**Teaching First Generation Students – Discussion Notes**

SAGE 2YC: Texas 2014 Supporting Student Success Workshop, 5/17/14

**What teaching and advising techniques have you used that have been successful with this subpopulation?**

**What resources would be helpful to others?**

* Share personal background with students (e.g., “I am first generation”)
* Tell a successful first generation student’s story, talk about role models who were first generation students
* Encourage them (to broaden horizons, that we believe in them)
* Find out what the college’s resources are to support first generation students (e.g., mentor/mentee programs, first year experience)
* Office door is open to more than just about the course
* Icebreaker to know about the students/Know the demographics of your classroom/Online survey (low-stakes) to learn about students’ background *and* share college resources for student success
* Extra credit scavenger hunt for college resources (e.g., writing center, tutoring center)
* Don’t assume that students have received emails about what the campus offers them
* Extra credit to visit writing center for a writing assignment
* Provide them information about four-year transfer institutions, geoscience careers, use geoscience career slides before class starts, show diversity in careers
* Engage with students, motivate them to come to your office
* Monitor how students use the course’s e-learning platform, interact with students to let them know that they should be using Blackboard
* Scaffold assignments
* Find ways to encourage students to ask for help
* If an assignment requires students to visit the library, take students to library as part of class
* Let students know how interdisciplinary the geosciences are—their talents are valued in the geosciences
* Identify implicit skills (oral presentation skills) and make them explicit (provide rubric of what students will need to do)
* Let them know about internship opportunities
* Advise students to look into student chapters of professional organizations (no matter what profession), can lead to scholarships
* Stress to students that no question is dumb, encourage questioning in class

**Three main tips**

1. Guide students to/physically take students to resources/identify unwritten expectations

2. Encouragement/show role models/broaden educational and career horizons

3. Motivate them to engage in a real relationship with you