

The First Day of Class

Items drawn from “First Day of Class” and “Motivating Learning”
by the Carl Wieman Science Education Initiative, available at
www.cwsei.ubc.ca/resources/instructor_guidance.htm

- A) welcome
- B) land acknowledgment (“I would like to begin by acknowledging that the land on which we gather is the unceded territory of the Syilx (Okanagan) Peoples.”)
- C) your name
- D) email policy
- E) policy on laptops, phones, other devices
- F) ask students about their backgrounds and interests
- G) ice breaker activities
- H) tell students about your research
- I) introduce teaching assistants
- J) big picture / entry-level preview of the course
- K) use authentic situations and problems
- L) show students how the course is valuable for their other courses, their careers
- M) overarching (course-level) learning outcomes
- N) topic-specific learning outcomes
- O) your role in supporting their learning
- P) their role in supporting their learning
- Q) how to succeed in the course
- R) express to students they can master the material if they put in the effort
- S) explain why you’re teaching the way you’re teaching (especially if not traditional)
- T) show your own interest and enthusiasm for the subject
- U) let students decide which optional topics you’ll cover
- V) let students choose the topic and/or format for a project or assignment
- W) make sure the course elements and assessments align with learning outcomes
- X) send Canvas message to students before the first class
- Y) discuss academic integrity vs academic misconduct
- Z)

