SOCIAL CAPITAL: BUILDING BRIDGES, EXPANDING NETWORKS

West Los Angeles College
CRTL – Workshop #2
Lead Facilitator: Arnita Porter
Friday, November 13, 2015
11:00 am – 12:30 pm
GC, Room 250

Culturally Responsive Teaching and Learning Team (CRTL):
Susi Dovlatian, Mary Hardy, Arnita Porter, Antoinette Simpson
AGENDA

11:00 - 11:15 am
Welcome
CRTL Recap and Update

11:15 am - 11:45pm
Social Capital

11:45 - 12:15 pm
Building Bridges, Expanding Networks
Exercise / Group Activity

12:15 - 12:25 pm
Q&A

12:25 pm - 12:30 pm
Wrap up
Assignment
OBJECTIVES:

According to Harvard professor, Robert Putnam, PhD, “social capital refers to social networks and the associated norms of reciprocity.”

In this session we will:

• Examine the effects of social capital
• Explore the importance of helping students understand, build and expand their social capital networks
• Discuss creating a best practices list to help our students build and expand their social capital networks
CRTL Recap

2015 Activities
• Team selected, May
• Training - Harbor College, *Train the Trainers*, July
• Monthly planning meetings
• Faculty Teaching and Learning Academy (FTLA) – Pierce College, August
• West Professional Learning Week, Hot Topics Panel, Professional Learning Day, August
• Workshop #1 – *Exploring Mindsets and Learning* (Susi Dovlatian), October
• Student Cultural Event - *Culture & Conversation: Communities Supporting Communities* Sponsored by ASO, Reachers Club, FORWARD, November
• Workshop #2 – *Social Capital – Building Bridges, Expanding Networks*, November

2016 Activities
• FTLA, January
• West Leadership Retreat, February
• Workshops: *Meanings of Culture and Race* (MaryHardy); *Overcoming Stereotype Threat* (Antoinette Simpson)
• *Culture & Conversation: Communities Supporting Communities* (2 Events)
DISCUSSED
• FIXED MINDSET LEARNER
  • Believes ability is fixed and unchangeable; avoids challenges, gives up easily, feels failure is a confirmation of inferiority

GROWTH MINDSET LEARNER
• Believes ability can be improved, intelligence can be developed, views effort and striving as positive

IMPACT OF PRAISE
• Best to praise effort, persistence, struggle, and improvement rather than intellect

REFLECTION/DISCUSSION QUESTIONS: In what ways do you demonstrate to your students that they are in charge of their academic success?
SOCIAL CAPITAL THEORY (Alexander Dreiling)

VIDEO

https://www.youtube.com/watch?v=sts9upOA9EU&feature=youtu.be
TYPES OF CAPITAL

Financial Capital
• economic resources of wealth, income and materials
• aids intellectual development and achievement.

Human Capital
• skills
• talents
• habits
• social and personality attributes
• creativity
• knowledge acquired and possessed by an individual
SOCIAL CAPITAL

• Social capital refers to social networks and the associated norms of reciprocity.

• Benefits gained from having access to certain social resources within networks of people and knowledge systems.

• Who you know greatly influences what you will learn and know.
Family as First Social Capital Band

• The first and primary benefit of social capital is access to what a family or community knows (or believes is true) – interpretations of reality, names for things and people – conveyed via our first learning experiences.

• Who helps the child learn?
• Who creates conditions for learning?
• Who shapes the child’s self-image?
• Who gets the child into elite colleges?
• Who connects the child to work or business later?
• Who helps the child become president of the United States?
Who you know greatly influences what you will learn or know.
David Truscello, PhD, researched the implications of social capital knowledge networks in achievement gap differentials. He used a classroom exercise to help students identify, examine, and expand their social capital knowledge networks. Students:

• discussed what they knew and how they knew it.

• created a graphic organizer: *My Social Capital Portfolio*.

• reflected on the data and discussed the size and extent of their social capital networks of knowledge and the kinds of knowledge shared by people in their social capital networks.

• wrote essays about the experience.

• collaboratively devised practical ways they could begin connecting to people who knew their subject or field of interest (e.g., through internships, practicum, volunteering, and correspondence).

Cited in Truscello and Coleman, 2015
INITIAL NETWORK DESCRIPTIONS:

“In my life there are very few people in my social network. Social capital is not a luxury I have right now.”

“No one in my family knows anything that could help me in the career I have chosen. (pediatrics). My mother grew up poor, she dropped out at 16, was married with 2 kids by her 19th birthday.”

“I am compelled to expand who I know, or else I’ll be limited by the invisible boundary of my reality.”

AFTER CREATING SOCIAL CAPITAL PORTFOLIOS:

“It gave me a new way of thinking about people I know and how I can tap into their knowledge to start my own career.”

“Even the smallest human interaction can be considered utilizing social capital at some level.”

“I need to begin to think about the connections I should make to gain knowledge, and to improve my chance of success in the medical profession.”

“Since my major is digital electronics, I may need to get connected to someone who works in that field or an instructor here on campus.”

“Take a deeper look into our society, our government, our world. America, the land of opportunity. But for whom? Society in my opinion, has its winners picked out. Society says that if your father was great then so shall you be also.

But what about me, the young African American woman whose family had nothing, whose grandmother cleaned the houses of white families for $7.00 a week, whose grandfather picked cotton for a living, whose ancestors were owned by people...

What about me?”

--Clarice

Cited in Truscello and Coleman, 2015
“The plan which I adopted...was that of making friends of all the little white boys whom I met in the street. As many as I could, I converted into teachers...I used to carry bread with me. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread...knowledge.”

Narrative of a Life of Frederic Douglass, an American Slave, Written by Himself, p. 52-53.
WHY BUILD SOCIAL CAPITAL?

Building social capital networks helps our students expand beyond the “invisible boundary” of their realities by connecting them to people who provide information, tools, and resources to help them succeed in their educational, personal, and professional endeavors.
ACTIVITY

To help our students understand the importance of building and expanding their social capital networks, let’s first examine our own.

Complete the Social Capital Worksheet.
Group ACTIVITY

How can we help our students understand the importance of building their social capital networks?

THINK of scenarios where social capital networks at West may have helped students overcome difficult situations.

PAIR up to discuss the scenarios. (small groups)
• What were the difficult situations?
• Did any situations arise because of the student’s culture, race, ethnicity, income challenges, etc.?
• How were the issues addressed and resolved?
• How can we use social capital networks to address achievement gaps?

SHARE out
Q & A

Wrap up
RESOURCES AND SUGGESTED READINGS


THANK YOU FOR JOINING US
Susi Dovlatian, Mary Hardy, Arnita Porter, Antoinette Simpson

**Fall 2015 Schedule**
Friday, October 2, 2015
Exploring Mindsets and Learning

Friday, November 13, 2015
Social Capital and Learning

**Spring 2016 Schedule**
The Meanings of Culture and Race (TBD)
Culturally Responsive Teaching: Overcoming Stereotype Threat (TBD)