

Dr. Kathleen Hughes

Tuesday, November 10, 2015

2:00pm - 3:00pm

112 Teachers College



You can do it!
Helping anxious students to excel and perform
in differing classroom settings:
Discussions of personal perseverance, teacher
support, and socio-emotional learning.

Classroom settings provide many obstacles for anxious students, from academic evaluations to social interactions. Although protective factors such as positive classroom climate and teacher support benefit anxious students, there are still at-risk students who continue to excel in the worst of circumstances. Despite the odds, some highly anxious students are also high achieving students. The characteristics of these anxious-and-achieving students will be discussed in terms of the Programme for International Student Assessment (PISA) 2012 Canadian sample. In particular, the inter-associations among subtypes of student engagement (perseverance, work habits, values, interests, and belonging) will be explored along with the impact of classroom (climate, teacher-student relationships, teacher support) and family factors (socioeconomic status, family resources). Implications for future work, including the role of socio-emotional learning will be discussed.

Dr. Kathleen Hughes is an Instructor in Psychology at the University of New Brunswick in Fredericton, Canada. She completed her PhD in Developmental Psychology at Carleton University in Ottawa, Canada, where she focused on child shyness, academic engagement, and classroom dynamics. Kathleen has also worked as a postdoctoral scholar at the Canadian Research Institute for Social Policy in which she examined Canada-wide datasets concerning secondary students' engagement, classroom climate, and teacher quality, along with international datasets such as the Trends in International Mathematics and Sciences Study (TIMSS) concerning family socioeconomic status, school resources, and student achievement.



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