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Classroom Routines to Support Inclusion and Engagement for First Gen Students

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Classroom Routines to Support Inclusion and Engagement for First Gen Students

WELCOME! As you come in . . .
Make a NAME TENT with the name
and pronouns you want us to use on
BOTH SIDES.

Jill Perry and Rob Wieman

Rowan University 7th Annual First Gen Symposium

February 7, 2024



Opening Routine: *Think, Pair, Share*

You will need:

- A partner
- Your thinking cap
- Your memory
- Your listening skills



Opening Routine: *Think-Pair-Share**

Rob is going to pose a question.

- **Think:** On your own (30 seconds): Think about that question
- **Pair:** With a partner (60 seconds): Take turns sharing your thinking in about that question.
- **Share:**
 - Someone shares out one thing they or their partner said with the whole group. (*One thing we said was _____.*)
 - The audience will listen and think
 - Whoever shared will call on a person from another group to share. (*[Name], what did you say in your group?*)

*Lyman F. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming digest* (pp. 109–113). College Park, MD: University of Maryland.

Think on your own for 30 seconds

What are some of the strengths that First Gen students bring to college classrooms?

Pair up with a partner for 60 seconds.

Introduce yourselves.

- What is your name?
- What is role at Rowan?

Then discuss your thoughts about our question:

What are some of the strengths that First Gen students bring to college classrooms?

Share as a class

Speaker:

Share something that you or your partner said that you think many other people said as well.
(One thing we said was _____.)

Audience:

If you or also said this give the “me too” signal.

Speaker: Call on someone else . . .

“Name, what did you say in your group?”

What are some of the strengths that First Gen students bring to college classrooms?





Round 2: *Think-Pair-Share**

Rob is going to pose a question.

- **Think:** On your own (30 seconds): Think about that question
- **Pair:** With a partner (60 seconds): Take turns sharing your thinking in about that question.
- **Share:**
 - Someone shares out one thing they or their partner said with the whole group. (*One thing we said was _____.*)
 - The audience will listen and think
 - Whoever shared will call on a person from another group to share. (*[Name] . . . what did you say in your group?*)

*Lyman F. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming digest* (pp. 109–113). College Park, MD: University of Maryland.

Think on your own for 30 seconds

What are some of the challenges that First Gen students experience in college classrooms?

Pair up with a partner for 60 seconds.

Discuss your thoughts about our question:

What are some of the challenges that First Gen students experience in college classrooms?

Share as a class

Speaker:

Share something that you or your partner said that you think many other people said as well.
(One thing we said was _____.)

Audience:

If you also said this give the “me too” signal.

Speaker: Call on someone else . . .

“Name, what did you say in your group?”

What are some of the challenges that First Gen students experience in college classrooms?





Goals

- Learn about and experience routines.
- Connect these routines to larger ideas about supporting First Gen students.
- Think about how we might use these routines in our classes to support our students



Agenda

- ❑ Opening Routine: *Think-Pair-Share*
Focus: Strengths of and Challenges for First-Gen students in college classrooms
- ❑ Second Routine: *Say Something*
Focus: Our Assumptions about Supporting First-Gen students
- ❑ Analysis of Routines
- ❑ *Office Hours* Reframed



A New Routine: *Say Something*

You will need:

- A partner
- An open mind
- The handout

By the end of this routine, you will have read all 3 “Our Assumptions” slides on the handout and then shared one idea about each with your partner.



New Routine: *Say Something**

1. On your own: Read the first slide and jot down notes as you go. Think about one thing you will say to your partner about what you read.
2. When you're both ready, take turns SAYING SOMETHING. [No discussion – just say it and move on.]
3. Then get back to reading. Repeat the cycle until you're finished.

*Harste, J. C., Short, K. G., & Burke, C. L. (1988). *Creating classrooms for authors: the reading-writing connection*. Heinemann.



Our Assumptions 1

Faculty can structure academic interaction and participation in ways that:

- take the social pressure off students,
- support students in engaging intellectually with content and with their peers and professors,
- help them feel seen, known, and included
- take the load of “figuring out if this is a good thing to do” off of the student



Our Assumptions 2

1. Many of us have unconscious understandings of norms, relationships, behaviors and culture connected to college classrooms.
2. First Gen students bring unique perspectives and strengths to college settings.
3. Navigating relationships, norms, behaviors, cultures in college classrooms is a particular challenge for First Gen students.



Our Assumptions 3

We can support First Gen students by:

- Providing explicit structures that support specific norms and behaviors
- Being explicit about specific norms and behaviors (rather than assuming that everyone knows them or that they should figure them out)
- Normalizing building relationships with faculty and classmates



Think about one of these questions. (On your own for 30 seconds)

About the Assumptions slides:

- What is something that you or your partner said that you think a lot of other people said?
- What is something you read or said that really resonated with you?
- What is something you read that you really disagree with?
- What is something you are curious about or have a question about?



Share as a class

Speaker:

Share something that you or your partner said that you think many other people said as well.

- *One thing we said was _____.*
- *Something that resonated with me was . . .*
- *Something I read that I disagreed with was . . .*
- *Something I am curious about*
- *A question I have is . . . ?*

Audience:

If you also think this give the “me too” signal.





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**Analyzing Routines as Supports for
First Gen Students**

Think on your own for 60 seconds

How does Think-Pair-Share (or Say Something) leverage the strengths of First-Gen students?

How does it address some of the specific challenges that we identified earlier or connect to the assumptions?

Pair up with a partner for 60 seconds.

Take turns sharing and discussing ideas:

How does Think-Pair-Share (o Say Something) leverage the strengths of First-Gen students?

How does it address some of the specific challenges that we identified earlier or connect to the assumptions?

Share as a class

Speaker:

Share something that you or your partner said that you think many other people said as well.
(One thing we said was _____.)

Audience:

If you or also said this give the “me too” signal.

Speaker: Call on someone else . . .

“Name, what did you say in your group?”



How do Think-Pair-Share and Say Something leverage the strengths of First-Gen students?

How does it address some of the specific challenges that we identified earlier or connect to the assumptions?



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**Extending Our Classrooms
(breaking down walls): Reframing
*Office Hours***



Reframing Office Hours

- Reframe as *Student Hours*
- Require students to attend at least 1 session
- Provide different opportunities
 - Individual Student Hours – two options
 - *Quick Follow-ups*
 - *AMA (Ask Me Anything)/Discuss Anything*
 - *Partner or Small Group Student Hours*
 - *Group/Open Study Hours*
- Explain how to use the times & why you have them



Reframing Office Hours: *Individual Student Hours*

Two options:

- *Quick Follow-ups*
 - What: Quick follow-ups from class
 - Where: In person
 - When: Right after class whenever possible
- *AMA (Ask Me Anything)/Discuss Anything*
 - What: Discuss anything they want (e.g., specific assignment, supports they need, grades, life, etc.)
 - Where: In person or virtual
 - When: Set times in my calendar for them to reserve



Partner or Small Group Student Hours

Partner or Small Group Student Hours

- What: Discuss assignments, get feedback, support for group assignments, etc.
- Where: In person or virtual
- When: Set time slots in my calendar for students to reserve in pairs or small groups



Open Study Hours (for individuals & groups)

Open Study Hours (for individuals & groups)

- What: Anyone can come and collaborate, get feedback from peers, study/work on an assignment where I'm available to help, have a [body double](#), etc.
- Where: In person (Conference room for groups; let students use my office as a quiet room) [Might set Zooms for some of these, too.]
- When: Scheduled times I set aside (These times can be set for all of my classes, because it's open.)



Reframing Office Hours

Something to consider . . . Require that all students attend

- One session of their choice
- A particular session

Why?

- Navigating relationships, norms, behaviors, cultures in college is a particular challenge for First Gen students.
- We support First Gen students by providing explicit structures that support and describe specific norms, behaviors, and relationships



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**Thank You
Questions?**

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