

Strategies for Retaining Poorly-prepared and Poorly-motivated Students and Helping Them Succeed

Bill Hirt

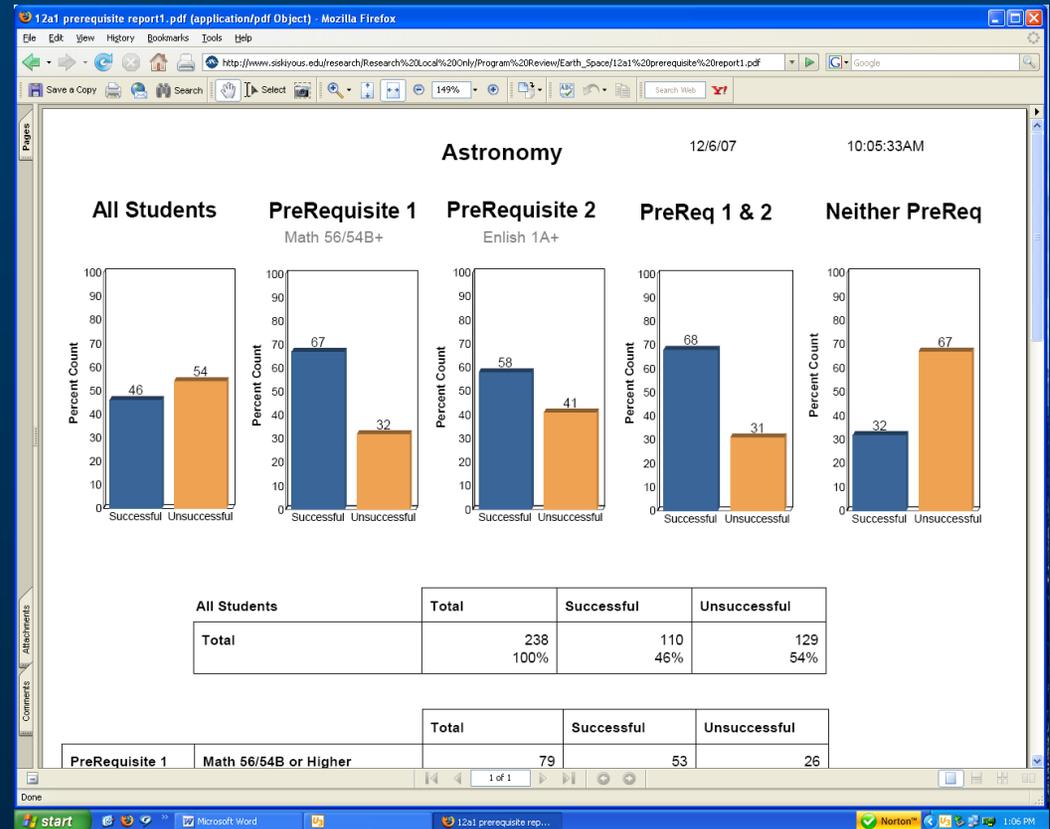
College of the Siskiyous

Retention and Success

- Consider the following strategies for helping students who are poorly-prepared or poorly-motivated succeed:
 - Offer a refresher course or a linked course
 - State expectations explicitly / offer frequent follow-up
 - Encourage students to prepare for class ahead of time
 - Make supporting information for assignments available in multiple formats
 - Encourage students to revisit and learn from their earlier assignments
 - Assess learning throughout the semester using many small, low-stakes assignments

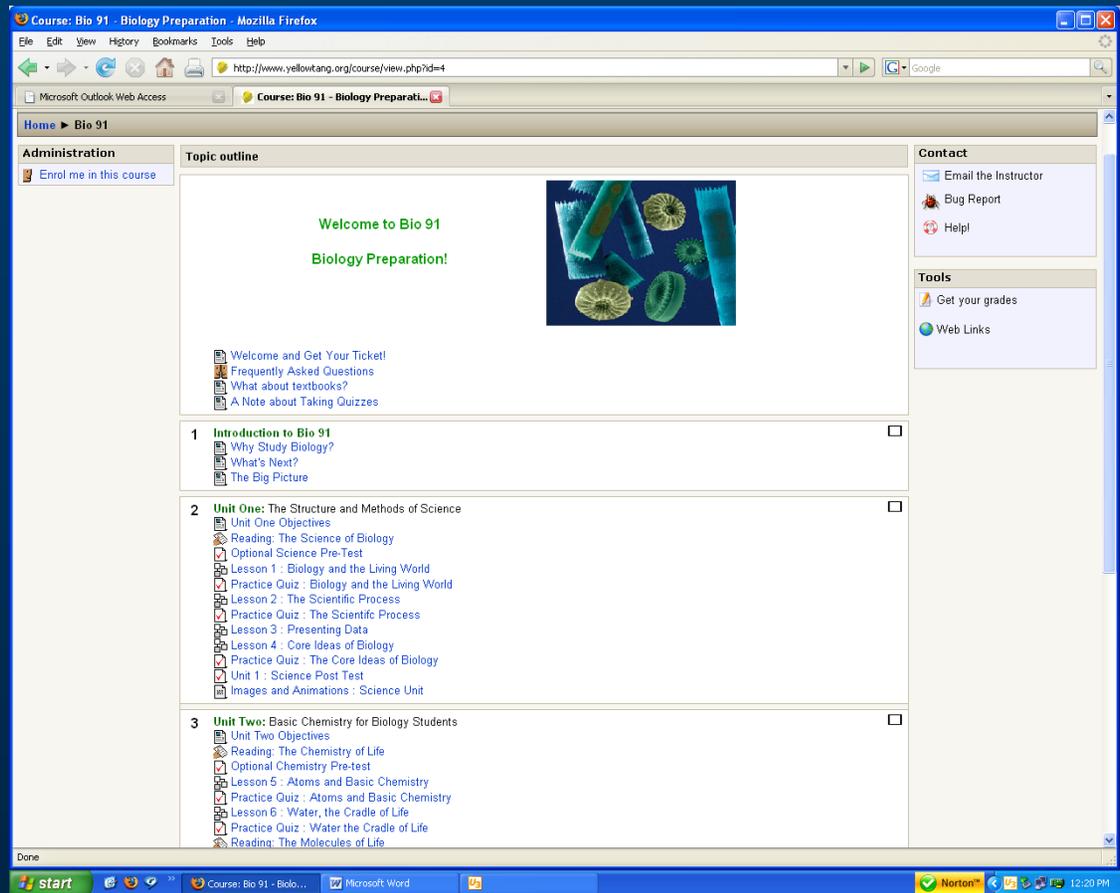
Retention and Success

- Appropriate background knowledge and skills are crucial to student success, but some students do not take or forget key coursework



Retention and Success

- Consider developing a refresher or linked course that reinforces key knowledge and skills to promote student success.



The screenshot displays a web browser window with the title 'Course: Bio 91 - Biology Preparation - Mozilla Firefox'. The address bar shows the URL 'http://www.yellowtang.org/course/view.php?id=4'. The page content includes a navigation menu with 'Home' and 'Bio 91', an 'Administration' section with an 'Enrol me in this course' button, and a 'Topic outline' section. The 'Topic outline' lists three units: 'Introduction to Bio 91', 'Unit One: The Structure and Methods of Science', and 'Unit Two: Basic Chemistry for Biology Students'. Each unit lists various resources such as objectives, readings, practice quizzes, and lessons. A 'Contact' sidebar on the right offers options like 'Email the Instructor', 'Bug Report', and 'Help'. A 'Tools' sidebar provides links for 'Get your grades' and 'Web Links'. The browser's status bar at the bottom shows the Windows taskbar with the Start button, open applications, and the system clock at 12:20 PM.

Retention and Success

- State expectations very clearly, and offer frequent follow-up to the student and his or her mentor.



Retention and Success

- Encourage students to prepare for class ahead of time by posting brief exercises

The screenshot shows a web browser window displaying the Moodle Test Center for a course titled "ETUDES : COS GEOL 14 0170 WH SP08". The page header includes the College of the Siskiyous logo and a "Logout" link. The main content area is titled "TEST CENTER" and shows a quiz titled "Quiz 3: Geologic Dating and Crustal Deformation" with a point value of 1.0 and a difficulty level of 3. The quiz contains a list of 10 questions, each with a checkbox and a "Type" column. The questions are:

Question	Type
<input type="checkbox"/> Consider the sample of conglomerate shown above. According to...	Fill In The Blank
<input type="checkbox"/> Our ability to correlate strata exposed on the northern side...	Multiple Choice
<input type="checkbox"/> The diagram above shows a cross-section of folded strata and...	Multiple Choice
<input type="checkbox"/> Which type of fault is shown in the block diagram above?	Multiple Choice
<input type="checkbox"/> A grain of the mineral zircon from a layer of volcanic ash c...	Fill In The Blank
<input type="checkbox"/> Considering the cross-cutting relationships between the fold...	Fill In The Blank
<input type="checkbox"/> Faults of the sort shown in the previous question typically ...	Multiple Choice
<input type="checkbox"/> Faults, like the one discussed in the two previous questions...	Fill In The Blank
<input type="checkbox"/> Knowing that half-life of ^{235}U to ^{207}Pb decay is 700 million...	Multiple Choice
<input type="checkbox"/> Referring to Table 2.1 on page 24 of your text, which geolog...	Multiple Choice

At the bottom of the page, there is a footer with the text "Powered by Sakai" and "Created by Bill Hill, Jan 27, 2008 10:54 PM". The browser's address bar shows the URL: "https://etudes-ng.fhda.edu/portal/tool/aff92a4-4496-490d-df59642e21f/pool_edit/0A/13990F".

Retention and Success

- Make supporting information for assignments available in multiple formats.

College of the Siskiyous - GEOL 17 writing assignment - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.siskiyous.edu/class/geol17/writing.htm

HISTORICAL GEOLOGY

GEOL 17

Home
Syllabus
Documents
Gradebook
Links

Historical Geology Writing Assignments, Spring 2008

Because all scientific disciplines are changing rapidly, new ideas are commonly presented in journals months or years before they are incorporated into textbooks. In order to introduce you to some of the current ideas in historical geology I am asking you to read two articles from the recent literature over the course of the semester. Then, working from the premise that one of the best ways to understand something is to explain it to someone else, I ask that you write an outline and an abstract (concise summary) of each article. Developing the ability to sort out the key concepts of an article and state them succinctly in a well organized and clearly written summary is a skill that will serve you well in whatever work or studies you pursue.

Instructions for both sets of articles:

- First, read *one* of the articles from each of the sets listed below.
- Second, write an outline of the article's key points using complete sentences. Starting from a list of section headings or the main topic of each paragraph may be a good way to begin organizing your outline. Your final version must be typed, and you should identify yourself only by typing your class PIN — *not your name* — on the upper, right-hand corner of the first page. The outline will be worth 5 points, and will be graded on grammar, completeness, and the relevance of the material to the main ideas of the article (focus on major points, not minor details) according to the rubric handed out in class. An example of an article used previously in a similar course is posted in the glass case on the north wall of LS-3, and the accompanying links will take you to a [sample outline](#) written from it. Because the rubric and sample outline (as well as the other sample documents linked below) are PDF files you will need to install a free copy of [Adobe Acrobat Reader](#) to view them if you do not already have one on your computer.
- Third, prepare an abstract that summarizes the most important observations and conclusions of the article according to the instructions given on the accompanying [template](#). If you're not familiar with what an abstract is, check out this [short essay on what makes a good versus a bad abstract](#) by Kenneth Landes. Your final version must be typed using the template, and you should identify yourself only by typing your class PIN — *not your name* — in the space indicated near the top of the right hand column. You will want to work from your own outline, but be careful not to paraphrase the article closely or include text directly from it without attribution. Doing so constitutes [plagiarism](#) and will result in a loss of points. The abstract will be worth 10 points, and will be graded about 2/3 on content (clarity, originality, and thoughtfulness of answers) and 1/3 on form (spelling, punctuation, and organization) according to the rubric handed out in class. The accompanying link will take you to a [sample abstract](#) written from the article mentioned above, and a copy of this sample abstract is posted in the case outside LS-3.

Article Set 1: History of Earth's Environment

- A Cool Early Earth? by John W. Valley, *Scientific American*, October 2005, p. 58-65.
- Impact from the Deep by Peter D. Ward, *Scientific American*, October 2006, p. 64-71.

Article Set 2: History of Life on Earth

- Tracking an Ancient Killer by Ramond R. Rogers and David W. Krause, *Scientific American*, February 2007, p. 42-51.
- South America's Missing Mammals by John J. Flynn, André R. Wyss, and Reynaldo Charrier, *Scientific American*, May 2007, p. 68-75.

COS Home ~ Course Home Pages ~ Geology Home

The Title of the Article Should be in Uppercase and Lowercase Bold Type, Capitalizing the First Letter of all Words of Four or More Letters.

1. Course number, term
2. 99520 (course ID number)
3. index term 1
4. index term 2
5. index term 3

1 M First {x}, U R Second (/Journal Title, publication date, pp. 10-15)

Abstracts are concise summaries of the critical data and conclusions of longer papers or presentations. After reading and making careful notes on the key points of the article you have chosen, organize these ideas into a logical sequence such that the data support the conclusions.

Draft the abstract in your own words and be careful not to take text verbatim from the article; this is plagiarism. The abstract will be graded 1/3 on form and 2/3 on content and organization.

Your abstract will follow the style required by the American Geophysical Union. Use at least a 12-point type or 11-point font size. Indent the second and subsequent lines of the title and author blocks by 0.2". Leave one blank line after the title block.

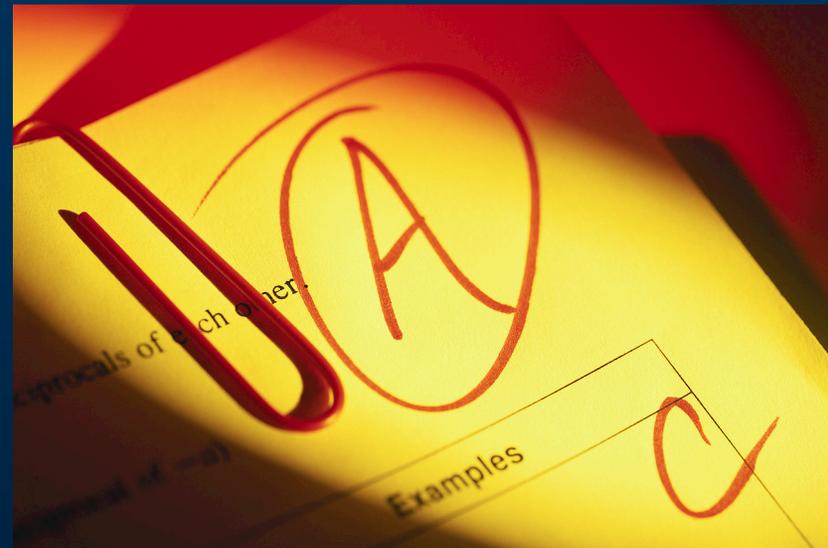
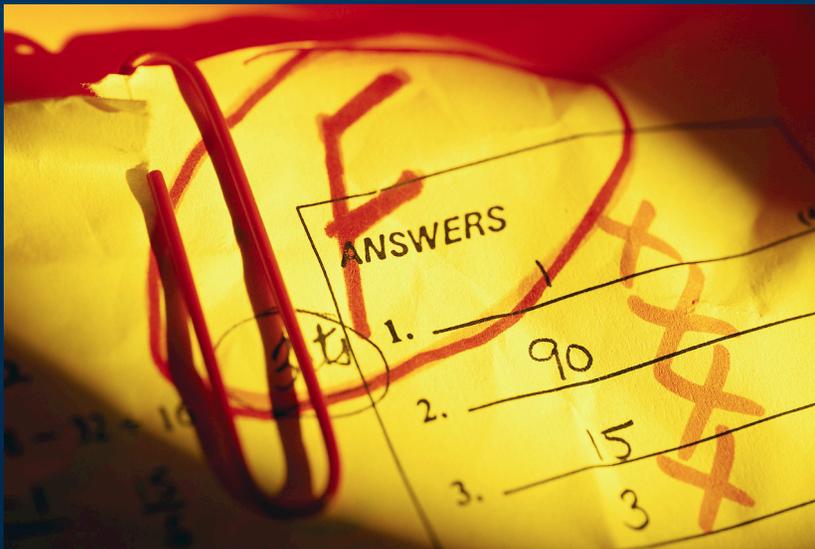
Type the initials of the author or authors (no punctuation except semicolons between authors), journal title, publication date, and pages in uppercase and lowercase letters. Italicize the journal title. Leave one blank line after the author block.

Leave one blank line between paragraphs in the body of the abstract text. Neatly drawn symbols, Greek letters, or other camera reproducible copy is acceptable, but avoid using in the title if at all possible.

Submittal information must be typed in the space to the right of the abstract and will include: the course number and term (e.g., GEOL 15, spring 1999); your 5-digit course ID number; and three index terms that best fit the topic of your abstract.

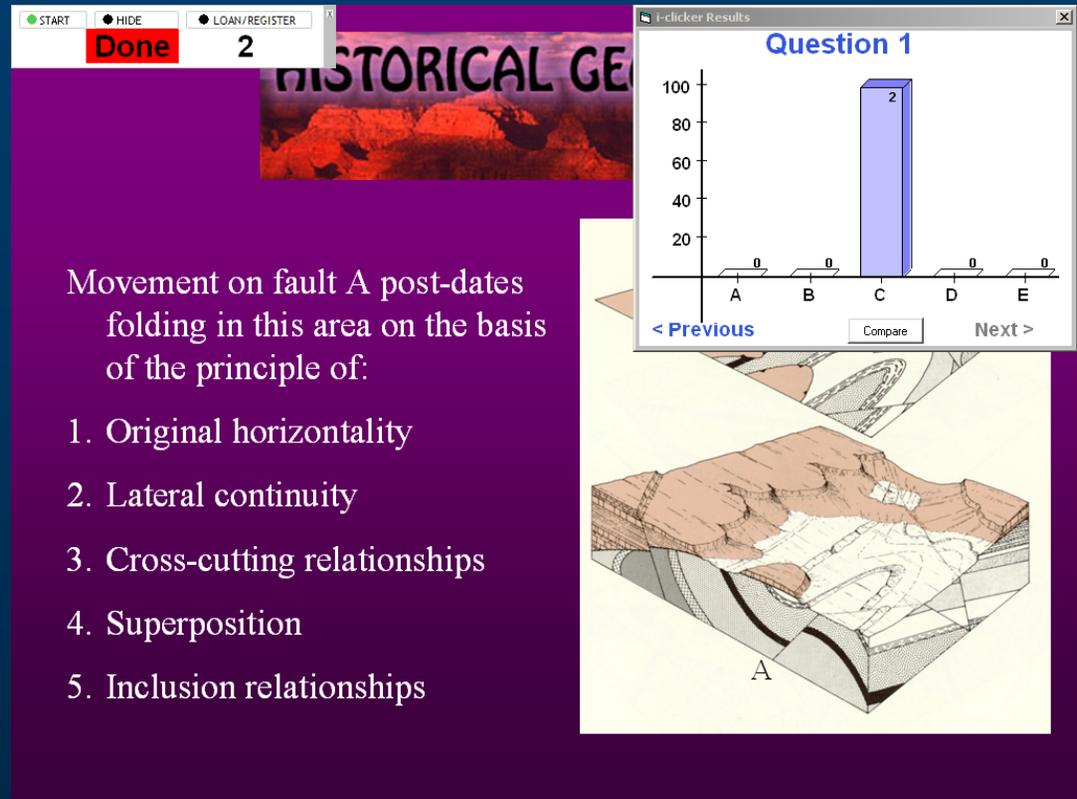
Retention and Success

- Encourage students to revisit and learn from their earlier assignments



Retention and Success

- Assess learning throughout the semester using many small, low-stakes assignments



The screenshot shows an i-clicker interface with a question window titled "Question 1". The question text is: "Movement on fault A post-dates folding in this area on the basis of the principle of:". Below the question is a list of five options: 1. Original horizontality, 2. Lateral continuity, 3. Cross-cutting relationships, 4. Superposition, and 5. Inclusion relationships. To the right of the question is a 3D block diagram of a geological structure. The diagram shows a fault labeled "A" cutting through a folded rock layer. The fault is a normal fault, and the rock layer it cuts through is folded into a syncline. The fault line is labeled "A" at the bottom. The diagram is a perspective view showing the fault and the folded rock layer.

Done 2

HISTORICAL GE

Question 1

100
80
60
40
20

A B C D E

< Previous Compare Next >

1. Original horizontality
2. Lateral continuity
3. Cross-cutting relationships
4. Superposition
5. Inclusion relationships