

Facilitation & Reflection Guidebook

SELFIES OF YOUR PROFESSORS

VIDEO LINK: www.csun.edu/counseling/selfies



Mark Stevens, Ph.D.
mark.stevens@csun.edu

CSUN
SHINE

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ABOUT EXPERIENCING CONFIDENCE AND ENJOYMENT OF LEARNING (EXCEL) PROGRAM

There are many explanations why students do not succeed in college. Most of those reasons have very little to do with their intelligence and more to do with their ability to manage and overcome a variety of environmental challenges such as: poor college preparation, financial demands, family pressures, and health concerns of self and others, as well as psychological-social challenges such as: low academic confidence and self-efficacy, poor help seeking behaviors and restrictive attitudes about learning. The ExCEL program, introduced to the CSUN community in 2006, provides resources to make students aware of some of the psychological-social challenges that may be interfering with their academic success. The goal is to help students address and hopefully overcome these challenges.

ExCEL programs have been presented in a variety of venues at CSUN such as: U100, Developmental Math, Residential Life, Orientation and a variety of classrooms. In 2010, a one unit class called RAISE your GPA incorporating the ExCEL program was offered to students as an experimental topics course. The course now has 3 sections offered through the College of Education.

ExCEL is a piece of the solution puzzle which aims to increase retention and graduation rates for those who come to CSUN with the dream and desire to graduate.

The first video produced by ExCEL in 2013, *Twenty Minutes of Experiencing Confidence and Enjoyment of Learning* can be accessed at: ow.ly/rTTsg. The reflection guidebook for students can be accessed at: <http://www.csun.edu/sites/default/files/excel-guidebook-students.pdf>. The facilitation guidebook for faculty and staff can be accessed at: <http://www.csun.edu/sites/default/files/excel-guidebook-faculty-staff.pdf>.

The second video produced by ExCEL in 2015, *Selfies of Your Professors*, can be accessed at: www.csun.edu/counseling/selfies. This Facilitation and Reflection Guidebook can be accessed at: <http://www.csun.edu/sites/default/files/selfies-video-guidebook.pdf>.

ABOUT THE VIDEO: SELFIES OF YOUR PROFESSORS

In a recently CSUN-produced video, “Selfies of Your Professors,” five professors from California State University, Northridge discuss their personal journeys in becoming college students and graduating. These professors, who are children of immigrants, first-generation college students and ethnically diverse, share their struggles, roadblocks, inspiration and resiliency. The video is intended to provide students inspiration on their path to graduation and an increased desire to get to know their professors.

Professors in the video are:

- Dr. Frankie Augustin from Health Sciences
- Dr. Sylvia Alva, Dean of Health and Human Development
- Dr. José Luis Benavides from Journalism
- Professor Benjamin Mallard from Electrical and Computer Engineering
- Dr. Darlene Mininni from University 100

The video was produced and directed by Dr. Mark Stevens, Director of University Counseling Services. Questions can be addressed to him at mark.stevens@csun.edu.

VISCOM filmed and provided artistic production for the video. Funding for the video was provided by the Office of the Provost.

The video has an introduction and 5 chapters, and is approximately 37 minutes in length. Each chapter can be accessed separately.

OPTIONS FOR USING THE VIDEO AND THE GUIDEBOOK

The video can be shown all at once. The video can also be broken down into chapters and shown over a period of time. This guidebook offers suggested reflection questions with each chapter. The reflection questions can be answered in class or as a homework assignment. How you facilitate discussion of the video and the reflection questions is up to you. There are also evaluation questions at the end of this guidebook. Please consider asking your students to answer these five questions. If possible please share the responses to the evaluation questions with Mark Stevens at mark.stevens@csun.edu

Here are some facilitation guidelines

- Respect students who do not want to talk in front of the whole group
- You may want to consider some calculated self-disclosure as a way of enhancing sharing.
- Reinforce sharing and self-disclosure.
- Find common themes being shared by students.
- You can choose the reflection questions or.....
- Ask the students to choose the questions they want to answer.
- Be flexible, perhaps there is another reflection/action exercise not listed
- Where appropriate and doable, have student choose an “accountability partner.” Someone they can share their action plan with and check in with about their progress.
- Ask for volunteers to share; reinforce their courage to volunteer
- Be clear about the purpose of the exercise.
- Create conversation.
- Have fun.

GOALS AND LEARNING OBJECTIVES

1. Chance to reflect and gain insight about their academic goals and academic struggles
2. Encourage and increase help-seeking behaviors
3. Dialogue and connect with other students
4. Feel more hopeful and motivated and inspired about being in college
5. Create some specific plans towards academic success
6. View their professors as more approachable

CHAPTER 1: GET(TING) TO KNOW YOUR PROFESSORS

Reflection Questions:

- What surprised you most about the stories these professors shared and why?
- Which of the professors did you relate to most and why?
- What limits you from getting to know your professors more?
- What do you look for in a professor to know if s/he is approachable?
- How can you tell if your professor is the type of professor who wants to get to know their students?
- If you *do not* attend your professors' office hours—why not?
- If you *do* attend your professors' office hours---what motivates you to do so?
- Getting to know your professors will contribute to your academic success. State three reasons why this statement is true.
- Identify one or two attitudes that will give you more courage to get to know your professors better.
- Identify one or two behaviors you are willing to try this next semester in terms of getting to know a professor better.

CHAPTER 2: PROFESSORS SHARE THEIR PERSONAL STORIES OF HOPE, INSPIRATION, AND RESILIENCY

Reflection Questions:

- What did you learn in this chapter that you can use as a student?
- What stood out to you most in this chapter? Why?
- Why are *hope, inspiration and resiliency* so important to your academic success?
- Share an example of someone in your family or a friend who has a story of hope, inspiration and resiliency. How has that story influenced you?

CHAPTER 3: PROFESSORS BEING INSPIRED BY THEIR STUDENTS

Reflection Questions:

- Share a story about yourself that you believe would be inspirational and/or surprise your professors.
- What did you find most valuable about this chapter and why?
- Why do you believe it is important for students to know that they can inspire their professors?

CHAPTER 4: PROFESSORS EMPATHIZE AND WANT TO CONNECT WITH THEIR STUDENTS

Reflection Questions:

- What was most meaningful for you to hear in this chapter and why?
- Why is it important for students to know their professors want to understand and connect with them?
- Share an example of a professor empathizing and connecting with you that made a difference in your life.
- Share an example of a time when you wish a professor would have shown more empathy. What difference do you think it would have made?
- Was there anything you heard in this chapter that surprised you? Why?

CHAPTER 5: PROFESSORS SHARE WORDS OF WISDOM (WOW)

Reflection Questions:

- What are two of your favorite WOW you remember from this video? Why did you choose them?
- How do you plan on applying a WOW you heard in this video? Be specific.
- What is your favorite WOW? When, Where and Whom did you hear it from? Why is it your favorite?
- What is a WOW you like to share with others? Who do you like most to share it with?

GENERAL QUESTIONS/EVALUATIONS

Please provide us feedback about this video:

- What did you find most helpful about this video?
- What did you find least valuable about this video?
- Choose a number that best fits the answer to the following statements:

| <i>After watching this video...</i> | <i>(unlikely)------(much more likely)</i> | | | | | | |
|---|---|---|---|---|---|---|---|
| ▪ I plan on going to my professor's office hours. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ▪ I am interested to get to know my professors. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ▪ I am interested in my professor getting to know me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |