

FOSTERING ACADEMIC TENACITY: PROMOTING PARTICIPATION

Academic tenacity is a construct that can support students to persevere towards goals, experience belonging, engage in their learning and explore new strategies to move towards their goals (Dweck et al., 2014). Many activities that can promote academic tenacity are things students are already doing or will need to do at some point in their degree (e.g., visit prof office hours; ask questions in class). Promoting engagement in activities aimed at improving academic tenacity can be embedded in courses in a variety of ways.



PLAN

Embedding activities to promote academic tenacity in your teaching practice can be done in a variety of ways.

- How can you share these activities in your course
- What kinds of encouragement might motivate your students to engage with the activities?

IMPLEMENT

When embedding these activities, consider the student life-cycle and how you will deliver the content.

- What are key times in your course?
- What kinds of activities can be both meaningful for your students and make sense within the context of your learning environment?



REFLECT

As you try this strategy, make time to reflect on your practice.

- How has the strategy been working for you?
- How has it been working for your students?
- What might you try next?

Scan here to view this toolkit online.



PLAN

As you consider how you would like to promote participation in your course and what tools and activities might work best, consider the following.

WHAT

Words, time, or marks?

- Consider how you will encourage students to engage and show value of the activities?
- If you are encouraging with your words, consider what you might say about the value of the activities
- If you are allocating marks for completion, consider where they will come from. Is this participation or an assignment?
- If you are creating time for activities, what makes sense within your course?

HOW

As a program or individual activities?

- How would you incorporate activities in a way that they are relevant to regular course activities?
- The Academic Scholars Program (ASP) has been explored in a large first year biology course to promote participation in related activities. The ASP module can be found in the Canvas Commons by searching Student Wellbeing: Academic Scholars Program.



IMPLEMENT

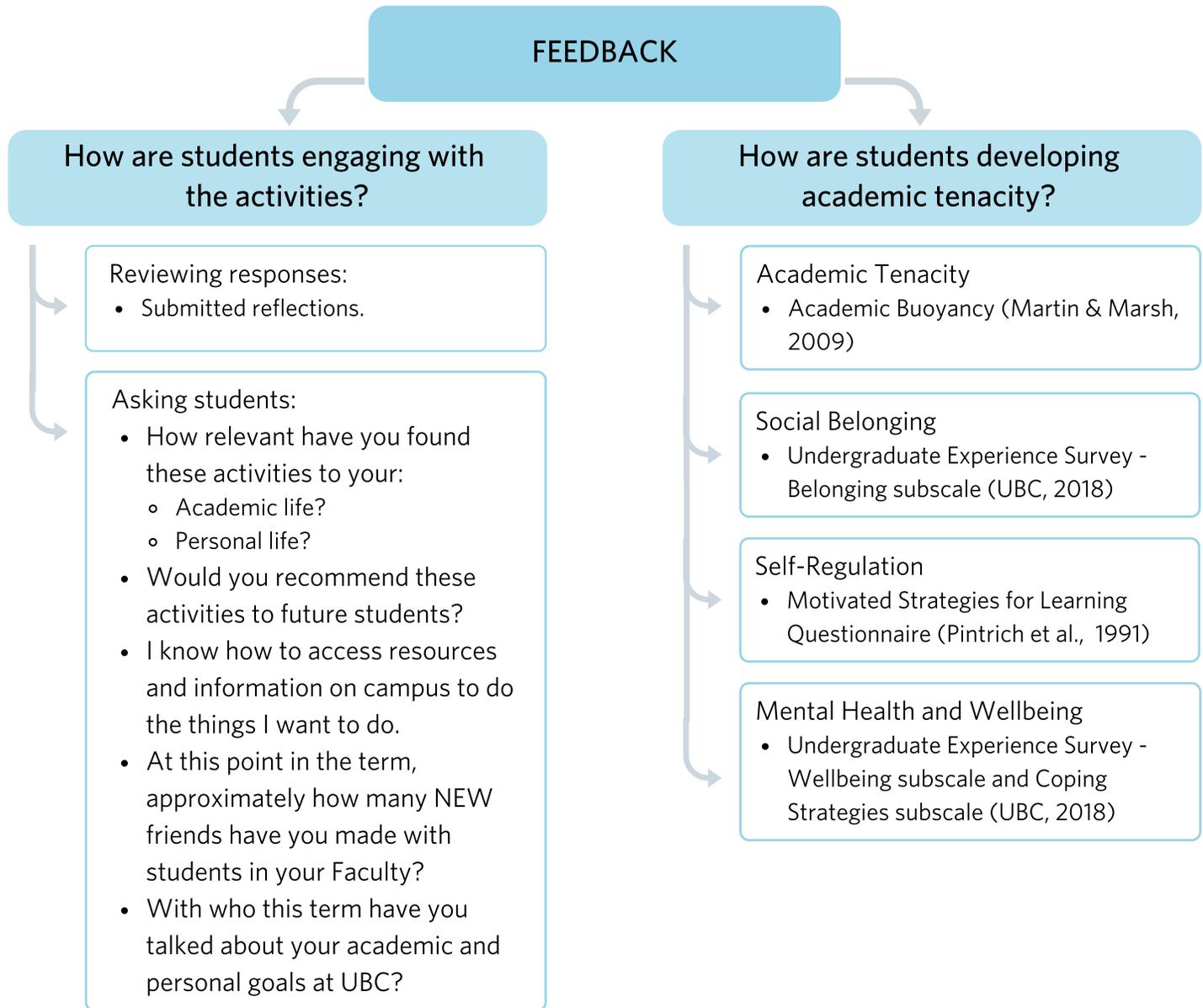
The following sample activities have been curated for their capacity to build academic tenacity in students. These activities can be used individually or as a set and updated to reflect opportunities relevant to your students. The related reflective and strategic questions are designed to promote students' ability to self-regulate (Butler, Schnellert & Perry, 2017). You can find [more activity ideas](#) available online.

ACTIVITY	SAMPLE STRATEGIC QUESTIONS
Help out a classmate with the course material	<ul style="list-style-type: none">• What strategies do you find most helpful when you are learning something new? How could you use them to help your classmate with the course material?
Create a study goal for your next study session	<ul style="list-style-type: none">• Were you successful with your study goal?• How likely are you to use this same goal again?
Find a new study spot	<ul style="list-style-type: none">• What features of this space supported, or took away from, your experience studying?
Attend office hours	<ul style="list-style-type: none">• What were you hoping to learn from attending office hours?
Try a new study tool or technique	<ul style="list-style-type: none">• How do you know if this tool is working, or not working for you?• What will you try next?
Make a commuter buddy	<ul style="list-style-type: none">• How do you and your buddy commute?
Participate in a UBC campus-wide event	<ul style="list-style-type: none">• What are your key takeaways from the event?
Learn something new about the history of the Musqueam people	<ul style="list-style-type: none">• What did you learn about the history of the Musqueam people?
Borrow and read a book for leisure	<ul style="list-style-type: none">• How likely are you to read another book for leisure this term?
Visit any faculty member for advice regarding careers, degrees, or opportunities	<ul style="list-style-type: none">• Have you asked faculty for advice regarding careers, degrees, or opportunities before?• What are your key takeaways from this visit?



REFLECT

As you consider how this strategy is working for you and your students, consider gathering feedback to inform what you might try next.



REFERENCES

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