

## Love of Teaching Conference 2021



<p><b>Scenario: A small group of students is consistently coming to class late and does not seem engaged in discussions and other class activities on Zoom/Collaborate. What should the professor do in this situation?</b></p>	
<p><b>CRT Principles/Tools That Apply:</b></p>	<p><b>Specific Actions and Strategies:</b></p>
<p><b>Know Your Students</b></p>	<ul style="list-style-type: none"> <li>- Flip Grid</li> <li>- Getting-to-Know You Survey</li> <li>- One-on-one interviews</li> <li>- Intro on BB Discussion forum</li> <li>- One-page bio about why they are there</li> <li>- Ask for student evaluation of class structure – what can we do better? What are we doing well? What do they need from us?</li> </ul>
<p><b>Connect With Your Students</b></p>	<ul style="list-style-type: none"> <li>- Personal cell phone – texting</li> <li>- Remind / Group Me (Apps)</li> <li>- Respectful nicknames</li> <li>- Discord (App)</li> <li>- Schedule required one-on-one conferences with students to offer personalized feedback and to connect with the students, building a connection with them.</li> <li>- Discuss a time when you were a student when you were coming to class late. Mention the reasons, what you did, should have done, consequences, etc.</li> <li>- Use humor in class and show that you are human and understand that life does sometimes create challenges for you, too.</li> </ul>
<p><b>Let Them Know You Care</b></p>	<ul style="list-style-type: none"> <li>- Personal relationships</li> <li>- Convey ability</li> </ul>

	<ul style="list-style-type: none"> <li>- Make time to be open and discuss why students are late or seemingly unengaged.</li> <li>- Set Calendar in Microsoft Bookings so students can schedule time for themselves</li> <li>- Help students solve any problems to access with College resources: tech, funding, etc.</li> <li>- Reach out to students individually if they seem to need help</li> <li>- Ask students directly how you can help them</li> <li>- Let them know attendance helps with a good recommendation later on</li> <li>- Post-assessment, or if student not participating, meet with students in individual conferences to troubleshoot about any challenges—personal connection and follow up</li> </ul>
<p><b>Create a Comfortable Learning Environment</b></p>	<ul style="list-style-type: none"> <li>- Music</li> <li>- Begin with interesting/fun activity</li> <li>- Begin class with engaging warm-up activities.</li> <li>- Build positive expectations for the class – provide a special weekly activity like a “lounge” day or “cap” day where students can come to class in their pjs or a hat</li> <li>- Begin class with engaging warm-up activities.</li> <li>- Pose questions early and in various mediums, so people have time to think about their answers—encourages processing time</li> </ul>
<p><b>Create a Strong Classroom Community</b></p>	<ul style="list-style-type: none"> <li>- Ask students to solve problem together</li> <li>- Begin with interesting/fun activity</li> <li>- Begin with current event</li> <li>- Begin with graph and guess what it is</li> <li>- Remind all the students that they are a valuable part of the class and the students’ learning process, mentioning the importance of learning the course skills and the overall goals of the class. This will likely resonate with some students, and then the instructor can meet individually with students who continue to arrive late to class and behave as unengaged in the class sessions. The instructor can talk with the students to ask what is going on. Then, when the behavior improves, the instructor can email positive messages to the students who have improved.</li> <li>- Incorporate ice-breakers so that the students can feel a sense of community, even in the remote learning world.</li> <li>- Ask students to turn on videos when their name is called when faculty are taking attendance.</li> <li>- Send weekly emails to engage students and build community</li> <li>- Professional expectations for class &amp; build mutual respect – relate expectations for class to expectations for the working world; students should let instructor know if they are going to be late</li> </ul>

	<ul style="list-style-type: none"> <li>- Community building should be prioritized even with videos off</li> <li>- Remind all the students that they are a valuable part of the class and the students’ learning process, mentioning the importance of learning the course skills and the overall goals of the class. This will likely resonate with some students, and then the instructor can meet individually with students who continue to arrive late to class and behave as unengaged in the class sessions. The instructor can talk with the students to ask what is going on. Then, when the behavior improves, the instructor can email positive messages to the students who have improved.</li> <li>- Incorporate ice-breakers so that the students can feel a sense of community, even in the remote learning world.</li> <li>- “on time” has various cultural meanings, so teacher must be explicit about what it means—the expectation is for you to log on at XXX time, and these things will be discussed during the first ten minutes of class.</li> <li>- (Mention that it is) Respectful to other students to show up on time; they have to depend on each other</li> <li>- Set clear expectations</li> <li>- Create purpose around disciplinary focus, make the time meaningful</li> <li>-</li> </ul>
<p><b>Build Students’ Confidence</b></p>	<ul style="list-style-type: none"> <li>- Ask students to ask plenty of questions</li> </ul>
<p><b>Vary Your Teaching Styles</b></p>	<ul style="list-style-type: none"> <li>- If the class includes breaks, then the instructor can ask ice-breaker-type questions or unusual questions (about the content) of all students to be sure everyone is back from the break.</li> <li>- Do more interactive learning activities in the SRT classroom to build student engagement, including Kahoot games, scavenger hunts, and group discussions, learning activities/presentations, and projects</li> <li>- Ask students to view short recorded lectures, and then use that knowledge during class time in hands-on activities.</li> <li>- Create incentives for on-time attendance with pre-class activities</li> <li>- Varying teaching styles helps with student engagement; when students don’t know exactly what to expect, they might be less inclined to miss class</li> <li>- Engage students in conversation &amp; discussion in multiple modes: give students more than one way to respond</li> <li>- If the class includes breaks, then the instructor can ask ice-breaker-type questions or unusual questions (about the content) of all students to be sure everyone is back from the break.</li> <li>- Begin class with a quiz or other low-stakes activity that cannot be made-up later.</li> <li>- Be flexible because students’ circumstances can change—taking class from home</li> </ul>

	<ul style="list-style-type: none"> <li>- Make or edit short videos to help students use tech or learn content or demonstrate project/process</li> </ul>
<b>Connect Learning to Students' Lives</b>	<ul style="list-style-type: none"> <li>- Note that engaging students in discussion can be an opportunity for culturally responsive understanding as different cultures have different expectations for degrees of active participation</li> <li>- Do a poll at beginning of class, asking about how the day's content connects to their own lives</li> </ul>
<b>Provide Multiple Avenues to Success</b>	<ul style="list-style-type: none"> <li>- Count attendance as part of the grade, but if a student has an unavoidable change in life (such as a change in work hours, a new job, or family responsibilities) which may interfere with a bit of class time, penalize the student as the instructor would any other student who missed class time – <b>but offer other ways for the student to engage with course material and to learn, perhaps making up some points to compensate for the missed time.</b></li> <li>- Creating an open "Zoom Room" where students can pop in and do their work with or without instructor engagement</li> <li>- Allow students to make up any time they have missed</li> </ul>

Additional Comments:

- Instructors need to address their own implicit biases
- Students can select an avatar from the field of study for their video off picture