

- 1. Don't just teach for today, prepare students for tomorrow: future courses and, most of all, to be valued and productive employees in their careers**
 - Place **STRONG** emphasis on understanding the fundamentals. → Emphasize the “5W’s” (who, what, when, where, why, and how) for key concepts, problem solving techniques, course methods
 - Require students to properly document their work and explain their rationale/justification – something they will need to do time and again in the workplace. Students tend to think that it’s good enough if they know what they mean, but it’s not. They need to be able to effectively communicate and defend their work to colleagues, management, clients, and potential customers.
- 2. Clearly define student expectations and hold them accountable**
 - Have high standards – be “tough but fair”
- 3. Clearly define what students can expect from you and hold yourself accountable**
 - Deliver on your promises and meet deadlines just as you expect students to do
 - Show by example how to hold yourself accountable, admit your mistakes or shortcomings when they occur, and take corrective action as needed – make this very visible to set a good example
 - Don't make your problem someone else's problem – i.e., the students' problem
- 4. “If you make it memorable they will remember”. To drive home points, I use:**
 - Humor, usually self-deprecating, goofy acronyms, catch phrases, and memory aids
 - Demonstrations, visualizations, analogies – anything to give students a lasting mental picture of a concept and to understand it in simple terms.
 - Explain complex concepts in layman's terms and search for simple analogies, diagrams, etc. to help them “get it”. They can't master a concept if they don't first have that “light bulb moment” and they will never understand important nuances if they don't first understand the concept in simple terms.
- 5. Demonstrate good leadership**
 - Lead by example – if you expect students to work extra hard, you need to show them that you will work extra hard as well. Tell students in writing (syllabus) and verbally that to be successful in the course (and in their career) they need to do a lot more than the bare minimum and that you are prepared to do the same in executing your teaching responsibilities.
 - Be as transparent as possible – students (all people really) don't like to be kept in the dark and have things dumped on them, or have rules imposed on them for no apparent reason. Explain your rationale, how it will benefit them in future classes or in the workplace, and they will buy into it.

6. Give very clear and actionable feedback on all graded material.

- Be effusive with your praise when you see top-notch work or significant improvement. Also, don't be afraid to provide direct and honest, but respectful, constructive criticism as appropriate.
- Students generally want (and need) very clear feedback even it isn't what they'd like to hear/read. Be honest, don't sugar coat it, but also be respectful and not condescending.
- Simply marking something wrong and giving a numerical score provides almost no useful information to a student. Show/explain WHY it is wrong, how/why they should know it is wrong based on what they should have learned, and some corrective action they can take to remedy the problem.

7. Give extra credit opportunities

- Students LOVE extra credit. Put extra credit on exams/quizzes and/or give extra credit assignments. It's a risk-free way to challenge them academically and to encourage them to do more than just the bare minimum, something that will serve them well in the workplace

8. Put course topics into proper context

- Students always want to know *“Is this actually useful and do we really need to know this stuff?”* Preface every new topic with a “past, present, and future” view so that students get an appreciation for what they are about to do, why, and how it will benefit them.
 - **Present:** What are we about to do and why?
 - **Past:** How is this new topic related to topic(s)/technique(s) we already know how to do, and how can we leverage that knowledge to understand and then master the new topic?
 - **Future:** How are they going to use the new concept/technique either in this course, in future courses, or in the “real world”? → Include real-world applications across a variety of disciplines relevant to the majors typically represented in the class demographics

9. Teach students to not be intimidated by the problems/assignments they will face in the course, and more generally in life itself. → Help them learn how to face challenges head on and understand that if they don't even try, they can't possibly succeed

- Failure, perhaps multiple times, is often a prerequisite to true success
- Emphasize that there is no substitute for hard work, but you also have to “work smart”
- I tell students that *“sometimes you can work hard and not get anywhere, but you can't get anywhere without hard work”*. → Help students learn how to “work smart” as well as hard.



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10. *“Nobody cares how much you know until they know how much you care.”*
(Theodore Roosevelt)

- Put your heart and soul into teaching. If you don't have passion for the material and a genuine desire to help all students, especially the ones who need help the most, then you are in the wrong profession
- Recognize that every student comes to your course with a different set of educational and life experiences, a different set of skills, and may be carrying burdens you are not aware of
- It's easy to simply focus your energy on the “best and the brightest”, the students who are doing well and are eager to learn. However, your time and talents are most needed helping students who are struggling for any number of reasons, realize their potential.
- It's also very easy for marginal students to get lost in a large class. → Try to make every student, especially in large classes, feel like you are speaking to them personally.



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