



PART 2: TEACHING FOR Next Gen STUDENT SUCCESS

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 **both critical and possible**. Adopting these three teaching practices will help not just your NextGen students, but **ALL of your students succeed** in your classroom.

THE MINDSET



Ensuring that all students succeed in your classroom does not mean that you provide all students with the same level of support.

Students in your class have vastly different life experiences, out-of-class resources, academic habits, and social identities.

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

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.

Your own social identity, life experiences, and mindsets about your students, teaching, and learning influence how students learn in your classroom.



INTERESTED IN TAKING A DEEPER DIVE?



READ CHAPTER 1: AWARENESS

Geeky Pedagogy: A guide for Intellectuals, Introverts, and Nerds Who Want to Be Effective Teachers by Dr. Jessamyn Neuhaus, Professor of History

TEACHING FOR NEXT GEN SUCCESS STARTS WITH THESE 3 STEPS:

1

PROACTIVELY BUILD RELATIONSHIPS



Take the initiative and time to get to know your students.

When students feel like their professors care about them they are much more willing to ask for help.

TRY IT TODAY

Ask students to complete a welcome survey and read the responses.

Ask them:

- What motivates you?
- What do you think asking for help says about you?
- What is important for me to understand about you as a learner?

KEEP IT GOING

Require a 1-1 meeting with you and/or a TA before or after the next major assignment is due.

Focus that meeting on getting to know your student and answering any questions they have about the assignment.

RESEARCH SHOWS

In a longitudinal interview study, Bassett (forthcoming, 2021) found that whether NextGen students reached out to support programs and faculty for help depended 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.

- BASSETT, B.S. THE JOURNAL OF COLLEGE STUDENT DEVELOPMENT

2

TEACH ASSIGNMENTS LIKE CONTENT



If you do not explicitly teach students "how" to complete class assignments, you are relying on them to use past experiences to figure out this valuable information and will be assessing skills not taught in class.

THIS CREATES INEQUITIES.

TRY IT TODAY

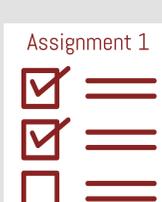
Clearly write down the explicit and implicit markers of excellence for this assignment. Convert this into a student-friendly rubric, or assignment description.

If you have not done so already, complete the assignment yourself (with a slightly different prompt or question) to create an exemplar.

In class, explain the steps required to complete the assignment, resources you expect students to use, and how it will be graded. Then invite students to anonymously ask questions.

3

GIVE FEEDBACK EARLY AND OFTEN



Next Gen students may have had fewer "reps" practicing college-level assignments, and are eager to understand what they are doing well and where they need to improve.

They need encouraging, specific, and action-oriented feedback.

TRY IT TODAY

Standardize your feedback process to save time. For ex. Give students two strengths and two areas for growth; use a rubric, or share two things they should have done to get to the next level of mastery.

Assume that students will have questions about how to interpret your feedback. State this, and encourage students to use office hours to ask you questions about your feedback.

Students should receive early feedback on anything you are grading: Participation, discussion posts, essays, projects, etc...

WE'RE ALL LEARNING!

"I didn'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 prior knowledge, their expectations, and their learning needs."

- JESSAMYN NEUHAUS

RESOURCES

Check out rest of the Next Gen Digital Toolkit series:

- Advising and Mentoring Next Gen Students at Harvard
- Do This Now! For Next Gen Student Success

Harvard Teaching & Advising Tools:

- HGSE Instructional Moves
- Bok Center for Teaching & Learning: Inclusive Teaching



SCAN ME