Effective delivery of material interactively---treat the class as a conversation that offers both visual and auditory input, allow time for students to stop, think, and engage one another before speaking to the class. Use conversational tone and body language.

Understanding students’ backgrounds---in addition to the general information you request from students at the beginning of the course---ask for much more specific feedback on students’ prior learning.

Explaining technical topics---make sure you impose a carefully thought out and tightly organized structure that will reassure students that the lesson is headed in the right direction.

Designing a syllabus---see the following web site
http://www.brown.edu/Administration/Sheridan_Center/workshops/syllabus_wkshop.html


Making the class interesting---mimic real world problems as much as possible. Use active collaborative teaching methods.

Answering Questions---thank the student for having asked the question, clarify questions, be direct in your answer, check back with the student to make sure the question has been answered.

Stern’s Expectations---remember comments made by Dean Blount-Lyon---make the class challenging!

Appropriate ways to introduce students to the subject---Start with the students rather than the discipline---engage their initial conceptions of the subject matter.

Frequency of Feedback---collect feedback at the end of every class---what conclusions did you draw, what major questions remain in your mind.

Organization of the class---use the key concepts that organize the knowledge of experts to also organize the instruction.

Level of Difficulty---when in doubt select a lower level for the material.

Pace---base this on the feedback you’re collecting each day from the students. From this feedback you will learn which concepts need more work. Retention of a few crucial concepts over time brings far more benefit than superficial mastery.
Attitude---exciting, enthusiastic, and energetic instructors stimulate more learning than unexpressive lecturers.

Remembering Names---take pictures of the students, paste up a seating chart, require name tents, have the students sit in the same seats for the first three weeks.

Balance of Lecture and Discussion---students have more difficulty learning material introduced after 15-20 minutes unless you do something to change the pace. Engage the students in discussion to revive their attention. For example, do a “think/pair/share” to prime the students for a discussion.

Three-hour evening classes---stop for 2 minutes every 20 minutes, allow students to consolidate their notes, think of a question, ask students to think and write individually, solve a problem, break class down into small groups for discussion.

Interactive-living laboratory---show that you’re interested in what the student is saying, seek evidence or clarification, try to persuade the student to think about the issue in a different way, ask provocative questions.

Consistent grading rubrics---see the following web site: http://rubistar.4teachers.org/index.php

Age---be sure to earn credibility for yourself and have high expectations of students, only then can you be a friend to your students.

Motivate the learning experience---avoid using grades to persuade students to study. Instead invoke the subject, the questions it raises, and the promises it makes to any learner. Give the students as much control over their learning as possible by helping them see the connections between the questions of the course and the questions that they might bring to that course.

Students’ expectations in the USA---praise correct answers. Students in the USA look to their instructors for guidance and support. If you are indifferent to students’ responses or if you chastise students you will soon find that participation will drop off.

Handwriting---if your handwriting is not legible, you might try printing.