

Teaching Practices for Student Success

New Faculty and Staff Orientation – Fall 2024

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Today's Plan:

- What is belonging?
 - Whom does it impact?
 - Why is it important?
 - **HOW** do we do help students succeed?
 - How do we **know** students are successful in our classes?

What is belonging?

BRAINSTORM: Talk to a colleague near you about...

- your definition of belonging.
- what it looks like in a classroom.

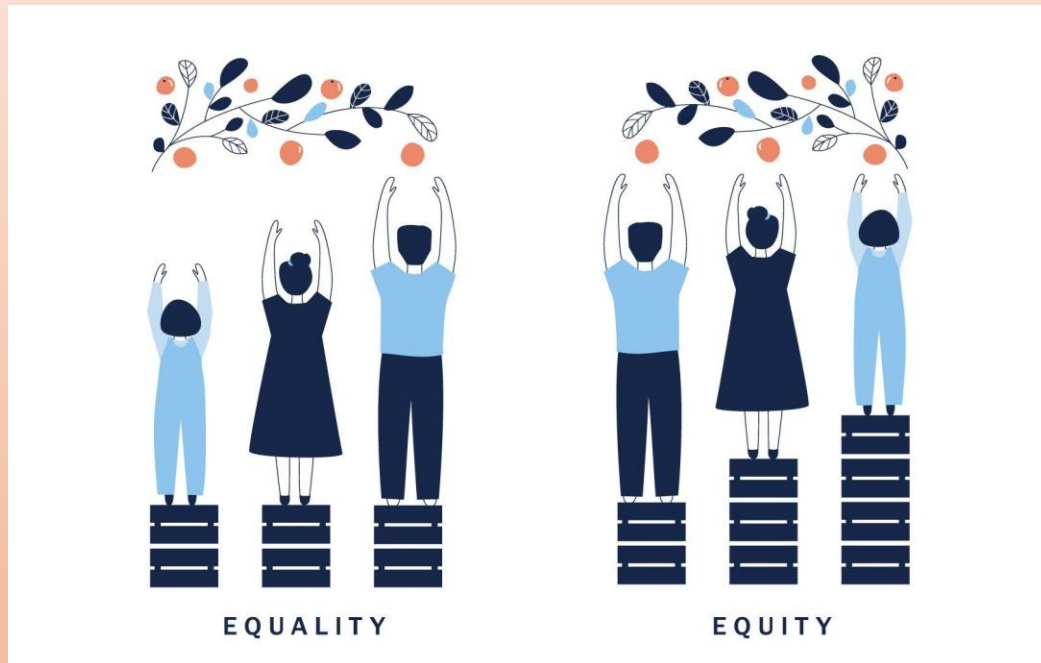
Then ...

- Follow the QR and type a response (joint or individual) on the Padlet.



[padlet](#)

Equitable and Welcoming



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Whom does it impact?

Students come from a variety of backgrounds, which may impact their ability to be successful.

- First Gen
- Adults (non-trads)
- Socioeconomic Class
- Disabilities
- Mental Health
- Religion
- Culture and Language



Inclusive Teaching and **Equitable** Practices are Critical!

Why?

Effective and meaningful learning opportunities are vital to student success.

Access isn't inclusion!



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Faculty interventions DO make a difference:

- African Americans engaged in psychological interventions had significantly higher GPAs.
- Female students taking part in affirmation training had higher GPAs.
- The achievement gap was narrowed for first generation students who were provided stories of others like them BEFORE attending classes.

How do we make students welcome?

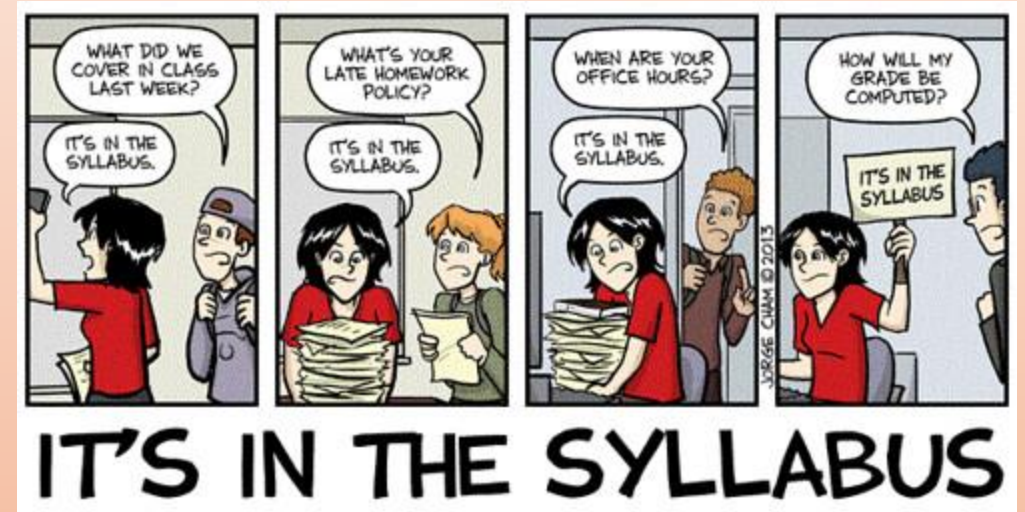
- Students need to feel valued, respected, and appreciated in your class.
- Create the atmosphere:
 - Psychological Safety – safe space for speaking
 - Acceptance – all students have something to contribute
 - Connection – relationships
- Learn your students' names and use them!
- Notecards w/ student info or get to know you survey
- Build relationships

How do we help students succeed?

- Design an inclusive course by starting with your

syllabus :

- Lay out your **expectations**: not just due dates.
- Demonstrate that everybody has a place in the field of study.
- Encourage everybody to play a role in the learning process.
- Promote conditions for every student to succeed.



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How can we demonstrate that everybody has a place in the field of study?

Include multiple types of **media**, like TED talks, podcasts, etc.

Provide connections to non-academic life, include examples and articles that resonate with **students' experiences**.

Research suggests **half** of materials should come from underrepresented groups.

Incorporate course materials written by **non-western** authors, scholars, or persons from **marginalized** communities.

Get **diverse materials**

- "Women also know stuff" database
- social media platforms

Assign readings that reflect **local community issues** or address common problems in relevant professional fields.

How can we encourage everybody to play a role in the learning process?

- Set the tone for an inclusive class
 - language use like using "We" and "You"
 - welcome statement about diversity
 - *“Differences in opinion, background, and skills provide an opportunity for intellectual growth. In this course, we are committed to creating a community that is inclusive of diversity in its many manifestations.” (Addy et al., 2021)*
- Set expectations for inclusive classroom citizenships
 - Students: responsibilities to classmates and self
 - Teacher: responsibilities to students
- Negotiate syllabus terms with students



How do we promote conditions for success?

- Explain students what to do, how to do it, and **why**.
- Embrace multiple-modalities of learning.
- Set expectations for success, like deadlines.
- Provide resources for success, like university resources.
- Provide a rationale for success, being **transparent**, emphasizing **growth mindset** and **working hard**.
- Inclusive pedagogy, accessibility statement, teaching philosophy related to inclusiveness

FHSU Resources:

The Writing Center

The Academic Success Program

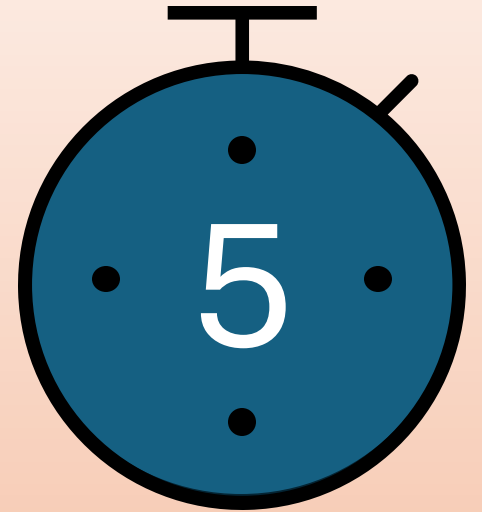
Forsyth Library

Student Health

Makerspace

Simple Ways to Accommodate All

- Face class and slow your speech.
- Give students think time.
- Have a system for checking for comprehension.
 - Exit tickets
 - Muddiest point
- Be courageous enough to ask students for feedback:
 - Simple survey:
 - Most significant thing you learned this week?
 - Questions regarding the material?
 - Did you feel supported by your instructor and classmates?



Adjacent Possible

Via technology we can reach the adjacent possible. Through the digital tools at our disposal, we can close gaps in reality.

Inclusivity & Technology



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Accessibility:

- Using tech can increase accessibility
 - Auditory/Visual Impairments
 - Increased anonymity – classroom crickets.
- Tech use can hinder accessibility
 - Campus Resources
 - Technology Audit

Technology for Accessibility

Financial Hardships:

Re-evaluate learning materials. Can any be free? Do you have extras to reserve for students? Can you find alternatives that do not cost money? OERs?

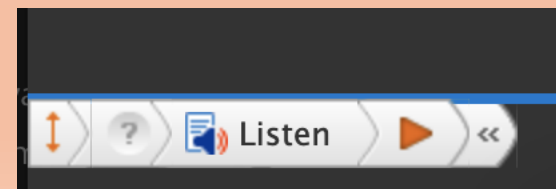
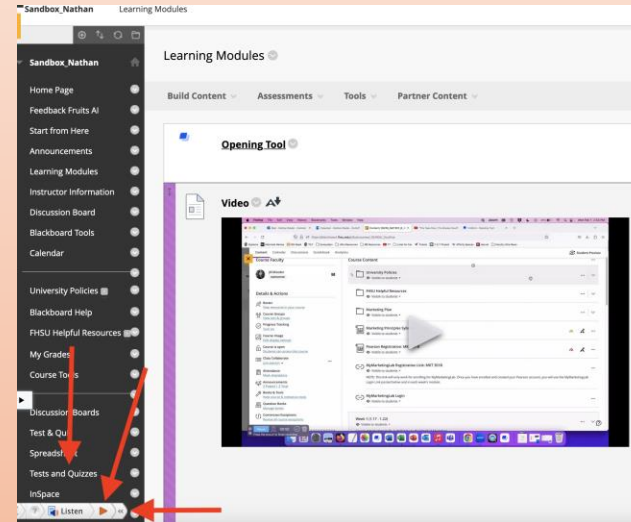
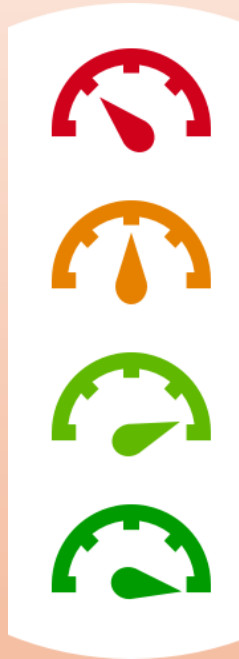
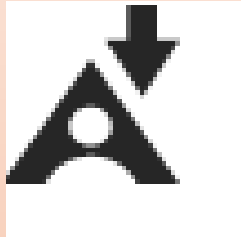
Self-identify as Quiet:

Provide online discussions. Also, allow for extra answer time for in class questions. They also encourage think-pair-share to help students try to escape their comfort zones

Underrepresented in Discipline:

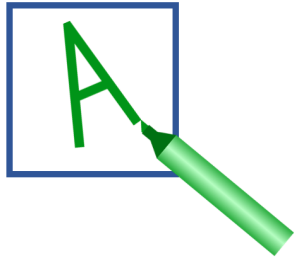
Give the students thinkers in the field that are like them: someone to look up to and emulate.

Blackboard & Accessibility



What is “success” in your class?

Final
Grades



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Diversity Affairs Office

Student Organizations:



- Hispanic American Leadership Organization (HALO)
- Black Student Union (BSU)
- Gender and Sexuality Alliance (GSA)
- Tigers for Intellectual or Developmental Disabilities (IDD)
- Women in STEM
- Chinese Students & Scholars Association



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“under construction.”

QUESTIONS



References:

Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. E. (2021). *What inclusive instructors do: Principles and practices for*. STYLUS PUBLISHING.

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