Proactive Strategies

Detection

- Attendance
- Weak or no class participation
- Canvas login time
  - Under Course Analytics, you can see how many pages students visited, how many times they were late on assignments, or their activities by date
  - Under People, you can see how much time they spent on Canvas
- Grades
- Prior-knowledge-assessment quiz
  - This will allow you to ascertain from day one who might be struggling
- Class expected grade
  - Ask students what grade they expect to get in your class and contact them if they stray from their goals
- Non-verbal clues

Reach out

- Email students who… (a feature available on Canvas)
- Private talk
- Assignment feedback
- Office hours
- Plenary announcement

Topics of discussion

- Study techniques
  - Teach students how to study in your discipline; this is especially relevant for first-year students who are not majors
  - Teach students how to approach each assignment; do not hesitate to suggest common sense practices (i.e., consulting the dictionary or using the textbook efficiently)
  - Show students how to read in your discipline
  - Consider giving students old exams to help them study
  - Have a study-session before tests and ask students to come prepared with specific questions to ask
  - In higher level classes, have students write their own essay questions or tests
➢ Point students to supplemental materials (Khan’s academy, OER)
➢ Encourage students to form study groups
➢ Tell students about the benefits of listening to music while studying
➢ Insist that students study throughout the semester and not cram before a big test (this could be achieved through multiple, cumulative quizzes throughout the semester)

• **Assessment**
  ➢ Communicate high expectations for all students
  ➢ Create frequent and varied assessments (to defeat the illusion of mastery and to allow adjustments in teaching and learning)
  ➢ Have a quiz or a test very early in the semester; this allows students to see how you test, how you grade, how much they master the material
  ➢ Make all of your quizzes cumulative
  ➢ Make sure the tests are perfectly aligned with what you have your students practice; no test should be a surprise
  ➢ Multiple small assignments that do not carry a lot of weight might teach struggling students that failure is part of learning and that nothing is definitive
  ➢ Give students a choice in major assignments (i.e., either write an essay or create a film)
  ➢ Consider assigning class participation a substantial weight; this incentivizes students to come to class and to participate in class activities

• **Writing assignments**
  ➢ When students write, they tend to be reflective, think more about the material and generally be more engaged with the discipline
  ➢ Give students an example of good writing
  ➢ Ask students to provide a writing sample, and assess early whether they will struggle; if you fear they will struggle, send them to the Writing Studio
  ➢ Consider allowing revisions; this might lead to higher grades, and it also instills the belief that writing can always be edited, improved or refined
  ➢ Create multiple activities throughout the semester, scaffolding one on top of another
  ➢ Consider allowing peer editing
  ➢ Show students how to access the library resources; one assignment might be to meet with a librarian; or if time permits, invite a librarian to your class

• **Time management**
  ➢ Let students know how long it should take to complete a task or how long you expect them to study for your class
➢ Offer students time management tips (make a calendar, plan ahead, make schedules, establish priorities, schedule time to relax, estimate study time, practice distributive learning)

- **Note taking**
  ➢ Show them good notes
  ➢ Teach them the Cornell notes system
  ➢ Encourage students to take notes by hand

- **Mentoring**
  ➢ Encourage undergraduate research
  ➢ Consider outside interactions; students will benefit greatly if they can relate to you and not simply see you as a distant unapproachable entity

- **Students’ self-efficacy**
  ➢ Communicate learning goals
  ➢ Meet students where they are- teach the students you have, not the ones you wish you had
  ➢ Convince your students they can all succeed
  ➢ Give struggling students a list of small tasks to accomplish during a week; have a follow-up with them to see how much of the list they have achieved and to help them come up with their own list
  ➢ Celebrate student success; contact not only the struggling students but also the ones who are making progress

- **Office referrals**
  ➢ Advising Offices
  ➢ The Tutoring Center
  ➢ The Writing Studio
  ➢ Counseling Center
  ➢ Students with Disabilities (SDS)
  ➢ Office of Academic Advocacy (OAA)
  ➢ Students of Concern Assistance Team (SOCAT)