
At your tables, use the discussion prompts (pink sheets) to talk about the “table tent anxiety” (yellow).

Anxiety

What is it? What are its components?

What does it feel like in one's body?

What internal feelings coexist with the anxiety?

What are the external observable expressions or actions?

What triggers the most recent experience?

What causes the long-term recurrence?

What are the observable effects or results of ongoing anxiety?

Mitigating Anxiety through Mindful Design of Assessments



Teaching Arts Luncheon

March 9, 2018

A collaboration by:

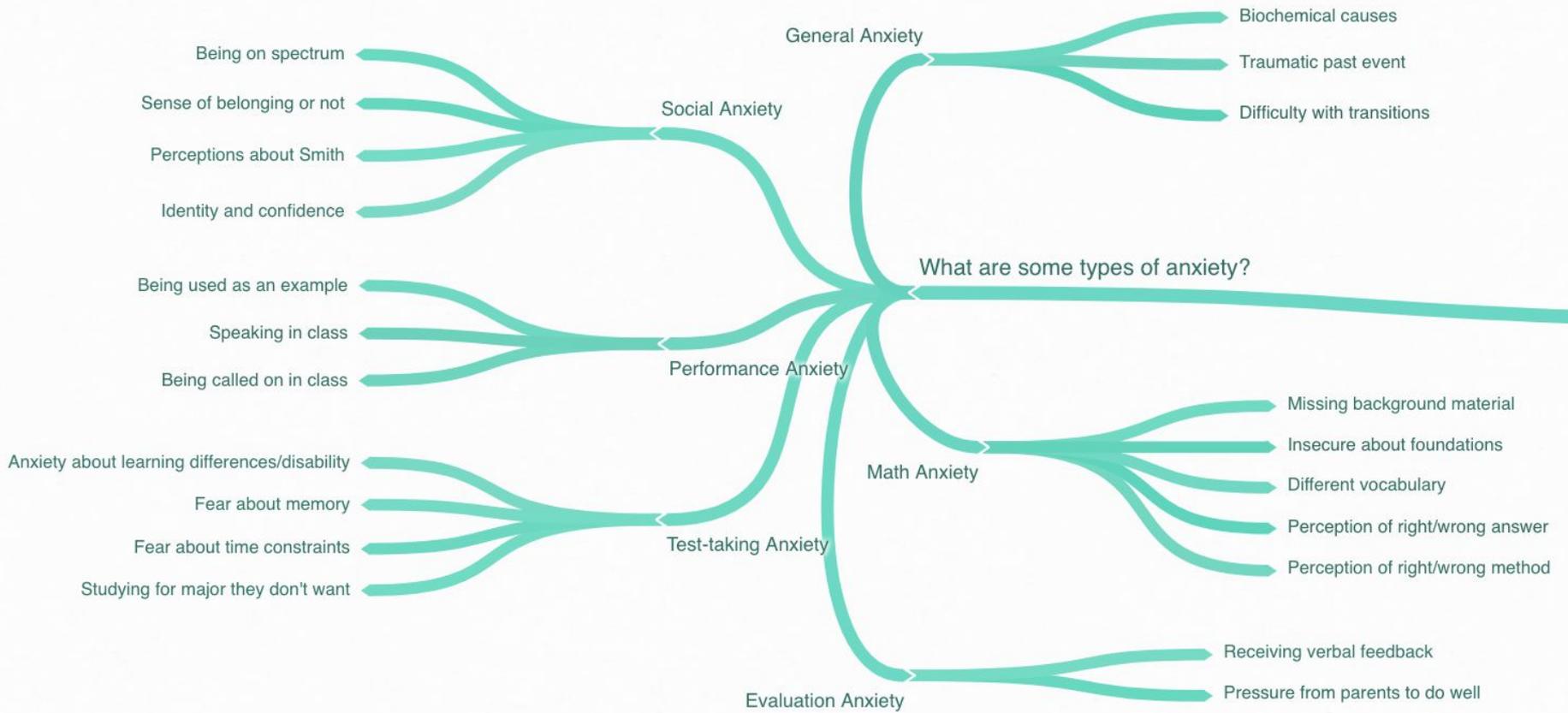
Jessica Bacal, Director, Wurtele Center

Kris Evans, Associate Director, Smith Counseling Service
& Adjunct Assistant Professor SSW

Catherine McCune, Director, Spinelli Center for
Quantitative Learning

Laura Rauscher, Director, Office of Disability Services

Kelly Vogel, Learning Specialist and Coordinator of
Tutorial Services, Jacobson Center



—
In the math-anxious brain, the thought of doing math activates pain networks.

(Just the anticipation, not the actual doing of math.)

Lyons IM, Beilock SL (2012) When Math Hurts: Math Anxiety Predicts Pain Network Activation in Anticipation of Doing Math. PLoS ONE 7(10): e48076

<https://doi.org/10.1371/journal.pone.0048076>

Today's program:

The experience of anxiety vs the experience of mastery (table discussions)

Different types of anxiety

→ Which are exacerbated by test-taking or assessment?

→ What can we do?

Classroom environment, mitigate stereotype threat.

Scaffold assessments and include growth mindset development moments.

Create assessments using Universal Design for Learning (UDL).

Mastery requires:

Autonomy

Effort

Independent Learning

Clarity of purpose: Why am I doing this? How is my learning significant in a larger context?

How do we motivate students to achieve mastery?

What is motivation?

Motivation is any force that energizes and directs behavior.

What is engagement?

Engagement is the outward manifestation of motivation

Two major types of motivation: intrinsic and extrinsic:

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for an external reward.

Mastery is a great byproduct of intrinsic motivation.

Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment.

In academic settings, assessment is often used as an extrinsic motivator to incentivize performance.

What we know:

Intrinsic motivation works far better than extrinsic motivation.

Dan Pink The Candle Experiment

- 1945 experiment designed by Karl Duncker challenges people to overcome functional fixedness
- Sam Glucksberg at Princeton used this to examine incentivized motivation that should sharpen thinking and accelerate creativity (found opposite)
- Replicated often over 40 years and is one of the most robust findings in social science

(Deci et al., 1999; Kohn, 1993; Lepper & Greene, 1978; Rummel & Feinberg, 1998; Sutherland, 1993)

1) Extrinsic rewards diminish intrinsic motivation and interfere with learning (and the quality of learning) by drawing attention away from the thing to be learned and to the reward.

2) Extrinsic rewards interfere with the development of autonomous self-regulation.

BUT:

Research does show that engagement predicts students' academic progress and achievement.

(Ladd & Dinella, 2009; National Research Council, 2004; Alexander, Entwisle, & Horsey, 1997)

Some Factors Affecting Motivation & Engagement

Student motivation

Intrinsic motivation:

- interests
- values
- curiosity
- positive affect
- achievement strivings

Psychological needs:

- autonomy
- competence
- relatedness

Engagement-debilitating Motivations:

- anxiety
- self-worth protection
- self-handicapping

Classroom Conditions

Teacher's style:

- autonomy support
- competence support
- relatedness support
- failure tolerance

Classroom factors & events:

- rewards
- praise, criticism
- rules
- expectations
- priorities & values
- norms
- goals
- challenges
- feedback
- choices, options
- interesting activities
- grading practices
- prescriptions and proscriptions ("do this," "don't do this")

How can this be done?

- Build community in the classroom; having students interact with and support each other leads to more confidence. Collaborative projects, small discussion groups, discussion leaders, etc.**
- Recognition of different learning styles to reach the many different types of learners. If/when professors approach topics in different ways, it can help more students have a sense of agency in the classroom.**
- Provide access to practice tests; this allows your testing style to be known.**
- Communicate clearly what will be on a test -- and what the purpose of the test is.**
- Flexible deadlines.**
- Schedule review sessions before a test.**
- Have projects, presentations, and papers in addition to tests. Provide multiple types of assessment.**
- Support a growth mindset. Praise students for hard work, not intelligence; give them chances to take risks and push themselves safely; remind them that failure is part of the process, not an end or a determination of ability.**

What is the purpose for the assessment?

Is it to take stock of student understanding?

If so -- are there opportunities for students to re-learn?

Is it a chance for students to solidify their knowledge and perhaps push it further in the process of completing a test? Have there been reviews and discussions? Are there creative opportunities for students to engage in?

Is it a chance for ranking and measuring?

In other words, what is the pedagogical purpose for the assessment? If you are sure, your students will be as well. If you are not sure, your students may not be either, and this often contributes to anxiety.

"People like me are not supposed to have degrees in engineering."

"You belong at Smith, you're meant to be here" from "It was very difficult deciding to leave my mother and to come out of state."

"I left the lab feeling confused and down because chemistry was something that I really enjoyed but it had always been a struggle."

"I knew it was a daunting task, but I figured that if Valerie believed in me, I could do it."

"I put on the facade of being a girl from their version of Los Angeles."

[Failure reaction to organic chemistry.](#)

The Narratives Project



With faculty and staff collaborators, we generate interactive, face-to-face curricula that motivate students to deepen their knowledge of themselves, explore their passions and personal capacities, and articulate their values and goals. During our cohort experiences, students write, talk and make videos in order to find meaning, reflect on identity, build a sense of belonging and practice leadership.



"Before leaving at the age of 8 for the States, we didn't take many pictures."



"I've had anxiety since I was in the fourth grade."



"I was born with a twin brother by my side."



"I had no idea I would be moving to a place where I would be the only Nigerian and the only black person."



"Your mother's kisses tried to heal you from the heartache of missing home."



"I was someone who wanted to smile."



"People like me are not supposed to have degrees in engineering."



"I think this was the fuel that led me to finish high school with flying colors."



"I put on the façade of being a girl from their vision of Los Angeles."

Narratives Project

Resources for Navigating Smith With Resilience

Meeting With Professors



Meeting With Professors

When you go to office hours to meet with your professors, you don't have to have a specific plan. You can talk about why you are enjoying the class and share information about yourself as a student; you can do some online investigation of the professor's research interests and ask about that research; you can inquire about out-of-the-classroom experiences that your professor might recommend for a student who's excited about his or her field.

Think of the meeting as the beginning of a professional relationship. Use these guidelines to help you gain confidence and start a productive relationship.

If You Miss a Meeting

Send a short apology over email or voice mail if you miss it without notifying the professor.

To Reschedule a Meeting

If you need to reschedule a meeting, notify the professor with a short email or voice mail as soon as possible.

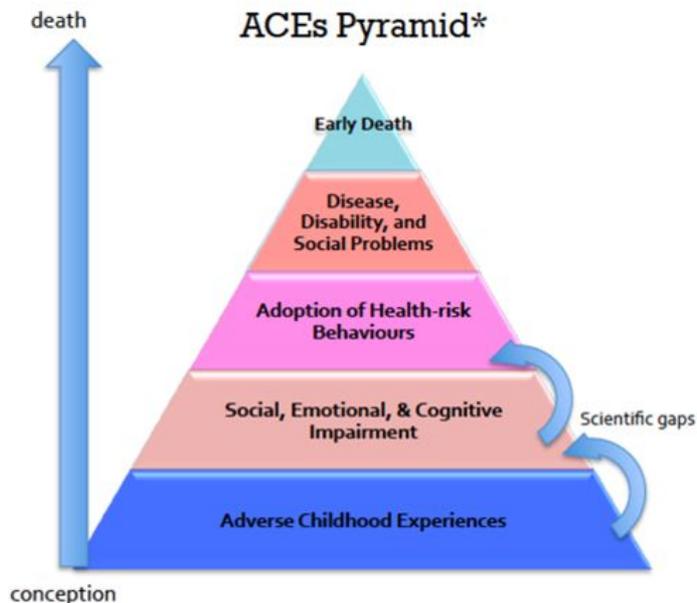
Prepare for the Meeting

- Adjust your schedule so that you will be able to attend office hours. Professors reserve office hours for the purpose of meeting with you, and they expect that you'll adjust your schedule in order to attend. If the hours really don't work for you (e.g., if you have another class or a lab at the same time) then email the professor, proposing a few weekday times that work.
- If you are scheduling the meeting, then use email to provide basic background about what you want to discuss, even including attachments if relevant, such as a draft of an essay, or a course schedule that you want feedback on. Let the professor know in advance if you want to discuss a personal matter or speak to him or her about learning challenges that you are experiencing.
- Don't wait to ask for help. Check in with your professors at the first signs that things are getting difficult or even if you just have questions about whether or not you are studying/preparing for class correctly. If you are particularly anxious about a course, it is fine to go talk to the professor at the very start of the semester just to let him or her know this is the case. However, it is never too late to ask about getting help.
- If there is a personal, health or disability-related concern that you need to discuss with your professor, it is useful to meet early in the semester, rather than wait until a problem arises.
- Be concrete but flexible: If you know what kind of help you need, ask for it, but be open to the professor's suggestions.
- Prepare by anticipating what you'll need to have during the meeting.

Disorder versus Distress

Disorder: A manifestation of a behavioral, psychological, or biological *dysfunction* within the individual.

Distress: *normal* human response to overwhelming stress & sustained through continued response to stress.



How can ACEs shift the frame from disorder to distress?

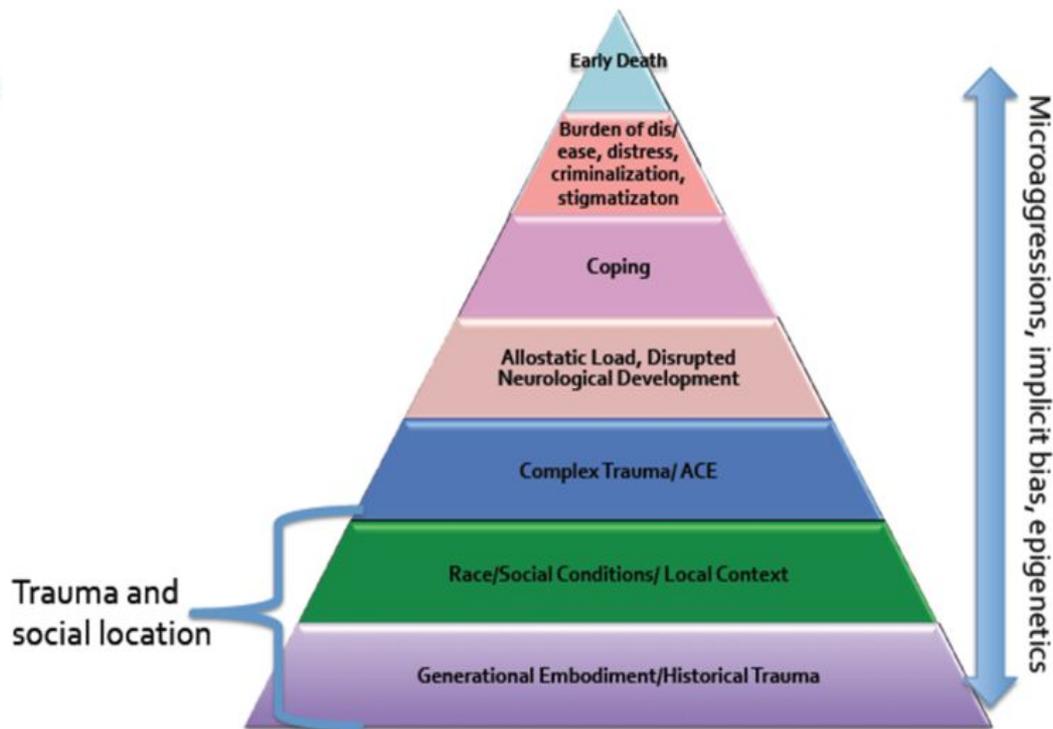
Distress:

- Relational trauma
- Sexual trauma
- Historical trauma
- Identity based trauma (racism, classism, heteronormativity, patriarchy, cis-privilege)

Classroom supports:

- Increase inclusivity & sense of belonging
- Decrease stereotype threat
- Develop skills to defuse tense moments
- Utilize campus resources to help address root causes

Extended ACEs Pyramid



Test-taking anxiety starts long before the test.

Early school

Fixed mindset messaging from adults, early frustration.

High school

Find a college with an open curriculum and avoid subject.

Middle School

Lower frustration tolerance, feels “not good at this.”

College

Lack sense of belonging or community.

College course

Problem set or exam causes acute anxiety, experienced as pain.

What can we do?

Determine the assessment's purpose

content mastery

engagement with material

skill measurement

passive vs active knowledge acquisition

transference capacity

Create a sense of community in the classroom.

Every person is a learner, everyone has different competencies. Triggers of anxiety.

Affirm belonging to all individuals in the class.

Mitigating stereotype threats; Geoff Walton article - self-affirmation, values affirmation interventions.

Transparency:
Be clear about what and how the assessment will be evaluated. Clear rubrics.

Practice sessions, practice test.

Be accessible and available before the exam.

Multiple options of assessment for students (convert to take-home exam, vary the types of assessment modes, flexible point system)

Scaffold study skills in the course assessments (frequent low-stakes assessments leading to larger ones)

Interweave information about growth mindset

Accommodations serve everyone, not just the students with letters (part of Universal Design for Learning)

Normalizing the experience of anxiety without minimizing their experience.

Encourage students to take risks. That means giving the students a certain amount of agency in the assessment process. Enlargement of dropping a test or quiz or homework -- allow the students to choose how their points are distributed.

Offering multiple formats or options for assessment of content mastery where applicable and possible.

Phrases that can help:

Feeling challenged or frustrated is part of the learning process.

You were carefully chosen to be here. You belong here.

Many people feel anxious, some experience it more severely than others. It's ok to feel anxious.

There are more phrases on handouts at your tables.

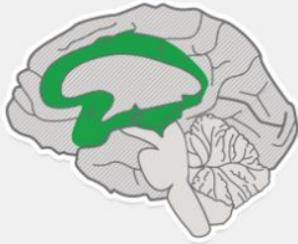
– UDL Universal Design for Learning

Designing material for students with accommodations helps **all** students.

Universal Design for Learning Guidelines

VISIT THE UDL GUIDELINES 

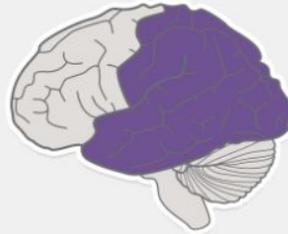
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

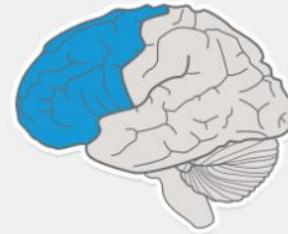
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Provide multiple means of **Engagement** →

Affective Networks
The "WHY" of learning



Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning



Provide multiple means of **Action & Expression** →

Strategic Networks
The "HOW" of learning



Access

Provide options for **Recruiting Interest** (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Provide options for **Perception** (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Physical Action** (4) →

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Language & Symbols** (2) →

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

Provide options for **Expression & Communication** (5) →

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

Provide options for **Self Regulation** (9) →

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

Provide options for **Comprehension** (3) →

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

Provide options for **Executive Functions** (6) →

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >

Goal

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

**We do support
students around
anxiety:**

Resources for Navigating Smith With Resilience

Meeting With Professors	+
Speaking & Listening in Class	+
Email Etiquette	+
Smith Funding	+
Inviting Guests to Tea	+
Podcasts	+

Wurtele Center for Leadership: Narratives Project

Events

**MAR
26**

Mindful Mondays: Sit, Eat and Talk With Us!

Campus Center 103/104, 12:15-1 p.m.

Note that there will be no Mindful Mondays March 12 or 19th! Have a great Spring Break and we look forward to seeing you on March 26th - Topic TBD.

Disability Services



The Office of Disability Services (ODS) serves as a central point of information and coordination to ensure equal access and full participation for students, faculty, staff and visitors with disabilities in all programs and activities at Smith College. Principles of Universal Design guide us in our work as we strive to proactively identify and remove barriers to participation wherever possible. We also strive to

DISABILITY SERVICES
DISABILITY RIGHTS & POLICIES
ACCOMMODATIONS & SERVICES
REGISTER FOR ACCOMMODATIONS
FORMS
COMMUNITY, SUPPORT & MENTORING
CAMPUS RESOURCES
VISITING SMITH
NEW STUDENTS
FIVE COLLEGE STUDENTS

<https://www.smith.edu/about-smith/disability-services>

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Jacobson Center

Writing, Teaching *and* Learning



Seelye 307 • jactutor@smith.edu • (413) 585-3056

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[Links](#)
[Home](#) > [Academics](#) > [Academic Resources](#) > [Jacobson Center](#) > [Students](#) > Study Skills Toolbox

Student Services and Resources

STUDY SKILLS TOOLBOX

You may find it challenging to balance a rigorous course load with athletics, organization, research, and jobs. These handouts offer planning and study tips to become a more effective and efficient student.

Click on the titles below to download these handouts.

-  [#1 Time Management and Study Skills >](#)
-  [#2 Facing and Overcoming Procrastination >](#)
-  [#3 Seven Habits of Successful Smith Students >](#)
-  [#4 Dealing with Distraction >](#)
-  [#5 Reading Effectively >](#)
-  [#6 Reading Tips for Comprehension and Speed >](#)
-  [#7 Effective Note-taking >](#)
-  [#8 Test Prep and Test-Taking >](#)
-  [#9 Improve Your Memory >](#)
-  [#10 Taking Objective Tests >](#)
-  [#11 Weekly Planning Schedule for students >](#)
-  [#12 Daily To-Do List for students >](#)



Writing Services and Resources

[Individual Writing Conferences](#)
[The Writing Process Series](#)
[Grammar/Punctuation Video Lessons](#)
[Writing Papers](#)
[English Language Learners](#)
[Peer Writing Tutors](#)

Public Speaking Resources

[Public Speaking](#)
[Art of Effective Speaking Course](#)

Tutoring and Learning Specialist Services

[Tutoring and Support Services](#)
[Workshops](#)

Study Skills Toolbox

[Learning Disabilities](#)
 Like 0

Jacobson Center for Writing, Teaching and Learning
Seelye Hall 307



Workshops for Academic Success Spring 2018

These informal workshops are held
Wednesdays in Seelye 308,
just down the hall from the Jacobson Center.
No pre-registration required -- just bring your lunch!

Feb. 7	12:20-1	Time management & study strategies
Feb. 21	12:20-1	Handling the reading load
Mar. 7	12:20-1	Effective note-taking
Mar. 21	12:20-1	Focus & distraction
Mar. 28	12:20-1	Test preparation & test-taking
April 11	12:20-1	Maintaining motivation

Next Workshop:

12:20-1pm

Wednesday March 28th

Test preparation &
test-taking

in Seelye 307

Schacht Center for Health and Wellness



The Schacht Center for Health and Wellness provides accessible, professional medical and mental health care, and wellness education to Smith's diverse population. As college health care professionals knowledgeable about developmental issues, we work with students in promoting their physical and psychological well-being. We collaborate with the larger college community, supporting students in accomplishing their educational goals.

What do I do if the Schacht Center is closed? How do I get help in a MEDICAL EMERGENCY? What should I do?

Information from Counseling Services helps us understand the breadth of anxieties that can be a constant backdrop for many students.

News & Announcements

SUPPORT GROUP FOR STUDENTS WITH ANXIETY ←

SUPPORT GROUP FOR STUDENTS WITH ADD/ADHD

FOLLOW US ON FACEBOOK:

<https://www.facebook.com/SmithCollegeCounseling/>

SIGN UP NOW FOR SPRING SUPPORT GROUPS

Register by calling the Counseling Service at 413.585.2840 or emailing us at counselingservices@smith.edu

Trans and GNC Self-care and Support Group

Support group for trans and GNC students.

Mondays, 4:15–5:30 p.m.

Survivors Support Group

A supportive group for survivors of sexual or dating violence or abuse.

Tuesdays, 4:15–5:30 p.m.

DBT (Dialectical Behavior Therapy) Skills Group ←

A group focusing on developing skills to improve emotional and interpersonal health. Skills taught include mindfulness, regulation of emotions, distress tolerance, and interpersonal effectiveness.

Tuesdays, 4:30–6:00p.m.

Free Your Mind: Movement for Anxiety ←

Movement and exercise to reduce anxiety.

Tuesdays, 5:00–6:00p.m.

In closing:

→ **Create a sense of community**

Some group work in class, include growth mindset language in syllabus, share part of your story.

→ **Create assessments using Universal Design for Learning**

What are you assessing? What is the best way to do that? Are there ways you can be flexible in assessment?

→ **Scaffolding around assessments**

Offer smaller, low-stakes assessments before larger ones, offer practice questions and a review session, have a transparent rubric.

**Contact us -- we
would love to have
more conversations
with you!**

Thank you!
