

MANAGING STUDENT WORKFLOW: THROUGHOUT THE SEMESTER

#1: SET TONE AND ESTABLISH TRUST

Tone for the semester will be set on the first day whether you intentionally set it or not; give the first day careful thought.

Best Practice: Show some personality and make your role (and the role of your course) clear.

- Welcome them and tell them about yourself. Show your personality – it's what makes you relatable.
- Tell students exactly what to expect while making it clear that you (and the course) are there to support them.
- Explain how the corequisite course is meant to bolster them in their credit-level course.

Best Practice: Use every minute of class time.

- In a corequisite class, every moment of class time will be needed to help support the credit-level course.
- Do not let students leave early; instead, use class time to build community and begin learning content.

#2: BUILD COMMUNITY

Best Practice: Choose/Build Activities that foster community and further the course (example below).

- Each student is given a paper cup and a toothpick.
- The instructor reads off poor student behaviors (e.g. not asking questions in class).
- Students pop a hole in the bottom of the cup for each behavior in which they've engaged.

This has been proven to real build real connection through shared experience. Community is built as holes are popped simultaneously in the room. Knowing a classmate shares similar challenges does more for building trust than learning only a name. It also supports metacognition and a discussion on class expectations.

#3: PROVIDE STRUCTURE

Best Practice: Go over syllabus and class policies.

- Highlight elements unique to your corequisite course (e.g. grading structure, remediation, withdrawal).
- Address usual classroom policies to avoid issues later (e.g. cell phones, calculators, attendance).

Best practice: Make workflow for each class meeting clear.

- Write the day's agenda in the corner of the board OR refer to the student calendar each class period.
- Recap the previous class' relevant information, review the day's agenda, and preview upcoming concepts.

Best Practice: Keep students on track by giving them a macro view of both courses.

- Refer to the calendar, illustrating how the corequisite course material feeds into the upcoming credit-level lesson.
- Encourage students to repeat back assignments that are due in both courses. Offer time to ask questions.
- Make recommendations for external help if needed (tutoring, office hours, etc.).

Best Practice: Be as consistent as possible.

- Students usually perform better when they know what to expect and what's expected of them.
- Whatever you choose to do in your class, be as consistent as possible throughout the semester.

Best Practice: Keep/build on what works and make small adjustments to anything that doesn't.

- Your class won't be perfect. You will need to make changes during/after your first semester and beyond.
- Make small adjustments as needed to class agendas.
- If the changes are large enough to disrupt the class structure/routine, table them for the next semester instead.