



The First Day of Class

Using the ideas presented by Crystal Wong (August 5, 2020) in the article “A four-step plan for the first day of class on Zoom”, suggestions are made for our classes whether teaching online synchronously or asynchronously or teaching in a classroom with physical distancing.

https://www.facultyfocus.com/articles/online-education/a-four-step-plan-the-first-day-of-class-on-zoom/?st=FFdaily;sc=FF200805;utm_term=FF200805&utm_source=ActiveCampaign&utm_medium=email&utm_content=A+Four-Step+Plan%3A+The+First+Day+of+Class+on+Zoom&utm_campaign=FF200805

Steps	Online Synchronous	Online Asynchronous	Physical Distanced Classroom
<p>Create a good impression</p>	<p>Prior to class starting, post a short bio and ask students to as well.</p> <ul style="list-style-type: none"> - Could be audio, video or text and may include photos <p>Enable the ‘waiting’ room, so that we have to ‘admit’ each student; then we can greet them when they come in.</p> <p>In a smaller class, modeling the way, share a 15-second introduction, then ‘pass’ to a student.</p> <ul style="list-style-type: none"> - Ask simple/low-stakes questions such as name, hometown, favourite movie/food/sport/music - Students ‘pass’ to next student - When done ask class ‘what do we have in 	<p>Prior to class starting, post short a bio and ask students to as well.</p> <ul style="list-style-type: none"> - Could be audio, video or text and may include photos - Use this as an opportunity to ‘model the way’ – share with students in a way you would like them to share with you/their classmates 	<p>Prior to class starting, email your students/pot on Moodle your course outline, assignments, and a short bio introducing yourself. This could be audio, video or text and may include photos.</p> <ul style="list-style-type: none"> - Ask students to post a similar introduction <p>If forming groups (for collaborative assignments, discussions, etc.), ask students to complete a series of questions (using Microsoft Forms) that can be used to create diverse learning groups</p> <ul style="list-style-type: none"> - This same form can also be used to get to know your students <p>Arrive to class early, set up your ‘presentation’ and then focus on the students coming into the classroom</p> <ul style="list-style-type: none"> - Make eye contact and say hello



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	<p>common?’</p> <p>In both smaller and larger classes, we might as part of our introduction include a slide with a World Map and ask students to put an ‘X’ where they were born. Alternatively, we might use the polling feature to ask students a few low stakes questions to get a feel for who our students are.</p>		<p>and/or welcome to class</p> <p>For larger classes - following a verbal introduction of self, ask general questions to get a feel for the students in class; students respond using their bodies standing up e.g. stand up if you are graduating this year? In 3rd year? From NS? Etc. Use low stakes questions – not too personal, perhaps connected to the class</p> <p>For smaller classes – following a verbal introduction of self and instructions, ‘pass’ to the next student</p> <ul style="list-style-type: none"> - Ask simple/low-stakes questions such as name, hometown, favourite movie/food/sport/music - Students ‘pass’ to next student <p>When done ask class ‘what do we have in common?’</p>
<p>Spotlight the course</p>	<p>Instead of using your course outline to guide this discussion, consider creating a visual.</p> <ul style="list-style-type: none"> - The course outline could be assigned as a reading prior to class <p>Identify learning goals/outcomes. Provide clarity regarding assignments and how they connect to learning outcomes and</p>	<p>Ensure the class is well organized on Moodle.</p> <p>Consider creating a short video in Moodle (in Announcements ... 2-3 min videos can be created) at the beginning of each week (class?) to highlight what to expect.</p> <p>In addition to the detailed course outline and assignments (as noted below), create a visual with short key points to</p>	<p>Instead of using your course outline to guide this discussion, consider creating a visual and sharing on PowerPoint in class</p> <ul style="list-style-type: none"> - The course outline could be assigned as a reading prior to class <p>Identify learning goals/outcomes. Provide clarity regarding assignments and how they connect to learning</p>



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	<p>students' learning. Share how and when students will receive feedback and how they will be assessed. An activity that might fit in here – could be shared in the chat box – (3 separate times?):</p> <ol style="list-style-type: none"> 1. What do you know about this course? 2. What do you think you know about this course? 3. What would you like to know about this topic/course? 	<p>highlight what is expected. Identify learning goals/outcomes. Provide clarity regarding assignments and how they connect to learning outcomes and students' learning. Share how and when students will receive feedback and how they will be assessed.</p>	<p>outcomes and students' learning. Share how and when students will receive feedback and how they will be assessed. Ask students to respond to the following on a piece of paper/whiteboard/on their laptops(phones):</p> <ol style="list-style-type: none"> 1. What do you know about this course? 2. What do you think you know about this course? 3. What would you like to know about this topic/course? <p>If possible, have students share their with a partner, then with the class</p>
<p>Generate guidelines</p>	<p>Create and share expected 'online classroom norms'</p> <ul style="list-style-type: none"> - Consider creating these with your students – as when created together, they are likely to be better adhered to <p>Questions to consider: <i>Based on your experience with online learning, what strategies have been effective or ineffective? What behaviours should we establish in our class to promote a positive learning experience for</i></p>	<p>Create and share expected 'online classroom norms'</p> <ul style="list-style-type: none"> - Consider creating these with your students – as when created together, they are likely to be better adhered to <p>Questions to consider: <i>Based on your experience with asynchronous online learning, what strategies have been effective or ineffective? How can I help you and your classmates to keep up with the course, i.e., to be accountable to yourself and the expectations of the</i></p>	<p>Create and share expected 'classroom norms'</p> <ul style="list-style-type: none"> - Consider creating these with your students – as when created together, they are likely to be better adhered to <p>Questions to consider: <i>Based on your previous experiences, what has been effective in helping you learn? What has distracted you from learning? What attitudes and behaviours should we establish in our class to promote a positive learning experience for oneself and others?</i></p>



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	<p><i>oneself and others?</i> Limit norms to 5 or less.</p>	<p><i>course?</i> Limit norms to 5 or less.</p>	<p>Limit norms to 5 or less. Alternatively, we might ask our students to complete the following:</p> <ol style="list-style-type: none"> 1. When a professor gives 100%, they 2. When a student gives 100%, they ... <p>Student should write their responses down and then share them with the professor (anonymously on paper?) and the professor can collate responses and share them with the students at the next class.</p>
<p>End on a positive note</p>	<p>Endings matter – consider what can be done to have students exit class with a smile on their faces and eager to return to the next class. It may be helpful to share previous students' work or feedback about the class – shared in a way to inspire, motivate, and challenge the current group of students. It may also be motivating to end with a stimulating question that will be addressed in the next class. Perhaps close with a 'popcorn' question that students respond to before leaving the online classroom highlighting one thing</p>	<p>Endings matter – consider what can be done to have students finish each section of the class with a smile on their faces and eager to return to the next section. It may be motivating to end with a stimulating question that will be addressed in the next class/section. Perhaps close the class/section highlighting a forum for discussion – making connections between the students, the material, and potential for application.</p>	<p>Endings matter – consider what can be done to have students leave class with a smile on their faces and eager to return to the next class. It may be helpful to share previous students' work or feedback about the class – shared in a way to inspire, motivate, and challenge the current group of students. It may also be motivating to end with a stimulating question that will be addressed in the next class.</p>



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	they learned today or one thing they are looking forward to in this class. Alternatively, we can ask all students to put on their microphones and on the countdown 3-2-1 say 'good bye' as we exit		

Other useful resources:

Surviving your first day of class, University of Waterloo, Centre for Teaching Excellence, <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/managing-students/setting-tone/surviving-your-first-day-class>

Teaching the first day of class, University of Washington, Center for Teaching and Learning, <https://www.washington.edu/teaching/topics/preparing-to-teach/teaching-the-first-day-of-class/>

Design and Teach a Course – Carnegie Mellon University, Eberly Center, <https://www.cmu.edu/teaching/designteach/teach/firstday.html>

First day of Class – Vanderbilt University, Center for Teaching, <https://cft.vanderbilt.edu/guides-sub-pages/first-day-of-class/>