General Hints – Academic
a. Before beginning, plan ahead for
   Re-use
   Modifications in the future and updating
   *Consider placing all documents, ideas for change, AV, handouts,
   Exams - in electronic folders as you find them
b. Plan with ideas for scholarship (publication)
   Hypothesis
   How can you document learning?
   Lay out publication i.e. data needed i.e. tables, graphs and possible
   references
c. Consider a two desk (area) mentality
   General office work
   Work on paper – keep materials out and utilize time here and there
   constantly

General Hints – Teaching/Learning
a. Realize that teaching is about lighting the fire of interest, not filling the
   container with as much short half-life information as possible.
b. Make expectations of the students clear to them beforehand. Things they
   should do in and out of class, and will do on exams, should not be a
   mystery.
c. Make sure necessary points are covered first, then what is good to know,
   and finally what is nice to know if there is time.
d. Consider deciding on the important points of a topic and then write the
   exam questions covering those points before designing the learning
   experiences.
e. Spend as much time planning HOW to explain as WHAT to explain.
f. Ensure that the quantity of points on a topic in the exam reflects how much
   time was spent on that topic in class or in assignments.
g. Write exam questions, set aside a time, then review for clarity and typos.
h. Set up the learning experiences to reflect the way exams are structured i.e.
   if exams involve solving problems, give students some experience doing
   that as part of the class.
i. Emulate instructors you had who were effective. Or try not to make the
   same mistakes as instructors who were not effective.
j. Use appropriate examples and real life situations as much as possible.
k. Begin class with an advanced organizer to set the stage for what is being
   covered, and allow students to get back on track if they wander.
l. Avoid running the class in a vacuum. Get an idea of what else is going on
   in other courses as far as student time commitments, similar topics etc.
m. Consider breaking learning activities into smaller packages i.e.15 min
   segments vs 50 min.
n. Keep the environment comfortable, yet have student accountability.
o. Tell chair about any novel teaching strategies you would like to utilize.
   Should things go awry, they are more likely to understand and support you
   if they were briefed ahead of time.
p. Be human and be yourself. Admit not knowing all the answers if a strange question arises, but follow up later and get back to the class.
q. Jump right in, but do not rush blindly. If you are going to try something different review what you plan with a few colleagues for advice.
r. Students will almost always take the easy way out when it comes to learning. Try to anticipate and be prepared.