

FACULTY RESOURCES

Making The 4 Connections in Your Classroom



RESEARCH

Initial Research: The Odessa Dilemma

Drop Rate
Predictors?

~~Subject
Rigor
Time of Day~~

~~Prior Grades
Teaching
Method~~

Initial Research: The Odessa Discovery



**"A COMMON THREAD OF
CONNECTIVITY TO THEIR
STUDENTS."**

Dr. Donald Wood, VP Inst. Effectiveness

The 4 Connections

1

Interact with Students by Name

Learn your students' names and begin using them on the first day of class. Interact with students by name throughout the semester.

2

Check In Regularly

Pay attention to student behavior and track student progress. Use formative assessments with low stakes. Empathize with students. When a student is struggling, intervene.

3

Schedule One-On-One Meetings

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

4

Practice Paradox

Structure your course clearly and communicate your expectations regularly. Then, be reasonably flexible when students come to you with concerns. Paradox = High expectations/high support.

ODESSA COLLEGE



more

Fall 2011 - Present

Results of Intentional Implementation

 Harper College

Fall 2017 & beyond:
You can be a part of it!



LWTech.edu

Fall 2016



Making The 4 Connections in Your Classroom

PRACTICE

1 Interact with students by name

- Use name cards in class
- Send personal, pre-class welcome messages
- Require a "get to know you" quiz or assignment
- Conduct introductions for the first 3+ class periods
- Create and use calling cards or a seating chart
- Fill out your bio in Bb or make a professional web page

TOOLS

- [Sway](#): Create digital biographies and share!
- [Dotstorming](#): Break the ice with voting boards
- [FlipGrid](#): Use a video discussion for class intros

Check in regularly 2

- Incorporate regular classroom assessment techniques (CATs)
- Send personalized check-in messages to students before the first major assessment
- Send class messages in emails, Bb announcements, and one additional format
- Give a mid-semester course survey in Bb that asks 3-4 key questions about students' course experience
- Poll the class to check understanding critical concepts
- Put a cognitive wrapper around 2-3 exams/assignments
- Hold a "Support Group" the night before an exam or major assignment
- Use "exit tickets" regularly for key concepts
- Ask students to keep a journal in or outside of Bb to reflect and/or check-in on course progress
- Use backchannels in class for questions and reflection

TOOLS

- [Wrapper Template](#): Aid students in self-reflection
- [Remind](#): Keep students in the loop with texts
- [Socrative](#): Launch in-class quizzes & exit tickets
- [Google Slides Q&A](#): Encourage questions

3 Schedule one-on-one meetings

- Require meetings as a project milestone
- Structure required meetings with a pre-set list of questions. Require they bring 1 question. Keep to 15 min.
- Structure a work day/1:1 day in class
- Hold a few office hours somewhere other than your office

TOOLS

- [FMOOWMP Video](#): Debunk the fear of office hours!
- [Bb Collaborate Ultra](#): Hold virtual office hours in Bb
- [Doodle](#): Help schedule meetings w/busy students

4 Practice paradox

- Increase the transparency of 2 assignments using TILT
- Implement a rubric or checklist for one major assignment
- Create a detailed class calendar to go in your syllabus
- Map out a "rhythm calendar" for your course
- Create a graphic organizer for your course/ each unit
- Use an advance organizer at the start of each class

TOOLS

- [Canva](#): Create graphic organizers with flair
- [Rhythm Template](#): Learn the rhythm of your course
- [TILT Template](#): Build transparent assignments

TILT Assignment Template

Purpose

- Skills practiced
- Knowledge gained

Task

- What students will do
- How students will do it (steps to follow/avoid)

Criteria for Success

- Checklist or rubric in advance
- Annotated examples of excellence



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- [TILT Higher Ed](#) by Mary-Ann Winkelmes, licenced under [CC-BY-NC-SA-4.0](#)
- Kistner, N.A. & Henderson, C.E. (2014). The drop rate improvement program at Odessa College. [Achieving the Dream](#)
- Bowen, J.A. & Watson, C.E. (2017). *Teaching Naked Techniques*. San Fransisco, CA: Jossey-Bass.