**Themes (Please choose first Priority)**

Teacher education or professional development programs

**Themes (Please choose second Priority)**

 Social-emotional learning

**Title** (maximum 10 words)\* Enter the FULL TITLE of your submission. This will be used in the final program. HOW TO GROW GRIT STUDENTS, RELEVANT TO A CHANGEBLE WORLD ?

**Abstract**\* (maximum 250 words)\* Please enter an abstract of your paper

This lecture reviews relevant researches dealing with human prosperity and wellness regarding the fulfillment of success, mainly the research on GRIT (Duckworth, 2016) focusing on building GRIT in the educational arena.

 One of the disturbing phenomena, which has increased in the last few years in the world and in Israel, is the growing academic dropout, reaching 20%-30%, occurring mainly in the first year of their studies.
The students today, being part of the Millennials and Z Generations, are experiencing difficulties in adapting to the new academic framework and demands, and seem to be lacking the skills and resilience required in order for them to overcome their hardships and achieve their goals. GRIT presents an updated term, focusing on the combination of passion and perseverance for a singularly goal, as the foundation stones for success.
I present a relevant approach which corresponds and takes into account the unique characteristics of these students and offers a new teaching methodology, which builds strategic GRIT and enables them to raises their grades and finish their first year of academic studies.
This gives them an advantage and increases their chances to cross the finish line and receive a diploma.

**Introduction or theoretical background**\* (200 words)

One of the central issues in modern education is the dilemma what builds academic success and how to manage it. Success was traditionally associated with IQ levels, but recent studies now look at the success factor differently. They put an emphasis on emotional and personality factors and their connection to increasing the ability to achieve one's goals.

One of the most innovative personality factor is GRIT, which is defined as the combination of passion and perseverance for a long lasting singularly goal. GRIT involves the ability to preserve passion and effort, in order to overcome obstacles or challenges that lie on the path ahead. According to Prof. Duckworth, a student with high GRIT levels has more chances to "stay on track" and finish his academic studies. (Duckworth, 2016)
Dr. Victor Frankl states 3 factors which relate to motivation- freedom of choice, strive for meaning, defining the spiritual meaning of life. Frankl claims that by relating to these factors, students can challenge the "existential vacuum" which they might experience and enhance their ability to initiate action. (Frankl, 1985)

Manageability is another concept which relates to the ability to initiate action and it derives from the salutogenic model. Manageability is the drive behind the action itself, in which the individual acknowledges his internal (strengths and abilities) and external (others he can trust) resources. High levels of manageability help to expend one's self efficacy to manage tasks and solve problems (Bandura, 1997) which as a result widens the use of resources in the process of goal striving. (Antonovski, 1996)

**Study or initiative’s goals, study questions, main assumptions or arguments\*** (50 words)

My assumption is that as human being, we are born with an embedded GRIT which enables us to develop and face life challenges, as early as infants. GRIT is flexible and changeable, so emphasizing and developing it as part of the modern educational language is crucial.
I suggest creating a formula – GRIT+meta cognitive strategic tools= manageability GRIT = sustainable resilient success.

**Description of initiative or study methodology. (including participants, tools or information sources, study conduct and data analysis methods)\*** (150 words)

I developed a unique intervention educational program " Tzolhim" (crossing over), aimed in reducing drop-out percentages of freshman students in colleges and universities in Israel.
The program combines theoretical and practical knowledge, based on brain studies, management and group studies and positive psychology.
The program's goals are raising awareness and meaning to the concept of GRIT, teaching manageability relating self-initiated learning, developing meta cognitive strategic skills which help to control and manage self-initiated learning.

" Tzolhim" has been running in 15 academic programs since 2016 and has involved 1,800 students. In some institutes the program was part of a first year prep course including lectures and short sessions. In other cases, weak students were chosen from the first-year students and were given the program as a preventative measure before drop-out. It included small group meetings during the semester and closer to the exams, and 'one on one' guiding sessions, tailored according to the students immediate needs.
The results were measured by self reflective forms given at the end of each course and by measurement of the drop-out percentage conducted internally by the educational institutes.

**Key findings\*** (200 words)

One of the key findings from the analysis of the forms is the new thought pattern and GRIT awareness that the students show regarding their studies. The students express higher levels of familiarity and acknowledgment of their strengths in coping with difficulties and show greater willingness to put a passionate effort in their studies, accepting their challenges and working through them. Students reported that they are now able to replace the fear from putting and effort and maybe failing, into putting an effort and maybe succeeding. They are willing to put more emphasis on their studies in order to achieve their long-term goals. "managing my studying schedule and strategies lead to better results both now and also in the long run". The findings also show that the students' self-efficacy is higher and they now posses the knowledge of how to use their internal and external resources in order to develop success and hold on to it.

Another key finding derived from the academic institutes' internal evaluations, which showed reduce in students drop-out percentages of around 20%. One of the institutes even presented an increase in the students' grades, which was in correlation with participation in the program.

**Discussion, key theoretical or practical conclusions, study importance\*** (100-250 words)

הצגת הבעיה הקיימת היום

הצגת תוכנית צולחים כפתרון

איך התוכנית עושה את זה, המלצות להמשך פיתוח ומחשבה

One of the disturbing phenomena, which has increased in the last few years in the world and in Israel, is the growing academic dropout , mainly in the first year of studies. One Ttrigger of that is that students are lack the strategic resilience required in order to overcome their hardships and achieve their goals

I seek to shed a light on that issue, saying that GRIT combined with Manageability are significant abilities to enhance passion and effort for a long time in order to overcome challenges and achieve success

יש לתת לגריט משקל רב יותר בתפיסה החינוכית במובן שיש להעמיק את משמעותו ואופן השימוש בו במרחב החינוכי כך שיהיה רלוונטי לדור שמאמץ והתמדה אינם מוטמעים בו כערך ראשי (אלמוג, 2016)

Regarding that, I offer an updated formula, relevant to present generation and based on Tzolhim program that succeed in reducing drop-out percentages of freshman students in colleges and universities in Israel, means: GRIT meta cognitive strategic tools= manageability GRIT = sustainable resilient success.

We need to develop a new cognitive and practical language which enhance the students manageability Grit and in order to them to develop success and hold on to it.

דוגמא מתוך צולחים - יש לעדכן את התפישה והטרמינולוגיה על הצלחה וכישלון: התחושה בקרב סטושנטים הנה ששיש או הצלחה או כישלון. אך במציאות, אין ריק ביניהם, אלא דווקא מתקיימים 'מצבי תקווה ושינוי'%) שיטה כן עובד) ופשוט נדרש לבחון מה לדייק ולשנות בניהוליות והתנהלות על מנת לשפר ביצועים ומטרות להצלחה

דוגמא נוספת – תוכנית צולחים מלמדת את הסטודנטים להסתכל על מבחנים ככלי לבקרה ולשליטה על ביצועים לאורך זמן. האם מוסדות חינוך ואנשי הוראה מתייחסים לפוטנציאל זה לעומקו? האם הם משתמשים בו לפתח תודעה של ניהול להט, התמדה והצלחות ? איני בטוחה. ואמירתי היא כי פשוט לייצר שיטתיות ושפה המיישמת זאת.

להמשך דיון בהקשר לפיתוח גריט ניהולי מותאם דפוסי דור עתיד ועידן משתנה -

עלינו לשאול עצמינו – האם כלל הסטינג החינוכי (שפת הוראה, אופן לימוד, מבחנים, משובים) מעודד באופן רב מימדי וסינרגי צמיחה של manageability Grit ?

האם מובילי החינוך של היום מיומנים מספיק כמנטורים שיודעים לעורר manageability Gritהלכה למעשה ?

לסיכום - צולחים כמתודולוגיה ישימה, יכולה להיות מקור התייחסות אקטיבי לשאלות בנושא manageability Grit

יש להטמיע כלים פרקטיים במרחב הלימודי יחד עם המשך מחקר גריט על מנת למנף בצעירים חוסן פנימי בר קיימא מבוסס manageability Grit שיאפשר להם להשיג מטרות ולשגשג בעולם מורכב שמשתנה במהירות וכל הזמן

 **References\*** (maximum 3) Keywords\*

**Antonovski, A**. (1996) The Salutogenic Model As a Theory to Guide health Promotion. Health Promotion International, 11, 11-18

http://doi.org/10.1093/heapro/11.1.11

**Bandura, A**. (1997) Self Efficiency: The exercise of control. New York: Freeman

**Duckworth, A.L**. (2016). Grit. New York: InkWell Management

**Frankl, V.E**. (2001) Man's Search For Meaning. Lod: Dvir, Publishing House

**Write all relevant topics from conference themes, and up to 3 additional words Permission to publish**\*

Grit, Success, Resilience

Check this box to give us permission to publish your submission on electronic media and in hardcopy if it is accepted for presentation