

Personalizing larger courses

- Become acquainted with as many of the students as possible
- Have a seating chart
- Arrive at class early to greet students as they enter and answer any questions
- Call roll during the first few classes
- During exchanges with students (in and out of class) begin by asking students to identify themselves by name
- When a student asks a question, move closer to that student when answering it
- Return students' work with personalized comments, suggestions, invitations to review work during office hours, etc.
- Hold office hours in central areas of campus, rather than just your office
- Hang a sign-up sheet outside of your office to allow students to block off time to meet during office hours
- Encourage students to come to office hours in groups to minimize the number of times you have to answer the same questions
- Emphasize willingness to talk with students, answer questions, etc.
- Ask students to complete a questionnaire or information card including their: identifying information, likes/dislikes, challenges, expectations for the class, etc., and use information to personalize lectures
- Conduct mid-term teaching evaluations or simply ask the students for suggestions
- Use a cordless microphone while lecturing
- Present at a moderate pace; take time to pause, slow down
- Listen to students carefully without signs of impatience
- Be clear on expectations, due dates for tests and assignments
- Be clear on the kind of behavior you expect in class, and model that behavior. Examples: starting class on time; returning papers/tests on time
- Plan to actively engage students in appropriate learning activities: e.g., discussion, group work, cases, video