

Supportive Strategies in STEM Education

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Most often achievement gaps and lack of student success are perceived to be derived from cognitive factors, i.e., that students are not as well prepared for a course through poor training of prerequisites, or they lack development of higher-level learning processes like memorization, reasoning, application, analysis, or evaluation. We now recognize that non-cognitive factors are also important, and that resources other than remedial training can foster significant improvements in successful student outcomes. We will discuss these non-cognitive factors and new strategies and approaches that promote an inclusive classroom and improved learning experience in STEM courses.

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