

MAGNETIC STATEMENT 1

"Build up a friend circle filled with diversity in ideas, experiences, and skills. Students exposed to diversity are more likely to see improvements in thinking complexity, reflective thinking, and critical thinking."

(Krieglstein, 2018, 33)

Krieglstein, T., Ruiz, M., & Colleran, S. (2018). *First year student to first year success: 21 things you need to know when starting college*. Swift Kick.



MAGNETIC STATEMENT 2

"What we're interested in here is what neuroscientists and psychologists refer to as attentional control or executive attention, which describes the ability we have to direct our attention and hold it - the power we have over what we choose to focus on and what we choose to ignore."

(Stemmler, 2019, 85)

Stemmler, D. (2019). *Time management secrets for college students: The underground playbook for managing school, work, and fun!* College Success Academy.



MAGNETIC STATEMENT 3

“[Extracurriculars] teach a lot of the skills you need as an adult: time management, leadership, self-discipline, and persistence for doing work that isn’t extrinsically motivated.”

*(Tony Wagner, Harvard
Graduate School of Education,
in Kronholz, 2012, 9-10)*

Kronholz, J. (2012). Academic value of non-academics. The case for keeping extracurriculars. Education Digest, 77(8), 4-10.



MAGNETIC STATEMENT 4

“...Sites [outside of the classroom] provide opportunities for linguistic and social interactions to play a powerful role in situating students’ science learning experiences.”

(Verma, et. al., 2015, 268)

Verma, G., Puvirajah, A., & Webb, H. (2015). Enacting acts of authentication in a robotics competition: An interpretivist study. *Journal of Research in Science Teaching*, 52(3), 268-295. <https://onlinelibrary-wiley-com.ezproxy.lib.ou.edu/doi/pdf/10.1002/tea.21195>



MAGNETIC STATEMENT 5

“...[Extracurricular activity participation] alters the educational outlook of those participating by exposing students to new academic possibilities, boosting standards or expectations for course grades, or altering personal goals.”

(Morris, 2016, 1,380-1,381)

Morris, D. S. (2016). Extracurricular activity participation in high school: Mechanisms linking participation to math achievement and 4-year college attendance. *American Educational Research Journal*, 53(5), 1,376-1,410.

