



# In-Person Teaching

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# Agenda

- Preparing to teach your first ever course
- Preparing for classroom technology
- Establishing authority
- Instructor presence
- Grading
- Cheating
- Imposter syndrome
- Once a professor ... everywhere a professor
- Conclusion: Have a “customer service” attitude?



# Preparing to teach your first class

- Gather other people's syllabi and choose a text
- Use the most recent syllabus template offered by the university
- Set goals for yourself and for your students (what do you want them to actually learn?)
- Think ahead of time what your rules will be and communicate them
- Keep an eye on your schedule and the University's
- Scope out the space, plan your clothes
- Arrive early. Greet your students.



# Preparing for classroom technology

- WSU does not provide cables or adapters for your classroom technology!
- Get trained on the kind of media in your room
- Purchase any necessary cables/adapters/clickers from the Media Resources Center to get high-quality devices at a low cost
- Test your tech!
- Remember: if your students can't read your slides, they are useless
  - Focus on high contrast slides with large print
  - Consider providing them to your students ahead of time or in class



# Establishing authority

- Look like the authority in the room
- Know your students (learn their names!)
- Set high and clear expectations. It's better to lighten up over time rather than to try to get more strict over time
- Buy into the fact that you are the one in charge
- COME TO CLASS PREPARED
- Admit ignorance
- Consider your sources of power: rewards, coercion, relationships, your expertise, power that comes from your department



# Instructor presence

- Instructor presence may seem obvious, but it isn't
- Show up, and not just physically
- Be the authority so students know they can trust you
- Know your content and answer questions
- Use your students' names
- Use real-world examples
- Show your love of your content



# Grading

- Know what you are looking for in each assignment and don't "over grade"
- Develop a shorthand for your comments
- Grade in pencil at first, unless the submission is in pencil
- Grade some representative items before you start awarding points on subjective submissions like essays and short answers
- Provide collective feedback for systematic errors
- Consider online submissions and online grading tools



# Cheating

- Don't take it personally.
- Follow WSU policy and file an incident report
- Think about whether your behavior contributed to the student's decision to cheat
  - Were your expectations unclear?
  - Were your expectations unrealistic?
  - Did you properly proctor?
  - Were your assignments meaningful?





# Imposter syndrome

- Sometimes you are going to feel like a fake.
- Everyone feels like a fake sometimes. It's okay.
- It can be useful!
- And the feeling fades over time as you master your craft
- But it's painful. Don't be afraid to talk about it, but not to your students.



# Once a professor ... everywhere one

- Congratulations! You're a role model!
- This goes beyond just not dating your students
- Be aware that YOU are WSU now
  - Avoid bad-mouthing the university in public
  - Or in WSU gear
  - Watch what you say on open social media channels
  - Pay attention to your behavior in public



# In Conclusion: Customer Service?

- The question of “customer service” is controversial in higher ed
- Be clear and honest about your expectations
- Do what you say you are going to do
- Don’t do what you say you are not going to do
- Get to know your students
- Return emails and calls
- Be a good person, try hard, have fun!



Thank you! Questions?