Your First Class: Getting Off to a Great Start

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Objectives: This document will help you learn about...

- differentiating strategies for making your first class go well
- recognizing the value in setting the tone / classroom environment in your first class with students
- understanding the role of a TA / instructor in adding value to student learning

P	re-l	Fir	st	C	lass	s C	he	ck	lis	:t

	inst sides showing
	Get advice!!! o Talk to the professor you are TA'ing for o Talk to fellow TAs o Talk to previous course TAs Review textbook / course notes / previous year's notes / labs Ask for the course syllabus Check out your classroom!!! – technology, temperature, layout, supplies, space / chairs Send welcome message Pack some pens, markers, chalk, etc.
Strate	egies for Dealing with Pre-First Class Nerves
	Dress comfortably Practice Talk to students before class Write out what you want to say Begin with some discussion questions
Your	First Class Checklist
Logis	tics
0	 Handout: Your name, Office number and hours, Contact info (phone number, email) Student Info sheet: Name, Year, Option, Relevant courses taken, Career objectives (what do they want to do post-university), Questions / Concerns Arrive early – mingle, talk to students Start class on time Introduce: Yourself Course Expectations Technology

Activitie	es
□ A □ N □ V	Ask field-specific icebreakers / involve students quickly Ask open-ended questions Model how you want the class to be for the rest of the quarter Whatever it is you want your students doing on a regular basis, have them do it on the first day of class as well Learn students' names
Offer Ad	dded Value
σт	each!!!! Give students a reason to come back! eg. facilitated discussion or
	ecture Be organized – plan your class out in 15 minute intervals with goals for each nterval
	Be the expert to novice link ink the lab / recitation section to the lecture – how does it relate? How is your
	section going to help students understand the material? Sive friendly tips and advice about resources
Create a	an Enjoyable Classroom Environment
□ re	nake uncertainty safe esist a single right answer ncorporate evidence into performance and grading criteria acilitate active listening
Employ	Motivational Strategies (Adapted from How Learning Works)
□ p □ s □ d	connect material to students' interests brovide authentic, real-world tasks show relevance to their lives and careers show passion and excitement and the value you place on this subject / field lescribe effective study strategies jet personal ("I would approach this course / problem by")
	ass Plan Fask list before your first class:
	Plan for first class in 15 minute increments: