



Know your students

Break the ice

- There are more elaborate versions but just asking students to introduce each other and their backgrounds can be effective.

Students' academic backgrounds

- Before your course starts, it may be useful to know the academic backgrounds of your students, e.g. what degree programmes they are on, what courses they have taken before taking yours.

Registers

- Take registers for the first few sessions even if these are not required. They will help you learn names. Don't just send a paper around but call out the names to put faces and names together.

Name cards

- Using name-cards on desks for the first few sessions can be a useful memory aid for you and the other students.

Disability and inclusivity

- Disability adjustments are legally mandated. You will be told if you need to make adjustments (e.g. giving handouts in advance etc.) for any of your students.
- Inclusivity is a key principle of effective teaching and learning and is now central to Teaching Excellence Framework judgements. Inclusivity can involve the way you teach (e.g. How much do you draw on the experiences of those in your class? Can students personalise the way they learn?), the way you assess (e.g. Is there enough diversity of types of assessment so that all students can succeed?) and what you teach (e.g. How international is your curriculum?)

International students

- Most university cohorts are increasingly international and students are often learning in a second or third language. To help these students, you may wish to write down key words or concepts and consider offering them more time (compared to native speakers) to respond to your questions in class.

Reflecting

- Reflexivity in teaching is required to attain HEA fellowships and, in most universities, promotion. Always take a reflective approach to teaching and learning and regularly ask your students for their feedback on how they are receiving your course and how much they are learning. You can easily formalise this by asking students to write a couple of sentences about what they find most and least useful in your classes.

