

**Spring 2007 Adjunct Faculty Convocation**  
**January 11, 2007**  
**Creating a Climate of Faculty-Student Engagement**  
**Discipline Breakout Session Dialogue**  
**Discussion Notes Submitted by Session Facilitators**

**Accounting**

1. What are you currently doing to engage students outside the classroom?
  - Take home activities
  - Students exchange telephone numbers
  - Accountability – high expectations
  - No spectators/participation
  - Encourage mistakes/learn from failure
  - Team approach
  - Approachable
  - Get to know students and relate what they learn to what is done in class
  - Group quizzes
  - Master lab
  - Family gateway/study groups/ review sessions/accountability to other students/30 hours
  - Faculty participate to building relationships
  - Culture of student engagement
  - Ask student
  - Open case approach – students as judges and jurors

**Art**

1. What are you currently doing to engage students outside the classroom?
  - Workshops in various disciplines of art
  - Annual art sales
  - Encourage them to meet us at area art shows and museums
  - Encourage to exhibit in art shows outside the classroom
  - Take in depth discussions to the cafeteria or local restaurants
2. What are other activities you can do to engage students outside the classroom?
  - See above – we shared and may try ideas from others

## **Business Office Systems and Support (BOSS)**

1. What are you currently doing to engage students outside the classroom?
  - Advertise the BOSS Program.
  - Advise students on courses or careers/jobs.
  - Correspond with students via email.
  - Be informed of things that would interest my students.
  - Give students personal email address and cell phone number.
  - Encourage direct communication.
  - Troubleshoot problems students have at home and share the solutions during the next class session.
  - Bring in personal equipment to demonstrate advanced techniques.
  - Arrange and monitor extra lab time for students.
  - Email students about upcoming courses.
  - Tutor students via phone.
  - Call or email students regarding classes missed and ways to make up the class.
  - Make sure students drop in time so they don't receive a grade of F.
  - Be available to answer questions before and after class.
  - Assign homework.
  - Write a letter/email to students prior to the class to introduce myself, discuss class objectives, schedules/deadlines, expectations, start date, responsibilities, etc.
  - Maintain up-to-date Excel file containing information of former students.
  - Maintain a list of Internet sites used in the classroom.
  - Send current Emeritus schedule to students.
  
2. What are other activities you can do to engage students outside the classroom?
  - Encourage students to contact me by email.
  - Set up an online student lounge to accommodate and encourage informal dialog/discussion forums.
  - Have student interview fellow students for tips to use for the class.
  - Students will compile a paragraph and share it with everyone in the class. This is motivating and a useful activity that engages students and provides for a comforting learning environment.
  - Ask for students to submit information about themselves at the beginning of the semester.

## Developmental Math

1. What are you currently doing to engage students outside the classroom?
  - Using MyMathLab engages students by allowing them to email particular questions from their homework assignment to the instructor.
  - Some instructors email their students and solicit the students to ask (send) questions to them.
  - Some instructors give out their home phone number (or even their cell phone number) so that students can contact them.
  - Some instructors volunteer 1 or 2 hours per week in the CTLC to tutor developmental math students.
  - Being flexible about allowing students to attend another of your DMAT classes when they are having difficulty attending the one they are registered in.
  - Make a special invitation to students to come in after class for tutoring.
  - Talk to students outside of class – when you encounter them in the hallway, cafeteria, etc – Address them BY NAME
  - Attend students' activities outside the classroom.
  - Contact students via email or phone when they have missed class or are having difficulty.
  - Make special arrangements to meet with students outside of class when they need to receive extra help.
  - Have students introduce themselves to fellow classmates and make relationships.
  - Advocate the use of SOAR tutoring
  - Give extra credit when students attend math workshops or tutoring.
  - Give group assignments.
  - Give your students a list of free web sites where they can work on math skills.
  - Form study groups before and after class.
  - Encourage students to check out the math video tapes from the telecourse center.
    - Encourage students to exchange email addresses and phone numbers.
  - Make sure you observe your office hours so that students can easily come by for help.
  - Make sure students receive information about the CTLC workshops – via email, postings on the board, or through class notes.
  - In lab and computer class – group by DMAT level so that students can more easily work together.
  - Have a student who has just gotten help from me, help another student with the same problem.
  - Hand out a “newsletter” with important information highlighted – on colored paper.

- Announce every once in a while that an informal study group will meet the next day after class for about 15 minutes to work on the current topic in an intense session so that students can better understand that topic.

2. What are other activities you can do to engage students outside the classroom?

- Call students who have missed several days to see if they need special help catching up.
- When students return to class after missing a class, tell them you missed their presence – students will know that you noticed and cared about them being absent.
- Have more spaces across campus where students can gather to work on assignments together – especially some spaces close to the classrooms.
- Have daycare facilities for students to use so they can take advantage of after-class learning opportunities.
- Pay adjunct faculty for ½ hour per week per 3-hour class they teach to hold office hours – and supply more space for this activity. (Tarrant County C.C. already does this)
- Open the cafeteria – even as just a coffee bar after 2:00 for evening students and day students who might want to gather in that area to study together.
- Make your email address available to your students and check it regularly.
- Add a lab component to the DMAT classes which would require students to come to small group sessions for one-on-one and small group help.
- Develop discussion group components to your classes and facilitate those discussions by posing questions.
- Encourage visits to the CTLC – maybe by offering extra credit.
- Acknowledge student’s achievements in non-math activities.
- Learn more about your students’ interests, goals, jobs.
- When students have issues/complaints about services offered on campus such as tutoring, try to address those issues rather than dismiss them.
- Use one-minute quizzes at the beginning of class to assess how students are doing with the subject matter.
- Install math-related artwork in the hallways.
- Engage students during lab. Work with individual students on the areas in which they feel they need extra help during each lab.
- Use the discussion forum on campus to facilitate questions and answers.
- Have students post bios to the discussion board.
- Implement “Virtual Office Hours.”
- Provide feedback from graded assignments.
- Respond quickly to students needs/requests by phone or email.
- Be accessible to students weekdays, nights, and weekends.

- Have students complete field assignments throughout the semester with a brief follow-up talk with the instructor by phone or email.
- Clarify expectations for the course—present a PowerPoint presentation for the first class session.
- Present our program at meetings.
- Encourage students to register for our classes.
- BE A RICHLAND AMBASSADOR!

## Developmental Reading

1. What are you currently doing to engage students outside the classroom?

- Use e-campus for students to check assignments, grades
- Computer lab extra time
- Internet online learning centers
- Use “Quick” (Dallas newspaper) for current events/community building homework
- Encourage reading for pleasure
- Make myself available if students want to discuss problems
- I encourage them to contact me at home or by e-mail with any questions
- I ask students to use the computer lab or go to the public library
- I encourage students by setting up a networking system the first day of class. I ask for volunteers to write names and contact info on the board.
- Encourage students to read newspapers, watch CDs, audio books, go online for further practice, e-campus (electronic communication), e-mail, ESOL – watch T V in English, networking, e-mail (voluntary), assignment buddy
- “Buddy” system for class information
- E-mail specific to each class
- Extra lab time using additional software supports
- Computer activities – web use
- E-mail – homework due - question/answer, mine and other students
- Phone calls
- Complete extra assignments online
- Encourage and check on outside of class reading
- Allow time before/after class
- Tutoring after class/outside class/small groups
- Take advantage of online opportunities to access class materials
- E-mail students to encourage ongoing
- Reading lab

2. What are other activities you can do to engage students outside the classroom?

- Create group assignments
- If all students had ipods, create ipod web casts

- Be accessible for meeting and tutoring sessions
- Have a cooperative assignment
- E-mail chats, homework
- Encourage students who are ESL to talk in English
- I could use e-mail more often
- Form study groups
- Group homework projects (competition)
- Make students sign up for campus e-mail and send assignments
- Project development that can be carried out through technology
- E-campus
- ESOL – English TV assignment
- Make assignments to use “study buddy” outside of class
- Have students e-mail me some of their assignments
- Group study times outside of class
- Downloading PowerPoint assignments

### **Developmental Writing**

1. What are you currently doing to engage students outside the classroom?

- Contact through e-mail
- They can send essays or ideas or first draft
- I can respond to their writing and prompts
- Have them go to the tutoring center
- Currently make myself available during office hours two days a week; I am also available for questions via cell phone and e-mail
- Relating historical events to their daily lives (web review)
- Have the students contact you using a “TRACTPHONE” whereby they are able to communicate w/me via e-mail, text message, or voice mail.
- Encourage students to exchange contact info with at least one other student in the class
- Require attendance at writing center – tutoring
- Encourage them to e-mail or call me with questions – or come by my office for help
- Use criterion program (writing/editing – internet based)
- I work in the CTLC as well as teach so I often request students to meet me there
- Offering extra credit through “connections workshops”
- One of two group projects that require outside class time to work w/students
- Send pairs to observe environment for descriptive writing
- Essay or editorial on TV show – persuasive essay assignment – analyze commercials
- On campus events – have them write a one-page response

2. What are other activities you can do to engage students outside the classroom?
  - Partner w/another course/section and then have students work w/persons from other courses
  - Engaging students to look for examples of core parts of speech through advertisements/literature
  - Lab assignment to pick a favorite song and find an example of grammar error through lyrics
  - NPR stories they find interesting and report about content and tone
  - Heighten awareness of grammar rules
  - Podcasts for grammar lessons
  - Require students to attend workshop in library or CTLC
  - Have them work on group projects outside the classroom
  - Dismiss students during class to meet in a writing group (at the library, etc). This would give students a chance to interact with other students

### **Engineering and Technology**

1. What are you currently doing to engage students outside the classroom?
  - Tech club sponsorship
  - Office hours open lab for student help and project work
  - Exam prep problem sessions
  - Communicating career opportunities and referring/recommending students
  - Being approachable in and out of classroom encouraging questions
  - Encouraging student workgroups; structure homework to support group work
2. What are other activities you can do to engage students outside the classroom?
  - Reserve room space, and schedule group sessions with instructor available but not present
  - Use e-campus discussion board

### **English**

1. What are you currently doing to engage students outside the classroom?
  - Smoker sessions outside
  - Keep open prompts on writing assignments to learn personal information
  - First day is important
  - Learn names as quickly as possible
  - Two assignments that instructor meets with students outside of class

- DMA, Fair Park, various activities and exhibits – instructor announces time when students can voluntarily meet them
  - Attend student recitals, basketball games, etc.
  - Call students when they miss an assignment or to clarify information
  - E-mail students w/information or to contact students.
  - Take students to theatre/restaurant, Trammell Crow (free), Thursday night @ DMA (free) which often includes free jazz concert
2. What are other activities you can do to engage students outside the classroom?
- Have student meet you in office hour
  - Meet students in cafeteria for tutorial/conversation
  - Mentoring such as Los Palos Listos
  - Sponsor a club appropriate to subject area
  - Set up special library classes for students
  - Use e-campus groups for outside of class collaboration and group interaction
  - Making effort to interact w/students (especially former) when we see them on campus
  - Service learning projects
  - Create real life projects that involve class in community

### **ESOL AEI and Intensive Learning Community**

1. What are you currently doing to engage students outside the classroom?
- On-line, email groups, chats, discussion
  - Study groups – I give them materials to study and practice further what we did in class
  - Student groups meet outside of class to prepare class teaching presentations
  - Because students work and have busy outside lives, I try to set aside informal time right around their regular class time to talk and meet together. This way students can maximize time on campus and not have to return during office hours
  - I give many assignments on campus that students can complete in groups
  - I always give students a list of community activities, recommendations for relevant entertainment and learning experiences, festivals. The DFW Intercultural Calendar is a great resource. I offer extra credit for summaries and responses.
  - When SPAR events or visiting programs take place on-campus outside of class time, I circulate flyers and sometimes create an optional assignment to assist in language learning. Again I encourage students to participate in groups.

- Every student has a class list of phone numbers and email addresses to contact one another for interaction outside of class
- Many ESOL students engage in Conversation Partners with Emeritus. This is a wonderful and untapped resource!
- I've used a combination of email and appointments to keep in contact with my students outside normal classroom times. Since I don't have official hours, the students have some responsibility in pursuing me when they need extra help or want to ask questions. I suppose that in other circumstances I might be inclined to create a small web page to distribute information; but since I see my students three times a week, I don't imagine that anyone would ever feel inclined to check it often enough to be of use.
- Personal communication. Since I teach beginner students, I use office hours for in-depth personal communication with my students. In level one, most of the students are going through culture shock and homesickness. I encourage students to talk about their loneliness and we discuss ways of handling this issue. On Day One, I tell my students that I am available before and after class to listen to their problems. They need not talk only about academic or class-related problems. Quite often I hear stories about boyfriend problems, parents getting divorced, concern about their sick grandparents etc. I give them a sympathetic ear and they feel much better after they talk with me as they often tell me in their feedback about my class. Once the students understand that I care about them, it makes it easier for them to do their class assignments, homework etc.
- I attend campus activities with the students whenever possible. Some of the activities I have attended with my students are the International Day celebrations, inter-cultural festivals, musical concerts, peace-pole planting ceremonies, flower sales at the horticulture center, poetry readings and so on. Attending the activities with the students develops a stronger bond between us, and it is easy for me to reach out to them and for them to approach me.
- Field trips-in the past, with the AECI students I have attended several field trips in Dallas, and these outdoor trips are beneficial for students and teachers. This is good to develop their social skills and get rid of their shyness.
- If the students are absent for two or more days, I send an email message or call to tell them I missed them in class and also to enquire if everything is okay with them. Many of them have told me they liked my concern for their well-being and felt I cared about them.
- In general, with my personal communication skills, I try to build positive self-esteem in my students and let them know that I care about them. This in turn makes them have a positive attitude to their studies.
- To me, "Engaging Students Outside the Classroom" means four very different things. First, it means being available before and after class, as well as during

breaks, to speak with individual students. It also means giving students my e-mail address and cell phone number so that they can reach me outside of class, and responding promptly to their communications. Second, it means teaching things that the students can use in their daily lives. One way I do this is by having students use newspaper articles that they choose as the basis for speech presentations. They practice their reading skills on materials of their choice and speak about topics of interest to themselves. Another is by having time each week to answer questions that they have about words they hear outside or cultural situations that they encounter; this brings the outside world inside the classroom and keeps them thinking about their classroom learning when they are involved in other aspects of their lives. Giving reading lessons that incorporate travel brochures, articles about credit cards, and other practical materials is very helpful in this way; the occasional use of these materials also provides a welcome break from the purely academic. Third, in the Integrated Learning Communities Program we take field trips; these are certainly ways of engaging students outside the classroom. Fourth, "engaging students outside the classroom" also means providing Internet-based learning situations such as on-line chats. I can see this being an opportunity to schedule extra sessions for students who need extra help as well as opportunities to help advanced students move further forward. I do not have the technological savvy at this point but would like to learn more.

- The most effective way that I have found to engage students outside of the classroom is through e-mail. As a teacher, being accessible to my students through e-mail allows for me to engage students on an individual level. Many times this dialogue is academically related and allows students to explain why they were late, absent etc. when they may not feel comfortable doing so in person or in front of others, especially if the reasons are personal or family related. Similarly I can respond as I deem necessary to the specific situation. But e-mail has also proven to be very useful in relating to students outside of academics. After last semester several students have already e-mailed me to wish me a happy holiday or update me on their lives. I think e-mail is a safe and comfortable way for students to interact with a teacher

- ONLINE. ONLINE. ONLINE. Why online? Because we need to meet students where they are. Where are they? Online. Yes, if you're full-time faculty, office hours are a must. Yes, college-wide events attended by students and instructors (poetry readings, international day, SPAR events etc.) are a great way to interact outside the classroom. BUT... Many of our students are juggling families and jobs. Many of them are not on campus when they're not in class. MORE IMPORTANTLY... Today's student lives in an instant access world and wants--demands--instant access. At the touch of a button they can get news, take part in discussion, shop, and meet people. They want their instructor at the touch of a button too. Unrealistic? Here's the thing. If we don't give them what

they demand, someone else, somewhere else, will! So my reframed question is this: how do you create an online climate that is welcoming, accessible, helpful, and--dare I say it?--fun? How do you do it without crushing the teacher who is busy planning lessons and grading papers when not in the classroom? We start with what we have, and what we have is Blackboard. This does not need to be a place simply for assignments. For example, my online forums, in addition to including graded discussions, include threads for informal, ungraded chat between students and instructors. They also include threads where you can shout for help. This is how they work:

- CHAT A discussion forum where students can talk about anything as long as it's legal and decent. Students typically use this to say hello to one another, arrange outings together, moan about homework, share photos, and talk about hobbies and interests. Most students do this online anyway. If they do it on my Blackboard site, they're staying engaged with their classmates and with me. I don't need to do more than skim the messages and reply to one here and there to make students feel they're being heard by each other and by me. A good result I've seen from this is that shy students who were less engaged IN class become more engaged if they begin by relating in what many see as a less threatening/demanding way than by having to stand up in class. This improves in-class relationships and cooperation. More importantly, students can use it anytime. They don't need to wait for an office hour. Today's students don't like to wait! By sharing the response load with other members of the class, a lot of weight is taken off the instructor who can decide just how much they can afford to participate. It's something easy to catch up with at odd spare moments. This forum can also act as an important early alert for the disgruntled. Students tend to say more of what they think online. You can catch potential problems before they crystallize.

- HELP This is a forum set up for students primarily to help each other. Didn't get a homework assignment? Ask. Don't understand something? Ask. Students don't have to wait for an office hour or for class to get clarification. Often, students can answer each other's questions. The instructor skimming the messages and clarifying where necessary, posting the odd encouraging comment, makes the students feel heard. A bonus is the instructor doesn't have to answer 8-20 emails on the same question. By using this instead of traditional email wherever possible, the load on the instructor is minimized, students are encouraged to engage with each other, and the instructor is seen as "present" more often than not.

- OTHER EXAMPLES Other things I've used include getting students from a class to design the "banner" for their Blackboard site. This can be changed every week or two at the click of a couple of buttons. Some groups like to do it; some don't. By adding a forum where students can upload their designs, and by having them vote for the ones they want up next, all the instructor has to do is upload the latest winner from time to time. Sound silly? Sound like it doesn't have much to do with instruction?

Here's the thing: students feel they're participating in making their online classroom. If students are too sophisticated--or think they are--to make pictures, they could always choose apt quotes. They like doing this. It costs nothing. It gives students ownership of their online site. If you want to do it as a one-time hit, take a digital photo of the whole class--with their permission--and upload that as the banner. Students see themselves and their instructor every time they sign in.

- From the first day, I make it very clear to students that there are several ways to reach me: in my office or the classroom before or after class, via email, or by office or home phone.

- After the session is underway, I sometimes tell certain students who are struggling to make an appointment to speak with me. This targeted request is usually successful whereas students who are struggling may not, for whatever reason, come by otherwise. Students often tell me that do not want to "bother" me and seem to feel it is an imposition to seek individual help. Our limited time outside of class makes it less likely that students will have time or inclination to seek us outside of class, so I do not have as much out-of-class contact with students as in the past.

- On an ongoing basis during the session, I engage students through weekly replies to their email assignments. This is not a formulaic answer, and I seek to make it clear to them that I see each of them as individual learners.

- I also answer any emails with questions promptly and thoroughly.

- I participate in the discussion board threads, monitoring what is going on but also responding to their posts on a random basis.

- For my lab classes and ILC class, I have office hours. For the AECl students, I schedule these hours during their lunch breaks and after class to give them some flexibility. I also let them know in person and on eCampus that if they are unable to meet during my office hours, they may make an appointment with me. Of course, if a student comes by outside of my office hours, and I am available, I will see them at that point.

- I am CONSTANTLY in contact via e-mail with the AECl students. In addition to replying to them during the day, I correspond with them in the evening from home. In the ILC, I always make a point of letting the students know that they can e-mail me with any questions after class.

- In the AECl, I send group e-mail messages with important information. During the orientations, I make sure that all students enter their correct e-mail addresses into eCampus.

- I don't do anything high tech or special in how I communicate with students. I simply talk with them after class or before class. I don't get too involved in their personal lives other than what they talk about or tell me. Sometimes students have a lot of problems that interfere with their education such as work or money problems or family issues. Often they will tell me about those things since I get to know students personally in class and I am willing to listen. Besides that, I talk to students on the phone when they call with a problem. And of course I communicate with

students by email about educational issues such as being sick or missed homework. Occasionally I will accidentally run into students in the community at work or a store or even walking down the street. It is amazing how often this happens. Finally I will have students come by my office and I talk with them in the hallway or the bookstore, library or wherever. I just try to be open and communicate with students in whatever ways are effective, natural and easy.

- I engage with my online students through email.
- I also engage with some of them through office hours.
- I also cosponsor the Vietnamese Student Club.
- Many ESOL students, particularly the F-1 visa holders who are new to the U.S. or who have never been in an American college setting before, are extremely shy about having any contact with instructors outside of class. Often, they do not ask for help or clarification in class either because they come from cultures where students never question the teacher about anything, even directions on a piece of paper. With that as a background, it's a real challenge to open and maintain meaningful communication between instructor and student.
- As silly as it sounds, one of the simplest ways that I encourage students to come see me in person is to cut class short a little early on one day of the first week and bring them all by my office. That way, they learn where it is and how to get to it, and no one can give me the excuse of, "I couldn't find it," or "I didn't know where you were." It's amazing how much more willing they are to come to my office, even for something as simple as picking up a worksheet that they missed, when they don't have to search for it or ask another native speaker of English for directions if they get lost.
- My teaching partner and I also ask former students whom we know are still on campus and with whom we have a good continuing rapport to drop by our classrooms for a few minutes at their convenience. We ask them to tell our current students a little bit about what regular classes are like. Without us prompting it, these former students nearly always urge our current students to come and see us in our offices or e-mail us whenever they have questions or concerns. Former students stress that teachers in the AECL are more often available in person than many of their regular-class instructors, who are often adjuncts with much more limited schedules.
- Since most international students, even those from developing nations, are internet-savvy, I encourage them to e-mail me with questions or problems. I use the "send e-mail" feature of eCampus to send reminders about some assignments, to alert students to unexpected changes in the teaching schedule, and to contact individual students about issues that should not be made public to the class, like grades or a lack of completed homework.
- I'd like to say that my policy is to make myself available and easily approachable for my students. Our brand new AECL students need plenty of personal attention and individual encouragement from the instructor, so

I am trying to be helpful and listen to their needs. Sometimes they need even a mother figure to share their concerns with! I am always available for them if they have any questions after class, or need to talk to me over the phone, or contact me via e-mail. I answer queries not only about the course and syllabus, but also about personal questions, such as how to write a proper job application letter or visa request.

- We do field trips to cultural places/ events and have the students give their feedback and responses to those
- We do project work with some student discretion in topic choice. These projects usually require some minimum outside of classroom time commitment on the part of the students
- We do things like have students bring some physical item or text or photo that has meaning to them and relate it to some concept we are covering (example: cultural posters)
- We ask students to participate in or observe the various RLC student events. (Halloween pumpkin carving, costume contest, International Day celebration.)
- We make some use of e-campus for discussion board topics and to provide access to useful websites.
- We have them work in small groups to use the library to find information.
- I have had them bring the text to a song they like for grammar analysis.
- We are available by email and in person for students with questions.

2. What are other activities you can do to engage students outside the classroom?

- Assigning group projects outside of class
- Create study groups; via instant messenger, etc.
- Peer editing partners
- Seminar days (already in use!)
- Service learning (already in use!)
- "Quick feedback forms" to acknowledge student progress every few days
- Online group projects.
- WHAT ELSE I'D LIKE TO SEE Class blogs. Not Blackboard blogs but blogs attached to the RLC site. The advantage of this is that they're open access. Students wondering whether to take a class can get a taste of what's cooking in advance. Blogs are continuous. Students in a spring class can get the advantage of reading last semester's discussion if they want.

## **ESOL Listening/Speaking**

1. What are you currently doing to engage students outside the classroom?

- Answer questions that are not related to coursework (e.g. personal situations, business letters)

- Try to figure out student interests, goals, and adapt teaching
  - Use current events – elicit response from students; relate to course text book
  - List student names so they can contact one another, with permission; give instructor phone number
  - Interest of student's culture to engage students: instructor shares as well arrange classroom in circle – see everyone's face, grouping faster
  - Sat in on/visited college level classes
2. What are other activities you can do to engage students outside the classroom?
- Give assignments to students to do outside of classroom (e.g. library project, working in group)
  - Go out to eat with them
  - Interviewing college instructor
  - Career assessment
  - Visited college level classes
  - Encourage them to go to RLC concerts, art exhibits, astronomy nights, plays
  - Experience other cultures
  - Television and movies: career choices
  - Watch CNN to identify those that look "like" you

## **ESOL Reading**

1. What are you currently doing to engage students outside the classroom?
- Utilizing time together in the classroom through building relationships and sharing personal experiences to show "I care about you."
  - Getting to know you booklets
  - Mentoring
  - Speaking in native language
2. What are other activities you can do to engage students outside the classroom?
- Encouraging students to use the internet to search related links, websites and corresponding via email.
  - Visiting places on the campus outside of class and encouraging students to visit during office hours (open door outside of class time)
  - Connect with local employers

## ESOL Writing/Grammar

### 1. What are you currently doing to engage students outside the classroom?

- Attend the three library classes
- Go to the tutoring center in M216
- Stay after class to give assistance
- Show campus maps – go to the ESL labs
- Library activity sheets
- Tell students to check with each other first when they missed class or have a question
- Send home a “group test” that they can work on together
- Allow students to call home
- Have students get together in groups the first day of class to exchange e-mails or phone numbers in case of sickness or needing help on an assignment; provide phone list
- Make it known that the instructor is available before and after class
- Faculty available by e-mail/phone
- Interaction of students – create network for outside of class
- Student information form to have up to date contact information
- Having them interact with students from other cultures

### 2. What are other activities you can do to engage students outside the classroom?

- Ask students to call one another
- Peer editing on a limited basis
- Go as a group to other activities on campus
- Journal activities
- More cooperative classroom activities
- Offer to give bonus points for going together to the tutor
- Encourage students to proofread together outside of class
- Use discussion board on line
- Assign jigsaw projects
- Encourage students to forge relationships with base groups
- Take part in library courses
- Writing/grammar workshops
- Join campus groups
- Arrive earlier to assist students that need help
- Assignments that include outside group work
- E-mail another student outside of class as an assignment related to lesson
- Use humor to bond early
- Be available to your students immediately after class
- Offer email to receive homework assignments

- Initiate weekly group e-mail to communicate upcoming assignments going beyond syllabus)

## **Foreign Languages**

1. What are you currently doing to engage students outside the classroom?
  - Taking students to museums
  - Taking students to restaurants
  - Taking students to cultural centers
  - Movies organized by the Language Lab
  - Concerts, dances (folklore)
  - Art exhibits
  - Web activities; web projects
2. What are other activities you can do to engage students outside the classroom?
  - Start an American Sign Language Club
  - Start Spanish tertulias
  - Group work outside of class
  - Watch films as a group; discuss in class

## **Government**

1. What are you currently doing to engage students outside the classroom?
  - Review sessions after class
  - E-mail or telephone
  - Hold office hours or before class in the classroom
  - See students at on-campus events
  - Arrive early for class
  - Online classes – check e-mail often
  - Online classes – tell our story on discussion board
  - Require students to meet with instructor; talk about grades, career goals, etc. (20 minutes)
  - Online: do the student meetings described above by phone
  - Advise a student group
  - Online: required survey – ask student questions, students respond to one another
  - Walk around campus and chat with students
  - Invite students to meet you at a lecture series
  - Study pal forms – give them out on first day
  - Student survey
  - Require students to offer a program at school for others to attend
  - Service learning

- Ask for favorite story about themselves (by e-mail)
- Invite students into office to have espresso

## History

1. What are you currently doing to engage students outside the classroom?
  - What does this question mean? Does it mean engagement within the class or outside the class? One teacher was concerned regarding online classes. How much interaction can a teacher have when communication is online?
  - Pass out questionnaires to find out more information on students
  - Be approachable; not only in the class but outside the class
  - Regarding online classes, teachers should make more contact and encourage dialogue with students
2. What are other activities you can do to engage students outside the classroom?
  - Suggestions have been listed above
  - Others include having students themselves create questions for exams
  - Participating in groups with the students
  - Participating in other outside activities with students (Jane Guzman even started a bowling club).

## Horticulture

1. What are you currently doing to engage students outside the classroom?
  - Make sure students have access to other related training in Horticulture
  - Involve students in Horticulture Club – guest lectures, field trips, fund raising
  - Include students in trade show booths
  - TNLA regional meetings where students can interact with industry members
  - Advise students of volunteer opportunities in the industry
2. What are other activities you can do to engage students outside the classroom?
  - Invite students to experience on-the-job experiences and tours
  - Group projects – work as a team to achieve a goal
  - Assign out of classroom project that is then reported on to the group
  - Assign projects that engage students to discover new avenues such as PowerPoint presentations
  - Study groups to prepare for texts on their own time

- Home prep for lab work – assign in groups

## **Human Development**

1. What are you currently doing to engage students outside the classroom?
  - Call them when they miss class
  - Have them select study buddy by second class
  - Give copy of my office hours
  - Give them e-mail address – encourage them to send me e-mail first week of class
  - Encourage them to join things outside the classroom, i.e., campus activities
  - Require them to come to my office at least once
  - Form study groups – w/assignments outside of class
  - Make effort to go to: soccer event, restaurant, where students work, etc.
  - Learn whole class's names
  - Meet outside of class – before and after w/students informally
  - Go out to eat w/students
  
2. What are other activities you can do to engage students outside the classroom?
  - E-mail before class starts to welcome them
  - Send personalized e-mails not related to class
  - IF we are serious about engaging then bring back ACTivity HOUR
  - Assignments to attend campus activities for extra credit

## **Humanities**

1. What are you currently doing to engage students outside the classroom?
  - I play pieces for my students and ask them to explain its sound by describing it. The students have to write about the sound and describe it. The class then guesses which piece it is.
  - I take students to the church on Alpha & Hillcrest and show them the Byzantine art.
  - I tell my students that I will be attending a play at the college on such and such a night and that they can sit with me.
  - Before every test, I have a few study review sessions. My students are given mock tests and we discuss major concepts. This has increased my retention and the students' grades have continuously been very good. Students are expected to know a lot of in depth material and I help them by going over difficult assignments. Students are doing well in my classes because I have high expectations and my students are asked to listen, write, and talk. We review and teach the ideas in 2 or 3 different learning

styles. My students hopefully benefit from my methods. I want them to do well. I try to get their confidence level built up so that they can have more confidence in what they are studying and learning. It works out well for the topics covered in Humanities.

- Students need to understand how the material can help them. It is my challenge to show them and explain to them how the Humanities can enhance their life.
- Students attend the Dallas Museum of Fine Arts. We go to the museum on Thursday night and meet for a cup of coffee or tea and then go to the Reeves Collection and view the Modern, and 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Century art areas. Students write the event in a form which evaluates the major area of art that they select to write their essay on.
- Students meet in groups at least once a week to study together.
- I take my students to the Brazos Gallery. We select works of art to evaluate and students work together to discuss and learn the elements of art.
- I take students to the art openings of the art exhibits held in the gallery in the library. We discuss the art and also hear the artist discuss his or her work.
- I take my students to the noon recitals. We sit together and then talk about the musical recital. Students are also asked to write an essay about their experience.
- I have my students work in very small groups of 2 or 3 and they take long sheets of paper and we draw a chronology. We hang them up. I talk about them, and we learn to place events in order chronologically. My students enjoy creating art and learning history at the same time.
- Students are asked to walk around the campus in groups of 3 or 4 and do an assignment on topography and architecture. They come back to the classroom and we have each group explain the relationship of the environment, land, property, and architecture.
- I play the piano for the students to teach them the elements of music. I sometimes find that I have students who will help me explain by singing. We do the textures and learn the elements of music.
- I ask my students to bring an instrument to class. They may play it or they may show it.
- Students enjoy meeting me at Half Price Books. We have coffee and then browse. I show them what it is like to view wonderful art books.
- We love to draw a number and then select an object and try to put it in the proper category.
- We go to the theatre once a semester.
- We meet off campus at an artist's studio. He shows us how to create his work.
- I take students to go see a movie in Richardson that is Indian from India.
- I take my students to Teatro Dallas.
- We get in groups and we see which group does the best on the music identification.

- We meet each other in class and learn each other names
  - We go around the class and give a short bio/rationale for attendance in this particular class
  - We keep journals and each class session we have at least one reaction to write in journal.
  - Sometimes I bring candy to class and we play games around a lesson; I share my books a lot; I've brought art from my own collection in. I've had friends be "guest speakers" in trade for a lunch out.
  - We attend plays and have collective dinner after (less than \$10); also museum tours and dinner
  - When covering photography and design, students bring in a favorite image and we do class "critiques" discussions about the pieces they've chosen
  - Students have group projects that include food, dress, etc. in culture which they present to class.
  - Students attend library workshop as part of the course content for research paper.
  - E-mail/in-person interactions with students
  - Advising of students, information about schools, grant opportunities, taking photos of students
  - Projects that meld student goals and concepts in art
2. What are other activities you can do to engage students outside the classroom?
- Go to metro museums (DMA, Nasher, etc.)
  - Half Price Books (on Northwest Highway)
  - Art/international driven theatres (Inwood, Magnolia, etc.)
  - Reflections beside water and part environment (Turtle Creek, for example)
  - Hindu/Buddhist restaurant – temple
  - In spring 2007 hold a Bollywood film night for students and their families, free of charge
  - Involve students in community art organizations and events
  - Respond to student questions/e-mails promptly
  - Maintain office hours
  - Get to know our students on an individual level (necessary when we are asked to write recommendation letters)
  - Try to know all student names by second week of class
  - Talk to each student individually, privately at least once during semester about their goals, their obstacles, etc.
  - Have informal days for "free" discussion regarding class issues
  - Improve clarifying expectations of student assignments

## **Journalism**

1. What are you currently doing to engage students outside the classroom?
  - Invite students to participate in outside production opportunities
  - E-mail reminders about class activities and constantly tell them what's happening
  - Put information on e-campus
  - Invite students to professional work sites like radio stations
  - Students have access to all contact information
  - Journalism is unique in that students and instructors work closely with students in putting out the Chronicle and in producing material for KDUX
2. What are other activities you can do to engage students outside the classroom?
  - More online classes while migrating to hybrid classes
  - Expand use of e-campus

## **Math**

1. What are you currently doing to engage students outside the classroom?
  - Greet students in the hallway when you recognize them, even if you don't remember their name
  - Have students do site visits to your office (to learn office hours) or the adjunct office (learn where your mailbox resides) or the CTLC (in pairs) for tutoring
  - Have students gather phone numbers from at least one other person in class to contact outside of class
  - Divide students into groups, exchange e-mail/phone #, and present in-class project. The presentation is developed outside of class.
  - When students can't get hold of their "phone buddy" instructor gets involved to try to keep the interaction going
  - Have students tell their majors at beginning of class – students tend to group together by major both in and out of class

## **Multimedia**

1. What are you currently doing to engage students outside the classroom?
  - E-mail contact with students
  - Work in lab to help students
  - Hired students to work for faculty
  - Available by phone
  - Attend lectures at other colleges w/students

- Computer arts festival
  - Sponsor clubs (web sites, anime)
2. What are other activities you can do to engage students outside the classroom?
- Job board
  - Give them a venue to express themselves, teacher appreciations, out-of-class projects, special shows, student exhibitions with other schools and companies video festivals
  - Job shadowing
  - More faculty-sponsored activities

## Photography

1. What are you currently doing to engage students outside the classroom?
- Photo projects
  - Field trips to galleries and museums
  - Required reviews of these visits
  - Keeping an art/image journal
  - Research projects
  - Writing assignments for personal reflection on artwork
  - Group projects
  - Individual meetings
  - Required lab time/sign in at lab
  - Encourage students to attend photographic orientated art openings and discuss the work that they saw in relationship to their own projects.
  - Regularly stop students on the way out the door and ask them individually (and in small groups) how they are doing in the class, how successful they feel in the work they are doing for class, and how the class could be more interesting or accessible.
  - Invite students to gallery events around Dallas – discuss cultural/visual art events.
  - Occasionally discuss photographs they are working on and have completed before and after class (one on one).
  - Student photo/imaging exhibition
  - Photography workshop in New Mexico
  - Gallery openings – meeting as a class
  - Having students submit work for exhibits
  - Helping the students decide how to present, what to apply for more in in-depth stages.
  - Photography club – created for the benefit of student body by students w/faculty sponsorship.
  - Bringing various professionals from different fields in photo to make presentations and contact our students.

- Helping students network.
  - Directed web exploration (i.e. viewing/critiquing artist websites, exploring photographic resources, equipment, trends).
  - Offer time to talk about whatever is on the student's mind.
  - Take them outside for demonstrations after class.
2. What are other activities you can do to engage students outside the classroom?
- Scavenger Hunt
  - Maybe weekend photo critiques.
  - Free gallery visits during scheduled class times.
  - Offer area call for entries information to students to get them interested in the art community.
  - Spend time after or before speaking with students.
  - Call or e-mail students to discuss concerns or work produced.
  - Library class session.
  - More of the practices already being done.
  - Film critiques (as relating to lighting, design, etc.)
  - Group photo projects/surveys
  - More field trips

## **Physical Education**

1. What are you currently doing to engage students outside the classroom?
- E-mailing to stay in touch and communicate with students
  - Had a student diagnosed with cancer, stayed in touch via e-mail
  - Personal phone calls to the students checking on absentees, health issues
  - Being in the cafeteria to be available and accessible to the students
  - Bring food treats for outside of class to have a relaxed time of communication and conversation
  - End of semester potluck
  - Participating in intramurals with the students
  - Support the athletic teams and sit with the students
  - Engage the students in the fitness center while they are working out.
  - To keep what I teach in class going on their outside time (practice)
  - Offer them my contact info so students can get hold of me if they need help, instruction, or personal interaction w/me if time is there
  - Explain to them how important it is to use proper and taught methods in our department that we teach to get better in what they are trying to accomplish
  - Intramural sports – games and recruiting whenever I see an opportunity

- Conversation at fitness center
  - Extra credit for certain intramural activities participation (Turkey Trot, Basketball game, blood drive)
  - Emeritus (class picnics, advertised campus activities (i.e. kickoffs, speakers, classes), speaking engagements (i.e., churches), serving on committees
  - When working out on my time, I spend time discussing exercise options, their progress, and ways to further challenge themselves physically
  - Set up excursions with students that are interested in scuba diving to local dive locations
  - Having one-on-one meetings to discuss individual and team goals and their plan beyond Richland College
  - I have all my players write down their technical and tactical strengths and weaknesses; we discuss how they will improve in these areas
  - Players are to write out a list of schools that they are interested in attending after completing their eligibility at Richland; they should be able
  - To discuss their reasons of interest, i.e., size of university, professor/student ratio, social aspects, team, location, coach, major, etc.
  - Working with students in my CE programs to encourage them to sign up for credit classes after they finish the CE program. I have some students that played sports in high school.
2. What are other activities you can do to engage students outside the classroom?
- Create a mini health center, have the ability to check blood pressure
  - Bring in a guest speaker for outside of class to get all of the faculty and staff together
  - End of year all sports intramural banquet
  - Give proper handouts/paperwork to the students so they have a guide to go off of
  - Explain how important it is to watch others (professionals or amateurs) to see them perform the physical activity they are trying to master
  - Invite students to observe what classes I teach and games they can attend for visual guides to keep getting better
  - Attend sporting events and other school functions
  - Attend graduation
  - Plan an activity in which the team will attend a spring athletic event as a group (baseball or basketball)
  - Have one-on-one sessions with them about the importance of fitness
  - Give them data on the importance of keeping in shape
  - Give them a tour of the fitness center and explain some of the machines to them.

## Real Estate

1. What are you currently doing to engage students outside the classroom?
  - Outside project – interview broker, research paper
  - Lake cities Association of Realtors Student Membership (attend meetings)
  - Income tax research paper, journal of expenses
  - Internet chat rooms
  - Take home exam – use book or ask real estate people
  - Encourage students to attend real estate career day
  - Outside class real world real estate inspection
  
2. What are other activities you can do to engage students outside the classroom?
  - Students can do their own inspection on their house
  - Research on Texas Real Estate Commission website
  - Real estate research center
  - Open house visit
  - Encourage students to attend trade association conferences
  - Attend HUD seminars
  - Encourage visit loan officers
  - Tour of title company
  - Encourage visit to real estate websites
  - Guest speaker program (Texas Veteran program)
  - Extra credit for attendance at seminars.

### **Speech**

1. What are you currently doing to engage students outside the classroom?
  - “Speak to the speaker” – attend a live presentation and then go to the speaker after the presentation and talk to him/her. (encourage them to go with another classmate)
  - School of choice of site visits – encourage students to attend speech classes at 4-year university – teacher goes with a group of students (in the works with Richland students)
  - Take students to speakers on campus together. Students get extra credit for community activities. Teacher interacts with them at events
  - Encourage involvement students to attend toastmasters and teacher attended some meetings with students
  - Assigned group projects requiring outside meetings of groups
  - Random laugh/play breaks which Dru Bookout facilitated – she had her students conduct
  - One service learning as a class project

2. What are other activities you can do to engage students outside the classroom?

- Coffee break with students; meet in the cafeteria
- Scavenger hunt in the library
- Attend sporting events, theater productions, choir concert
- E-mailing student stories to classmates
- Students sharing fab opportunities with other students
- Participate in community events together, i.e., Race for the Cure
- Attend a speaker in the community together as a class

### **Teacher Preparation Faculty Focus on Student Retention**

1. What are you currently doing to engage students outside the classroom?

- Keep course content current to promote external learning
- Set-up Discussion Boards to augment lecture classes
- Model Enthusiasm for outside learning opportunity – talk about what you do in the community
- Set up Email buddies to plan class related external activities
- Keep expectations high for extended learning
- Schedule Class visits for information exploration in other campus services and programs
- Attend activities in school districts (i.e., Board Meetings, PTA, Staff Development, etc.)
- Set-up weekly class announcements of course related activities scheduled in the community
- Organize class field trips to universities, public classrooms, Arts District, etc.
- Instructor and class plan to participate in a Wellness or Cultural activity sponsored by SPAR or Public School District
- Teacher and students can plan a Read Aloud for children at a local library
- Instructor and students can organize a food drive for the North Texas Food Bank