

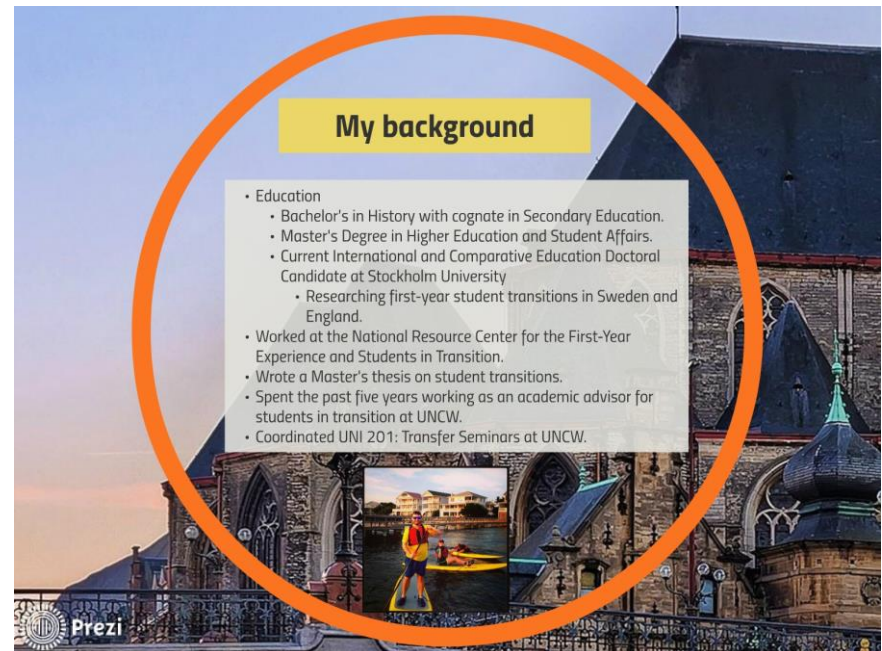
"I tell everyone about the theory!"

How teaching transitional theories can make student resilience "go viral."

Reed T. Curtis, M.Ed.
Stockholm University

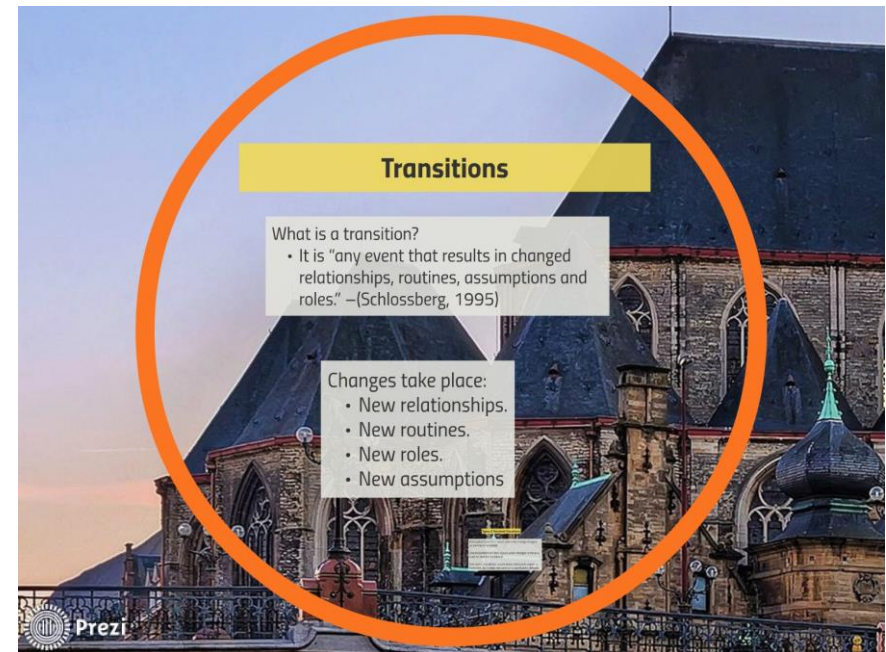
European First Year Experience 2016

Original Prezi Link: <https://prezi.com/2wioffn9m/i-tell-everyone-about-the-theory-how-teaching-transitional-theories-can-make-student-resilience-go-viral/>



My background

- Education
 - Bachelor's in History with cognate in Secondary Education.
 - Master's Degree in Higher Education and Student Affairs.
 - Current International and Comparative Education Doctoral Candidate at Stockholm University
 - Researching first-year student transitions in Sweden and England.
- Worked at the National Resource Center for the First-Year Experience and Students in Transition.
- Wrote a Master's thesis on student transitions.
- Spent the past five years working as an academic advisor for students in transition at UNCW.
- Coordinated UNI 201: Transfer Seminars at UNCW.



Types of Perceived Transitions

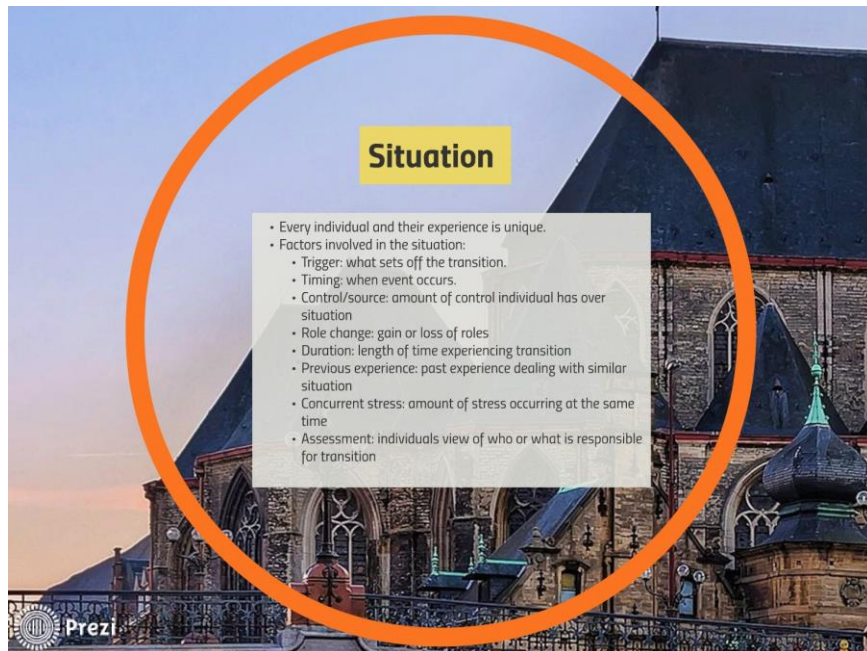
Anticipated transition: occurs when the changes happen as planned or expected.

Unanticipated transition: occurs when changes come as a surprise and are unplanned.

Non-event transitions: occurs when individuals expect a transition, but it does not come or is significantly delayed.


Variables that influence transitions (the Four S's)

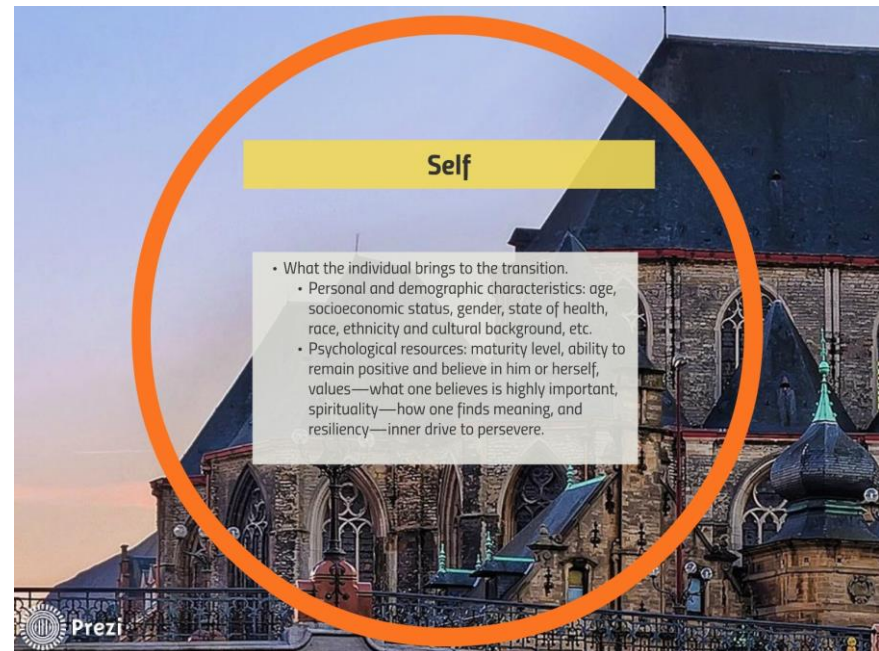
- Situation: refers to an individual's unique experience.
- Self: refers to what the individual brings to the transition.
- Support: refers to support that helps make transition successful.
- Strategies: refers to ways in which individuals cope with their transitions.



Situation


- Every individual and their experience is unique.
- Factors involved in the situation:
 - Trigger: what sets off the transition.
 - Timing: when event occurs.
 - Control/source: amount of control individual has over situation
- Role change: gain or loss of roles
- Duration: length of time experiencing transition
- Previous experience: past experience dealing with similar situation
- Concurrent stress: amount of stress occurring at the same time
- Assessment: individuals view of who or what is responsible for transition

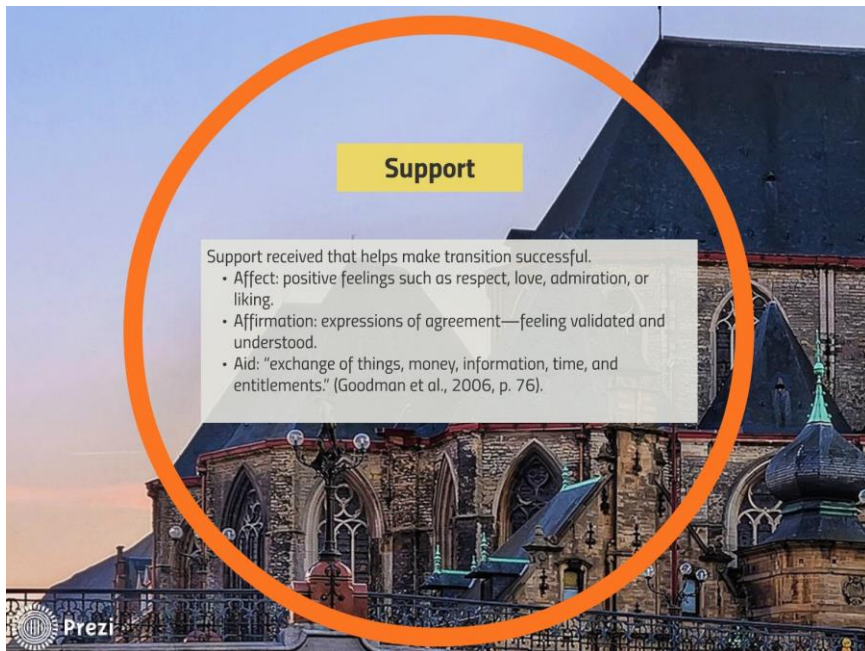
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Self

- What the individual brings to the transition.
 - Personal and demographic characteristics: age, socioeconomic status, gender, state of health, race, ethnicity and cultural background, etc.
 - Psychological resources: maturity level, ability to remain positive and believe in him or herself, values—what one believes is highly important, spirituality—how one finds meaning, and resiliency—inner drive to persevere.

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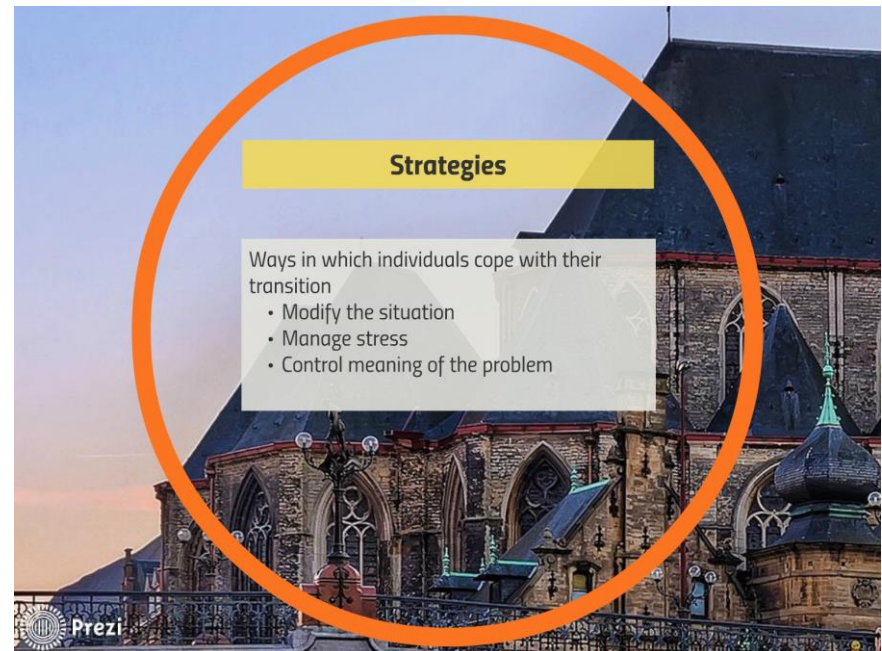


Support

Support received that helps make transition successful.

- Affect: positive feelings such as respect, love, admiration, or liking.
- Affirmation: expressions of agreement—feeling validated and understood.
- Aid: "exchange of things, money, information, time, and entitlements." (Goodman et al., 2006, p. 76).

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Strategies

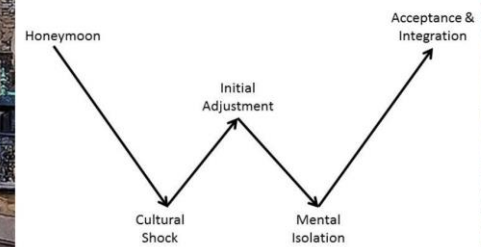
Ways in which individuals cope with their transition

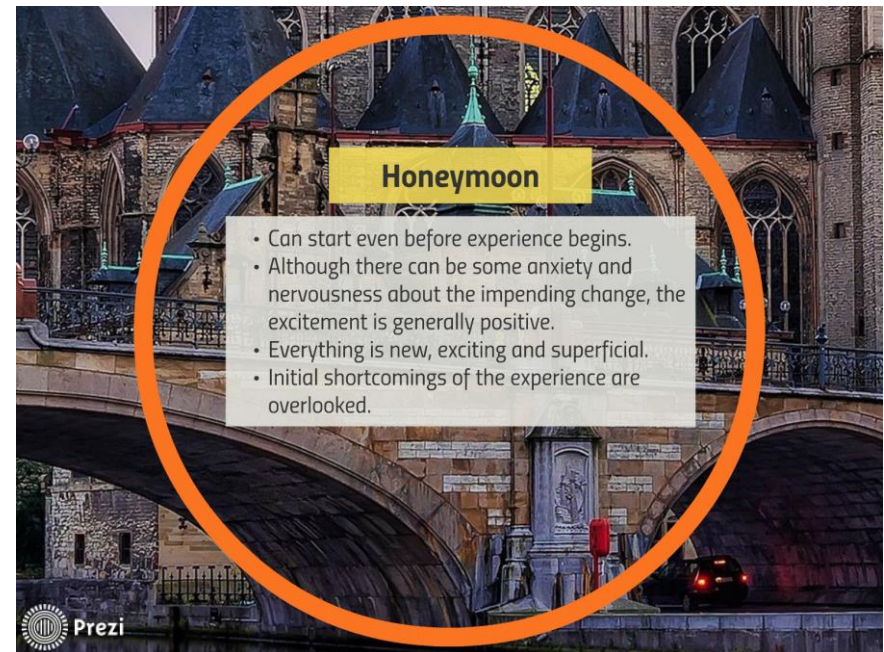
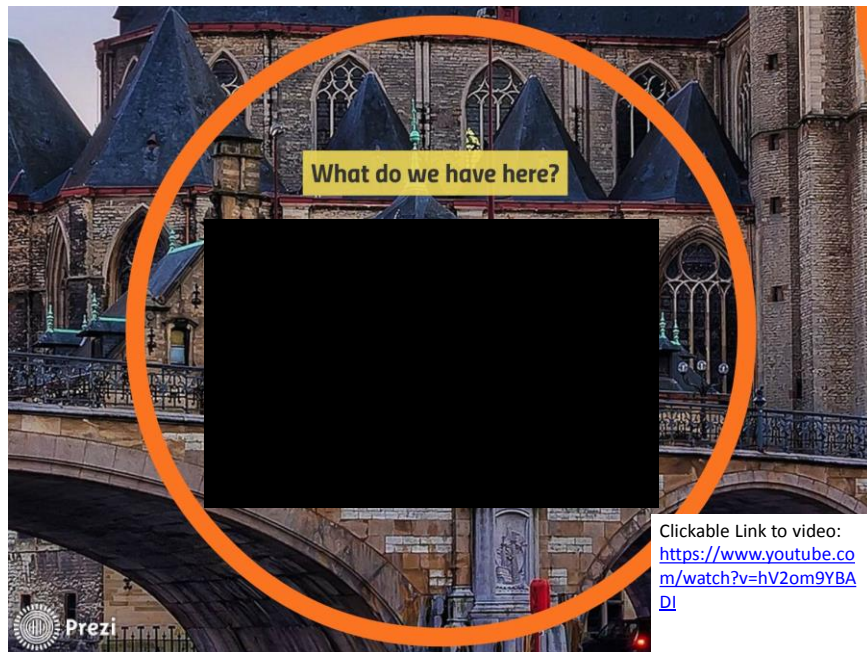
- Modify the situation
- Manage stress
- Control meaning of the problem

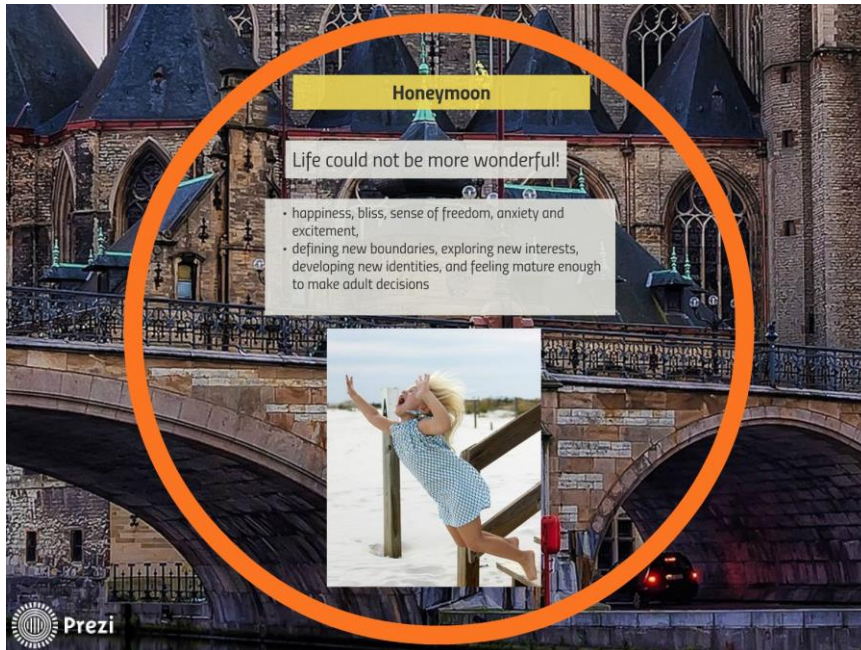
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What is the W curve?

- A way to describe how people experience culture shock.
- The model describes the experience by breaking it down into distinct steps that most people take on their journey to accept a new situation/ environment.
- Can be used to describe any kind of transition (i.e. a new friendship, moving to a new location, new job/ internship, etc.)








Honeymoon

Life could not be more wonderful!

- happiness, bliss, sense of freedom, anxiety and excitement,
- defining new boundaries, exploring new interests, developing new identities, and feeling mature enough to make adult decisions



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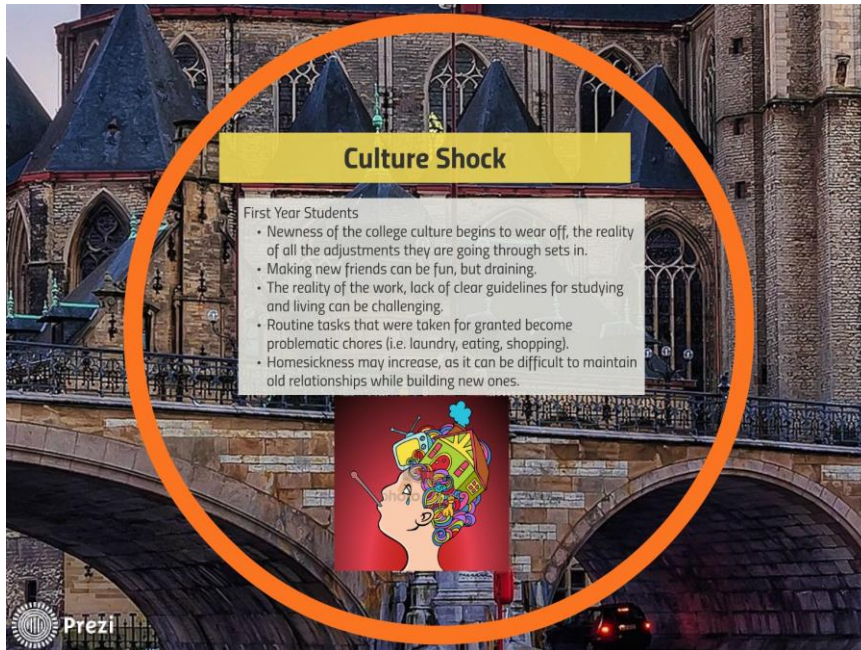
Cultural Shock

This college business is not all that easy...



- The "newness" of the experience begins to wear off.
- The experience can become draining because there is so much to take in and absorb.
- The reality of shortcomings and enormity of adjustment begins to set in.
- The difference from the familiar can create a sense of isolation (i.e. "I no longer belong to what I once did, but don't yet have a space here").


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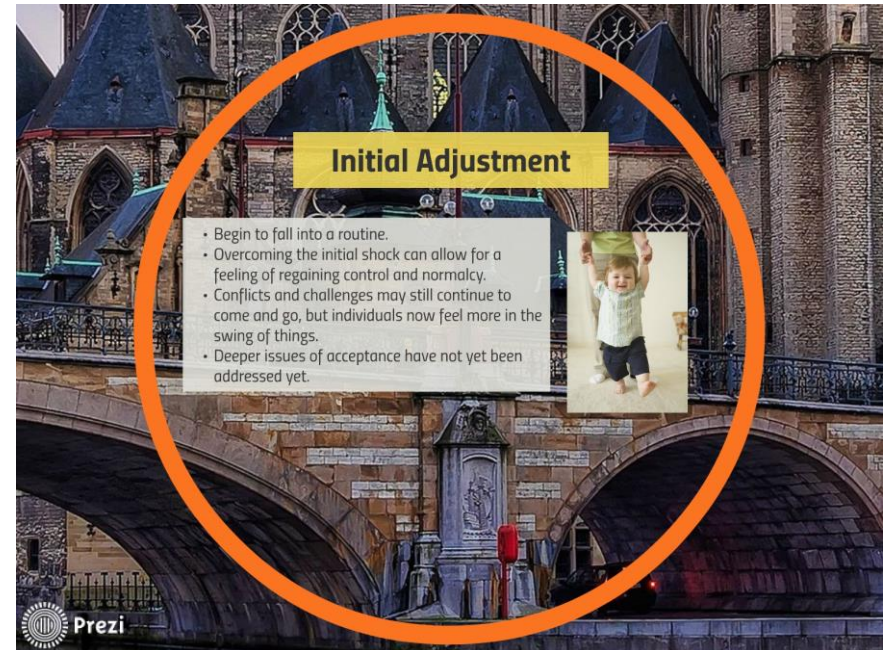
Culture Shock

First Year Students

- Newness of the college culture begins to wear off, the reality of all the adjustments they are going through sets in.
- Making new friends can be fun, but draining.
- The reality of the work, lack of clear guidelines for studying and living can be challenging.
- Routine tasks that were taken for granted become problematic chores (i.e. laundry, eating, shopping).
- Homesickness may increase, as it can be difficult to maintain old relationships while building new ones.




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Initial Adjustment

- Begin to fall into a routine.
- Overcoming the initial shock can allow for a feeling of regaining control and normalcy.
- Conflicts and challenges may still continue to come and go, but individuals now feel more in the swing of things.
- Deeper issues of acceptance have not yet been addressed yet.



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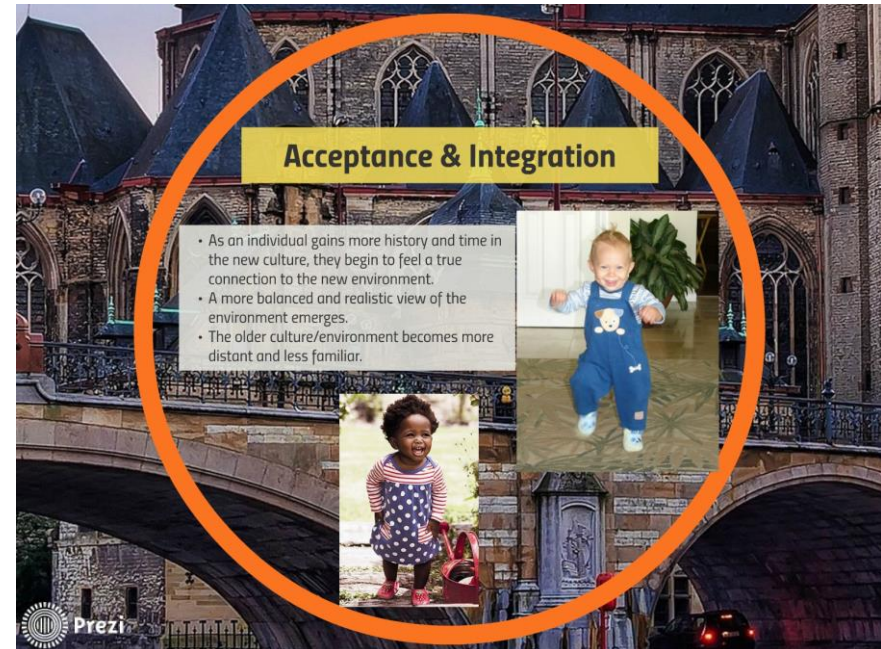


Mental Isolation






- Although the physical environment has become more familiar, individuals will relapse into a sense of isolation as comparisons are made between their new culture and more familiar culture.
- A feeling of being caught between two worlds.
- Questions about decision to transition and worthiness begin to surface.

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Acceptance & Integration

- As an individual gains more history and time in the new culture, they begin to feel a true connection to the new environment.
- A more balanced and realistic view of the environment emerges.
- The older culture/environment becomes more distant and less familiar.

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Methods taught.

- Journals, reflections, and activities related to both 4S's and W-curve.

Film/TV -
 John Boy's First Day from the Waltons <http://www.imdb.com/title/tt0743738/>
 Boyhood http://www.imdb.com/title/tt1065073/?ref_=fn_al_tt_1

Music -
 Have students choose a song that represents their first semester, compile a playlist using Spotify or other service.
<http://8tracks.com/curtisrt/uni-101-fall-2012-mixtape#>

Clickable Links:
<http://www.imdb.com/title/tt0743738/>
http://www.imdb.com/title/tt1065073/?ref_=fn_al_tt_1
<http://8tracks.com/curtisrt/uni-101-fall-2012-mixtape#>

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Methods taught.

- Academic advising / counseling -- using handouts to go over the theories, following up.
- Sharing your transition stories.
- Peer mentoring -- embedded within class or external. One on ones, sharing their transition stories.

Clickable Link to video:
<https://vimeo.com/37616589>

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<https://vimeo.com/31332727>

Mapping your own W-Curve

Two examples:

Reed T. Curtis
November 15, 2015
Brand new Reed starts today...no more failures!
Like Comment

Dan Spaulding
over a year ago
You can now call me Mr. Spaulding. It's been real Marine Corps, thanks for the good times and good friends. Time to start a new chapter!
Like 204 10 22 Share

Reed's W-Curve <https://storify.com/curtisr/the-w-curve>

Dan's W-Curve <https://storify.com/danspaulding/dan-s-w-curve>

Clickable Links:
<https://storify.com/curtisr/the-w-curve>
<https://storify.com/danspaulding/dan-s-w-curve>

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Clickable Link to video:
<https://vimeo.com/37616589>

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Have any Questions or Answers?

For more about me and my research,
please visit: <http://www.reedcurtis.com/>

Clickable Link:
<http://www.reedcurtis.com>

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References

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