Show Up & Speak Up: Cultivating a Culture of Participation Online

Why do some classrooms hum with energy while others struggle with empty seats and silence? Attendance and participation are more than just "rules" in a syllabus; they are the result of intentional pedagogical design.

In this fast-paced, 30-minute session, we move beyond traditional attendance policies to explore evidence-based strategies that make the classroom a "can't-miss" experience. Drawing on recent research in behavioral nudges, instructor immediacy, and transparent design, participants will learn how to:

- Shift student motivation from "having to be there" to "wanting to be there."
- Implement low-stakes "entry and exit tickets" to capture participation data instantly.
- Reduce participation anxiety through "warm-calling" and peer-to-peer rehearsals.
- Communicate the "why" behind active engagement to increase student buy-in.

Beyond the Roll Call

The Attendance Myth

Why "policing" attendance fails to drive engagement.

Intentional Design

Viewing presence as a measurable result of classroom value.

Workshop Goal

Six actionable "Engagement Hacks" you can implement in your next class.

> *"Attendance is not a personality trait we can't change; it's a result of the pedagogical environment we build."*
>
> — Adapted from Freeman, S., et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS*.

The Myth vs. Reality

The Myth

Empty seats are primarily a character flaw or lack of student work ethic.

The Reality

Attendance is a strategic response to the perceived value of the class session.

The Evidence

Students in traditional lectures are 1.5 times more likely to fail than those in active classrooms.

> — Freeman, S., et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS*, 111(23).

OBJECTIVE 1

Shifting Motivation

Instructor Immediacy

Students show up for teachers who reduce the "psychological distance" between them.

> *"Instructor immediacy—behaviors that reduce psychological distance—is one of the strongest predictors of student attendance and participation."*
>
> — Rocca, K. A. (2003). Student attendance: Are they here and why? *Communication Education*, 52(2).

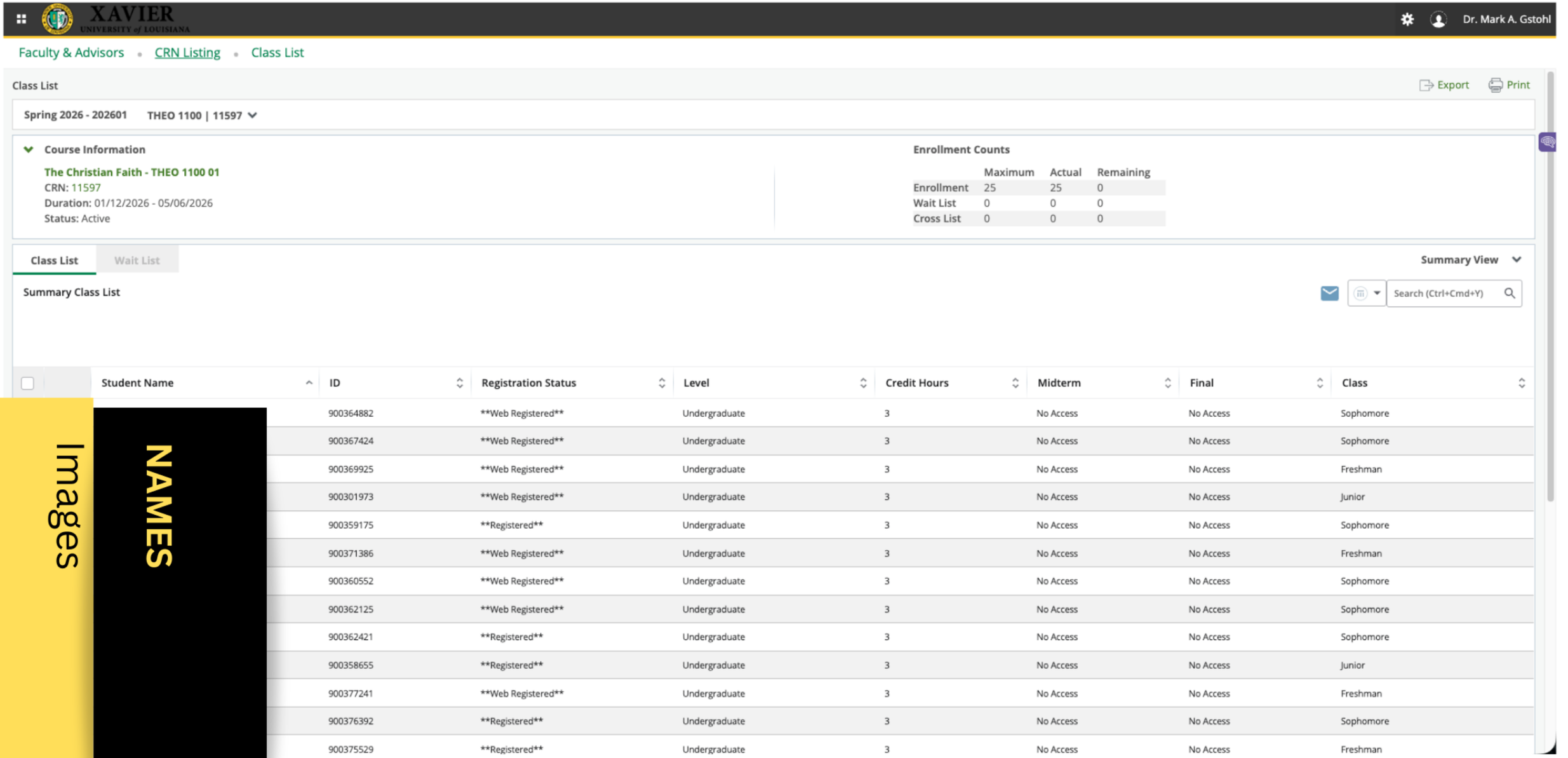
Strategy 1: The 3-Name Challenge

- **The Problem:** Students feel like "just a number," making their absence feel invisible and consequence-free.
- **The Hack:** Commit to learning and using **three new student names** every class session. Use them during discussions and as you greet students at the door.

- **The Hack:** *ASAR*
  - ❖ Attend
  - ❖ Say
  - ❖ Associate
  - ❖ Retrieve

--Michelle Miller, ***A Teacher's Guide to Learning Student Names****, 2024*

BANNER



Images

NAMES

XAVIER
UNIVERSITY of LOUISIANA

Dr. Mark A. Gstohl

Student • Student Profile

Student Profile - S

NAME

Term: Spring 2026 | Standing: Good Standing, as of Fall 2025 | Registration Notices: 4

Image and Name

- Curriculum and Courses
- Prior Education and Testing
- Additional Links
- Registration
- View Grades
- Academic Transcript (and Pharmacy GPA)
- Student Weekly Calendar

Bio Information

Email:	sandrew@xula.edu
Phone:	Not Provided

General Information

Level:	Undergraduate
Class:	Sophomore
Status:	Active
Student Type:	Continuing Student
Residency:	Non Local Student
Campus:	Main
First Term Attended:	Fall 2024
Last Term Attended:	Fall 2025

Advisors

Primary / Major: Dr. Heather Rebecca Williamson

CURRICULUM

Primary | Secondary

Degree:	Bachelor of Science
Level:	Undergraduate
Program:	BS Biochemistry CBIO
College:	Arts & Sciences
Major:	Biochemistry
Department:	Chemistry
Concentration:	Not Provided
Minor:	Biology
Concentration:	Not Provided
Admit Type:	Slate Applicant
Admit Term:	Fall 2024
Catalog Term:	Fall 2024

REGISTERED COURSES

Course Title	Details	CRN	Hours	Registration Status	Instructor
Organic Chemistry II Lab	CHEM 2240L 06	10990	1	**Web Registered**	Mr Patrick S Dupart
General Physics (SI)	PHYS 2010 01	11182	3	**Web Registered**	Dr. Dean Richardson
The Christian Faith	THEO 1100 01	11597	3	**Web Registered**	Dr. Mark A. Gstohl
Organic Chemistry II	CHEM 2220 01	11696	3	**Web Registered**	Dr. Candace M. Lawrence
Organic Chemistry II Drill	CHEM 2220D 03	15037	0	**Web Registered**	Dr. Candace M. Lawrence
Intro to Creative Writing	CRWT 1050 07	16434	3	**Web Registered**	Ms. Elizabeth Miki Brina

Total Hours | Registered Hours: 13 | Billing Hours: 13 | CEU Hours: 0 | Min Hours: 0 | Max Hours: 18

Strategy 2: The 10-Minute Rule (The FOMO Hook)

- **The Problem:** If class is just a broadcast of a slide deck, students can "consume" it later, making attendance optional.
- **The Hack:** Dedicate 10 minutes of every hour to a high-impact, interactive task (e.g., a live debate or hands-on problem) that is not recorded or posted online.
- **Freeman (2014)** — Active learning environments foster a "can't-miss" culture that significantly lowers failure rates.

OBJECTIVE 2

Capturing Data

Strategy 3: The Participation Sandwich

01

Entry Tickets

Priming the brain for new content and checking for pre-class preparation.

02

Exit Tickets

Gathering a "weather report" on student confusion via the "Muddiest Point" technique.

03

The Feedback Loop

Using student data from today to directly influence the lecture for tomorrow.

> *"When instructors provide immediate feedback loops, students develop a sense of agency that significantly drives their persistence in the course."*
>
> — Lieberman, D. A., & Remedios, R. (2007). Do undergraduates' motives for studying change? *British Journal of Educational Psychology*, 77(2).

OBJECTIVE 3

Objective 3: Reducing Participation Anxiety

Strategy 4: Warm-Calling (Peer Rehearsal)

The Problem

"Cold-calling" spikes cortisol and creates a fear-based environment that discourages attendance and genuine participation.

The Hack

Instead of asking for a volunteer, say: "In 60 seconds, I'm going to ask for your thoughts, but first, check your idea with a neighbor."

The Research

Strayhorn (2018) — A sense of belonging and safety is a prerequisite for vocal participation and engagement.

OBJECTIVE 3

Reducing Participation Anxiety

Belonging as a Prerequisite

Students cannot engage effectively if they feel socially invisible or unsafe.

Peer Rehearsal

Utilizing "Think-Pair-Share" to let students test ideas in a safe space before sharing with the group.

> *"If students don't feel they belong or are safe from social embarrassment, they will disengage or stop attending entirely."*
>
> — Strayhorn, T. L. (2018). *College students' sense of belonging: A key to educational success*. Routledge.

OBJECTIVE 4

Objective 4: Increasing Student Buy-In

Strategy 5: The TILT Framework

The TILT Elements

Explicitly defining the Purpose, Task, and Criteria of every activity.

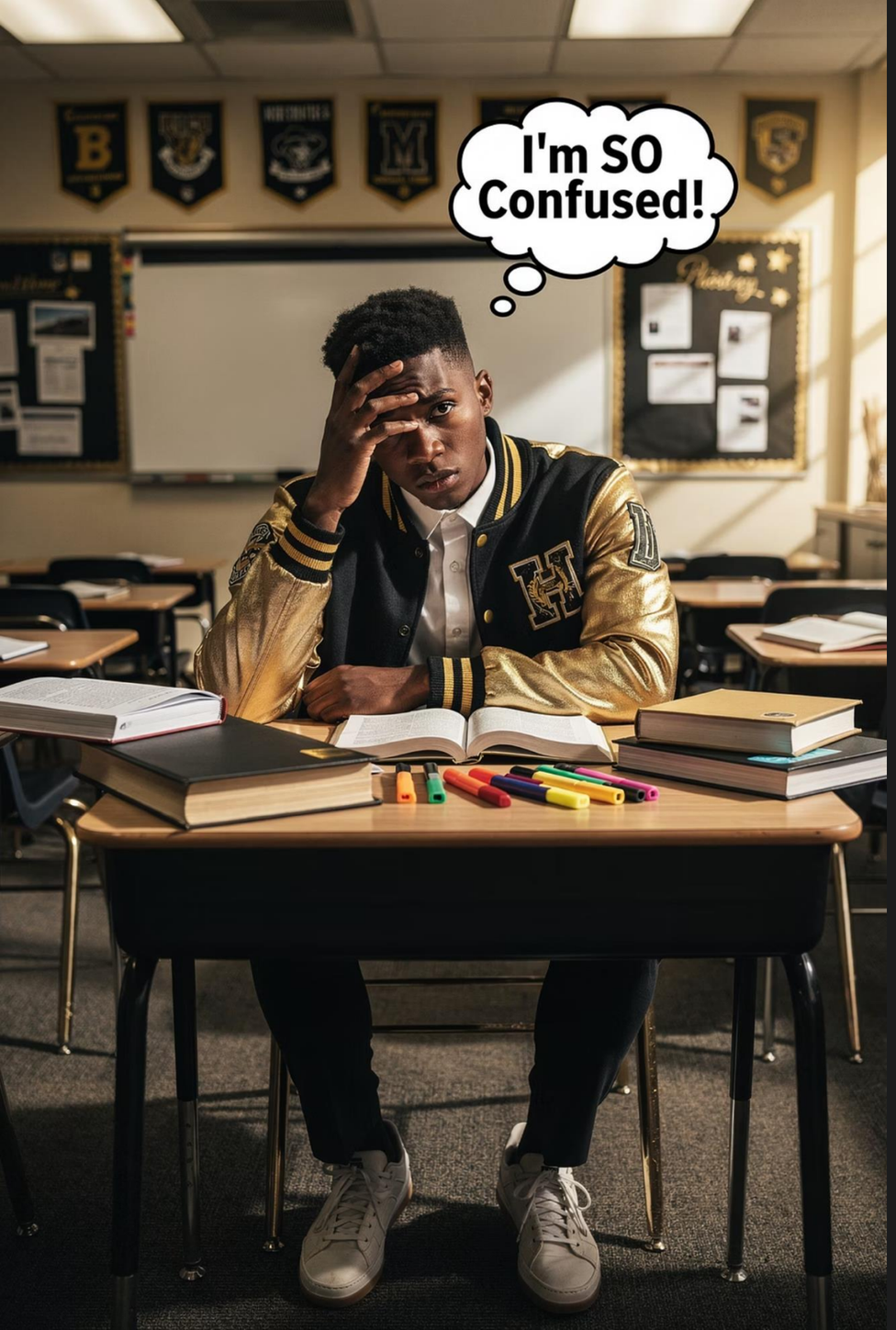
Transparency as Equity

Reducing the "hidden curriculum" to help first-generation and underserved students succeed.

Momentum Nudges

Sending personalized data to students to correct their "attendance blind spots."

> *"Transparency regarding the purpose and criteria of a task increases student success and confidence, particularly for underserved college students."*
>
> — Winkelmes, M. A., et al. (2016). A teaching intervention that improves underserved college students' success. *Peer Review*, 18(1/2).



The TILTing Framework

The TILT Framework demystifies assignments by making explicit what often remains implicit, benefiting all students, especially those from underrepresented backgrounds.

Purpose

Articulate the "why" behind the task, connecting it to broader learning objectives and real-world relevance.

Task

Clearly define what students need to do, providing step-by-step instructions and available resources.

Criteria

Explain how their work will be evaluated, offering clear rubrics or examples of successful outcomes.

> *"Transparency in learning and teaching (TILT) practices reduce the hidden curriculum, leading to greater equity and student success."*
>
> — Winkelmes, M. A. (2019). *Transparent Design in Higher Education Teaching and Learning: A Guide to the TILT Method*.

OBJECTIVE 4

TILT: The Evidence

The TILT framework is backed by significant research demonstrating its positive impact on student success and equity.

FOUNDATIONAL STUDY

Increased Confidence & Skills

Just two "TILTed" assignments per term significantly boost students' academic confidence, sense of belonging, and mastery of employer-valued skills.

LONG-TERM RETENTION

Higher Persistence Rates

Students in transparent courses show a 15.5% higher retention rate one year later compared to their peers.

SYSTEMIC EQUITY

Demystifying Academia

TILT reduces systemic inequities by making explicit the often "hidden curriculum" of higher education, benefiting all students.

> *"Transparency in learning and teaching (TILT) practices reduce the hidden curriculum, leading to greater equity and student success."*
>
> — Winkelmes, M. A. (2019). *Transparent Design in Higher Education Teaching and Learning*.

OBJECTIVE 4

The TILT Framework: A Deeper Dive

The TILT Framework is designed to clarify assignments, ensuring every student understands the **"Why"** and the **"How"** to succeed.
Here's a breakdown of each core element:

1

PURPOSE: The "Why"

- **Skills Gained:** Explicitly list transferable skills (e.g., critical thinking, data analysis).
- **Knowledge Acquired:** Define specific content or theories students will master.
- **Long-term Relevance:** Explain assignment connections to future careers or course goals.

2

TASK: The "What"

- **Step-by-Step:** Clearly outline each action a student needs to take.
- **Avoid "Hidden" Steps:** Describe required activities and those to avoid.
- **Scope:** Define project boundaries to prevent overcomplication.

3

CRITERIA: The "How Well"

- **Checklists/Rubrics:** Provide a clear breakdown of how points are awarded.
- **Annotated Examples:** Show "success" with high-quality work examples.
- **Self-Assessment:** Offer tools for students to grade their own work before submission.

OBJECTIVE 4

Strategy 6: Momentum Nudges

Momentum Nudges are designed to combat students' "attendance blind spots" and reinforce positive behaviors through timely, personalized feedback.

The Problem

Students often fail to recognize their absences are accumulating, leading to a snowball effect on their academic progress.

The Hack

At key points (e.g., Week 4), send personalized emails celebrating consistent attendance: "Your consistency is your biggest asset. Keep it up!"

The Research

Dickson (2016) demonstrates that data-driven nudges effectively correct student self-perception and boost future attendance.

> *"By providing students with clear, data-driven feedback on their attendance patterns, educators can empower them to take ownership of their learning journey and prevent disengagement."*
>
> — Dickson, G. (2016). Using behavioural insights to increase student attendance. *Journal of Marketing for Higher Education*, 26(2).

Your One-Week Commitment

Pick one thing for next week.

Move from "checking the roll" to "engaging the student."

The Micro-Lab

Select one specific "Engagement Hack" to implement in your very next class.

The Barrier Check

Identifying one hurdle to implementation and "shrinking" the task to bypass it.

Final Thought

Attendance isn't a rule to be enforced; it is an environment to be designed.

The Call to Action: "Pick one thing for next week. Move from 'checking the roll' to 'engaging the student.'"

Master Annotated Bibliography

1. **Dickson, H., & Stephens, R. (2016).** *Journal of Further and Higher Education.* **Importance:** Proves that students often have a "blind spot" regarding their own attendance; "nudging" them with their own data significantly increases their future presence.
2. **Freeman, S., et al. (2014).** *PNAS.* **Importance:** The "Gold Standard" study proving active learning reduces failure rates by 33%. It provides the scholarly weight for why lecture-only classes suffer from poor attendance.
3. **Lieberman, D. A., & Remedios, R. (2007).** *British Journal of Educational Psychology.* **Importance:** Demonstrates that students are more motivated to persist in a course when they have a voice and see immediate feedback loops (like exit tickets).
4. **Rocca, K. A. (2003).** *Communication Education.* **Importance:** Identifies "Instructor Immediacy" as a top predictor of attendance; proves that students attend class more when they feel a social connection to the teacher.
5. **Strayhorn, T. L. (2018).** *College students' sense of belonging.* Routledge. **Importance:** Establishes that if students don't feel they "belong" or are safe from social embarrassment, they will disengage or stop attending entirely.
6. **Winkelmes, M. A., et al. (2016/2023).** *Peer Review / Perspectives In Learning.* **Importance:** The foundation of TILT. Shows that transparency in Purpose, Task, and Criteria is the most effective way to close achievement gaps and increase student buy-in.
7. **Winkelmes, M. A. (2025).** *TILTing the Use of AI.* The Teaching Professor. **Importance:** The modern standard for AI ethics. Moves from policing to transparency, explaining the "why" behind AI restrictions to protect cognitive development.