SUPPORTING SUCCESS
Welcome to Supporting Success!

Remote Participants:

• Please mute your audio
• You may keep your video on or turn it off – your choice!
• A moderator will be monitoring the chat for questions

In Person Participants:

• Wear a mask!
• Remain socially distanced (6 ft) from others in the room
• Raise your hand if you have a question
This workshop:
• is an overview of resources & best practices
• filled with ideas you can use in your courses
• includes technology demonstrations

This workshop is not:
• hands-on
• a comprehensive course redesign
• prescriptive (use what makes sense & discard the rest!)
### Academic Continuity Team (ACT)

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<th>Cyberlearning</th>
<th>Institute for Teaching and Learning</th>
<th>Information Technology Customer Service</th>
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<tbody>
<tr>
<td>Jessica Chill</td>
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<td>Alison Kaufman</td>
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SUPPORTING SUCCESS

Academic Continuity Team (ACT)

- Resource Toolkit
- Trainings & Webinar Recordings
- One-on-One ACT Consultations
- Technology Guides
Outcomes:
I want my students to be MOTIVATED TO LEARN.
I want my students to STAY INVOLVED IN THE COURSE.
I want to CHECK IN ON STUDENTS’ UNDERSTANDING.
I want to PROVIDE MY STUDENTS WITH QUALITY FEEDBACK.
I WANT MY STUDENTS TO BE MOTIVATED TO LEARN.
What are some factors (either extrinsic or intrinsic) that you think impact students interest/desire to put in appropriate effort in your course?
STRATEGIES to ENCOURAGE MOTIVATION:

1. Inspire interest in the subject matter
2. Ensure opportunities for student success
3. Create a positive learning environment
MOTIVATED TO LEARN

Jose Bowen on Student Engagement
INSPIRE INTEREST

Connect material to students

• Real-world problem solving
• Personal reflection
• Career-based case study
• Applied learning
MOTIVATED TO LEARN

INSPIRE INTEREST

Identify assignments that require curiosity, challenge or mastery.

NILOA Assignment Library
INSPIRE INTEREST

• Avoid “busy work” and seek assignments that students see as valuable.
• Give students control
  • Topics
  • Project modality
MOTIVATED TO LEARN

OPPORTUNITIES FOR SUCCESS

• Give students opportunities for success early in the semester.
  • Builds confidence
  • Incrementally increase difficulty
MOTIVATED TO LEARN

OPPORTUNITIES FOR SUCCESS

• Be realistic with what you assign
• Avoid grading on a curve
  • Give all students the opportunity to score high
MOTIVATED TO LEARN

OPPORTUNITIES FOR SUCCESS

• Teach growth mindset
  • Take the short mindset assessment to assess your assumptions about mindset
• Consider sharing this video with your students: WHAT IS A GROWTH MINDSET?
MOTIVATED TO LEARN

OPPORTUNITIES FOR SUCCESS

• Teach students effective learning strategies
• Consider sharing resources from Dr. Saundra McGuire, such as The Study Cycle
THE STUDY CYCLE

START

PREVIEW
- Before class, skim new material.
- Note big ideas.
5-15 minutes

TEST
- Can I teach this material to someone?
- Are my study methods effective?

ATTEND
- Go to class!
- Take notes.
- Ask questions.

STUDY
Schedule several focused study sessions per class each week.
30-50 minutes

REVIEW
- Read notes.
- Fill in gaps.
- Develop questions.
10-15 minutes

Adapted from Frank Christ's PLRS system.
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POSITIVE LEARNING ENVIRONMENT

• Help students feel valued. Enthusiasm for your course is contagious!
• Use a variety of teaching methods
• Give early and effective feedback
QUICK BREAK
I WANT MY STUDENTS TO STAY INVOLVED IN THE COURSE.
A Conceptual Schema for Dropout From College

(Tinto 1993)
Many factors impact student retention – some we can’t control, but others we can.

A Conceptual Schema for Dropout From College

(Tinto 1993)
Important to be conscious of how Covid-19 has effected pre-entry & personal goal setting.

A Conceptual Schema for Dropout From College

(Tinto 1993)
STAY INVOLVED

STRATEGIES to KEEP STUDENTS INVOLVED:

1. Increase the likelihood of student success
2. Intervene (personally & institutionally)
3. Increase students’ feelings of belonging & inclusion
4. Help students see the value of their course/curriculum
INCREASE THE LIKELIHOOD OF SUCCESS

• Use frequent small stakes assessments (e.g. CATs)
• Particularly important early in the term
• Students will:
  • Achieve early success/build confidence
  • Regularly recall information
  • Know where they need to improve

STAY INVOLVED
CAT EXAMPLE: Directed Paraphrasing

Imagine you are explaining Tinto’s conceptual framework about retention to someone who knows nothing about higher education. Take a moment to write a description of the framework using every day language.

Enter your description here: https://bit.ly/2OFjpWS
INCREASE THE LIKELIHOOD OF SUCCESS

• Be strategic about helping students complete out of class work
  • Points for pre-class preparation
  • Low stakes quizzes in every class
  • Entrance ticket
In preparation for your next class, you’ll be reading *Until Black Women Are Free, None of Us Will Be*. If you are attending face-to-face on Monday, write 2 questions you had after reading and turn it in upon arriving. If you are attending virtually on Monday, submit 2 questions you had on a Blackboard discussion board before the start of class. *We will use the questions for discussion.*
INCREASE THE LIKELIHOOD OF SUCCESS

• Be as clear as possible about expectations – confused students are frustrated students!
## STAY INVOLVED

**Creative Course Delivery Toolkit Training #5**

<table>
<thead>
<tr>
<th>Dates &amp; Module</th>
<th>Course Outcome(s) Covered</th>
<th>Attend</th>
<th>Read</th>
<th>Watch</th>
<th>Turn-in</th>
</tr>
</thead>
</table>
| Week of July 20 | **MODULE 1 MINDSET**  
  Note all links to Read & Watch are in module.  
  Everything will be turned-in through Blackboard by Sunday at 11:59pm. | **Group 1**: Attend class M; Watch through [CLASS LINK](#) on W & F  
**Group 2**: Attend class W; Watch through [CLASS LINK](#) on M & F  
**Group 3**: Attend class F; Watch through [CLASS LINK](#) on M & W | Dweck pp. 5-15  
Three Mindset Shifts Article | TEDx Talk (Briceno) | Discussion Board Posts  
Growth Mindset Concept Map  
Journal Entry #1 |
INCREASE THE LIKELIHOOD OF SUCCESS

• Connect students:
  • To each-other – set-up voluntary study groups or provide a way for students to get in touch with peers for support
  • To campus-resources -- Advisors, Center for Student Progress, Writing Center, MAC
STAY INVOLVED

INTERVENE

With remote courses it may be hard to know if students are watching videos or accessing your materials.

We recommend incorporating small activities aligned with chunks of content as a gauge for student’s engagement.
Connecting a Form to a Video in Microsoft Stream
STAY INVOLVED

Checking student activity in Blackboard.
STAY INVOLVED

INTERVENE

If students are not completing these small activities (or not attending your face-to-face courses), utilize YSU’s Early Alert Reporting System, EARS, to connect students to academic support.
STAY INVOLVED

YSU EARS

Early Alert Reporting System

Early identification of and intervention with students whose academic behaviors and/or performance are a cause for concern is a proven best practice in increasing the likelihood that they will be successful.
INCREASE STUDENT’S FEELINGS OF BELONGING

• Watch our recording of I want my course to be equitable.
• The Association of College & University Educators (ACUE) put together a free Inclusive Teaching Practices resource toolkit.
STAY INVOLVED

Ensure your course reflects a diverse society and world.

Ensure your syllabus sets the tone for diversity and inclusion.

Short videos from faculty across the country with strategies for creating an inclusive classroom.
Share your gender pronouns with students.

Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. It is also helpful to explain why this practice is important by including a link to information such as https://www.mypronouns.org/

As part of an introduction survey, you might also ask students to list their pronouns and ensure that you use their preferred pronouns in correspondence with them.
Learn and use students’ preferred names.

Remember that students’ preferred names may not always match what is on your course roster. Ask students to ensure that their preferred name appears in their LMS profile and accompanying their video on any live meetings. You might also ask students their preferred names in a course introduction survey. Using students’ preferred names when you interact with them helps them to feel seen by you.
HELP STUDENTS SEE THE VALUE

Choose one of your courses and reflect, “Why is it important that students take this course?”

Share in the Webex chat if you are willing.
HELP STUDENTS SEE THE VALUE

• Explain the reason for your content and it’s role in the curriculum
• Connect content to the “real-world”
  • Encourage experiential learning – internships, service learning, study abroad
• Always look for ways to improve your course!
I WANT TO CHECK-IN ON STUDENTS’ UNDERSTANDING.
Course evaluations can be useful to provide a summative overview of a students’ experience, but they do little to provide feedback while the course is in progress.
Decide your reason for checking-in.

- Gauging student learning of prior concepts
- Students perspectives on the course
- Students habits in the course
- Knowledge into what is happening for students outside of the course
CHECK-IN

Gauging student learning of prior concepts

Utilize Classroom Assessment Techniques (CATs)

Creative Course Delivery Toolkit Training #5
MINUTE PAPER
Give students one minute to anonymously respond to the following questions:

• What is the most important thing you learned?
• What is something you still need to learn?
CHECK-IN
Microsoft Forms allows you to accept responses anonymously
CHECK-IN

Students’ perspectives and habits in the course

Question Protocol/Learner –Centered Questions
CHECK-IN

QUESTIONS YOU CAN ASK

• What helps/hinders your learning in this course?
• What should I start/stop/keep doing in this course?
• What specific advice would you give to help your instructor improve learning in this course?
CHECK-IN

LEARNER-CENTERED QUESTIONS

• What are **YOU** doing to help/hinder your learning in this course?
• What could **YOU** be doing to improve your learning in this course?
• What steps could **YOU** take to improve your own learning in this course?
Technology Tools to Collect Responses:

• Online Survey Tools - anonymous or not!
• YSU Supported: Microsoft Forms
• Others you may be familiar with/have access to: Qualtrics, Survey Gizmo, Google Forms, Survey Monkey
Technology Tools to Collect Responses:

• No-Credit Blackboard Quiz to ask about habits/engagement with course:
  • I have a reliable computer to access for this course (True/False).
  • I know how to contact my professor if I have any questions (True/False).
  • I know where to find the syllabus (True/False).
CHECK-IN

CYBERLEARNING DEMONSTRATION: CREATING A NO-CREDIT QUIZ IN BLACKBOARD
Technology Tools to Collect Responses:

• Video-Conferencing Tools
  • One-on-one or group conversations
  • Webex, Blackboard Collaborate, or Microsoft Teams
CHECK-IN

Using WebEx to Set-up/Start a Poll

Polling in Webex: https://help.webex.com/en-us/n0pdj9x/Start-a-Poll-in-Cisco-Webex-Meetings#task_6531E05B157C77BEEFF02E329A98FC3D
CHECK-IN

Using WebEx to Collect Responses

What are ways to check-in on student learning?

Please respond to the poll on the screen:

A. Minute paper
B. Learning-centered Questions
C. Polls
D. Quizzes
E. All of the above.
CHECK-IN

Display Responses
Quick Tour
Using MS Team to Collect Responses
Technology Tools to Collect Responses:

• Blackboard Discussion Board
  • Create a board specifically for students to ask and answer questions for each other about the course & technology questions
  • You can monitor for places students lack understanding
CHECK-IN

CYBERLEARNING

DEMONSTRATION: CREATING A DISCUSSION BOARD
CHECK-IN

What is happening in student’s lives

Check-in Template
We’ve developed a 2-question check-in survey [Microsoft Forms template](#) that you can you to duplicate and distribute to your course.

1. How are you (and your family) dealing with Covid-19?
2. What do you want me to know to support your learning and success in this course?
1. Click **the link**
2. “Duplicate it”
3. Yours to edit & distribute to your students!
CHECK-IN

Your responses will come in to this tab. You can export them into an Excel.

Creative Course Delivery Toolkit Training #5

Copy & paste this link into your Blackboard course or send via email to students!
Quick Break Break Break
I WANT TO PROVIDE MY STUDENTS WITH QUALITY FEEDBACK.
QUALITY FEEDBACK

BEST PRACTICES

1. Providing regular opportunities for meaningful feedback
2. Feedback that goes beyond just a midterm and final
The securest way to provide grades and feedback is through the assignment tool and grade center in Blackboard.

You can also send grades/feedback from a YSU email to a YSU email.
QUALITY FEEDBACK

CYBERLEARNING DEMONSTRATION: GRADEBOOK
QUALITY FEEDBACK

Not all feedback needs to come from you as the faculty member, it can be provided by peers or through self-reflection.
Cognitive Wrappers (from Jose Bowen)
short survey (online or in person) given to students with paper, assignment or exam feedback (but with no grade!) They consist of four parts:

1. Rationale: This is only to help you improve.
2. Reflection: How did you prepare for this exam?
3. Comparison: What kinds of mistakes did you make?
4. Adjustment: How will you prepare differently next time?
“Meaningful Feedback” (Fink, 2003)

1. **FREQUENT** – every class/ or at minimum once a week
2. **IMMEDIATE** - not for everything; but incorporating opportunities like a self-graded quiz or peer critique
3. **DISCRIMINATING** – should be clear to students the difference between good & poor performance
4. **LOVINGLY** - (or empathetically) delivered.
QUALITY FEEDBACK

MIX IN PERSONAL FEEDBACK ELEMENTS

• Share a video or audio recording with students.
• Set up a phone or video-chat to discuss progress.
QUALITY FEEDBACK

CYBERLEARNING DEMONSTRATION: VIDEO FEEDBACK IN BLACKBOARD
SUPPORTING SUCCESS

Creative Course Delivery Toolkit Training #5