

80 Ways to Improve Your Students' Performances

Description of Course objectives and assignments

1. Prepare a comprehensive course syllabus
2. Provide a detailed list of course objectives for each unit and then for each topic.
3. Create challenging assignments that can be completed within a reasonable amount of time and student energy.
4. Discuss with pupils not only what assignments should be completed but also “why” you have created each assignment and “how” the assignments will facilitate students’ learning.
5. Keep reminding students of assignments and the due dates to ensure that pupils are always on time in their planning and organization.
6. Ask and encourage pupils to ask questions about the assignments for the purpose of clarification.
7. Have students identify and submit questions about project assignments.
8. Review course objectives from time to time to ensure that they are relevant and ensure that the assignments given are related to these objectives.

Communication of ideas and information

9. Clarify essential and /or difficult material from previous class.
10. Organize material in an easy to follow and step by step sequence.
11. Present material at an appropriate level of sophistication - attend to the varying levels of expertise that students bring to the class.
12. Preview information before offering or explaining a concept or an idea.
13. Present as much illustrative examples of the main points and difficult concepts as possible.
14. Teach less better by minimizing the amount of time and attention to less significant topics and concerns.
15. Compare and contrast explicitly by noting key points of similarity and difference to similar concepts or ideas.
16. Present divergent view points but also indicate your own point of view.
17. Never proceed too fast (or you will lose pupils) nor too slow (you will bore pupils). Find the right pace.
18. Provide clear and definite transitions between points.
19. Suggest explicit strategies for remembering and using information presented.
20. Summarize periodically to reinforce learning and to achieve closure.
21. Recognize and respond to different student learning style preferences.
22. Answer all students’ questions clearly and thoroughly.

23. Assess students' comprehension directly by asking specific questions rather than by asking the most popular question, "Does anyone have any questions?"
24. Use classroom assessment techniques to assess students' comprehension and/or to identify specific difficulties.
25. Conclude with a selective summary and synthesize (don't simply repeat what was said before)
26. Provide supplementary resources to assist students' learning.

Expression of Expectations for Performance in the class

27. Establish high but attainable expectations.
28. Distribute illustrative samples of test questions at the start of the term.
29. Make available illustrative samples of previous students' work illustrating different levels of performances.
30. Identify sources of assistance available to students needing individual or small group help in mastering course content or completing course assignments.
31. Express confidence in students' abilities to meet or exceed course expectations.
32. Provide detailed feedback and a few words of encouragement on work returned to students.

Availability to assist students in and out of class

33. Identify multiple ways students can meet you – before school, during break periods etc.
34. Avoid letting other activities interfere with the time set aside for meeting with students.
35. Announce in advance when you will not be able to meet with pupils and offer alternate times and dates.
36. Outline a range of different types of assistance you can provide.
37. Talk informally with students both before and after class.
38. Offer any type of help students require, once the help is designed to promote learning. Avoid the dependency syndrome.
39. Respond to pupils' needs immediately.
40. Give pupils your full attention when you meet.
41. Establish positive interpersonal relationships with students.
42. Know all the students' name in your class and learn as many of the students names in your school.
43. Treat students as children – they are not adults.
44. Write brief personal comments on all examinations and assignments that are returned to students.
45. Establish a code of conduct for class discussions based upon respect and dignity for all students.
46. Have tolerance for pupils having different points of view.
47. Make eye contact with all students
48. Wait for a response after asking a question.
49. Receive students' questions politely and enthusiastically.
50. Convey a genuine acceptance for students' ideas, experiences and feelings.

51. Smile, laugh and show your humanity.
52. Use humour carefully – avoid sexist, racist, political humour assiduously.
53. Help students get through rough times and difficult circumstances.

Stimulation of interest in the lesson

54. Begin classes with an activity that stimulates students' interest and intellectual curiosity.
55. Describe explicitly the relevance and significance of the material being presented.
56. Maximize the inclusiveness of pupils' participation.
57. Share anecdotes, analogies, and metaphors that illustrate concepts in an enjoyable and memorable fashion.
58. Minimize lengthy and unnecessary digressions from the main topic.
59. Relate course content to important current events.
60. Move about the classroom and make eye contact with students.
61. Create class activities and course assignments that engage students in critical and creative thinking and provide an opportunity for sharing one's effort.
62. Encourage the sharing of students' ideas and experience in class.
63. Provide periodic energy shifts within class sessions.
64. Be enthusiastic.

Facilitation of Learning

65. Prioritize your teaching goals
66. Remember that your saying something does not mean that students' have learned it.
67. Actively engage and involve students in the learning process – learning is a spectator sport.
68. Utilize a well –modulated, clearly articulated and energetic speaking voice.
69. Use well-designed audio-visuals to simplify verbal presentations.
70. Advise students how to best study for tests or how to complete major assignments.
71. Encourage collaboration and cooperation among students to share their talents and accomplishments.
72. Provide prompt and detailed feedback on student work.

Overall assessment of the teacher

73. Speak actively; teach actively and care actively.
74. Seek student feedback early and often.
75. Respect and respond to student feedback
76. Practice what you teach.
77. Demonstrate a passion for both your discipline and for teaching.
78. Model a love for learning.
79. Exhibit confidence when teaching.
80. Frequently ask the question, "Are my students learning?"