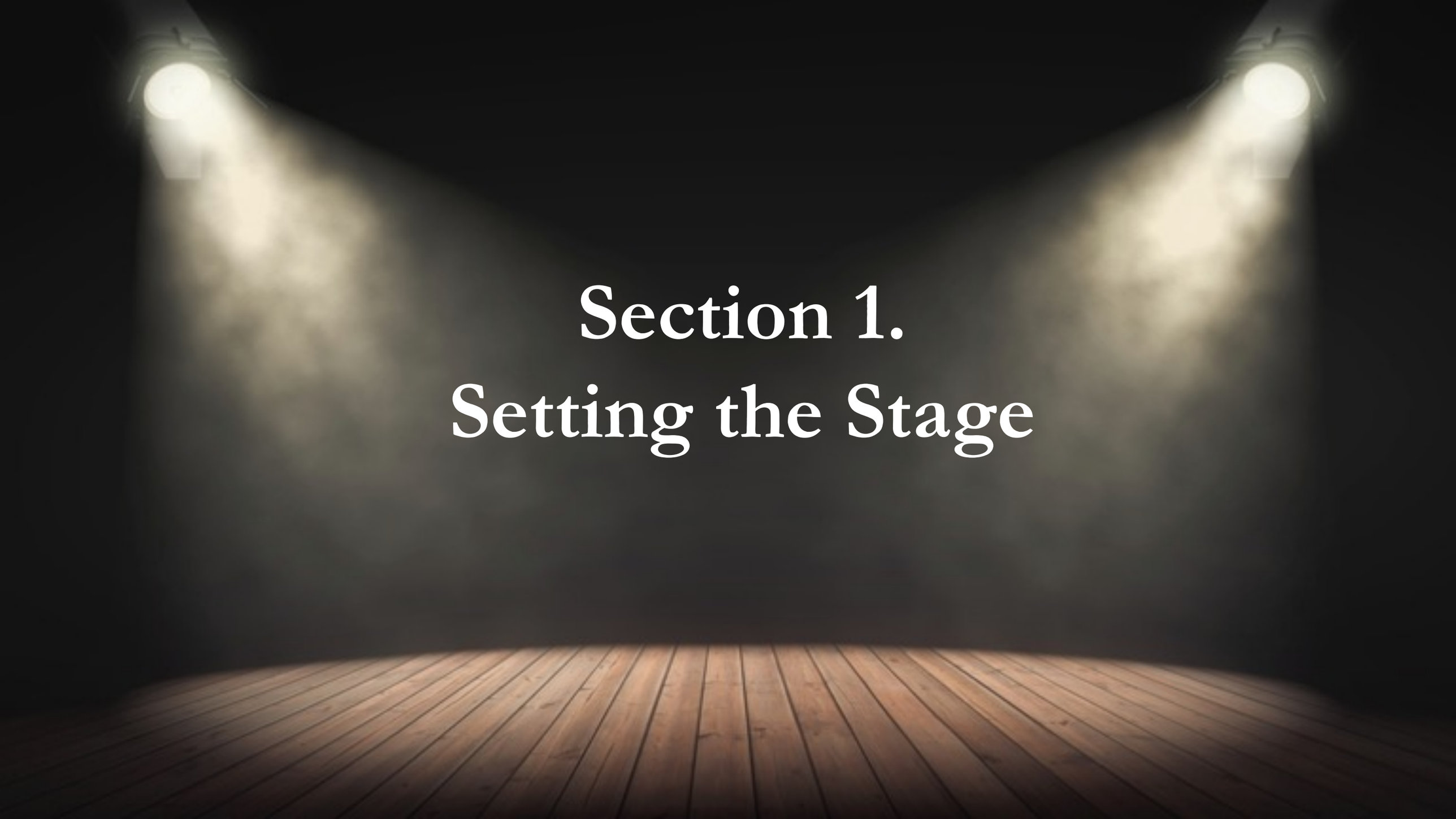
Belonging

Equity

Transitions

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

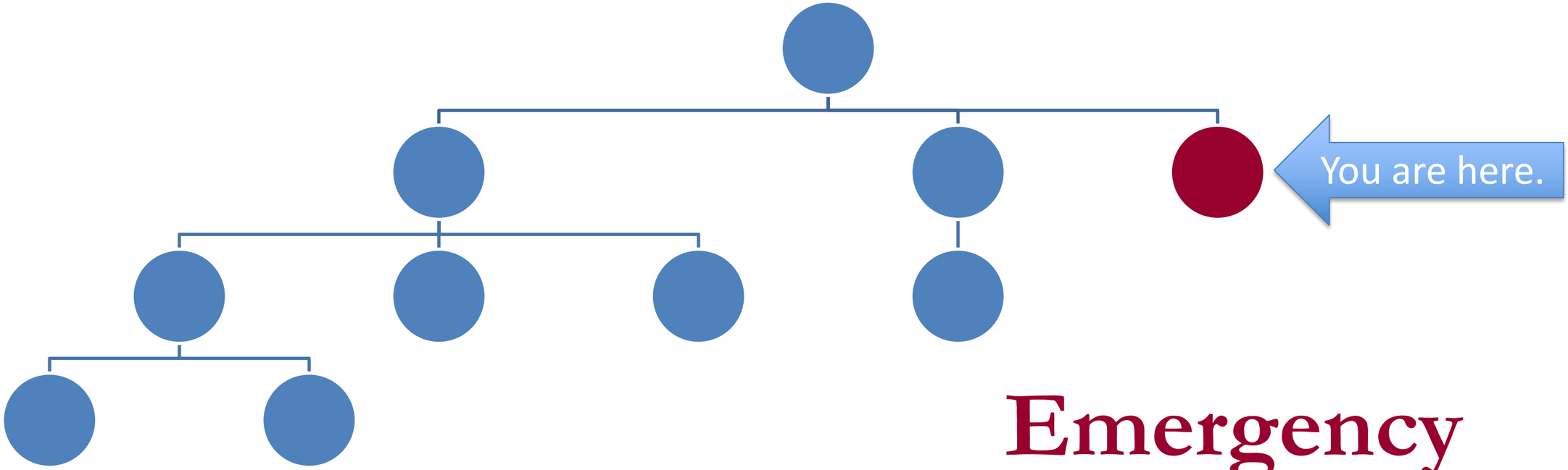


Section 1.
Setting the Stage

Where are we now?

DISTANCE
LEARNING

Limited Choice Architecture =



Emergency Remote Teaching

The Atlantic

IDEAS

Willpower Is Not Going to Be Enough

The pandemic has stripped education of its social context, and schools aren't reckoning with the psychological tax on students.

SEPTEMBER 2, 2020

Tess Wilkinson-Ryan
Professor of law and psychology at the University of Pennsylvania

The analogy between remote and in-person learning is more fragile than it looks. The districts expecting second graders to lock into their laptops for six hours a day, like the universities expecting college students to lock into their dorm rooms week after week, are not reckoning with the psychological burdens that remote learning imposes. And for a society accustomed to the norms and rhythms of a system designed for humans in rooms together, the tax on students can be hard to fathom.

Walter M. Kimbrough ... · 11h

"In Louisiana, 36.5% of Black students and 36.5% of Latino students have no access to home internet, compared to 28% of White students..." nola.com/news/coronavir...

1 10 10

DAILYDOT.COM

Picture goes viral of children using Taco Bell's Wi-Fi to do their homework

THE VERGE

SCIENCE

GOING REMOTE MAKES IT HARDER FOR COLLEGES TO REACH FIRST-GENERATION STUDENTS

Getting to college was hard enough — then the pandemic upended their support system

By Justine Calma | @justcalma | Aug 19, 2020, 9:00am EDT

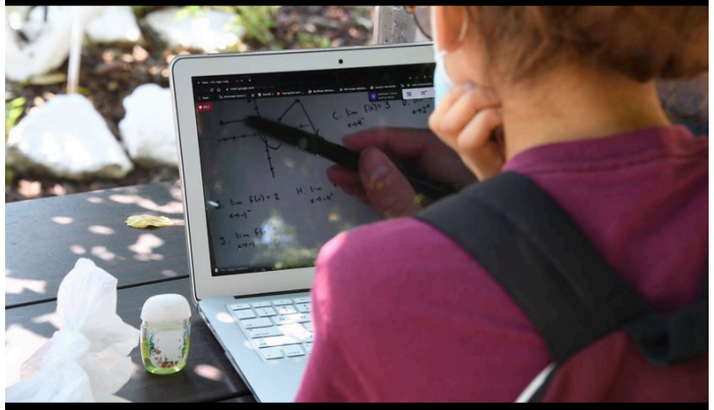


Photo by Robyn Beck / AFP via Getty Images

'A shelter in the time of storm': When on campus is safer than online

csmonitor.com

Professoring during COVID: In the middle of class, 3yo comes downstairs w/o pants into the kitchen where I'm teaching and asks me to help in the bathroom. #isittheweekend?

jesus was an anarchist @g... · 4d

What everyone wants to belong to is a community but they keep winding up in audiences instead and I think this is the cause of a tremendous amount of suffering right now.

18 579 2,435

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

The Edge

From: Goldie Blumenstyk

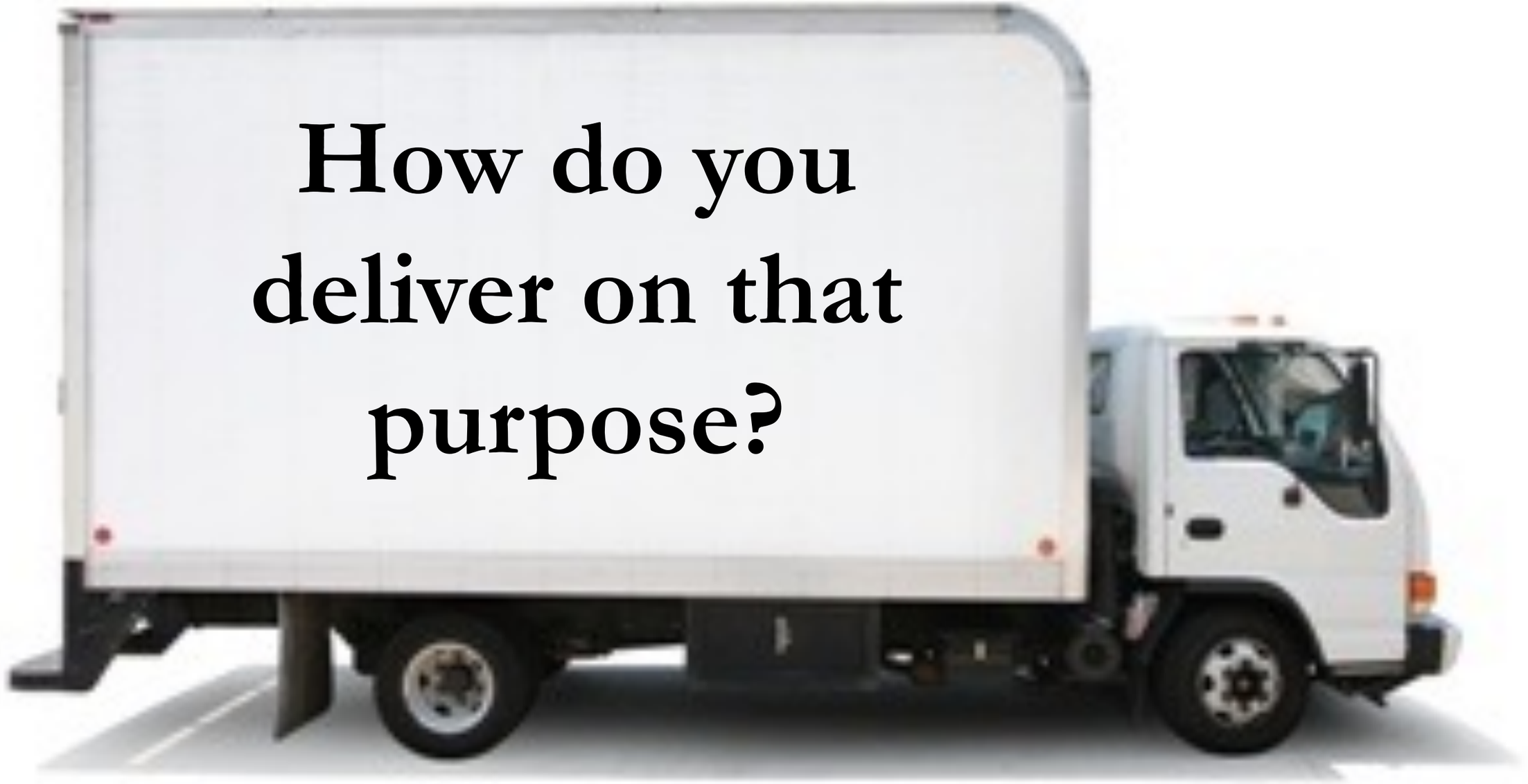
For all the pain in colleges' pivot to remote education, there could be some upsides, too.

There's no way to paint this pandemic as anything but an absolute tragedy, and I'm not the Pollyanna type looking for silver linings. It cost colleges billions to shift to remote education in the spring, and together they'll spend (or lose) billions more this fall as that shift continues. The adverse impact on students, especially those who are low-income and the first in their families to attend college, is incalculable.

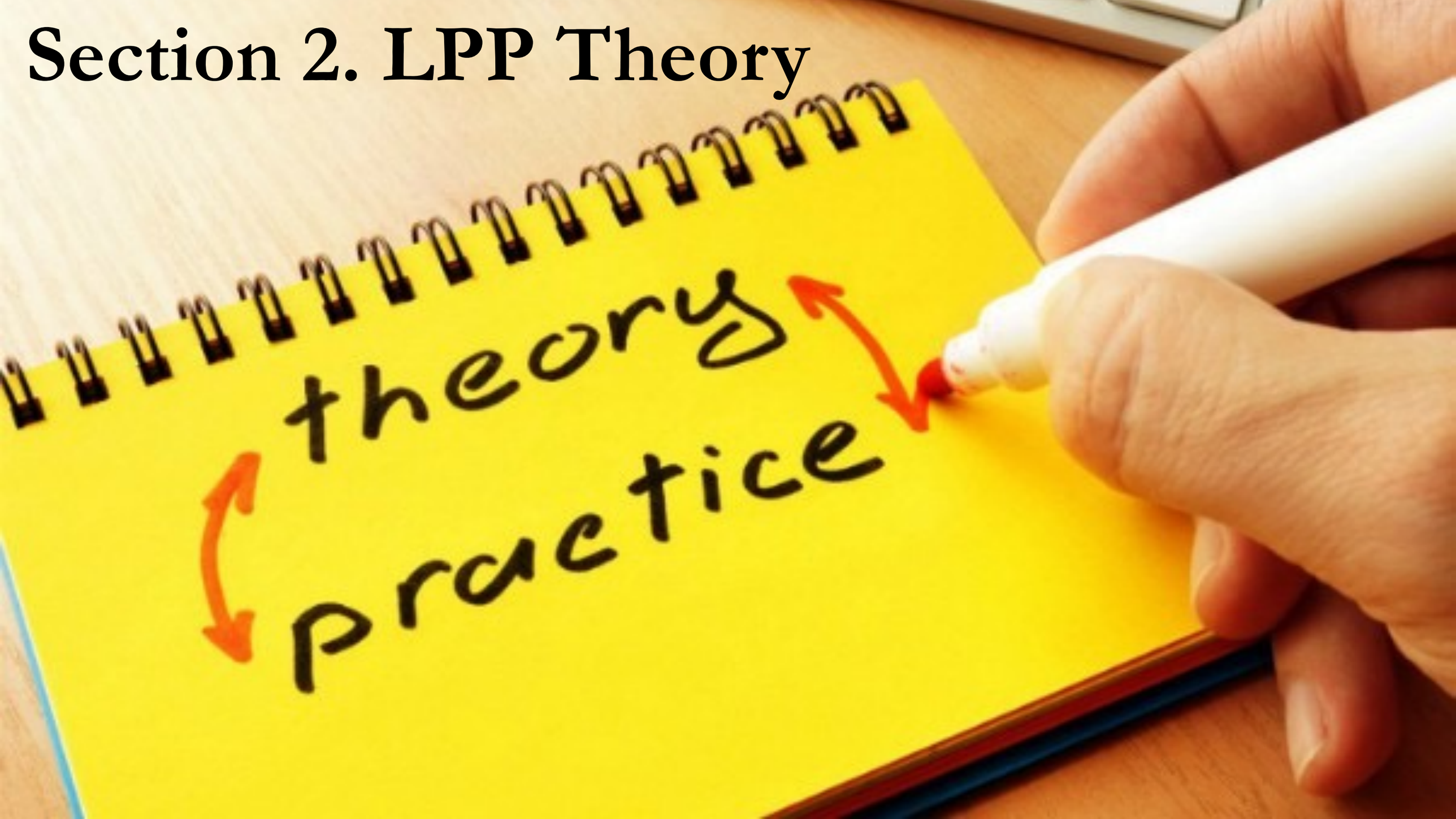
One final thought: As colleges become more like other remote workplaces, they also risk losing touch with what makes them special — their mission. As Merchant of Cal Arts noted, colleges are "communities and mini-cities." During this unusual period of remote operations and potentially afterward, she said, college leaders can reinforce that by shifting their focus "from place to purpose."

WHAT'S YOUR
Purpose

identity
belonging
place
connection
friends
participation
relationships
realisations
consequences
individuality
perception
alienation
choices
community
groups
change
family
inclusion
isolation
difference
acceptance
alone
barriers
challenges
conformity
development
diversity
exclusion
culture
heritage
growth
history
outsider
rejection
sharing
solitude
self
involvement
understanding
celebrate

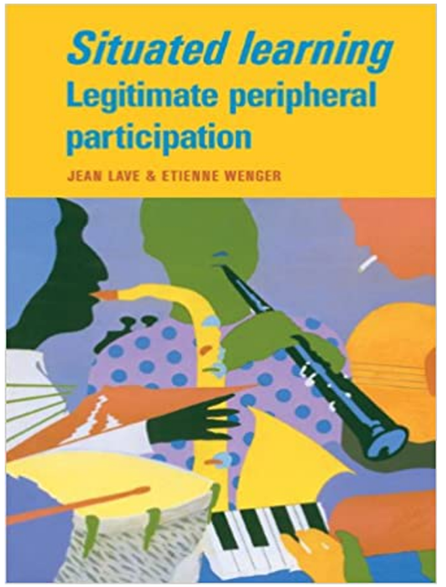

How do you
deliver on that
purpose?

Section 2. LPP Theory



Theories to Guide our Work

- High-Impact Practices
- Involvement
- Quality of Effort
- Transition Theory
- Retention and Persistence
- Legitimate Peripheral Participation



JEAN LAVE & ETIENNE WENGER

Introducing LPP Theory

- Legitimate peripheral participation (LPP) situates learning within a larger context that is conceptualized as a community of practice, thereby highlighting the importance of belonging.
- The **community of practice may have physical parameters, such as a campus, but it is much more meaningful when conceptualized as a social system** comprised of co-participants with various levels of proficiency, including masters, experienced participants, advanced peers, and new members, which is representative of the undergraduate student experience (Lave & Wenger, 1991).
- Instead of learning being understood as the acquisition of information and knowledge, LPP frames it as a dynamic, interactive, iterative system of experiences that engages members across all levels and validates attachment and belonging within the community

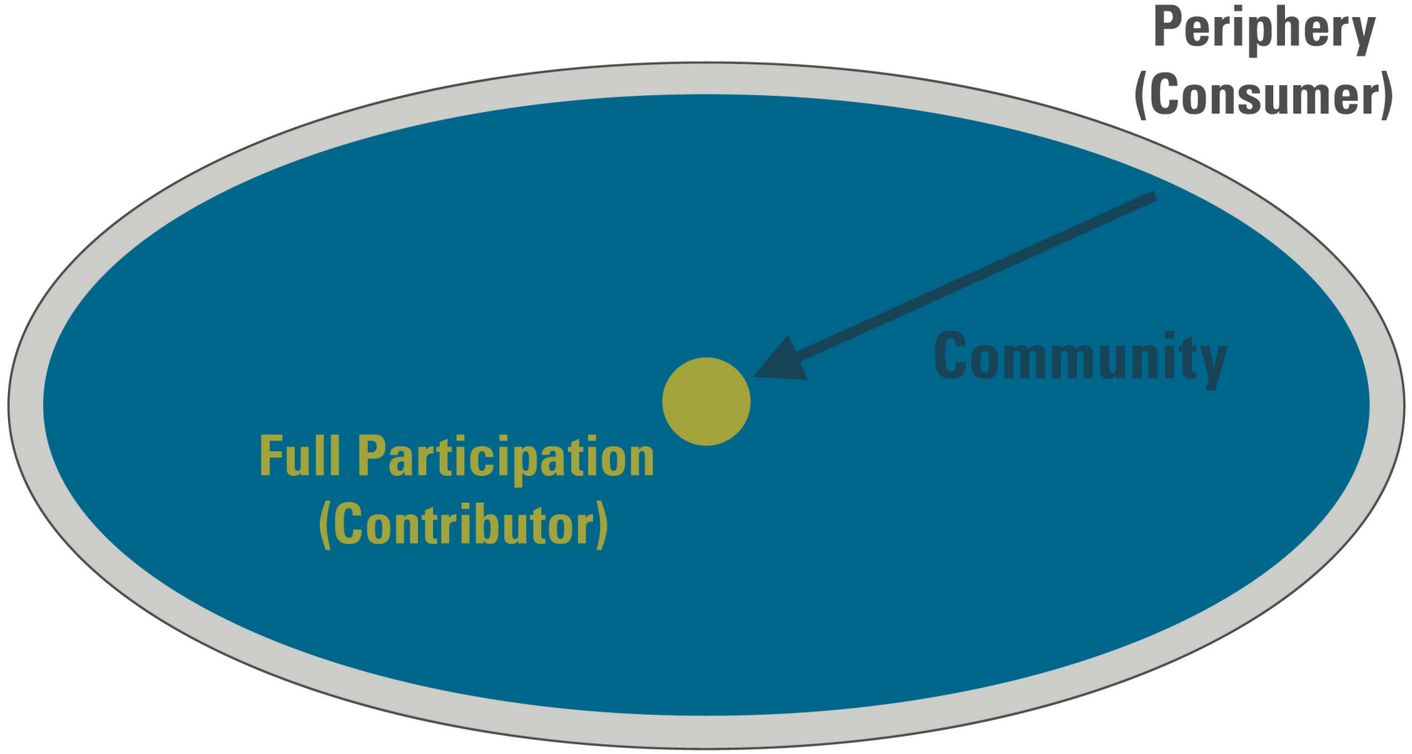
Exploring the Community of Practice

A novice's initial and peripheral engagement is legitimised and thus supports the development of early practices and their inherent skills

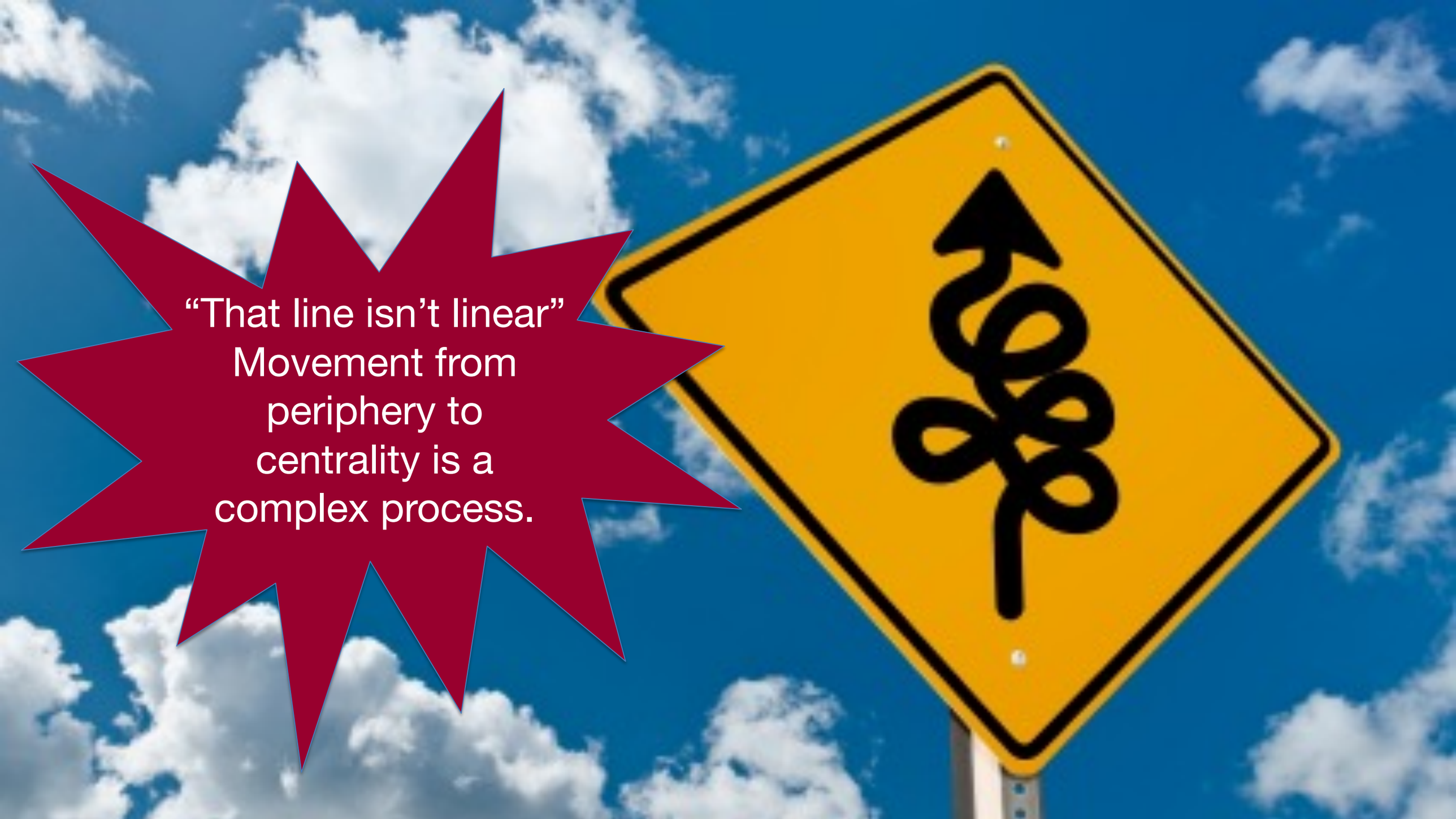
The 'community of practice' boundary is a dynamic and flexible entity, allowing ease of access to socially constructed practices and engagement

With extended engagement with the 'community of practice' the learner progressively develops or acquires greater and more sophisticated participative skills

LPP as a Tool for Student Success

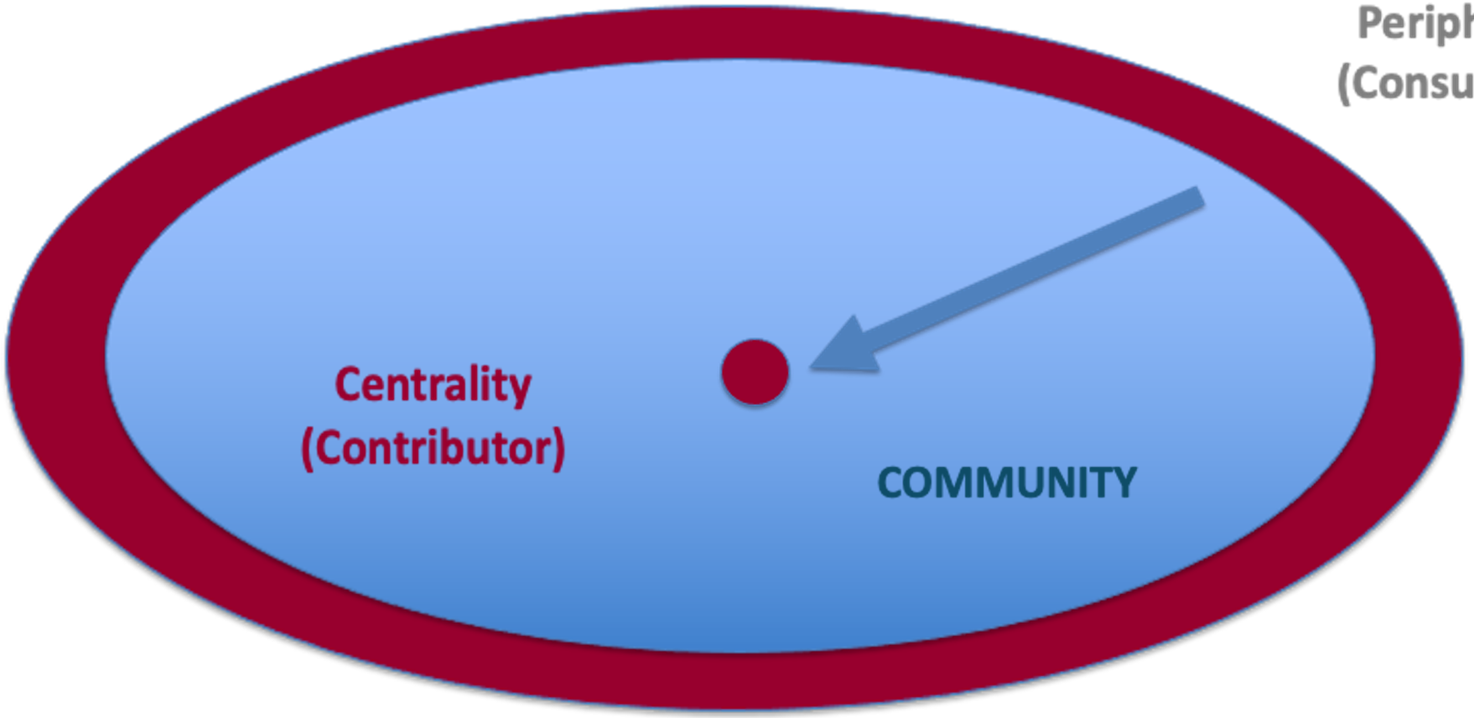


Things to Consider


“That line isn’t linear”
Movement from
periphery to
centrality is a
complex process.

EQUITY

Peripherality vs. Marginality



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

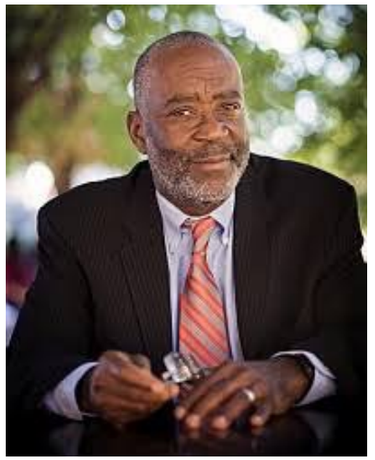
LPP as a Tool for Equity

"Any conversation about transition and [*movement within the community*] is inherently a conversation about access and equity."

(*Young & Bunting, 2019, p. 2*)

What forces lead to peripherality in the higher education community of practice?

Campus Racial Climate Model

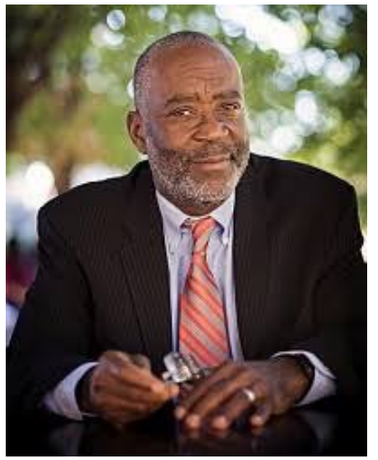


College of Education

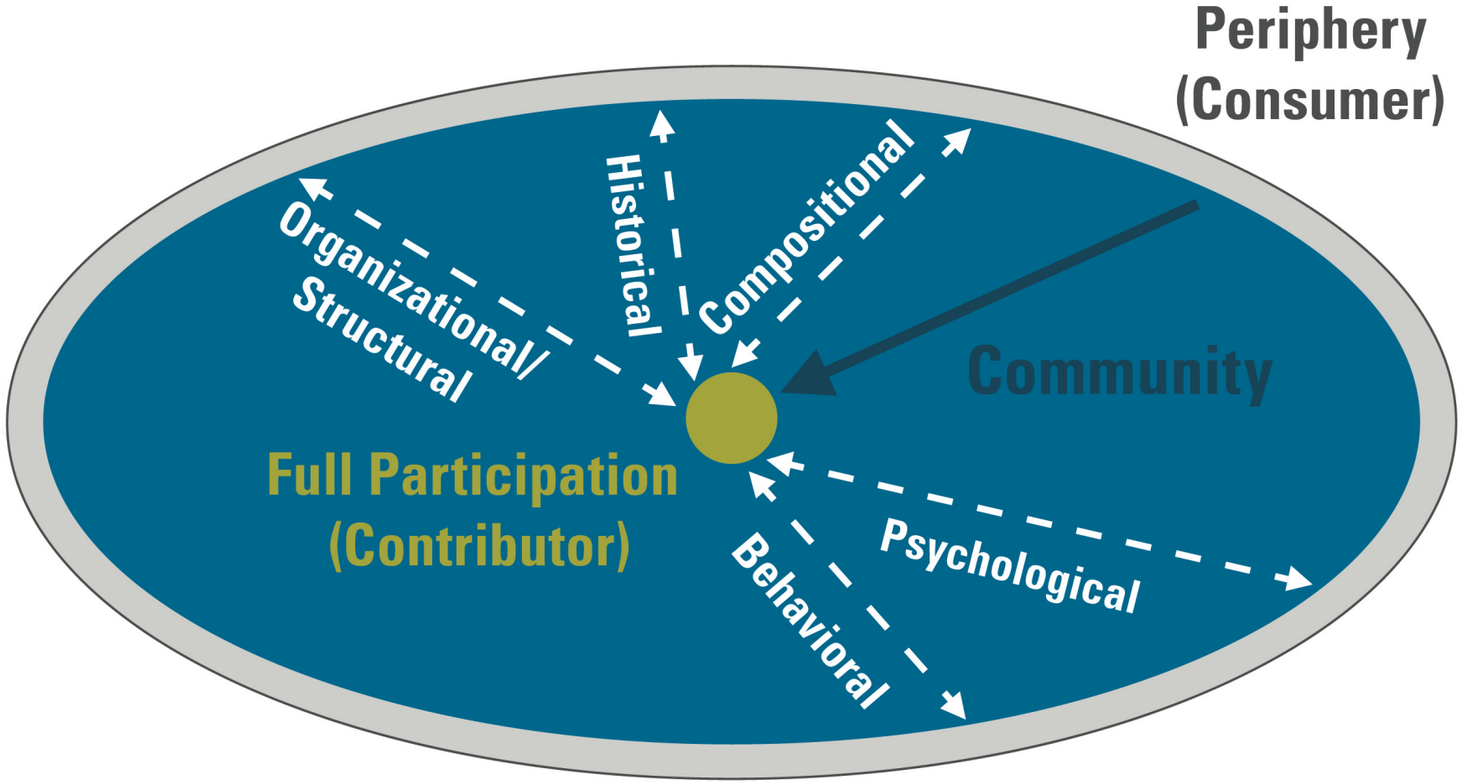
NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Campus Racial Climate Model

- Historic Legacy of Inclusion and Exclusion
- Compositional Diversity
- Behavioral Dimension
- Psychological Dimension
- Organizational/Structural Dimension



LPP as a Tool for Student Success



What are some examples of communities of practice in FYE?

This is an iterative process.

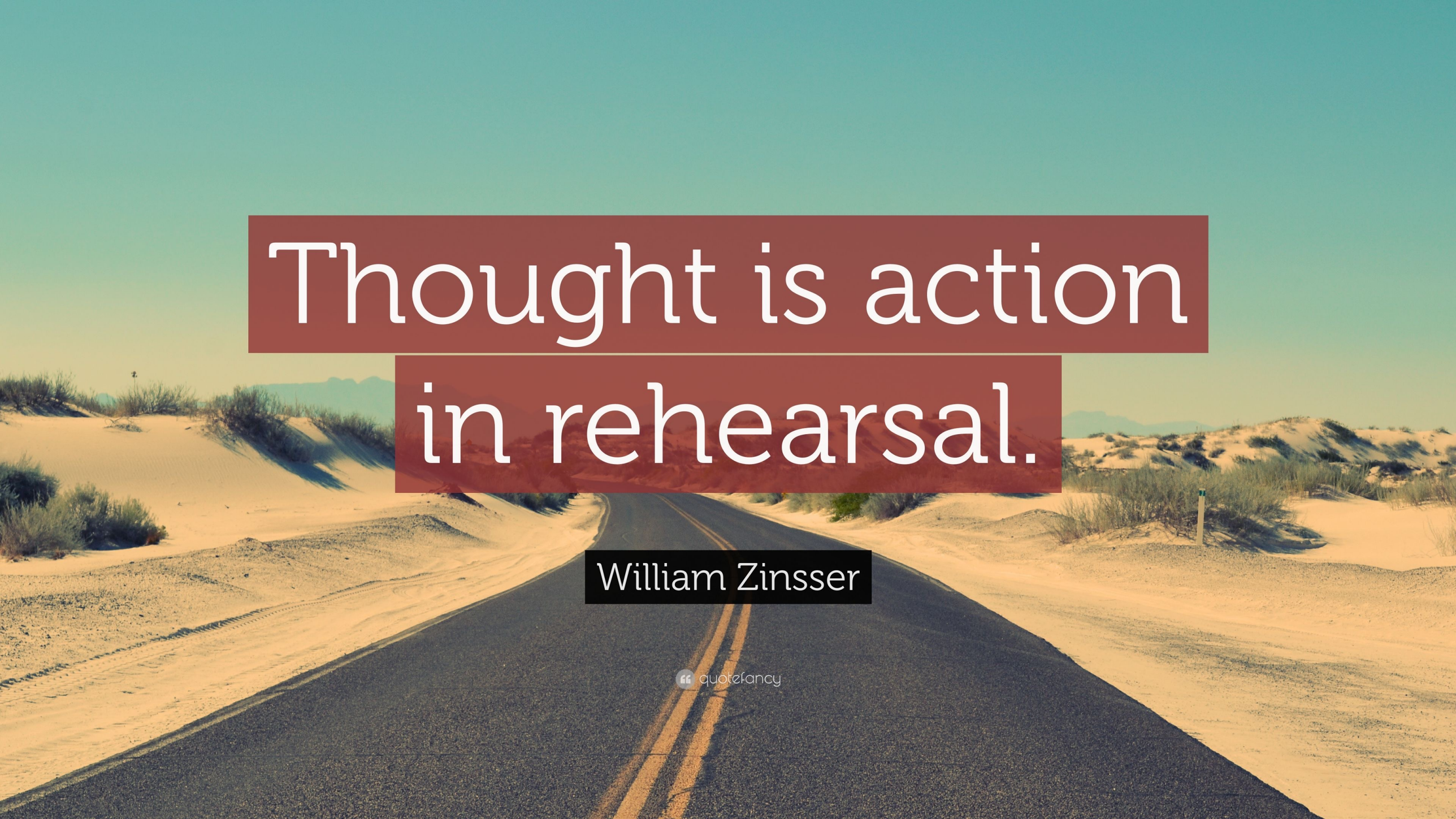
What are some examples of communities of practice in the sophomore year and beyond?

QUESTIONS
ANSWERS

Thank you!

Jennifer R. Keup
Executive Director
National Resource Center for The First-Year Experience
and Students in Transition
@jrkeup

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA


Thought is action in rehearsal.
William Zinsser
quotefancy

- National Resource Center
- About Us
- Events
- Publications
- Research
  - Current Projects
  - Research Archives
  - Data Access and Research Services
  - COVID-19 Resources for Educators
- Award and Recognition Programs
- Connect with Us

COVID-19 Resources for Educators

During this unprecedented time as our nation and world respond to the COVID-19 pandemic, educators have faced challenges on campuses across the world as our learning spaces have shifted. This page contains resources that you might find helpful in moving forward with decisions and actions that will best position your students for success.

Community Building in an Online First-Year Seminar Webinar Series

Community building is viewed as one of the most critical aspects of a first-year seminar. Creating a classroom community that promotes a sense of belonging has the power to positively impact student learning, success, and persistence to the second year and beyond.

This FREE, three-part webinar series shares practices to best serve your students in the event that you are teaching all or part of your first-year seminar online.

Expand all

- Session 1: Laying the Foundation
- Session 2: Group Work and Assignments
- Session 3: Active Learning Strategies

Contact Us

National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina
1728 College Street
Columbia, SC 29208

1 Dupont Circle NW
Suite 300
Washington, DC 20036

Phone: 803-777-1440
Email: fye@mailbox.sc.edu

COVID-19 Related Resources

See below links to free resources from National Resource Center related to managing various aspects of higher education student transitions in settings impacted by COVID-19.

Expand all

- Active Learning/Instruction
- Engaging Families of Students
- First-Year Advising
- First-Year Seminars
- Fostering Campus Community and Sense of Belonging
- Orientation

Vol. 18
No. 1
SEPT./OCT. 2020

eSOURCE for college transitions

TABLE OF CONTENTS

1 From the Editor

2 First-Year Seminar and Faculty Pivot to Remote Teaching
Faculty and staff at four higher education institutions quickly transition to remote teaching.

5 Access and the Online Academic Success Center
The academic success centers at Arizona State and Texas A&M find viable ways to offer services online and effectively communicate the new means of access to their campus communities.

7 Central Michigan Orientation Goes Online
Central Michigan develops an online new student orientation for entering students, with synchronous and asynchronous options.

9 Supplemental Instruction in a Time of COVID-19: Challenges and Solutions
Three higher education institutions quickly shift to remote supplemental instruction and discover solutions that will strengthen their programs in the future.

10 The Setbacks and Successes of Remote Tutoring
With COVID-19 placing traditional, in-person tutoring on hold, a community college, regional HBCU, and private research university share their experiences migrating tutoring online.

12 Transitioning to Online Mentoring and Online Mentor Selection
Utah Valley University adapts its Mentor Program to a remote format and retools its mentor selection process to address this new model.

From the Editor

Dr. Rebecca Campbell

Upside down, chaos, unprecedented and *unparalleled* have all been used to describe the situation that COVID-19 has thrown the world into. Leaving no one unaffected, higher education has been forced to respond.

E-Source for College Transitions is an online publication with a mission to provide practitioner-based ideas and solutions for student success challenges. Thus, we took this moment in time to ask our colleagues about the solutions that were born out of the pandemic and how their experiences and lessons learned through pivoting to remote delivery would be leveraged post-pandemic.

A call for proposals was posted, and colleagues across the country responded by describing how, in what felt like the blink of an eye, they transitioned their resources and services for remote delivery. In many ways, this was no surprise, as our fellow directors, program coordinators, advisors, and postsecondary professionals have long been expected to provide resources and services on shoe-string budgets, without physical or technological infrastructures, and skeleton crews.

However, in other ways, their experiences were surprising as the rich descriptions contained innovations, creativity, practicality, and resourcefulness that seem unimaginable to conceive of in the chaos of COVID-19. Rightly so, the responses expressed tremendous pride in their solutions, their staff, and their students.

In this issue, we are so very pleased to share these accounts. Where possible, their stories were combined thematically based on the types of resources and services that shifted to remote delivery and synthesized into a single narrative by a member of the editorial review board. During the development of this issue, we were frequently struck by the expressions of hope and ingenuity. We hope you find similar inspiration as well as some of the practical solutions that *E-Source* is known for.

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

WWW.SC.EDU/FYE/**ESOURCE**