Good teaching cannot be equated with technique. It comes from the integrity of the teacher, from his or her relation to subject and student, from the capricious chemistry of it all.

- Parker Palmer, from Good Teaching: A Matter of Living the Mystery. *Change: The Magazine of Higher Learning* 22.1 (1990): 11-16.

Great Teachers know: Their students Their purpose Their curriculum Themselves That they are leading the way

Advice from Marcus Hung, Math Teacher at June Jordan School for Equity, San Francisco. Given May 12, 2017 at San Francisco State University.

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Signaling belonging in the university classroom

An instructors guide for reflection



Handout compiled and designed by Prof. Alegra Eroy-Reveles, alegraer@ucsc.edu

Signaling belonging to students starts with you, the instructor.

Why are you here?



Why do you teach? What do you want students to learn?

Students appreciate stories. They will have more interest in you and appreciation for your class if you tell them about your own path and what your class personally means to you. Share with them stories of students who have successfully followed their dreams, despite not having a perfect academic record.

When talking about your path, make sure to mention the difficult challenges along with the successes. Help them see that learning is a process and that we are all learning.

How does your syllabus signal to students that you care for and respect them?

We aim to offer a joyful, meaningful, and empowering experience to every student in this course. We will build that rich experience together by devoting our strongest available effort to the class. You will be challenged and supported. Please be prepared to take an

Please be prepared to take an active, critical, patient, and generous role in your own learning and that of your classmates.

-Federico Ardila, Professor of Mathematics, San Francisco State University

Does your language signal challenge or threat?

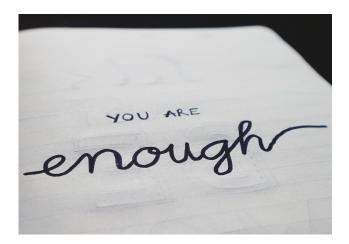
Telling students what to expect during office hours signals to students that you are there to help them.

Emphasizing resources decreases the threat that students may feel in the classroom.

How do you reward growth?

Does your grading policy allow for students to grow? If a student has mastered the material at the end of the course, will their grade reflect that?

How can your student interactions validate and affirm students?



Faculty Validation leads to student persistence in college

Validation is an enabling, confirming and supportive process initiated by faculty/staff that foster academic and interpersonal development. Validating interactions demonstrate recognition, respect, and appreciation for students and their families and communities. They also engender feelings of selfworth and a belief in the students' ability to succeed in the college environment. How?

- Faculty demonstrate a genuine concern for teaching students
- · Faculty are personable and approachable
- Faculty structure learning experiences that allow students to see they are capable of learning