The 4 Connections

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Interact with Students by Name

Learn your students' names and begin using them on the first day of class and throughout the quarter.

Possible Practices:

- Name plates: Provide printer paper or cut-up, old file folders and have students create name plates to stand up on their desks.
- Canvas profiles: Ask students to add a photo and short bio to their Canvas Account → Profile. (Do the same.)
- Introductions: Create a discussion forum in Canvas, and require students to introduce themselves and reply to each other's intros (or make time to do this in a face-to-face class).
- Ask a colleague how they learn their students names and how they help students learn each other's names.

Check-In/Support Students (all the time)

Pay attention to student behavior and track student progress. Empathize with students ("I am exhausted today, too. Let's make the best of this class together."). When a student is struggling, intervene.

Formative Assessment:

- A check-in used to potentially modify teaching and learning activities – Improve instruction and incorporate student feedback
- Typically involves qualitative feedback
- Administered throughout a unit or course
- Assessment FOR learning – Students use the results to self-monitor their understanding and learning process. Instructors use the results to check for understanding and adjust teaching to better support student learning.

Example
Minute Paper: Students submit the main ideas that stood out to them and the questions they still have.

Campus Resources:

Your college has many resources available for students on campus. One of the best ways to support students, those who are struggling, and those who are excelling, is to *refer* them to these wonderful resources. Even better, walk them to the services and help them connect with someone there.

Not sure what those resources are? Find the Student Handbook on your college website or connect with an adviser in Student Services. Look for programs like TRiO, disability support, counseling, tutoring, BFET,

and more. Worried about remembering all that is available? No worries! Demonstrating use of the Student Handbook to find information is a great way to model help-seeking behavior to students.

Training Opportunities:

Look for opportunities within your college that will equip you to better serve students – workshops, in-services, conferences, etc. Schedule brief one-on-one meetings with colleagues from other departments to learn about the support they provide to students.

Schedule One-on-One Meetings

At the beginning of the quarter and throughout, schedule one-on-one meetings with students.

Many students will never use your office hours or the extra time you provide before and after class for questions. In all their schooling up until this point, the only time they went to an office, came early, or stayed late was most likely when they were in trouble. Others are intimidated or think you will judge them for struggling. While none of these concerns may be true, they are real for many students. Building in one-on-one meetings as a requirement breaks down stigma

and fear. It also makes it easier for you to find out how each student is doing individually.

Possible Practices:

- Q&A Form: For each meeting (e.g., beginning, mid, and end of quarter), provide students in advance with the list of questions you will ask during the meeting. Provide space for them to jot down notes. Also, ask them to write down at least one question they want to ask you. Have them bring the form to their meeting and follow it as needed.
- Project Process: Build in a meeting as part of a project. This could be a planning meeting to help students get started if they have never done a project like this before. It could be a status report midway or a final review of a draft.
- Scheduling Meetings: Sign-up forms can be printed and posted in your classroom. You can also create a Canvas page that is editable by students and you. List the time slots available and have students add their name next to the time that works best for them.