

# What is one thing an instructor did that supported you in fall term?

During fall term, my [instructor] removed the midterm and final from their online version of the course. While we still had weekly lectures, assignments, and quizzes, not having a midterm or final to stress about was immensely helpful...I left this course not only having a good understanding of the [course] material, but...also finding myself to be a bit happier and less stressed because of this decision.

– Ashlee, SI Leader

One important thing that supported me was when the professor checked in with students for class feedback...It helped the professor get an idea of how we were doing, and also helped them adjust the course appropriately, especially in a virtual format. For example, a professor asked us how we felt about our first exam, and, as a class, we discussed what worked and what didn't about our testing experience. By the time we did our final exam, everything went smoothly.

– Theresa, Academic Coach

My professor changed the structure of the course to only have weekly quizzes and then a final exam. This meant that I had one less midterm to worry about...which meant a lot for me. One of my other classes had 4 midterms, a term paper, and a final exam, so I needed all of the extra time that I could get.

– Kaitlynd, Strategist

An instructor in one of my classes...repeatedly showed...students compassion and respect by involving us in course proceedings. They constantly checked in with the class about specific assignments, overall workload, and both general and specific concept understanding. Not only that, but they took the feedback earnestly and adjusted the class to support us as best they could. As a student in their class, I felt heard, supported, and respected in every lecture, assignment, and test.

– Trinity, Writing Consultant

Fall term I had a...class where the course design taught students how to learn better. They used modules consisting of a learning portion with concise images, videos, and text on a chapter—avoiding long textbook readings. Then, you applied that information in a low-stakes quiz that included previous chapters' concepts, teaching students how to practice recall. Last, there was a quick media piece to apply concepts to a real example in your life. The final was a field guide you created by collecting and recalling information each week, demonstrating how to spread learning out evenly and effectively.

– Hailey, Strategist

Office hours...turned out to be an opportunity to put a real live person to the voice in the videos and talk with them about their work. Making a personal relationship with faculty and starting those relationships early allows students to see themselves within their teachers and bridge the gap between passive students and students who are confident in their ability to hunt down (and understand) the right answer.

– Chloe, SI Leader

