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20-MINUTE MENTORS

How Can Student Learning Begin Before the First Day of Class?

PRACTICE WHAT YOU TEACH – BEFORE THE FIRST DAY!

You know how important the first day of a new course is.

Pedagogical literature is full of studies exploring the significance of the first day in shaping your class environment and student attitudes. You can readily find multiple examples of all you need to practice and model.

The problem is that it's not possible to accomplish all this in one day.

Fortunately, there is a better way, and you can learn all about it in **How Can Student Learning Begin Before the First Day of Class?**

BENEFITS

This presentation offers multiple benefits for educators and learners alike. The more prepared you are to greet your students on the first day, the more likely you and your students are to succeed. You'll learn how to:

- Use preclass communication to find more time to accomplish your learning goals
- Improve student attitudes with engaging first-day activities
- Identify at-risk students who may require additional support

The presenter shares specific organizational and scheduling techniques for implementing precourse communication. He'll show you:

- Filing systems designed to meet your need for template storage and to ease student access
- Course scheduling milestones
- Multiple high-tech platforms for connecting with students and keeping them on track

LEARNING GOALS

Presenter's elegant solution? Start earlier. By taking advantage of distance learning tools, you can start connecting with students before they even walk into your classroom.

What sets this presentation apart is the wealth of specific information the presenter provides. He provides both a big-picture view of the benefits of "prelearning" and nitty-gritty details of how to organize it. Here are just some of the things you'll learn:

- The four benefits of early outreach
- Five distance learning techniques for connecting with students before the first day
- The seven distinct planning components of preclass communication
- Effective scheduling for preclass communication

After participating in this presentation, you'll be able to:

- Distinguish the different problems associated with first-day activities
- Design a program that reaches out to students before they attend class
- Set learning as the goal for first-day activities by integrating practice into preclass student preparation

From students who are self-starters to those at risk, preclass communication helps set up all students for success. Participate in **How Can Student Learning Begin Before the First Day of Class?** and see how you can make the first day of your next course a great beginning for everyone.

TOPICS COVERED

Dancers do it. So do baseball players. In every endeavor where top-notch performance is required, individuals who want to succeed make a point of warming up before they start.

How Can Student Learning Begin Before the First Day of Class? will show you how to make sure your students are warmed up before the first day of your class.

Doing so will set up your students for success and let you hit the ground teaching.

Distance learning tools let you improve upon traditional first-day classroom activities and replace stilted introductions and syllabus review with active learning. Student attitudes improve with opportunities to practice how the course works before it begins, and you'll be able to identify at-risk students when you still can help them succeed.

TAKEAWAYS

You'll find that this presentation is easy to apply to your work. A free-writing exercise conducted early in the seminar prompts you to list your "getting started" problems. Check-ins throughout the session will help you see how precourse communication will help you address these issues. Templates, checklists and a slide deck handout will help you implement all you learn.

AUDIENCE

If you're a relative newcomer to teaching at the college or university level, **How Can Student Learning Begin Before the First Day of Class?** is perfect for you.

This program will help you:

- Use early communication to address teaching problems
- Keep your communication with students timely and properly sequenced
- Begin active learning activities on the first day

PURCHASE

Purchase this Magna 20-Minute Mentor today so you and your students can all start off on the right foot!

Product Code: TM16CA

YOUR PRESENTER

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Gary R. Hafer is the John P. Graham Teaching Professor and a professor in English department at Lycoming College in Williamsport, PA, where he teaches writing to students in all disciplines. His short studies on writing instruction have appeared in *College English*,... **Read More**


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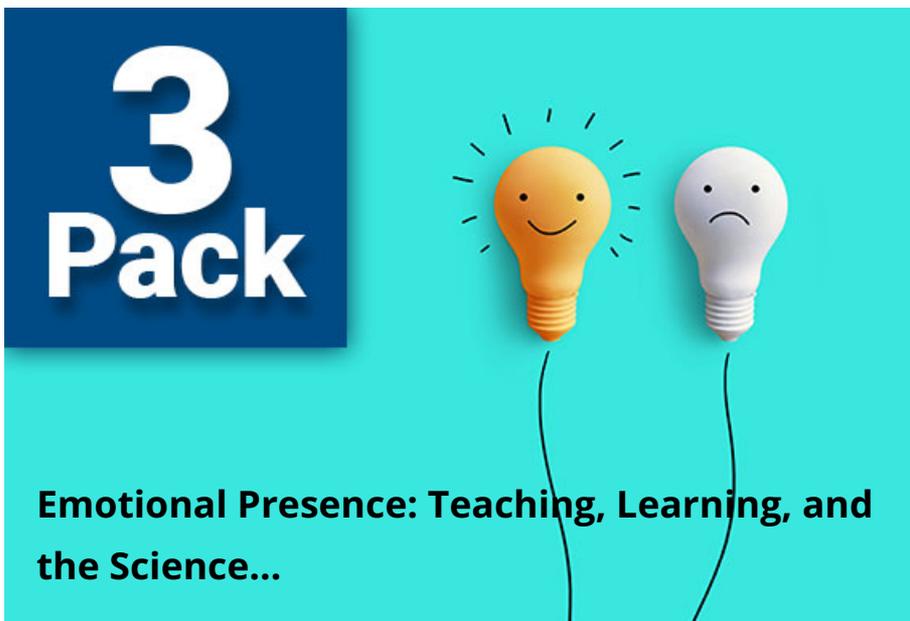
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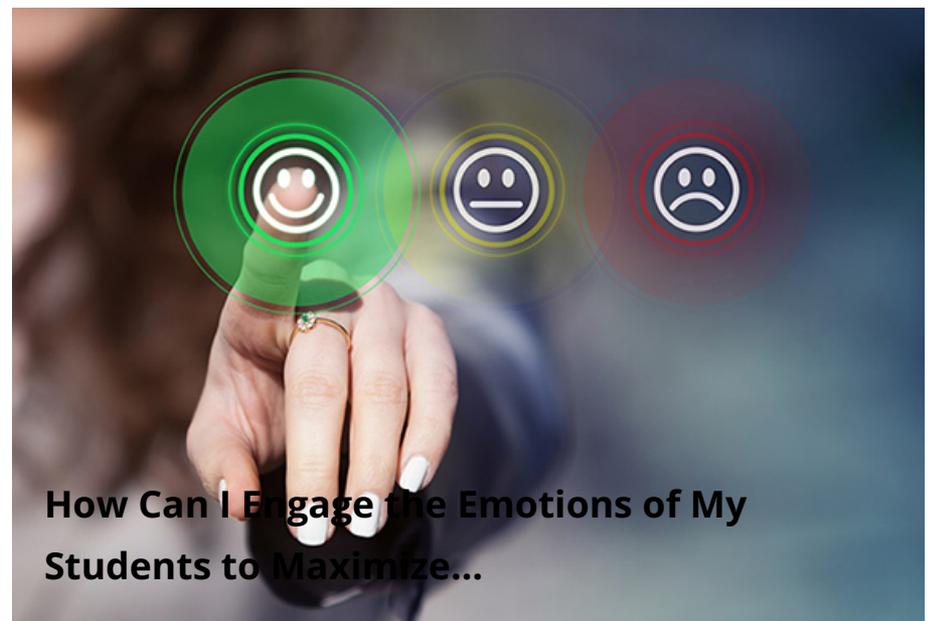
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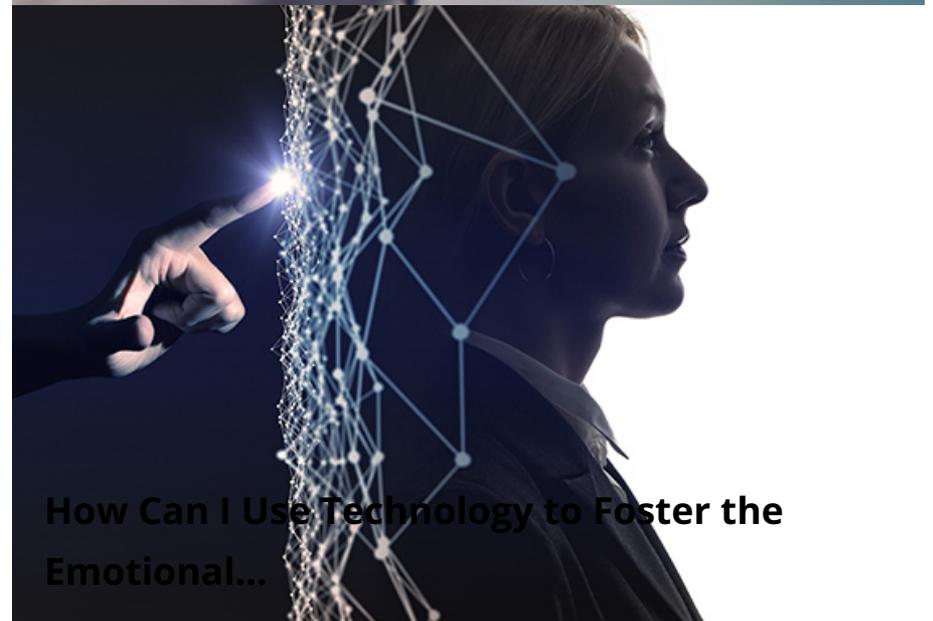
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