

SOCIO-CULTURAL CONTEXT

LEARNING CONTEXT:

Active Learning¹ – learning tasks are hands-on and stimulate cognitive engagement | **Collaborative Learning**¹ – youth work together to complete learning tasks | **Meaningful Content**¹ – youth can connect to the content of the learning task because the link to their lives is clear | **Supports for Mastery**² – activities are sequenced to gradually build a set of skills | **Opportunities for Choice and Autonomy**² – youth have structured opportunities to make choices and act | **Sense of Belonging**² – youth feel accepted and included in the learning activities independently | **Supportive Relationships**² – peer and adult relationships are characterized by warmth, support, and inclusion

STUDENT BACKGROUND CHARACTERISCS

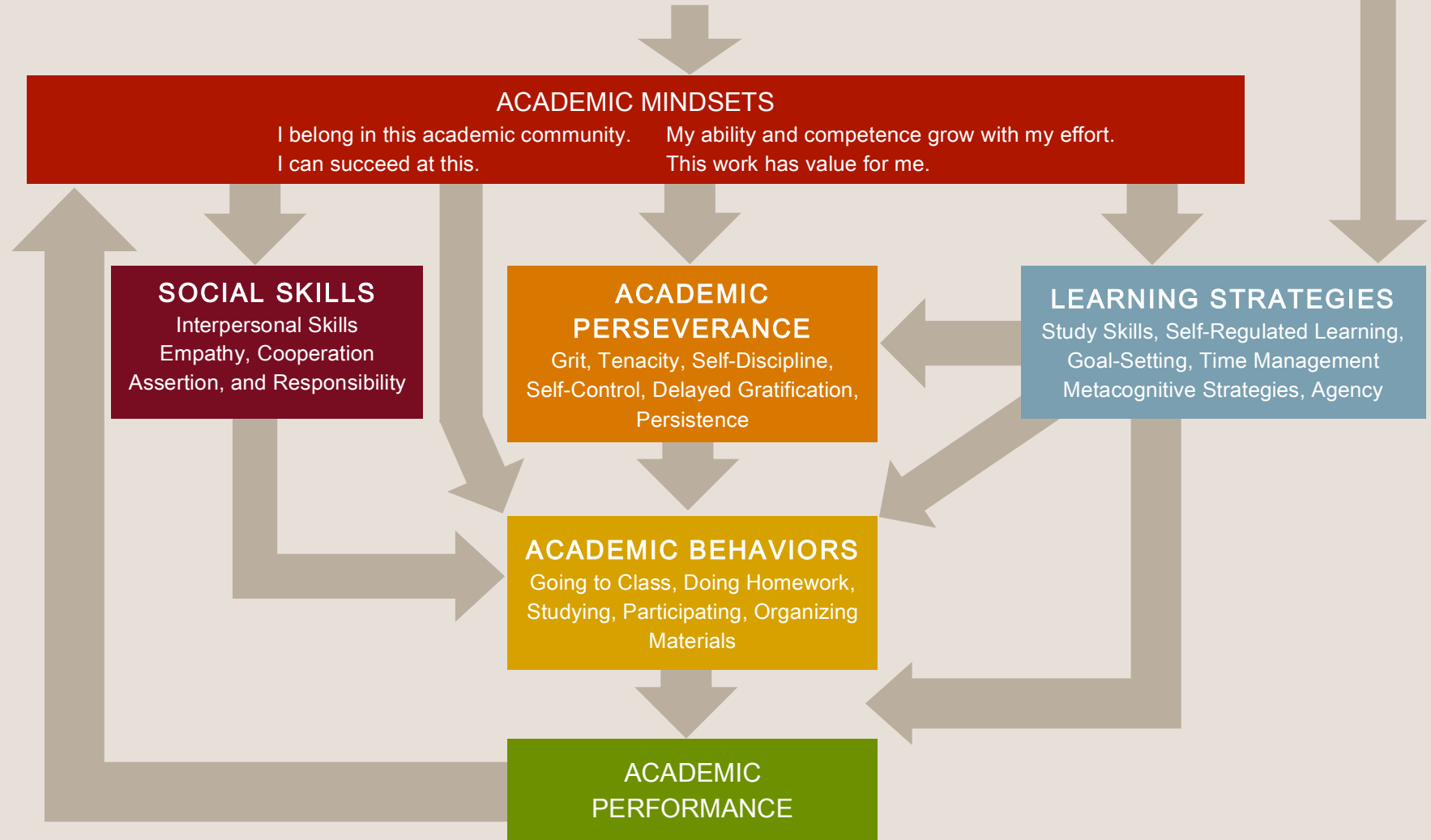


Figure 2.1 A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/School and Larger Socio-Cultural Context. Adapted from Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

¹ Piha, S. & Newhouse, C. (2011). *A crosswalk between the Learning in Afterschool learning principles and afterschool quality measurement tools*. Oakland, CA: Temescal Associates.

² The National Research Council and Institute for Medicine (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy of Science.