



Supporting students' non-cognitive & affective needs

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Overview of PD series

- Friday, Nov. 8, 2:00 – 4:00 p.m. — KBOR policy and overview of corequisite English and models
- Friday, Jan. 31, 2:00 – 4:00 p.m. — Building corequisite instruction: integrating the "Reading Cycle," scaffolding, and teaching & supporting reading
- **Friday, Feb. 28, 2:00 – 4:00 p.m. — Supporting students' non-cognitive & affective needs**
- Friday, April 4, 2:00 – 4:00 p.m. — Putting it all together: Working time & questions

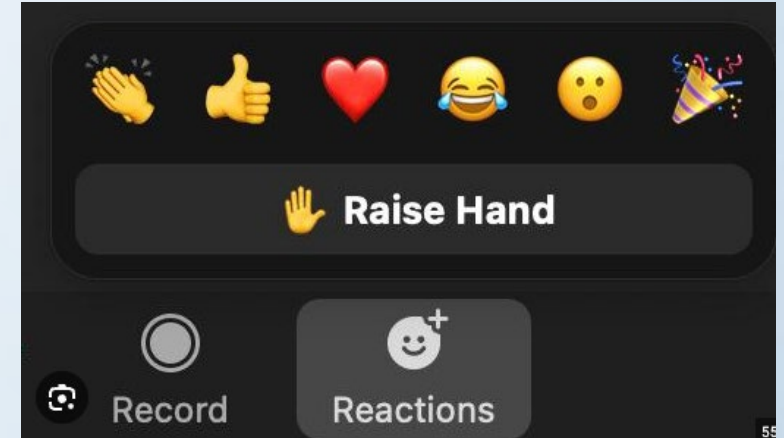
What to expect today

Please participate as actively as you are comfortable!

- Cameras on or off
- Take breaks as you need
- Use the chat
- Use the gestures to raise your hand or share a feeling

We will be sharing a lot of information and occasionally asking you to share a short response.

Unexpected pet and small child zoom bombing are all good.



Today's Objectives

- Explore theoretical frameworks that support students' non-cognitive and affective needs
- Explore and discuss the range of non-cognitive and affective needs that impact students' experience and learning
- Share and crowdsource a range of ways to incorporate non-cognitive and affective support into classes



Noncognitive and Affective Needs

Theoretical Frameworks for the classroom

Non-cognitives: Core to Coreqs

Students co-enroll in college-level class and support class in the same semester with the goal of supporting students in achieving the college-level course outcomes. The support class

- provides just-in-time instruction synced with and backwards designed from the college-level class, often pre-teaching difficult concepts.
- includes more time for reading, **student success curriculum**, sentence-level considerations, and writing process.
- **incorporates “additional academic and non-academic support, as needed”** ([Charles A. Dana Center, 2022](#))

can't write a thesis

no concrete examples

subject-verb agreement

none of the above

mla format

confusing words

student becomes discouraged

student loses

college material"

affective issues

student feels depressed

student feels isolated

stress becomes too great

at home



Original University Teaching

Lectio

Repetitio

Disputatio

(lecture, review, test)



An abstract, vibrant illustration of a human profile facing left. The face is composed of thick, flowing, and layered brushstrokes in a wide array of colors including blues, yellows, oranges, reds, and pinks. The background is black, and the overall effect is one of dynamic energy and emotional intensity.

Engaged Pedagogy – bell hooks

"years of socialization . . .
taught me to believe a
classroom was diminished if
students and professors
regarded one another as
'whole' human beings, striving
not just for knowledge in
books, but knowledge about
how to live in the world."

An abstract, colorful profile of a human face, rendered in a style that resembles a marbled or liquid-painted effect. The colors transition from cool blues and purples on the left to warm yellows, oranges, and reds on the right. The background is black, and the overall composition is dynamic and expressive.

Engaged Pedagogy – bell hooks

"During college, the primary lesson was reinforced: we were to learn obedience to authority . . . Nonconformity on our part was viewed with suspicion, as empty gestures of defiance aimed at masking inferiority or substandard work."

Two Theoretical Frameworks to Consider

Social-Constructivist Theory

Lev Vygotsky (1962)

Knowledge is created through human interaction

Teacher's role is to design learning experiences that are collaborative and take place within a classroom community

Learning is a social activity

Critical Pedagogy

Paulo Freire (1968); Henry Giroux (1991); bell hooks (1994)

Students should be taught to question and critique

Teacher's role is to be a "transformative intellectual" who teaches students to think critically about the status quo

Education is political

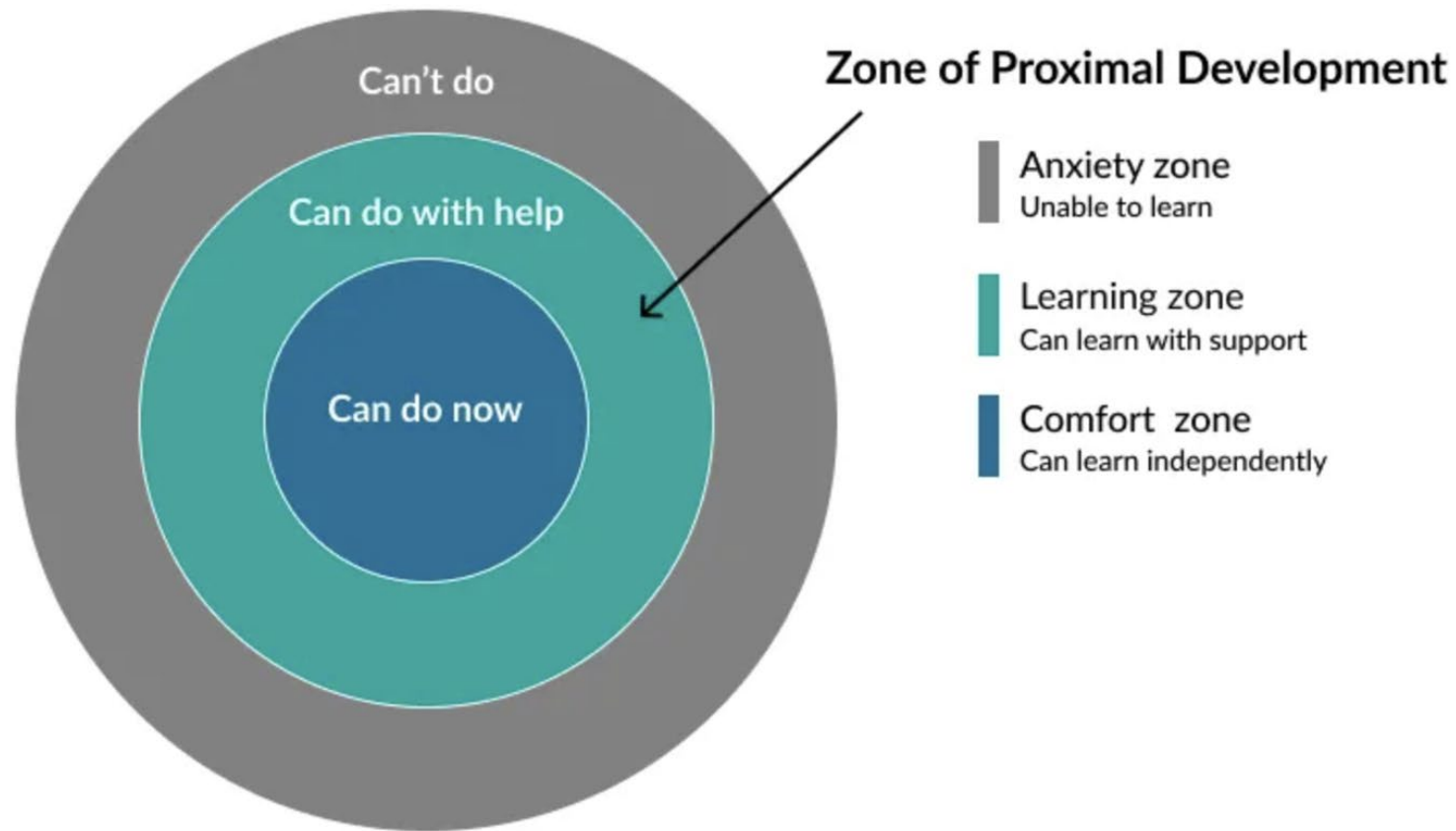


Activity:

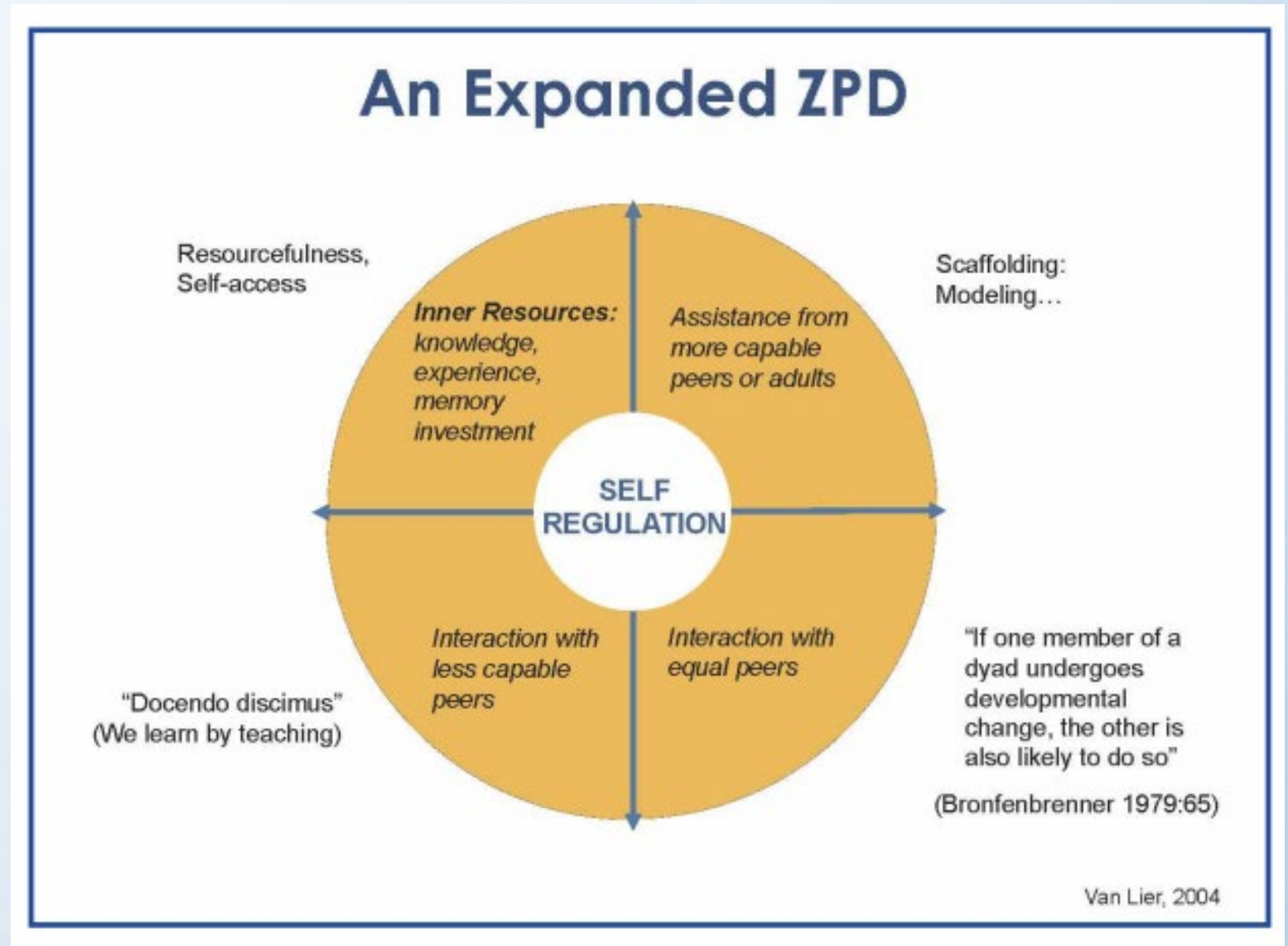
Think about a time outside of school when you were trying to learn something that was too challenging for you.

Zone of Proximal Development (ZPD)

(Vygotsky 1962)



Expanded ZPD (VanLier 2004)



Humanizing the Online Class

(DeCuir, 2021; also see Bickerstaff et al., 2025)

Assume responsibility for student engagement (e.g., relevant content; interactive learning).

Check in on students' "lived realities."

Identify and communicate the relevance of your course.

Address contemporary realities.



Break!

10 minutes



Connecting with the Whole Student

Connecting with Student Background

- "Home"=?
- Commutes? Lives on/near campus?
- Main campus activities (scholarship related?)
- Current courses/professors?
- Previous college courses/semester? Retaking?
- Placement information (if relevant)?
- Pathway: academic & career goals?
- Job? Hours/week?
- Other personal commitments: parent, caretaker, family support, leadership and volunteer roles?

Building Communication & Trust

- Individual conferences early in semester. Use background information to help you connect. (Option but encourage for online students)
- Emphasize communication through your syllabus policies, expectations, & behavior
- Provide safe place for individual and group communication and growth
- Establish a communicative presence and tone through emails, video instruction and feedback, announcements, and especially in person
- Google phone/text option (Alternatives: Teams, Jabber)

Do These Sound Familiar?

- Family emergency
- Court
- Lost childcare
- Vehicle broke down
- Worked overtime
- No gas money
- Car broken into and laptop stolen
- Homelessness
- Food Insecurity
- Death of close friend or family member
- Illness
- Anxiety
- Overwhelmed
- Depression
- Homesick
- Relationship problems
- Abuse
- Lack of motivation
- Change in behavior

Beyond Our Usual Focus On

Content planning & instruction

Classroom dynamics

Assessment/Grading

Building metacognition awareness

Guiding, informing

Encouraging responsibility

Providing specific services

Faculty Connections=Student Connections

Student service departments, missions, personnel

Financial Aid, Advising, Career Services, Tutoring, Writing and Math Labs, Activities Coordinator and Groups, Librarian services, Disability Services, Counselors, CARE Team, Athletic Advisor, Service Desk, etc!

New or revised services to students

New laptop Initiative, revised tutoring approach, cafeteria lunch hours changed, campus printing options, food bank availability, etc!

YOUR NETWORK BECOMES THEIR NETWORK!

Try to “See” Through the Eyes of Students

- Comfortable & quiet places to study
- Where to find computers & printers during the day, after hours
- When does the semester end? Do I take this class all year? How does enrollment work?
- Do I need a new FAFSA?
- Where can you get a snack or coffee?
- How do I get a campus job?
- Do they buy back this book?

Use Your Course Materials and Activities to Increase Awareness of Resources

- Syllabus, assignment sheets, announcements
- Scavenger hunts, class visits
- Embedded support

Quick Take: What are ways you infuse awareness of resources into your classes? (Share in chat.)

Preparing Students for Next Steps

- "Steps" in academic year: enrollment, financial aid, etc.
- Consequences of lack of attendance, failing grade
- Consequences of dropping course or being withdrawn
- Scholarship opportunities and "portals"
- Preparing to "launch": transferring, resumes, job search skills, recommendations

Boundaries for Us

Guiding Principles by Kathleen F. Gabriel in her book *Teaching Unprepared Students: Strategies for Promoting Success & Retention in Higher Education*

1. All students, including those who are unprepared or at risk, can be lifelong learners.
2. Significant change requires commitment and time.
3. Struggle is a necessary and important part of life.
4. Students must accept responsibility for their learning process.
5. Professors should never do for students what students can do for themselves.

And, a continuous revelation by Kathy McCoskey :)

My student's expectations of themselves are not the same as my expectations for myself.

Putting These Ideas
into Action





Peter Adams, ALP Founder and Retired CCBC Faculty

Student Stress Calendar for FY Instructors



Questions?
Reflections?





Preview: Session 04

- Bring a working group for your institution
- Be prepared to select topics from our session 01 handout that you would like to workshop: [click here](#)

References

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