

Promoting Student Success in the Classroom

Presented by Vincent Tinto, Ph.D.
 Thursday, March 24, 2016 12:00 – 2:00 PM
 Lake Huron Room, MSU Union

Abstract: Prof. Vincent Tinto is a national expert on student persistence and success whose book *Leaving College, Rethinking the Causes and Cures of Student Attrition* (University of Chicago Press, 1987) established the first widely adopted model of student departure. His most recent book, *Completing College: Rethinking Institutional Action* (University of Chicago Press, 2012) lays out a framework for institutional action for student success, describes the range of programs that have been effective in enhancing student success, and the types of policies institutions should follow to successfully implement programs in ways that endure and scale-up over time. In this “Teaching Essentials” seminar, which is open to all MSU instructors, Prof. Tinto will discuss the role of faculty in increasing student success.

Video: <https://www.youtube.com/watch?v=HyycY6jjpg0>

Notes

- Improve the rate at which students in university succeed in class
- Faculty are the key players in establishing the foundation upon which student success is built
- What are the primary things that shape student success in the classroom?
- How do we act to get more students to learn? **How do we construct classrooms in which students WANT to learn (motivation)? Or get the support to learn?**
 - o Students have to know what the **expectations** are (they should be high expectations, or else students will “rise” to low expectations)
 - Self-efficacy
 - o **Provision of support** (academic and social support)
 - Contextualized academic support
 - **Supplemental Instruction (SI)**, a form of contextualized support
 - o Supplemental study groups, within a classroom, that are led by a student who has received an A in the class a year before; the tutors sit in the class, they are trained, and they are volunteers
 - **Co-Requisite Instruction**
 - o Students enroll in a course and also participate in an additional workshop that is attached to the course (it is a requirement)
 - o Helps individuals who have to take a remedial course
 - o **Linked course model**; two instructors work together to “link” their classes (ex.) an English class that uses

an accounting book to teach their students English

- **First-Year Learning Community**
 - Providing social support
 - Cohort programs
 - First-year learning communities
 - Help students understand that their struggles are not unique
- **Assessment and feedback** – this way, you can do something early enough to make a difference
 - (ex) Purdue, “Signals Project;” faculty members are encouraged to put mini-exams online
- **Engagement**
 - The meaning students derive from experiences is important
 - Active engagement in learning with others in the classroom, this increases time-on-task
 - “Doing” matters
- Discussion notes
 - Social anxiety?
 - Relevancy → motivation
 - Incentives
 - Promoting student completion, removing first-year curricular roadblocks, constructing curricular pathways