

Pr (MA

the semester progresses and their lack of basic study skills when it comes to exam preparation. In order to alleviate the effects of these factors, this redesign takes the simple approach of introducing two timely interventions: (1) Weekly check-ins and/or motivators to help sustain student interest in the course and (2) Requiring mandatory reviews for all exams conducted in the course.

#### Weekly Check-ins and Motivators

One-on-one check-ins between the instructor and students allow students to be held accountable for the work that was completed in the course as well as assignments that should be prioritized and submitted. Instructors met with students individually at the end of the week while other students did in-class assignments to make sure that students were on track with their work. Instructors reviewed for the completion of assignments that the students had to turn in via the LMS and if there were any missing, gave them a timeline for completion. This also gave the student one-on-one time with that instructor during class to ask quick clarifying questions about anything the students wanted to discuss during that time. For some instructors, this was coupled with weekly motivators including either the class watching a short video follo

---

of hours they can afford or able to be on campus. This affected largely to what extent students could take advantage of services most beneficial to them. The redesign was therefore revamped and took a simpler approach by introducing two timely interventions during class time. First the weekly check-ins to help sustain student motivation coupled with a weekday motivator (started after COVID-19) and second were mandatory exam reviews. During the fall semester both instructors had a large percentage of highly motivated students. Not many needed reminders during check-ins about keeping up with their assignments. But to ensure that this trend stayed a weekday motivator was introduced. This included either broaching an inspirational topic and having a short discussion in class or having the class watch a quick inspirational YouTube video followed by an in-class discussion. These short discussions helped to clear students minds and refocus their energies to something positive. This was a great way to start or end a class/week. After COVID-19 (during the quarantine period) this intervention had to take on a new format. The weekly check-ins were more frequent and via an app called GroupMe. They were not all individual check-ins as much as check-in with the whole class. These really helped to reassure the student that they were in a space that was supportive and focused on their success and was not setting them up for failure. The weekly motivators now were Monday motivators and were a discussion post on the student learning management system. Students were presented with a quote and had to respond as to why they liked it and state an example from personal experience. This accounted for their attendance grade (5%) in class. Instead of the mandatory tutoring sessions, students had to complete exam reviews in class. They were open book and students could collaborate in groups of two. Their work was graded while in class. This worked as a great just in time review facilitated by peer collaboration. This account for 25% of their exam grade. This ensured that students were caught up to speed in case they missed any lectures. These collaborations in the classroom also helped to improve the classroom environment by building a sense of community.

## PLANS FOR CONTINUATION AND EXPANSION

The feedback received from this past semester was more qualitative, and due to the unexpected and unusual circumstances, may be an outlier to be used in the study. This will be implemented again in the Fall semester in two sections of Precalculus with the current online platforms used for course delivery to further understand the effects of these simple interventions on student performance. We will also look for potential sections where these interventions can be implemented this Fall 2020. This summer will be used to designing feedback survey for the course to obtain the necessary data. With the current situation due to COVID-19 it is now furthermore necessary to have the various resources for this course in a more user-friendly platform and streamlined for easy access and delivery in an online environment. The chairs of this committee will be working on this during the summer 2020 semester.

LE

## REFERENCES

- Goodlad, S. & Hirst, B. (1989). Peer tutoring: P μ ] š } o Ć v ] v R o g a n P ä g e. Z ] v P
- Topping, K. J. (1998). Peer assessment between students in colleges and universities. Z À ] Á } ( μ Ÿ } v o Z , 68, 219-276. <https://doi.org/10.2307/1170598>