

## **Faculty Intention to Student Retention Large and Introductory Class Sessions Increasing Interest in Introductory Courses**



*“Historically, in induction to math courses, students would go to a one-hour lecture and then spend two hours in front of a screen practicing. You can imagine that is maybe not the most happiest or inviting and welcoming experience for first-year, or any level, student.”*

-Dr. Nicole Infante, UNO Faculty

### **Break the Ice**

- Use a deck of playing cards to randomly sort students into small groups have them get to know each other. Have online students take pictures of items from around their house that describes them and share or have others take guesses to what they are.
- Ask for students’ favorite songs and then make a class playlist to have in the background when they are just getting to the Zoom meeting or classroom.

### **Engage Students in Thinking**

- Incorporate gamification that relates to your topic for the day. Can content be delivered via a hands-on activity or students understanding be informally assessed through a game or competitive activity?
- Ideal activities are easy for you to implement but take adequate time for students to collaborate and perform.

### **Be Present**

- Work next to the students and partner with them to solve problems during class. Visit each small group or pop into breakout rooms.
- Have students put color-coded sticky notes on your office door - a green note if they are all good, yellow if they have a few questions, or pink if they are having major concerns. These can be anonymous (so students are not embarrassed) or signed if you want to offer extra credit.

### **Grading for Growth**

- Use a standards-based grading system that is determined by demonstrating a skill against predetermined learning outcomes as opposed to a traditional system in which students lose points for mistakes made on assessed work. This helps students see how their skills are building and improving.
- Help students understand rubrics. Have them use a rubric to assess their own work or that of a peer.

### **References**

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