Nine Teaching Strategies to Help Students Persist

CALIFORNIA TAP WEBINAR SERIES

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Introductions

In the general chat pod, please introduce yourself:
- Name
- Your consortium and location
- If you're an administrator or teacher
- If a teacher, what you teach

Handout

Download file:

- Select the file in the file share pod

- Select "Download"

- Save to the Desktop

- Come back to Adobe Connect

- Type "done" in chat pod

Objectives

Demonstrate understanding of various teaching strategies that encourage persistence

Help students develop student goal statements

Describe ways of encouraging students to persist

Have You Noticed…?

Is there a particular point in time when attendance drops in your classes?

Study in England found*:
◦ Attendance steady at 70% **first three weeks**
◦ By ninth week – attendance drops to **57%**

Critical: engage learners in the first three weeks

*(Chande, R., et. al, Curbing Adult Student Attrition: Evidence from a Field Experiment, Harvard Business School NOM Unit Working Paper No. 15-065, http://people.hbs.edu/mluca/ALERT.pdf)

#1 - Build Community and Create a Comfortable Learning Environment

Chat Pod:

Why is it important to give students opportunities to collaborate and cooperate?

What do students gain?

Include Collaborative and Cooperative Activities

Chat Pod: What collaborative and cooperative activities do you have students do in your classes?

#2 - Make Expectations for Attendance and Participation Clear

- Include attendance policy and class rules in syllabus and stress it all week long the first week, with reminders the entire term.

- Communicate expectations for active participation and punctuality.

- During the first week have students sign a contract and/or take a syllabus quiz. (see example contract page 3)

- Create buy-in for cooperative, collaborative learning by explaining the reasons for pair and group work.

#3 - Help Students Set Goals

- Help students set realistic, measurable goals for their time in your class and make a plan for achieving them

- Students should write down their goals and the steps they will take and revisit them periodically

Setting Appropriate Goals: SMART

Students need help formulating SMART goals

S =   **S**pecific

M =   **M**easurable

A =   **A**chievable

R =   **R**ealistic

T =   **T**ime-bound

Supporting Appropriate Goals

Scenario 1:

An ABE student says: *I want to be a nurse.*

Breaking up long-term goals into manageable short-term goals

SMART Goal:	Steps:	Timeline:
Learn more about a career in nursing.	1. Visit a counselor to find out what I will need – high school diploma or GED? What classes should I take now?	1. Next week
	2. Visiting O*net and other career websites to find out the labor market demand in the area where I live and the salary I can expect to make entry level. What are the main job duties? What skills are needed?	2. In two weeks
	3. Interview someone who is a nurse and job-shadow if possible.	3. By the end of this month.
	4. Find out what the requirements for a community college nursing program are and find out how long it would take to complete a program. Will I need to transfer to a university? If so, where in my area? Will my college credits transfer?	4. Before the summer break.
	5.Find out what other careers there are on the career ladder such as home care aide, CNA, LVN in case I need to stop out during my studies for transferring to an RN program.	5. During the summer.
	6.Decide if this is really the career for me, and if so, make a five-year plan.	6. Before the start of fall classes.

Supporting Appropriate Goals

SMART Goal:	Steps:	Timeline:
Pass the GED Math exam so that I can attain my high school diploma by the end of the school year.	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Supporting Appropriate Goals

Scenario 2:

An ESL student says: *I want to improve my speaking in English.*
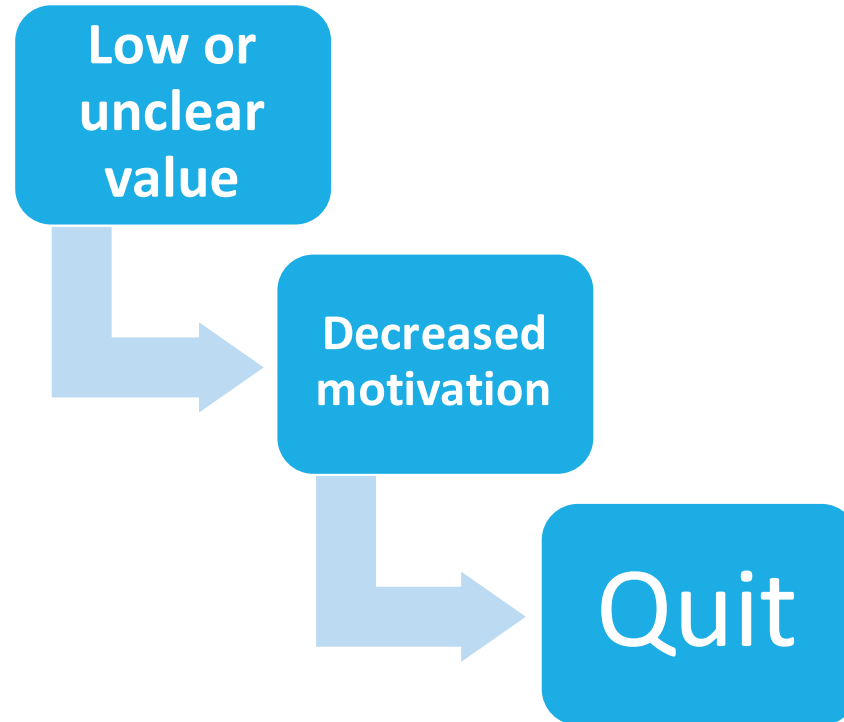
Articulating bigger picture of a specific goal

#4 – Help Students Find Value

Value is a learner's belief that a domain or task is enjoyable in that it is intrinsically interesting, useful, and important to one's identification or sense of self.
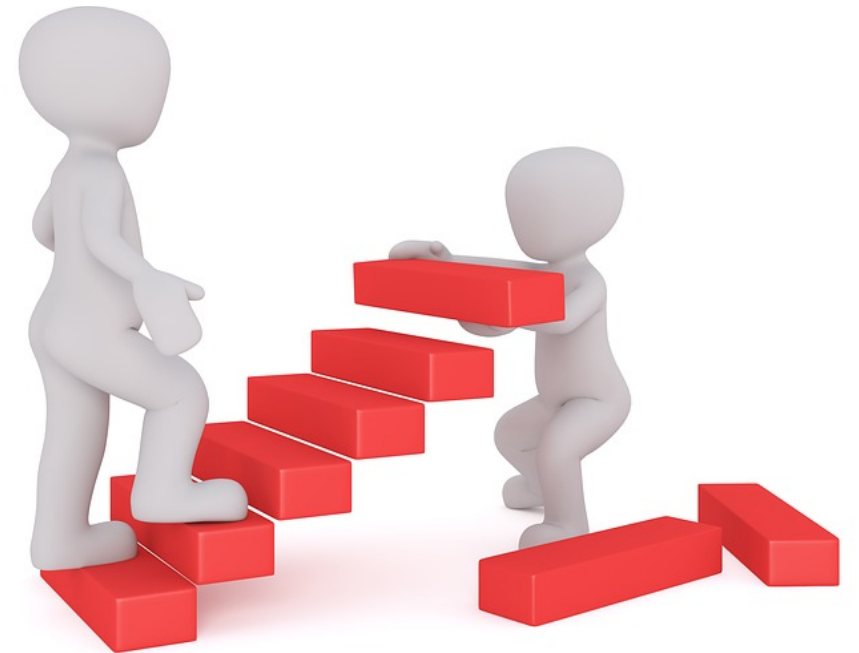
Finding Value

Low or unclear value

Decreased motivation

Quit

Finding Value

How do we ensure that our instruction meets students' needs and goals?

How do you get to know your students?

Chat Pod:

What do you do or have students do so that you know their backgrounds and needs?

Finding Value

- Be deliberate, explicit, and direct: stressing content relevancy and connection of class activities and assignments to students' needs and goals.

- Start each class with an objective for the day and an agenda.

- Regularly ask/tell students why they are learning/practicing something in class and how this learning applies to their needs, goals, lives.

- Bring students' experiences into the instruction

- Personalize and customize class lessons and materials

Finding Value in Our Instruction

How do we ensure that our instruction **has value**?

Set goals and revisit goal statements

Ask students for feedback

#5 - Scaffold Lessons with Review and Cycling of Content

Chat Pod:

Your definition of scaffolding and an example from your own teaching

6 -Provide Choice and Autonomy

Give students opportunities to make choices and decisions about their learning

Activities that Provide Choice and Autonomy

- Let students select one of two assignments

- Allow students to pick the topic of a reading or writing assignment

- Give students the option of doing extra work online

- Offer self-study packets or online exercises for those who have more time

Activities that Provide Choice and Autonomy

- Post assignments and other materials on a class website for students to revisit

- Allow students to demonstrate learning in a variety of ways: an oral presentation, a written paper, a slideshow, a demonstration, a video

- Give students alternatives for approaches to the next topic on the syllabus

- Have volunteer students lead a lesson review

7 - Monitor Attendance and Performance

- Low-stakes quizzes with opportunities to take again and again

- Exit tickets

- Online gradebook

- Students mark attendance and assignment scores/grades on a Progress Tracker

- Quarterly or mid- term reports with message on what assignments are missing and what students need to work on, as well as what they are doing well

7 - Monitor Attendance and Performance

- End-of-term progress reports pointing out what students did well, advice for what to work on next

- Send emails, text, call when students start to have irregular attendance patterns

- Instill pride and build students' confidence by displaying their work (portfolios, e-portfolios, etc.)

- Certificates for perfect attendance

8 - Have Constant and Continuous Communication
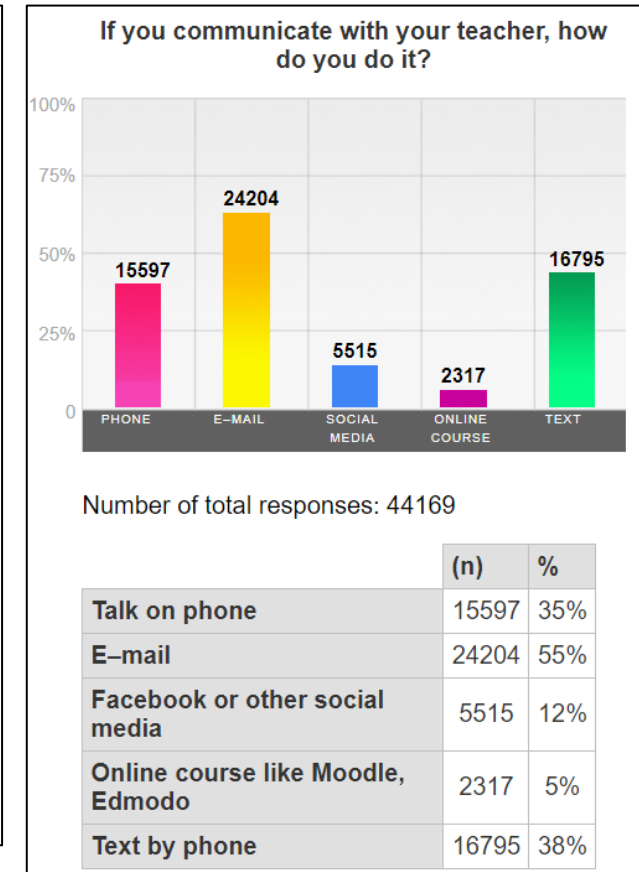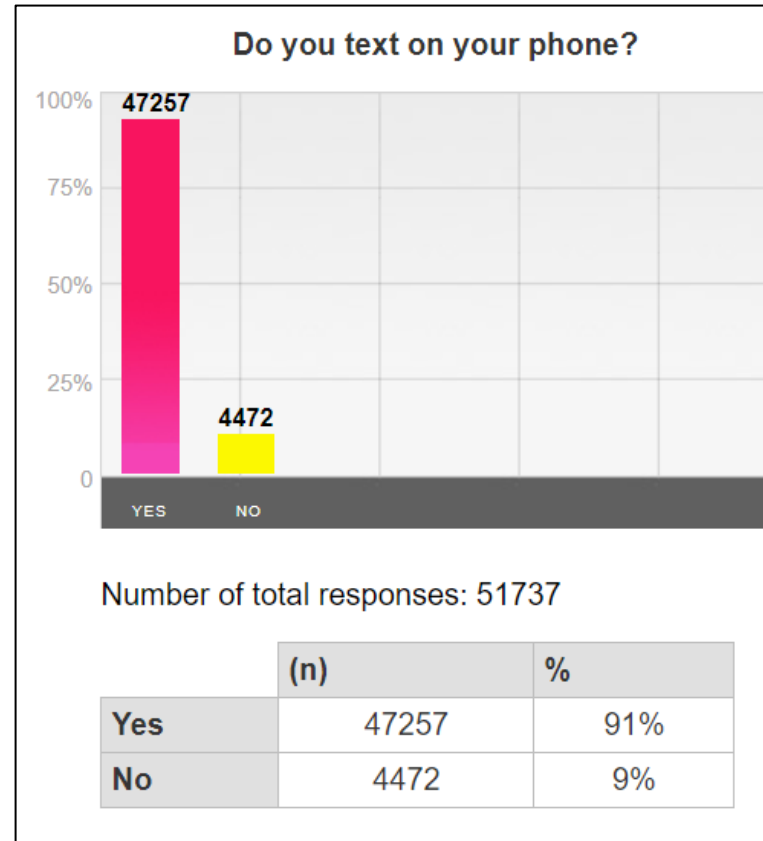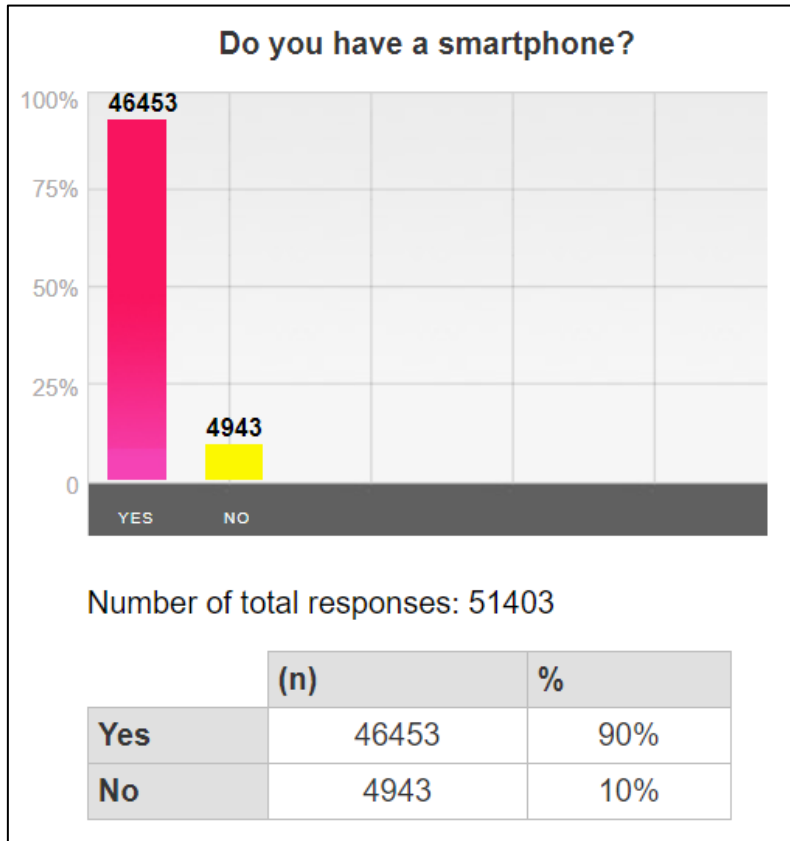
Send messages (texts, email) regularly
- homework reminders
- words of encouragement

Study: Multiple texts sent throughout the term

Barriers targeted: lack of social support networks, lack of positive feedback and encouragement, and planning problems

Result: 36% fewer students dropped; 7% increase in average attendance

OTAN – Tech and Distance Learning Plan Learner Survey Results 2017-18

Do you have a smartphone?

Number of total responses: 51403

	(n)	%
Yes	46453	90%
No	4943	10%

Do you text on your phone?

Number of total responses: 51737

	(n)	%
Yes	47257	91%
No	4472	9%

If you communicate with your teacher, how do you do it?

Number of total responses: 44169

	(n)	%
Talk on phone	15597	35%
E–mail	24204	55%
Facebook or other social media	5515	12%
Online course like Moodle, Edmodo	2317	5%
Text by phone	16795	38%

Source: **https://caadultedreporting.org/Info/index.cfm?fuseaction=tp**

Leveraging technology

2 Chat Pods: Do you use social media or texting to connect students with you and with each other outside of class time? What technology do you use to communicate with students?

Are there other ways you leverage technology to encourage attendance, persistence, and boost students' motivation?

9 - Provide Opportunities for Reflection and Feedback

- Have students reflect on their learning (e.g., checklists or rating scales)

- "I can" statements

- Use Classroom Assessment Techniques

- Get mid-term and end-of-term feedback

Wrap-up: The "Take-Away"

What is one new activity you will try or idea you have for encouraging student persistence?

Questions? Comments?

Thank you for joining me today!

Evaluation