

Fall 2018

Faculty Academy on Teaching First-Year Students

Sept 12th.

Preparation material: [Award Winning Professor](#) (YouTube video)

How does the professor demonstrate that she cares about her students during the first 10 mins of the recording?

Meeting Outcomes:

- Describe the demographics of first-year students at UC Merced.
- Identify Instructor attributes most valued by students.
- Analyze campus resources used by first-year students.
- Collaborate to identify a strategy/activity reflective of one attribute identified in the research on effective instructors.

Meeting slides: [link](#)

Campus resources flyer: [link](#)

CONSIDER THE FOLLOWING RESEARCH ON EFFECTIVE INSTRUCTOR ATTRIBUTES	
Research on Undergraduate Experience NSSE (2014)	Research on Students at UC Merced NSS (2017)
The instructor knows me as a person and I know the instructor.	The instructor is caring .
The most effective classes were well organized.	The instructor/course is organized , easy to locate important information and resources.
Instructors who are intellectually exciting.	The instructor is passionate about his/her discipline and course content; communicates his passion.
Assigns meaningful and challenging activities/assignments; encourages active learning.	The instructor designs meaningful and challenging activities/assignments .

12 Strategies for Communicating “Care” to Your Students

1. Get to know the students’ names
2. Use name tents so you can call on students by name (and learn names)
3. Use the student’s name when communicating in Catcourses (e.g., giving feedback)
4. Utilize a needs assessment or Getting-to-Know-You Survey at the beginning of the semester – incorporate information about the group/students into your lessons. (could use a clicker activity in-class and share results so students get to know the group) or a Qualtrics survey within Catcourse – then share results in class.
5. Mandatory office hours within the first weeks of the semester (10-15 min).
6. Virtual office hours – increasing availability
7. Incorporate a short “break” in the middle of class – this allows students an opportunity to ask you questions.
8. Ask for student participation from a particular part of the room. Rotate this throughout the class session.
9. Indicate you would like to hear from someone who hasn’t yet shared in class.
10. Provide prompt feedback (especially on the first assignments); personalize this and provide instructive/corrective feedback (i.e., point out something they did well and one way they can improve).
11. Use the home page in Catcourses to post announcements and “resources” on campus if they need additional support.
12. Establish “norms of communication” for onsite and online behavior at the beginning of the semester; state these positively (e.g., When entering the classroom, put your phone on vibrate; show respect for others; be responsible for your own learning and the learning of others; be on time and prepared for learning, etc.)

October 5th.

Preparation Material:

Students' words resonate with distinguished UCI faculty

<https://www.youtube.com/watch?v=TV3AESyjsX4&feature=youtu.be>

What idea strikes you the most?