



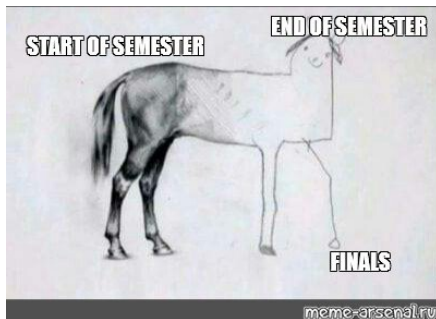
From: Gutierrez, Renee <gutierrezar@longwood.edu>
Sent: Wednesday, March 22, 2023 10:19 AM
To: Tracy, Pamela <tracypj@longwood.edu>; Franssen, Richard <franssenra@longwood.edu>
Subject: Test Espresso --can you check this on your phone?

The CAFE Espresso: A short read on a robust topic By Adam Franssen

Finish Strong: Keeping Students Engaged, Motivated, and Energized

The basics

It's Week 10! We're over halfway home and that unfinished horse meme is seeming all-too real right now. Students are back from Spring Break, but may be feeling overwhelmed by the amount of work due in the second half of the semester, may feel disconnected from the class, or may lack motivation. Our goal is to help them overcome these challenges.



Lack of student motivation can come from one of six main sources ([Carnegie Mellon](#)):

- 1) students don't see value in the course,
- 2) don't believe that their efforts improve their performance,
- 3) aren't rewarded by completing assignments,
- 4) feel unsupported in the classroom,
- 5) have too little time,
- 6) or experience some type of physical or mental affliction.

So, what can we do to help students finish strong?

Where to Begin

Mid-semester check-ins are a helpful tool to reconnect with your students and identify what exactly are the issues students in your class are facing. A formal check-in could contribute to a student's feeling of being overwhelmed, so try something informal and low-key, like submitting a short video message on a Canvas, turning in a 3X5 card with how they're feeling at the end of class, or participating in an anonymous online poll. Checking in will help students feel supported in class.

What to Try

Here are three other ideas to regain some of that early-semester energy:

1. Help students reconnect with the class by reminding them in what way class assignments are *actually* beneficial and will help them meet their career goals.
2. Re-engage students and give them ownership in the learning process by incorporating small [active learning exercises](#). For instance, you might ask students to create a [concept map](#) related

to a major course topic, have your class tackle a [case study](#), or [flip a lecture](#) such that students explore a concept on their own.

3. To reduce “overwhelmed” feelings, set clear expectations for the end of the semester. Consider discussing with your class the major remaining assignments in terms of manageable chunks, including how much time each chunk will take, and how you will grade them.

Good luck!

PS. You might be reading this on March 22nd, Love Your Longwood Day. If you haven’t yet contributed, please support this dynamic scholarly environment for our faculty and help CAFE to develop new initiatives (such as mini-grants). This QR code will take you to the donation site.

