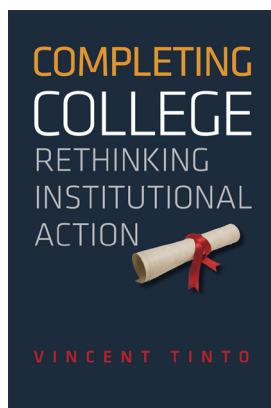


Teaching Strategies for Assisting Students with Absences Reflective Practice Large Group Meeting

Oct. 14th, 2021. 11:30am-12:20pm Stabley 101

Finding ways to help students who must be absent from class, especially for long periods of time, can be challenging. Implementing teaching strategies to support learning loss can make the difference between a student succeeding or failing in a course. Join colleagues as we brainstorm and share ideas being implemented this fall for supporting students so they can successfully complete your courses despite absence-related set-backs.

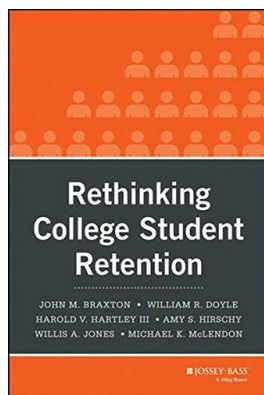
Books



Tinto, V. (2012). *Completing college : Rethinking institutional action*. The University of Chicago Press. Call No. Stapleton Library Stacks LC148 .T568 2012

Summary:

Supporting student success and retention is college students is a significant concern of college professors. In this classic text, Tinto draws upon research in this area to identify classroom related conditions enabling students to succeed and continue on within institutions, including high expectations for success with structured academic, social support, provision of frequent feedback and assessments of their performance, and promoting their active involvement with other students and faculty.



Braxton, J. (2013). *Rethinking college student retention*. Jossey-Bass Call No. LC148.2 .B73 2014

Summary:

This book's recommendations will help anyone concerned with institutional retention rates--and helping students reach their maximum potential for success--understand the complexities of the issue and develop policies and initiatives to increase student persistence

Internet Resources

Dailey, R. (2015). What to Do about Those Absent Students? *Faculty Focus*. Retrieved October 12, 2021, from <https://www.facultyfocus.com/articles/teaching-and-learning/what-to-do-about-those-absent-students/>

Summary: This article discusses ways instructors can replicate what is lost when students miss active class sessions.

University of Pennsylvania. Center for Teaching and Learning.(n.d). Strategies to help students stay on track when they must miss class. Teaching in person fall 2021. Retrieved October 12, 2021, <https://www.ctl.upenn.edu/strategies-help-students-stay-track-when-they-must-miss-class>

Summary: Students have always needed to miss classes on occasion. Due to the COVID-19 pandemic, students may be unable to attend classes more frequently or for longer periods of time because of illness or quarantine. Proactively designing a plan for how you will approach missed classes will make it easier for both you and your students to address these challenges in the moment -- particularly when your students may need to miss multiple classes.

Internet Resources Continued

University of Pittsburgh. University Center for Teaching and Learning (2021). Accommodating quarantine, isolation, or extended classroom absences. Retrieved October 12, 2021, from <https://teaching.pitt.edu/resources-for-teaching/accommodating-quarantine-isolation-or-extended-classroom-absences/>

Summary: Great ideas for creating classroom continuity for students required to isolate or quarantine. One takeaway: when providing record class sessions to remote students, frame their viewing with an assignment so they get more out of the recording. Pitt also mentions a new student facilitator option they are piloting, in which a student worker takes the student's place in class to facilitate a live zoom experience for the remote student.

University of Kansas. Center for Teaching Excellence. (n.d.) Motivating students. Retrieved 12 October 2021, from <https://cte.ku.edu/encouraging-attendance>

Summary: This page presents research on why students do and do not attend classes, an overview of the debate on whether or not students should be penalized for missing class, and some strategies to motivate students to attend class throughout the semester.

Mays, I. (2021). Hope matters: 10 strategies to support students and help them learn during the coronavirus crisis. *Inside Higher Ed*. Retrieved October 12, 2021, from <https://www.insidehighered.com/advice/2020/03/17/10-strategies-support-students-and-help-them-learn-during-coronavirus-crisis>

Summary: Written at the beginning of the COVID-19 pandemic, Mays Imad's article is still an inspired reminder for us when considering our remote students' emotional as well as academic needs.

Supporting the academic success of pregnant and newborn-parenting students. (2021). Retrieved 12 October 2021, from <https://www.iup.edu/socialequity/policies/supporting-the-academic-success-of-pregnant-and-newborn-parenting-students.html>

Summary: Title IX prohibits discrimination based on pregnancy, marital and parental status. Pregnant and newborn-parenting students can be referred to the Title IX Office for supports and accommodations to help them fully participate in their classes, such as a leave of absence, extended deadlines, and independent study.

McMurtrie, B. (2021). Remaining flexible without burning out. Retrieved October 12, 2021, from https://www.chronicle.com/newsletter/teaching/2021-09-30?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_2951417_nl_Academe-Today_date_20210930&cid=at&source=ams&sourceid=&cid2=gen_login_refresh&cid2=gen_login_refresh

Summary: This column shares advice from an expert panel on teaching in Fall 2021, with reminders to offer flexibility to students while also keeping it simple, having self-compassion, and maintaining connection with students.