

**STEM-UP PA's *Innovations in Teaching* symposium  
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# Strategies for Gaining Student Buy-in

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Dr. Debbie Gochenaur  
Department of Mathematics  
Shippensburg University

**ABSTRACT:** Students struggle in our courses for many reasons. Early identification of at-risk students, and working with them on a plan of action for the course, can make the difference between students passing or having to retake the course. There are a number of strategies that are useful in getting student buy-in for Action Plans; without their buy-in the Action Plan will not be implemented. During this session I will discuss strategies for getting students to buy-in, as well as follow-up strategies and some anecdotal results from my own work with Action Plans.

# An Increasing Problem

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- Higher enrollments
- Lower ability, especially in entry level General Education courses
- You can't just fail them all, so, what are you going to do?

# Strategies to Try

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- Skeleton notes
- Detailed course calendar
  - with all homework due dates
- Extra office hours

Begging, Pleading, Promising ...

if they would just do their homework!

But they have a serious lack of study skills  
and  
they do not know the difference between  
learning and studying

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## Day 1: Setting the Stage

*You will not get Buy-In  
until you gain their respect!*

# First Day of Class

*Jason Aldean - The Only Way I Know*

*That's the only way I know*

*Don't stop 'til everything's gone*

*Straight ahead, never turn round*

*Don't back up, don't back down*

*Full throttle, wide open*

*You get tired and you don't show it*

*Dig a little deeper when you think you  
can't dig no more*

*That's the only way I know*

## Forming Groups

- Groups of 3
- Count off from the left

## Meeting your teammates

*What do you believe is  
important to*

**understand and learn**

*in Applied Calculus?*

Next – with your group (sit down)

*What do you believe to be critical  
**characteristics of successful students***

*in Applied Calculus?*

[www.padlet.com/gochenaur](http://www.padlet.com/gochenaur)

Click on "Successful Applied Calculus Students"

## Mindset (on your own)

*What do you think is the difference  
between a Growth Mindset and a  
Fixed Mindset?*

## Growth Mindset

- I am firmly in the Growth Mindset camp.
- I believe that each of you is capable of learning Calculus.
- Together, let's work as a team to get you through this semester!

Debbie Gochenaur +12 • 7mo

# Successful Applied Calculus Students (02)

Made with a quick smile

## CHARACTERISTICS OF SUCCESSFUL APPLIED CALC STUDENTS

- Smart
- Motivated
- Positive
- Come to class
- Be on time
- Be prepared
- Talk to classmates
- Get help
- Get good sleep
- Eat a good breakfast
- Study
- Do good
- Try hard
- Stay off your phone during class

Add comment

## Successful Students

- Take Notes
- Good attendance
- Active in class
- Don't procrastinate
- Study
- Come prepared

Add comment

## Successful Students

Make sure you actually take notes in class.

Add comment

Going to tutors  
Being prepared for class

## Good attendance

Add comment

## Successful charavter

8 comments

- Anonymous** 7mo  
Perseverance
- Anonymous** 7mo  
Attendance, diligence,
- Anonymous** 7mo  
Focus,
- Anonymous** 7mo  
Sleep, and caffeine
- Anonymous** 7mo  
Google/email your professor
- Anonymous** 7mo  
Good notes

## Successful students

1. showing up to class
2. Perseverance
3. Doing number problems

Add comment

## Characteristics of successful students

1. Going to tutors
2. Attend class
3. Talk to your professor
4. Commit to studying
5. Form a study group
6. Complete your hw on time
7. Organization

Add comment

## Attendance

- Study
- Ask questions
- Take notes
- Practice
- Visit office hours

Add comment

## Successful Students

perseverance, diligence, study skills

1 comment

**Anonymous** 7mo  
Motivation

Add comment



# Adjusting to SU (again?)

- Study skills
  - Time management
  - Work/Life balance
    - Stress management
    - Self-care
  - Honesty, Integrity and Perseverance
  - Seek help
- Office hours
  - Required materials
  - Expectations
    - Assignments
    - Help your group be the best it can be.
    - Find a Study Buddy
    - In-class work
  - Seeking help
  - Academic Integrity
  - Accommodations
  - Course Calendar
  - Let's do some math!

# Week 2 & 3:

## **Continue working on community**

- Checking notes with a partner
- Going to the board with your group

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- Active learning strategies

# Week 3 Day 1:

## The Study Cycle

### Preview

**Preview before class** – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you'd like the lecture to answer for you.

### Attend

**Attend class** – **GO TO CLASS!** Answer and ask questions and take meaningful notes.

### Review

**Review after class** – As soon after class as possible, read notes, fill in gaps and note any questions.

### Study

**Study** – Repetition is the key. Ask questions such as 'why', 'how', and 'what if?'

- Intense Study Sessions\* - 3-5 short study sessions per day
- Weekend Review – Read notes and material from the week to make connections

### Assess

**Assess your Learning** – Periodically perform reality checks

- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?

### Intense Study Sessions

1	Set a Goal	1-2 min	Decide what you want to accomplish in your study session
2	Study with Focus	30-50 min	Interact with material- organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	10-15 min	Take a break– call a friend, play a short game, get a snack
4	Review	5 min	Go over what you just studied

# Week 4: After 1<sup>st</sup> Exam

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- Your students are struggling
- You have a high DFW rate early in the semester
- You are looking for ideas

**Enter: The Action Plan**

**Time intensive? Yes.**

**Worth it? Definitely!**

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- This an investment in that student's life.
- IF the student follows the plan, think of how much easier your grading tasks will become!

Don't forget to follow up with your students via email or in person.

**Thank you!**

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**dlgochenaur@ship.edu**