

Video



"Using Analogies"

1. Suthakaran, V., Filsinger, K., & White, B. (2013). Using Analogies as an Experiential Learning Technique in Multicultural Education. *Multicultural Perspectives*, 15(2), 92-97
2. deWinstanley, P. A., & Bjork, R. A. (2002). Successful lecturing: Presenting information in ways that engage effective processing. *New Directions for Teaching and Learning*, 2002(89), 19-31.

"Time and Place to Study"

1. Gohn, L. A., & Albin, G. R. (2006). *Understanding college student subpopulations: A guide for student affairs professionals*. NASPA Student Affairs Administrators in Higher Education. (see Chapter 6, p. 115 – 134)
2. Clark, M. (2006). *Succeeding in the city: Challenges and best practices on urban commuter campuses*. *About Campus*, 11(3), 2-8.

"Building Student Confidence"

1. Hirschy, A. S., & Wilson, M. E. (2002). The sociology of the classroom and its influence on student learning. *Peabody Journal of Education*, 77(3), 85-100.
2. Fraser, L. (2012). A Value-Based Approach to Student Success & Building Trust With Your Institution. *Career Education Review*, 2012, 16 – 21.

"Guided Journaling"

1. Bolin, A. U., Khramtsova, I., & Saarnio, D. (2005). Using student journals to stimulate authentic learning: Balancing Bloom's cognitive and affective domains. *Teaching of Psychology*, 32(3), 154-159.
2. Hubbs, D. L., & Brand, C. F. (2005). The paper mirror: Understanding reflective journaling. *Journal of Experiential Education*, 28(1), 60-71.

"Text Hunt"

1. Berry, T., Cook, L. Hill, N. & Stevens, K. (2011) An Exploratory Analysis of Textbook Usage and Study Habits: Misperceptions and Barriers to Success. *College Teaching*, 59(1), 31-39.

2. Hirschy, A.S., & Wilson, M.E. (2020). The sociology of the classroom and its influence on student learning. *Peabody Journal of Education*, 77(30), 85-100.

"Embracing an Academic Identity"

1. Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of personality and social psychology*, 102(6), 1178-1197.
2. Gohn, L. A., & Albin, G. R. (2006). *Understanding college student subpopulations: A guide for student affairs professionals*. NASPA Student Affairs Administrators in Higher Education. (see Chapter 6, p. 115 – 134)

"Giving Effective Feedback"

1. Tinto, V. (2000). Taking student retention seriously: Rethinking the first year of college. *NACADA Journal*, 19, 5-10.
2. Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, 25(10), 1302-1318.

"Attendance and Classroom Community"

1. Gohn, L. A., & Albin, G. R. (2006). *Understanding college student subpopulations: A guide for student affairs professionals*. NASPA Student Affairs Administrators in Higher Education. See especially Chapter 6, p. 115-134.
2. Clark, M. (2006). Succeeding in the city: Challenges and best practices on urban commuter campuses. *About Campus*, 11(3), 2-8.
3. Pascarella, E.T., and Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

Additional selected readings, related to the video topics and first generation student success.

To view all of the videos, visit our YouTube channel: <http://www.youtube.com/HeritageISIS>