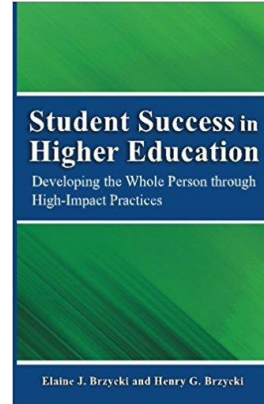


# POD Member News & Updates

[\*Student Success in Higher Education: Developing the Whole Person through High-Impact Practices\*](#) provides front-line educators with a new student success model based on the latest research in the psychology of well-being and student-centered learning. This model integrates five critical student success functional areas -academic advising, career services, counseling and psychological services, faculty teaching, and student engagement--and helps colleges and universities develop psychologically healthy and self-aware students as a part of their educational mission.



Drawing upon over 30 years of professional experiences as higher education leaders, teachers, and counselors, the authors have developed the Integrated Student Success Model (iSuccess), a visionary and comprehensive approach to student success through well-being and self-knowledge. The model provides three research-based, high-impact practices that empower students to create their own pathways to success in college and in life:

- Integrated Self Model (iSelf) - a framework to understand the whole person through self-system and positive psychology attributes
- Self Across the Curriculum (SAC) - a pedagogy to teach self-knowledge through curricula
- Success Predictor (SP) - a student success assessment instrument and intervention tool

When the self becomes the lens through which students learn, students can balance cognitive with non-cognitive factors to become happy and whole people who are equipped to create a positive life and make contributions toward a better society. To learn, visit the published article on this topic in [Inside Higher Ed.](#)

*"The authors, Elaine and Henry Brzycki, have constructed a model that provides strategies for academic advisors, career and personal counselors, faculty, and student engagement specialists--all of whom assume some role in fostering student success in college students--to be successful in that role themselves. The model is based upon using each student's own internal self-knowledge, understanding, goals, values, and resources in determining his/her own criteria for success. Students who are aware of and supported in their personal selves will be able to define what success means for them and to confront external conditions more readily in order to strive to meet their own criteria. In doing so, they will more likely meet the completion criterion as well. It really is a win-win situation."*

*Thomas J. Grites, Ph.D. - Assistant Provost, Stockton University  
Founding member and past President, National Academic Advising Association (NACADA)*

*Dr. Brzycki's novel concept of the iSelf uses 21st-century terminology for terms earlier introduced to convey less comprehensive concepts such as soul, reality-oriented ego, and mind. However, his iSelf emerges from the interaction of current scientific information about the direct influence by emotions, both positive and negative, upon cognitive functioning. These emotions, in turn, are based upon personal relevancy and meaningfulness and are the controlling switch by which effective learning takes place or not. A positive emotional approach facilitates a sense of well-being that, in turn, enhances a willingness to learn. The outcome, in turn, promotes a greater sense of well-being and less reason for persons to engage in self-destructive behaviors.*

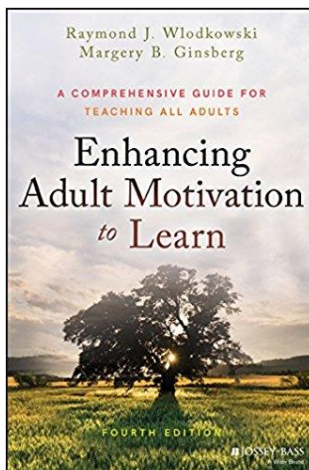
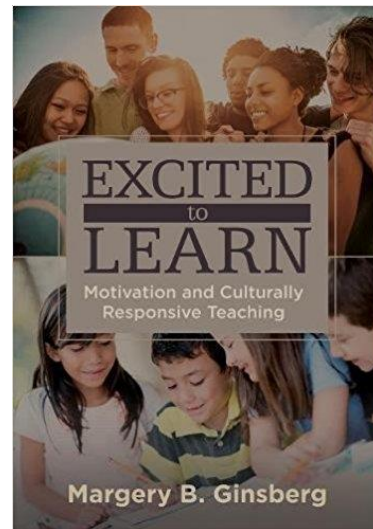
*Frederick M. Brown, PhD - Associate Professor and Director, Human Performance Rhythms Laboratory  
The Pennsylvania State University--University Park Psychology of well-being researcher and author of  
Positive Psychology and Well Being*

Margery B. Ginsberg shares her new book, [\*\*Excited to Learn: Motivation and Culturally Responsive Teaching\*\*](#).

*Excited to Learn* is grounded in Ginsberg and Wlodkowski's Motivational Framework for Culturally-Responsive Teaching and includes over 50 teaching strategies for a broad range of grade levels and subject areas. These field-tested and research-validated tools provide a blend of theory and practice educators. The book identifies and provides easily customized teaching methods based on four conditions of the framework:

- Inclusion (respect and connectedness)
- Attitude (choice and relevance)
- Meaning (challenge and engagement)
- Competence (authenticity and effectiveness)

Illustrated through narrative and outline formats, the framework is attuned to the planning needs of busy educators.



Additionally, Ginsberg has also partnered with Raymond J. Wlodkowski in their new book, [\*\*Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults\*\*](#). In more than three decades since its original publication, *Enhancing Adult Motivation to Learn* remains the classic reference for understanding adult motivation in educational and professional learning environments. It is a work of enduring value to both practitioners and students of adult learning. An exciting new feature of this edition is its application to online teaching. Along with a new chapter and a complete instructional plan devoted to online teaching, this edition continues to blend a neuroscientific understanding of motivation with an instructional approach responsive to linguistically and culturally different adult learners.

The essence of this book is how to think motivationally when planning instruction and teaching. A central feature is the Motivational Framework for Culturally Responsive Teaching. This widely researched and internationally acclaimed model can be applied across a range of disciplines to strengthen learning and career outcomes. For this framework, Raymond J. Wlodkowski and Margery B. Ginsberg describe in detail sixty research-backed strategies to elicit and encourage adult motivation. They elaborate these ideas with practical examples, guidelines for instructional planning, and extensive discussions of assessment, transfer of learning, self-regulated learning, and growth mindsets. The book addresses what is necessary to deepen adult intrinsic motivation and help adults to want to learn, and analyzes the four major motivational conditions— inclusion, attitude, meaning, and competence—providing a comprehensive and relevant set of teaching strategies, instructional designs, and field-tested examples to meet the demands of today's diverse learners. As more and more adults re-enter the educational system, instructors and trainers will find extraordinary value in this guide.

**Developing an Educational Developer's Portfolio: A Hands-on Experience**  
**EDC Institute 2017 | Reflections on Writing a Philosophy Statement**  
**Lisa Endersby, Educational Developer, York University**

The Educational Developer's Caucus (EDC) Institute challenged participants to delve deeply into our why of educational development. What inspires us in this work? How do we connect best with faculty? How might we measure success? As the Institute focused on the development of our portfolios, these questions helped guide some of our foundational work in creating philosophy statements and selecting artifacts for our portfolios that mirror or augment these key tenants of our personal practice.



These guiding questions were particularly meaningful for me to consider as a new Educational Developer; I am approaching my first year anniversary as an Educational Developer and attended the Institute as an opportunity to both reflect on and further solidify my why as a Developer. In particular, I was excited to learn from and in the Educational Development community to consider our foundational philosophies and how they inspire best practices in the field.

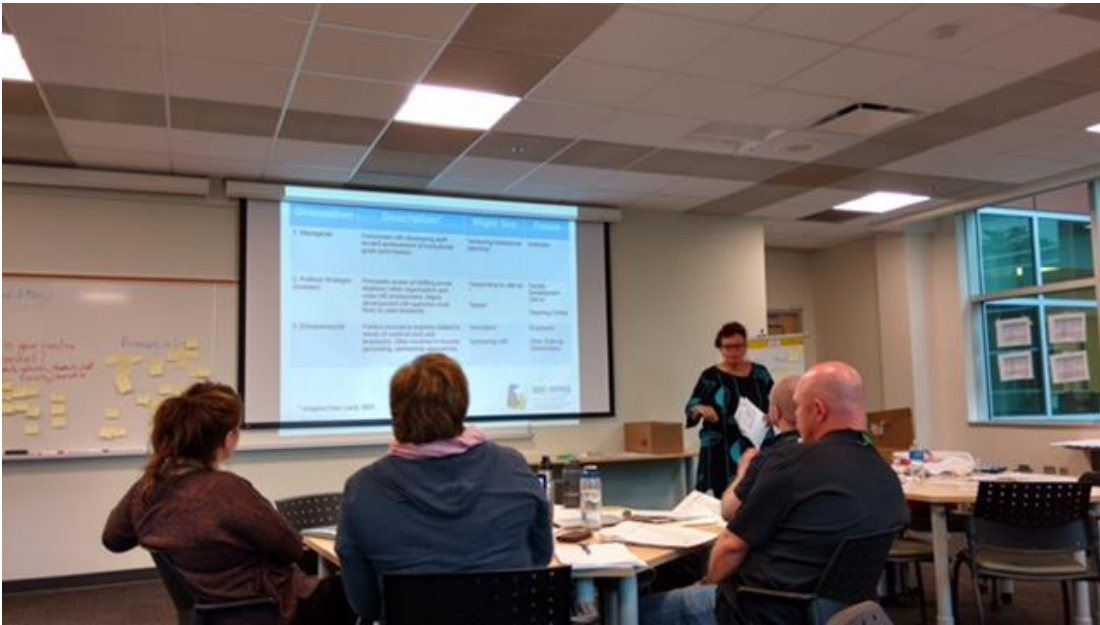
The bulk of the Institute was spent on developing and reviewing our Educational Developer philosophy statements. As part of a wider discussion of building our professional portfolios, many of our discussions and exercises centered on creating what could be considered the cornerstone of these portfolios. The philosophy statement was developed over the span of the Institute, growing from brainstorming activities and writing to question prompts online through to a peer review of a first draft as part of our early in person experience.

There is something particularly inspiring yet equally frightening about setting out to write a philosophy statement. Our academic training often prepares us well to read, write, and review at a critical distance, privileging the examination of others' well-worked theories and ideas. This year, the EDC Institute challenged us as participants to turn that critical lens on ourselves.

What struck me, however, was the implicit reframing of what 'critical' came to mean in this unique context. Most of us who work in Educational Development seem to come into the field with an emergent, if not already well defined, ability to find and cultivate community no matter where we are. The magic of the Institute, however, was that despite (or perhaps because of) already beginning to build community online, our time together in person was initially and immediately transformative. The critical was compassionate; I was reminded of Sanford's (1966) Challenge and Support theory in

immersive action. As a group, we would have made Tuckman (1965) proud by barreling through forming, norming, storming toward performing with a well-balanced mix of reassurance in the tougher moments and a positive, persuasive push in times of growth.

I learned so much as an Institute participant, but only some of those outcomes can be measured on a Likert scale or described by Bloom's Dichotomy (1956). I left the Institute with a well-formed working draft of my philosophy and, through the process of getting to this point, an inspired and expanded perspective of my work, the field, and all that we can continue to do in pursuit of innovation in higher education.



*The EDC Institute was held over two and a half intensive and inspiring days as the concluding bookend of the Society for Teaching and Learning in Higher Education (STLHE) conference in Halifax, Nova Scotia, Canada. Fresh (at least somewhat) from the conference (and some of us fresh from other interesting travel adventures), 12 colleagues from a diverse array of institutions, roles, and experiences gathered at St. Mary's University (also located in Halifax) to build on two preparatory webinars with in person work, discussion, and reflection. The Institute was also guided by the Educational Development Guide 1: The Educational Developer's Portfolio (link to: <https://www.stlhe.ca/affiliated-groups/educational-developers-caucus/guides/>)*

### References

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