

## Creating Your Teaching Persona

This worksheet will help you reflect upon communicating in the classroom and constructing your teaching persona in an adaptable way. Think through the questions in this handout and make a note of which implementation ideas you may utilize in your class(es).

*Check off which strategies you plan to use in your course:*

Self - Evaluation Questions	Implementation Ideas
What tools do you plan to use to communicate with your students outside of the classroom?	<input type="checkbox"/> In person/in office-hour discussion <input type="checkbox"/> Email <input type="checkbox"/> Online office hours (e.g. being available over email during a specific time-frame) <input type="checkbox"/> Course announcements <input type="checkbox"/> Other:
How will you encourage students to work collaboratively?	<input type="checkbox"/> I will assign team projects <input type="checkbox"/> I will assign team member roles <input type="checkbox"/> I will have students provide each other feedback in collaborative projects <input type="checkbox"/> Students will solve their own team conflicts <input type="checkbox"/> I will solve student conflicts for them <input type="checkbox"/> Other:
In what ways do you intend to provide your students with feedback?	I will respond to students' emailed questions within ___24h ___48h ___72h I will hold _____ number of office hours per week I will/will not (circle one) be available to communicate with students on weekends I will: <input type="checkbox"/> Provide comments/correct answers on quizzes/tests <input type="checkbox"/> Provide detailed comments for written assignments/papers <input type="checkbox"/> Create rubrics that provide details about students' work <input type="checkbox"/> Other:
How do you intend students to apply the concepts/material, outside of the classroom setting?	<input type="checkbox"/> Students will apply knowledge to new settings, situations, or cases <input type="checkbox"/> Students will connect to real life events <input type="checkbox"/> Students will connect to personal experiences <input type="checkbox"/> Students will think critically about definitions/concepts, and will re-construct them in their own words <input type="checkbox"/> Students will conduct some type of research <input type="checkbox"/> Other:

<p>How will you accommodate diverse learning styles in your classroom?</p>	<p><input type="checkbox"/> My course will use multiple assessment tools (e.g. assignments, quizzes/tests, group projects, individual projects, etc.)</p> <p><input type="checkbox"/> My course will use lectures and interactive demonstrations</p> <p><input type="checkbox"/> My course will use PowerPoint Presentations and other visual aids</p> <p><input type="checkbox"/> My course will use audio and/or video</p> <p><input type="checkbox"/> My course will use instructional games</p> <p><input type="checkbox"/> Other:</p>
<p>How do you plan to set clear learning outcome expectations?</p>	<p><input type="checkbox"/> I will clarify course objectives</p> <p><input type="checkbox"/> I will set clear course expectations (e.g. with respect to technology policies, late/make-up policies, etc.)</p> <p><input type="checkbox"/> I will outline expectations clearly on my syllabus</p> <p><input type="checkbox"/> The syllabus will have a manageable/timely schedule</p> <p><input type="checkbox"/> Other:</p>
<p>How will you use feedback from students to continually adapt your teaching style to the unique classroom environment?</p>	<p><input type="checkbox"/> I will seek continuous feedback</p> <p><input type="checkbox"/> I will use multiple strategies to gather feedback (e.g. formal evaluations, anonymous notecards where students ask questions, etc.)</p> <p><input type="checkbox"/> Other:</p>
<p>What kind of environment do you want to create in the classroom, and how do you plan on achieving it? (<i>Note: you might want to check on your department's expectations/ guidelines regarding dress code</i>)</p>	<p><input type="checkbox"/> I will dress casually</p> <p><input type="checkbox"/> I will dress formally</p> <p><input type="checkbox"/> When I am lecturing, I will walk around the room</p> <p><input type="checkbox"/> When I am lecturing, I will stand behind the podium</p> <p><input type="checkbox"/> I will make jokes, utilize sarcasm, and be light-hearted at times</p> <p><input type="checkbox"/> I will remain mostly serious and professional</p> <p><input type="checkbox"/> I will go by my first name with my students</p> <p><input type="checkbox"/> I will ask students to address me by my last name and prefix (e.g. Mr., Mrs., Ms., etc.)</p> <p><input type="checkbox"/> Other:</p>
<p>How will you establish and maintain authority in the classroom? (questions to consider)</p>	<ul style="list-style-type: none"> <li>● What leads you to respect another instructor's authority? What parts of this promote real learning? What parts promote performance of learning?</li> <li>● How can you, as a teacher, also give your students authority that derives from their experiences? How can you construct your course so that your students' authority is a complement rather than a challenge to yours?</li> <li>● How do you deal with challenges to your authority? What is usually the source of these challenges?</li> </ul>