

## **Five Quick Tips Learned from ACUE**

### **Submitted by Dr. Kevin Frances, Department of Chemistry**

1. Clearly establish goals/policies of the course in the syllabus. Ensure the class is clear on these goals/policies through activities the first week of the course. Simply providing the syllabus or even reading it to the students is insufficient. A “reconnaissance” or similar exercises are more effective.
2. Actively engage the class during lectures by requiring audience participation. This can be achieved by asking direct questions as material is being presented or splitting them into groups for discussions and having them report their answers to the class as a whole. Be sure to provide encouraging comments to what the groups present and to elaborate or stress the most important points presented.
3. Encourage students to set clear and achievable goals at the start of each unit by presenting an overview of what you want them to learn, suggestions for achieving their goals, and direction for mastering the material. Ask them to define their goals/plans in writing and to review this after the exam to see if they were achieved. Provide encouragement, support and advice if the goals were not met.
4. Give the students an opportunity to learn from their mistakes by either allowing them to correct exams for partial credit or through reflections after the exams are given.
5. Develop a rapport with students by greeting them before class starts, writing encouraging or congratulatory e-mails or checking in with them periodically to ensure they are grasping the material. If they know you care deeply about them they will be more likely to seek help, study and attend lectures.

## **“Five Quick Tips learned from ACUE”**

**Submitted by Dr. Montamas Suntravat, Department of Chemistry**

1. Welcome students by sending an introductory email message before the course starts. This will establish a comfortable class environment and help students become familiar with the instructor and the course.
2. Set clear and transparent expectations for students. Students should be able to know what they are working on? They should understand what participation will be expected and how they will be evaluated. This will help them have a better chance to meet expectations.
3. Provide rubrics, examples, and checklist for targeted improvement. This will help students monitor their own works and clearly understand expectations. Giving students the rubrics will also help the instructor grade more efficiently. This also help engage students in learning process, improve student motivation, and develop competence in self-evaluation.
4. Provide timely, actionable, focused and specific feedback on student work and offer opportunities to use feedback for revision. Giving students constructive feedback immediately on how they did or what can be done allows them to track their progress and improve their work. It is important to give timely feedback because students can forget what they did on their works and can't use the feedback effectively. Providing students a chance to revise their works help them gain a deeper understanding of their progress, reinforce great work in the future, and also encourage them to learn from their mistakes.
5. Seek feedback from your students on a regular basis. Any solicited feedback (i.e. anonymous surveys, Stop-Start-Continue exercise, mid-semester feedback or course evaluation, etc.) help to ensure the instructor to address concerns and make subtle changes, which will have the greatest impact on students' learning.