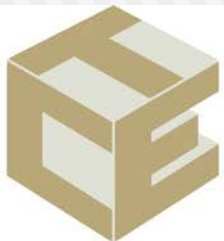


# The First Day

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Adam Berman



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# Today's goals and agenda

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- Best practices to engage students and start your course on the right track
- Advice for the rest of the term



# First Day Examples

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- Strategy (Frank)
- Entrepreneurship Course (Adam)





# First Day

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- Why is the first day so important?





# First Day

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What do you think an instructor needs to do on the first day of class?



# Practice: The First Day

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- In your teams, discuss how you plan to teach your first class



# Questions

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# Back-up Slides

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# Before First Day

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- Send a welcome email prior to the first session
- Begin learning student names by reviewing photos



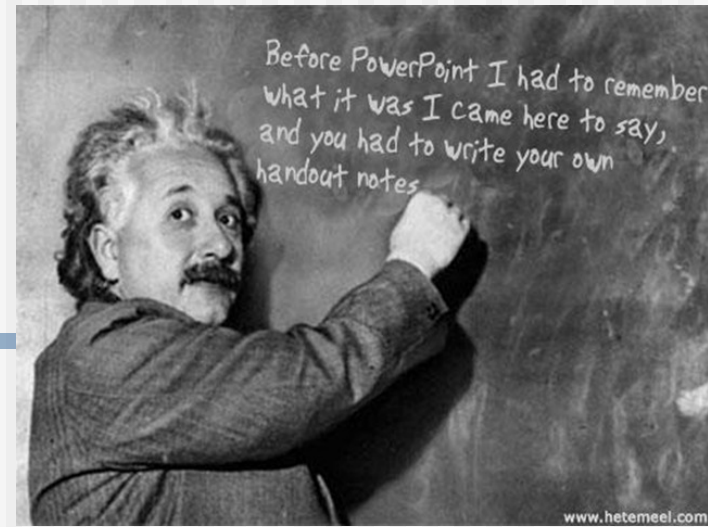
# First Day: General strategies

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- “Sell” the course – discuss the BIG, meaningful questions that can be answered by this course
- Outline the partnership, including expectations, philosophy, and success criteria
- It will be awkward...you (and they) may be apprehensive – appear confident and enthusiastic



# First Day: General strategies



- Introduce yourself and course (number)
- Discuss the promises of the course
- Cover meaningful content (e.g. work through a problem or mini case)





# First Day: Set expectations

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- Review the structure of the course, objectives, grading scheme, workload'
- Explain procedures for enrollment, sections and policies on attendance
- Look the part – distinguish yourself from your students



# First Day: Set expectations

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- Give students advice for how to succeed in your class
- Discuss mutual expectations around conduct and communication:
  - Respect, preparation, communication protocol, computers (or not), promptness





# First Day: Create a positive environment

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- Consider using an ice-breaker
- Ask small groups to discuss a topic and then share with the class
- Ask students to write their reaction to the first day – report to students next session and correct misconceptions
- Give an (ungraded) assignment for 2<sup>nd</sup> session



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# THE REST OF THE TERM



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# Ongoing: Each session

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- Organize the topics and corresponding learning activities
- Use the SUCCES principles to explain the content
- Review the timing for each part of the class – include time for questions at the end
- Know how you will finish – take-aways, what homework to assign, a preview of next time





# Ongoing: feedback

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Get early and ongoing feedback

- Solicit
- Share
- Incorporate

Give regular feedback to students





# Last Class

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- Review key take-aways: How did you answer the BIG questions?
- Give references for future learning of subject matter
- Motivate students to leave the course with excitement and passion for the material
- Parting advice