

Teaching Essentials/Quick Tips:

1. Expectations should never be assumed; communicate them clearly.
2. Engage your students and clearly connect themes, ideas, and class meetings.
3. Effective and frequent feedback equals continuous improvement

Ideal communication for the first day of class:

- Outline your expectations where possible in the syllabus
- Describe what you expect of your students during the first class meeting and what students can expect of you.
- Do what you can to prevent problems before they arise, by clearly explaining what you expect. For instance, how do you feel when students eat, talk, or check their phones in class? What would you like your students to call you?
- Introducing yourself and learning student names is essential in building a positive learning relationship with your students.
- You will have the opportunity to describe your passions and qualifications for the subject, you can explain what type of learning materials you plan on utilizing and how you plan to utilize those materials.
- You can also make clear your policies for attendance, participation, academic integrity, late assignments and other classroom policies both in your syllabus and in the first class meeting
- Familiarize yourself with the course objectives and create weekly, or daily objectives and communicate those clearly to your students. Students often appreciate clear and frequent goals.
- Design your ideal first day of class with the understanding that you will need to be flexible and adjust during your class meeting.

Engage Students During the Semester:

- Outline your semester and connect each class while understanding that flexibility is an important part of teaching.
- How is the content area relevant to each student? You can create assignments where you can find out. Sometimes this process of learning how to relate to material is an important step for students to take a greater stake in their own education.

- Engaging Assignments might include an opportunity for students to utilize their iPads, participate group work that is planned appropriately, or students can create assignments for other students.
- Canvas discussion boards can be utilized for more engaging discussions during class. Students can elaborate on their discussion comment during class which is sometimes less intimidating than offering original ideas during class meetings.
- Focus on deeper learning vs. surface learning. Link: <https://www.facultyfocus.com/articles/teaching-professor-blog/deep-learning-vs-surface-learning-getting-students-to-understand-the-difference/>

Communicate your grading philosophy, and be consistent with returning grades and feedback to your students during the semester:

- Provide your students with clear and timely feedback. What are your feedback goals? When do you plan to submit feedback, what do you expect students to do with the information they receive? How often should students expect feedback from you? Do you prefer email or face to face meetings?
- Provide frequent low-stakes assessments – Students benefit from continuous feedback rather than occasional. They also benefit from more opportunities to receive feedback and track their progress through the semester. Assessments should be fair.
- Give and receive three-week feedback and adjust course practice where possible. There are a lot of blind spots happening in the classroom that you may not realize. Requesting feedback from your students at 3 weeks is an important part of a student centered classroom. Perhaps the students think you speak too softly, but are uncomfortable letting you know? Maybe they think the assignments are too easy, but don't want to upset other students by saying so. Even if you do not change your methodologies based on feedback, you can take the opportunity to address any confusion or misunderstandings with your class early in the semester.