上课第一天

说明：实务学堂非常期待您的加入。不论是作为专职老师，还是志愿者，实务学堂现有老师和志愿者，将在您的教学和学堂工作中，在青少年心理学、项目管理、课程设计、课堂管理等方面，为您提供全方位、专业的支持。下面是我们为新同事准备的《上课第一天》支持材料。请扫描下方二维码，在线编辑，提出您的宝贵意见。谢谢！

上课第一天

您想在上课的第一天，就开始创建什么样的环境？您打算如何自我介绍？您希望学生从课程材料上开始思考什么？您会设定什么期望？您希望他们如何与您以及彼此互动？建立融洽关系并考虑课堂合同

- what kind of environment you want to begin creating on the first day of class. How do you plan to introduce yourself? What do you want the students to start thinking about, in terms of the course material? What expectations will you set? How do you want them to engage with you, and with each other? Building rapport and thinking about classroom contracts

请记住，学生可以通过多种方式访问课程 内容。他们可以阅读，观看视频，去博物馆。那么，为什么他们来您的班级学习呢？您提供的对于他们在您所在领域的学习和成长至关重要的是什么？

- Remember, there are so many ways for students to access content. They can read, watch a video, go to a museum. So, why is it that they should come to your class to learn? What is it that you are offering that is essential to their learning and growing in your field?

一、建立友善、互相理解的积极学习环境

- 首先，您需要创建一个积极的环境。
  - To start, you need to create a positive environment.

- 建立融洽关系和创造积极的学习环境是您成功成为老师的最关键因素之一。
  - Building rapport and creating a positive learning environment is one of the most crucial elements of your success as a teacher.

- 创建一个引人入胜，真实而又受人尊敬的学习环境。
  - creating an engaging, authentic, and respectful learning environment.

二、破冰

2.1. 自我介绍

- 你的背景是什么？您的专业背景是什么？您发现这门课程真正有趣的是什么，您还有哪些其他兴趣？
  - What is your background? What are your credentials? What do you find genuinely interesting about the course, and what are some of your other interests?

- 如果学生了解您，并认为您在乎他们的学习，他们就会包容您的一些失误。
  - If students know you and believe that you care about their learning, they are more likely to forgive you for any missteps.

2.2. 了解学生

- 在了解他们的过程中，您正在传达自己关心他们，及其成功的信息。此外，了解他们的背景和兴趣可以使您量身定制方法。例如，如果您发现班级之间在背景知识方面存在很大差异，则可以将学生分组进行互助。如果您了解学生的兴趣和背景，则可以更好地选择能引起他们共鸣的示例。
  - In the process of getting to know them, you are communicating that you care about them and their success. Additionally, knowing about their backgrounds and interests allows you to tailor your approach. For example, if you find there is a great discrepancy among the class in background knowledge, you may be able to arrange students into groups to help each other. If you know your students' interests and backgrounds, you'll be better able to choose examples that resonate with them.

- 问他们，要求您的学生与您分享他们为什么要参加该课程以及他们希望从中学到什么。找出他们以前在该主题上的经验。了解他们的名字。在第一个月强制进行一次一对一拜访，以鼓励他们访问你的办公时间。
  - Ask your students to share with you why they are taking the course and what they hope to get out of it. Find out what their previous experience with the subject is. Learn their names. Encourage office hours by making one visit mandatory in the first month.

2.3. 学生间破冰

- 在小组内建立融洽的关系
- 给您的学生彼此合作的机会。要求他们四处走动并与其他合作伙伴一起工作。这对于讨论班或需要大量参与的会议特别重要。一定要从破冰入手，使大家变得舒适。可以让学生互相介绍自己，然后向其它人介绍自己的同伴，这里开始。
  - Give your students opportunities to work with each other. Ask them to move around and work with different partners throughout a session. This is especially important for discussion classes, or sessions that require a lot of participation. Be sure to start with icebreakers to get things comfortable. It can be as simple as having students introduce themselves to a partner and then introduce their partner to the larger group

三、课堂合同

3.1. 设定期望（他们对你的，你对他们的）

- 您如何在课堂上设定期望？与学生良好沟通这一点，有助于和他们建立融洽的关系，并为全班定下基调。这也是您作为老师可以采取的最具包容性的举措之一。
  - How do you set expectations in the classroom? Communicating them well helps to build rapport and set the tone for the class. It is also one of the most inclusive moves that you can make as a teacher.

- 给出您的期望，你的课程设置的理由。学生应尽可能了解特定活动的目标和课程的各个部分。您可以明确说明目标，或事后总结：我们为什么只做那个活动？我们学到了什么？给出你对学生的期望，可以被视为你和他们的课堂合同。
  - Provide a rationale for what you are doing. As much as possible, students should understand the goals of specific activities and parts of your course. You can state goals explicitly or debrief afterwards. Why did we just do that activity? What did we learn? Ways of settling expectations can be thought of as a classroom contract.

- 首先，考虑一下学生真正需要了解什么，这将帮你理解 如何才能在课程中取得成功。通过解决以下问题来传达您的期望和整个课程的期望：
  - First, think about what students really need to know to understand how to be successful in your course. Convey your expectations and the expectations of the course as a whole, by addressing questions like these:
  - 该课程采取什么方法讲解主题？
    - What approach does the course take to the subject?
  - 希望学生进行什么样的准备？
    - What kind of preparation is expected?
  - 希望学生以什么方式参与？
    - In what ways will students be expected to participate?
  - 他们如何最好地与您以及彼此倾听和交谈？
    - How can they best listen to and speak with each other and with you?
  - 该课程需要多少时间和精力？
    - How much time and effort will the course require?
  - 他们的工作将如何评分？
    - How will their work be graded?

3.2. 教学大纲

- 明确的合同通常可在课程提纲中找到：课程的内容，何时，什么时候以及何时要提交试卷或考试，什么是评分标准是什么。
  - Explicit contracts are usually found in the syllabus: what the course is about,what has to be read by when, what and when papers or exams are due, what the grading criteria are.

- 建立明确的课程目标。
  - Establish clear lesson objectives.

- 您希望学生从课程中学到什么？上课后他们应该知道或能够做什么？它如何与更大的课程目标联系在一起？这些目标应指导您的课程。
  - What do you want students to get out of the lesson? What should they know or be able to do as a result of the lesson? How does it connect with the larger course objectives? These objectives should guide your lesson.

- 创建一个计划。这样做将帮助您安排时间。与学生共享议程可以帮助他们知道期望什么，以及他们打算离开会议的目标。这也有助于集中注意力。
  - Doing so will help you organize your time. Sharing the agenda with students helps them know what to expect and what they should aim to get out of the session. It also helps focus the class.