

Motivating students' ideal self through co-constructed narrative

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Background

Possible selves

Mentor/mentee programmes

Connect theory to practice

My own narrative

- ① Undergrad in Michigan
- ② Teaching in Aotearoa

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- The interface between motivation and self-concept (Markus & Nurius, 1986)
- Influences motivation in two ways:
 - Providing a clear goal to strive for, and also to avoid (Leondari, Syngollitou, & Kiosseoglou, 1998)

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 - Increases aspirations, access to guidance, perseverance

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- 95% of students who attend five or more PASS sessions pass the course

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- Pasifika Student Success supports students at all levels

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- The programmes allow for the same leader/mentor to build rapport with the students
 - Positive correlation between the amount of time a mentor was a mentor to the mentee and the quality of their relationship (Silverstein, 2012)
 - Higher quality relationship means students are more likely to see their mentor as an important other.

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- Promote behavior which is conducive to positive development of ideal self actualization
- Positive correlation between level of specificity of ideal self and influence in structuring an individual's activities towards realization (Leondari, Syngollitou, & Kiosseoglou, 1998)

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- Positive effects on realizing ideal selves, engagement and behaviour

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- ② Programmes offering repeated contact with students is one avenue to promote students' ideal selves.
- ③ Making this phenomenon explicit to the students could be an additional focus of mentor/mentee programmes.
- ④ Doing so could perhaps change our students' narrative from *I can pass this class* to *I can succeed in academia*.

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The nine-week programme I (Oyserman, Terry, & Bybee, 2002)

- Creating a group (Goal: create a positive sense of membership and set the stage for school involvement and future possible selves)
- Images (Goal: create concrete experience of imagining their future)
- Time lines (Goal: strengthen the connection between present and future)
- Possible selves and strategies boards (Goal: strengthen connection between current behaviour, next year, and future attainments)

The nine-week programme II (Oyserman, Terry, & Bybee, 2002)

- Solving everyday problems I (Goal: provide students with concrete experience breaking down everyday school problems into more manageable parts)
- Solving everyday problems II (Goal: reinforce students' ability to make school-related plans for the future)
- Wrapping up, moving forward (Goal: organize experiences so far)

The nine-week programme III (Oyserman, Terry, & Bybee, 2002)

- Building an alliance and developing communication skills (Goal: allow students to state their own concerns for the students in the coming year, see limitations of current communication skills in handling these concerns, and practice another model in a structured setting)
- Jobs, careers and informational interviewing (Goal: identify gaps in knowledge about how school links to careers and provide students with skills to obtain this information)