

# TEACHING TIPS:

## SOCIALIZE STUDENTS INTO YOUR CLASSROOM COMMUNITY



### PEDAGOGIC REFLECTION

- *Try to remember a time when you were new to an academic setting, for example, when you started your graduate program or your first teaching job. How did it feel to enter that space? How did you perceive yourself relative to others in the new environment?*
- *Now imagine you are from a different linguistic and cultural background from the dominant community. What are some of the cultural, linguistic, or practical challenges you might face?*
- *Now reflect on your own assumptions of the students you teach. What do you assume they already know or are able to do? What might they be unfamiliar with? What concrete steps can you take to ease the transition for students who may be unfamiliar with the expectations of U.S. higher education?*



### TOP TEN TEACHING TIPS

1. Get to know your students and their backgrounds, including learning **how to pronounce their names**
2. Create an **inclusive community** of learners immediately through ice breakers or thoughtful pair or small-group activities on the first day of class

3. **Explain** the *how* and the *why* of your approach to teaching
4. Explicitly **outline class expectations**, preferably in multiple formats; considering covering information such as:
  - a. background knowledge required or expected for the class
  - b. learning objectives and classroom expectations
  - c. instructor and student roles
  - d. tips for success in your class
  - e. resources for help with your class
5. Use this explicit consideration of what you want students to accomplish to **reverse engineer their learning experience**; how can you scaffold students' learning in your class and create opportunities for multilingual students to engage and succeed?
6. Provide information in **multiple formats** (orally, written on the board, posted on Blackboard)
7. Welcome—but don't force—**cultural contributions**; use diversity to enhance *all* students' learning
8. Create new pathways for students to **share their understandings** or points of confusion (e.g., one-minute memo, muddiest point, reflective writing, online posts or VoiceThread presentations, polls or surveys)
9. **Reach out** to struggling students
10. Encourage the use of **office hours and resources** on campus

