Ensuring that all students succeed in your classroom does not mean you provide identical support or resources across the board.

Students in your class have vastly different prior experiences, educational histories, and social identities.

These differences in background both how students interpret your expectations and the support you will need to successfully meet them.

Learning is hard (which is why it’s easier for us as academics to forget!), and it requires struggle and failure. When students are afraid of failing, it will be harder for them to learn.

Ensuring that all students achieve your learning outcomes, feel included in your classroom, seek help when they need it, and build a relationship with you is a three areas for growth; use these three teaching practices.

Try it today:
Ask students to complete a welcome survey and read the responses.
Ask them:
- What is important for me to understand about you as a learner?
- What motivates you?
- What is the most difficult thing for you about my class/ subject?

Take the initiative and time to welcome your students and answer any questions they have about the assignment.

Feedback helps depend on their help-seeking mindsets and the strength of their relationship with staff and faculty. A support program that had required, bi-weekly meetings built more consistent relationships with students than a program with an opt-in meeting structure.

If you do not explicitly teach how to use office hours, students “how” to complete class assignments, you are relying on their previous academic experiences, out-of-class resources, academic habits, and social identities.

Next Gen students may have had fewer “reps” practicing college-level assignments, and are eager to learn in your classroom.

When students feel like their participation, discussion, feedback, and assessment mean something to you, they are much more willing to learn.

Learning is hard (which is easy for us academics to forget!), and it requires struggle and failure. When students are afraid of failing, it will be harder for them to learn.

Ensuring that all students succeed in your classroom does not mean that you provide all students with the same level of support. It means that you assess their prior knowledge, their expectations, and their learning needs.

Your own social identity, life experiences, and mindsets about teaching, and learning influence how students successfully meet them.

Teaching for Next Gen Success starts with these 3 steps:

1. **PROactively BUIlD RELATIONSHIPS**

   Try it today:
   - Ask students to complete a welcome survey and read the responses.
   - What experiences or questions do you have?
   - What is important for you to understand about the assignment?

   Keep it going:
   - Require at least 1 meeting with you and/or a TA.
   - Focus that meeting on getting to know your student and answering any questions they have about the assignment.

   Feedback helps depend on their help-seeking mindsets and the strength of their relationship with staff and faculty. A support program that had required, bi-weekly meetings built more consistent relationships with students than a program with an opt-in meeting structure.

2. **TEACH ASSIGNMENTS LIKE CONTENT**

   Try it today:
   - Check the writing assignment directory to see if the assignment has been used before.
   - If you have not done so already, complete the assignment.
   - If you have done the assignment, create an exemplar.
   - If you have not done the assignment, complete it, and encourage your students to try it as well.

   Resources:
   - Keep it going:
     - Assume that students will have questions about the assignment, and encourage them to ask you about it.
     - Designate a peer to lead a discussion, and encourage your students to ask you about the assignment.

   Students should know what feedback is and what you expect students to use, and how your feedback will help them improve.

3. **GIVE FEEDBACK EARLY AND OFTEN**

   Try it today:
   - Share your feedback with students as soon as possible, or as soon as you can, and encourage them to ask any questions they might have about your feedback.

   Keep it going: All Semester Long
   - Require at least 1 meeting with you and/or a TA.
   - Focus that meeting on getting to know your student and answering any questions they have about the assignment.

   Feedback helps depend on their help-seeking mindsets and the strength of their relationship with staff and faculty. A support program that had required, bi-weekly meetings built more consistent relationships with students than a program with an opt-in meeting structure.

   Resources:
   - Keep it going:
     - Assume that students will have questions about the assignment, and encourage them to ask you about it.
     - Designate a peer to lead a discussion, and encourage your students to ask you about the assignment.

   Students should know what feedback is and what you expect students to use, and how your feedback will help them improve.

   Testing for Next Gen Success

   "I don’t know my students because I didn’t approach teaching as an intellectual endeavor requiring curiosity and research into exactly who my students were— their previous academic experiences, their life experiences, out-of-class resources, academic habits, and social identities.

   These differences influence both how students interpret your expectations and the support you will need to successfully meet them.

   Learning is hard (which is why it’s easier for us as academics to forget!), and it requires struggle and failure. When students are afraid of failing, it will be harder for them to learn.

   Ensuring that all students achieve your learning outcomes, feel included in your classroom, seek help when they need it, and build a relationship with you is a three areas for growth; use these three teaching practices.

   Three teaching practices will help not just your NextGen students, but all your students succeed in your classroom.