

Academic Preparedness Initiatives for Fall 2020

First Year / Upper Year / Indirect Supports

The recent IAP Spring 2020 Student Survey indicates that students in their online terms are challenged by:

- Increased workload
- Maintaining motivation
- Communicating and maintaining relationships
- Study from home environment

Students benefit from supports that are a combination of both proactive and reactive strategies. The resources outlined below address one or more of the challenges listed above by supporting students' transition to online learning, raising awareness of key resources and services, and positioning instructors and TA's as key points of contact.

Academic Support Initiatives:

Initiative	Academic Preparedness & Retention Outcomes	Current Offerings	Audience		
			First Year	Upper Year	All Years
5 Minute Academic Skills Presentations	<ul style="list-style-type: none"> • Supports transition to first year • Supports help seeking behaviour • Clarifies university level expectations • Exposes first-year students to key campus resources they may not be aware of • Relevant topics have been updated to reflect the online learning environment • Covers academic skills, academic integrity, teamwork, and life skills 	<ul style="list-style-type: none"> • PSCI 100 • ARBUS 101 • CLAS 100 • Others TBD 	X		
Motivated Strategies for Learning Questionnaire	<ul style="list-style-type: none"> • Supports help seeking behaviour • Supports self-awareness around academic strategies that may not have developed in high school • Exposes first-year students to key campus resources they may not be aware of 	<ul style="list-style-type: none"> • ARTS 130 & ARTS 140 	X		
Waterloo Ready Faculty LEARN sites	<ul style="list-style-type: none"> • Includes skills sessions that help students organize themselves for online learning (engaging with course content <i>before, during</i> and <i>after</i>) and managing their time while learning online • Students learn how to maintain motivation and incorporate life balance component (academics, social, personal, etc.) 	<ul style="list-style-type: none"> • All incoming students are enrolled during Spring term and will continue to have access throughout the Fall/Winter terms • Instructors can direct students to this content as needed 	X		

	<ul style="list-style-type: none"> • STEM and non-STEM specific modules help students understand the expectations of university level assignments, including academic integrity expectations • Additional faculty-specific preparedness components 				
<p>Upper Year 5-Minute Academic Skills Presentations</p> <p><i>* these presentations are pre-recorded and can be easily implemented into the LEARN course shell.</i></p>	<ul style="list-style-type: none"> • Supports transition to remote learning by reinforcing key academic skills • Supports help seeking behaviour • Exposes students to key campus resources • Relevant topics have been updated to reflect the online learning environment • Topics include: Motivation, Strategies for Open Book Tests, Understanding Concentration, Time Management, Organizing Your Learning in a Remote Learning Environment 	<ul style="list-style-type: none"> • These resources will be available for any upper year instructors to download from the SSO Faculty & Staff website (behind CAS login) 			X
<p>Making the Most of Your Online Learning: setting up your term for success (Synchronous workshop)</p>	<p>Students learn how to:</p> <ul style="list-style-type: none"> • Use their syllabus and other resources in their online course(s) to understand course expectations • Set up their term and find a routine that works for them using a daily/weekly schedule • Set up their study environment 	<p>Additional information:</p> <ul style="list-style-type: none"> • This workshop will be facilitated by a trained upper year Peer Success Coach who can share their successes and challenges with online learning and answer any questions students may have when it comes to being successful in online learning 			X
<p>1-1 Peer Success Coaching</p>	<ul style="list-style-type: none"> • Peer Success Coaches help support academic success by teaching students key foundational skills and strategies. The coaches provide students with various resources and learning strategies, and students have an opportunity to reflect on their academic goals, identify their learning style and develop a personalized action plan. 	<p>Additional information:</p> <ul style="list-style-type: none"> • Peer Success Coaches are upper-year students from diverse faculties and student populations • 1-1 Appointments will be available virtually Monday-Friday 8:30-4:30pm from September 8th until December 7th, 2020 			X
<p>Tutor Connect in Portal</p>	<p>Tutor Connect is a tool provided by the Student Success Office to connect current Waterloo students in need of academic support with Waterloo student tutors:</p> <ul style="list-style-type: none"> • Students are able to create their own Tutor profile and are able to select the specific courses to offer support for • Tutors are expected to have achieved over 80% in the courses they are offering support for • Students are able to search Tutor profiles as needed throughout each term as profiles are updated each term 	<p>Additional Information:</p> <p>Tutor Connect will be re-launched in Portal this fall 2020</p>			X

Indirect Student Supports:

<p>Supporting student success through Early Engagement</p> <p style="text-align: center;">&</p> <p>Early Engagement Quick Tips</p>	<p>Students / Advisors:</p> <ul style="list-style-type: none"> • Through this initiative, students’ success is supported by focusing on first year students who are academically ‘at risk’ and those who are developing positive behaviors that set the foundation for their success <p>Instructors:</p> <ul style="list-style-type: none"> • Short, timely, actionable tips for Waterloo instructors and Teaching Assistants (TAs), especially those newer to online only teaching. When proactively integrated into courses, these tips can help to <ul style="list-style-type: none"> ○ Create an interactive and supportive learning environment ○ Foster positive student-instructor/TA relationships ○ Cultivate student sense of belonging in the classroom 	<ul style="list-style-type: none"> • AUO • All faculties <p>These tips are geared towards Instructors and teaching Assistants and were co-designed with SSO, CTE and CEL</p>
<p>Academic Integrity training module for UG and Grad Teaching Assistants</p>	<ul style="list-style-type: none"> • Introduces TAs to Academic Integrity at the University of Waterloo and the most common examples of Academic Misconduct (plagiarism, unauthorized collaboration, intellectual property violation, and cheating) • Supports TAs in understanding their role while maintaining academic integrity • Clarifies how to address questionable student behaviours 	<ul style="list-style-type: none"> • In collaboration with CTE, and the Office of Academic Integrity, the academic integrity module will be offered remotely to undergraduate and graduate TA’s in the fall term (TBD mid-September, more information to come)

If you are interested in implementing or learning more about one or more of the support initiatives listed, contact:

AHS / Arts / Environment:

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