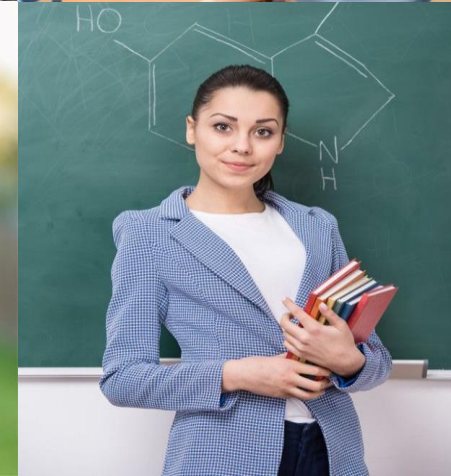




Creating Your Teaching Persona

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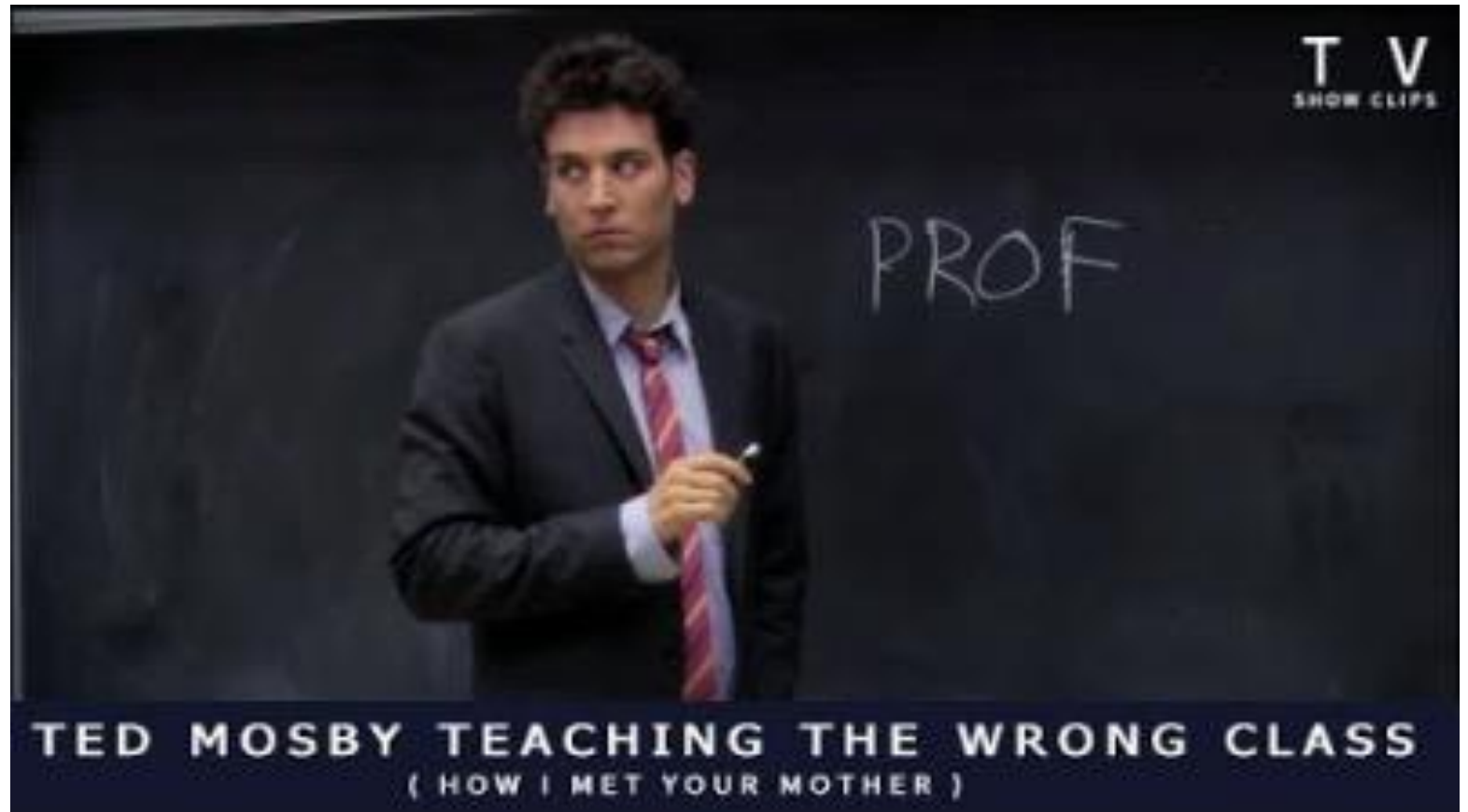
Learning Objectives:

By the end of this session, participants will be able to:

- Explain the concept of a teaching persona and its importance.
- Communicate their teaching persona effectively in various classroom scenarios.
- Recognize and address the influence of identity and diversity on teaching personas.
- Evaluate and adapt teaching persona strategies for improved student engagement and learning outcomes.

“Proffess...Professor!”

- Professor Mosby



Why did we show you this video?

- It's a lighthearted reminder that we all start somewhere, just like Ted. Whether you're a seasoned educator or new to teaching, the process of developing your teaching persona can be both exciting and sometimes uncertain.
- Think about how you want to present yourself before the first day of class.
- There's no right or wrong teaching approach — there's just what works better or worse for you.

What is a teaching persona?

The version of yourself that you present to your students

This can involve:

- Which aspects of yourself you share (and don't share)
- The tone and norms you set in your classroom
- How you communicate these things with your students

Why is a teaching persona important?

- Influence student perceptions and expectations
- How effectively you can engage your students and manage your class
- Build rapport with students
- Enhance the overall teaching and learning experience

Think, Pair, Share

- Think about the best teacher you've ever had
 - What qualities did they possess?
- Think about the worst teacher you've ever had
 - What qualities did they possess?
- For each: why do you think these qualities worked, or did not, work for them



Let's apply these qualities to you!

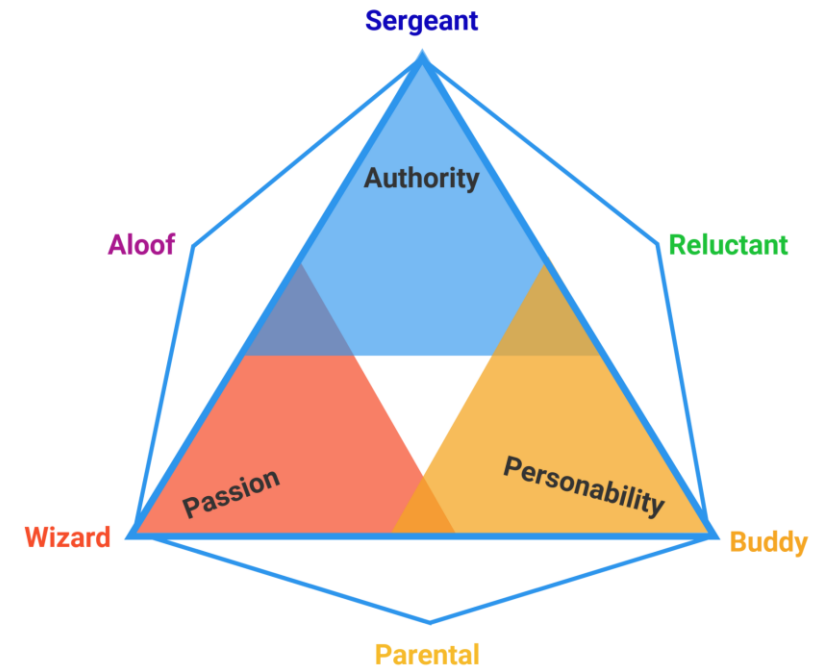
- Do you think implementing these same positive qualities would work for you in your classroom?
- Do you think you should adopt the teaching style of the best teacher you've ever had?
 - Would you expect it work as well for you as it did for them?
 - Would it be better to adapt your teaching style to the environment and play to your unique strengths?



Communicating Your Persona: Day One

- What do you want your students to call you?
- What are you going to wear?
- How will you use classroom space and resources?
- How will you establish guidelines, expectations, and norms?

The Teacher Personality Spectrum



Communicating Your Persona: Day One Activities

- Getting to know each other
 - Every group of students is different
- “The Name Card”
- Icebreakers
 - Introduce Your Partner
 - Three Minute Game

1.	Name
2.	[pronunciation]
3.	Pronouns
4.	Q1 (e.g.: Have you taken this subject before?)
5.	Q2 (e.g.: What is something you want me to know about you?)

Giving Student Feedback

- Assignment feedback
 - Level of detail
 - Low level--will you invite students to meet with you to discuss further?
 - High level--will you consider the tone of your comments?
- Non-assignment/test feedback
 - How will you provide this?



Adapting Student Feedback

- Frequency of gathering feedback
- Strategies to gather feedback
- How to determine what changes to make
 - Conflicting feedback
- What to disregard
 - Disrespectful and/or biased feedback

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The instructor pace
is too fast

The instructor pace
is too slow

I like it when the
instructor tells
personal stories

I hate it when the
instructor tells
personal stories

Setting Expectations

- Setting and enforcing boundaries
- Written rules (add to the syllabus)
 - Classroom policies
 - Course objectives
 - Rules around assignments and grading
 - Communication policies

**If you could read the directions
before asking me a question**



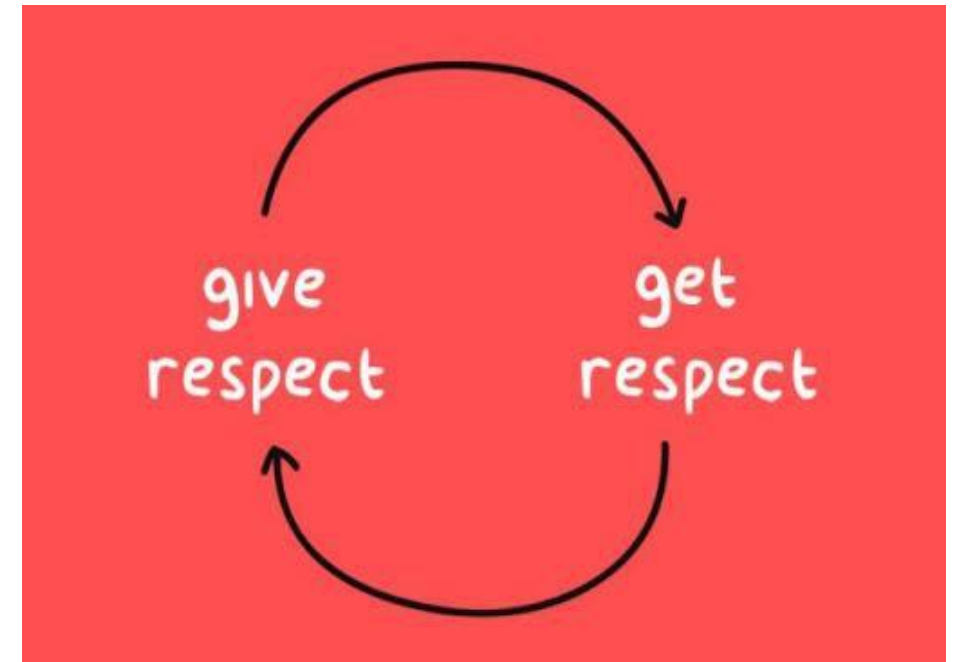
Extending Your Teaching Persona Beyond the Classroom

- Medium:
 - Email
 - Course announcements
 - In-person meetings/office hours
 - Phone/online office hours
- Timing:
 - Expectations
 - Communication Instructions for Students



Respect In the Classroom

- Establishing respect:
 - Modelling and encouraging respectful behavior
 - Setting clear classroom policies
 - Fair enforcement of policies
- Maintaining respect:
 - Be firm about classroom etiquettes
 - Be aware of resources available to deal with inappropriate conduct

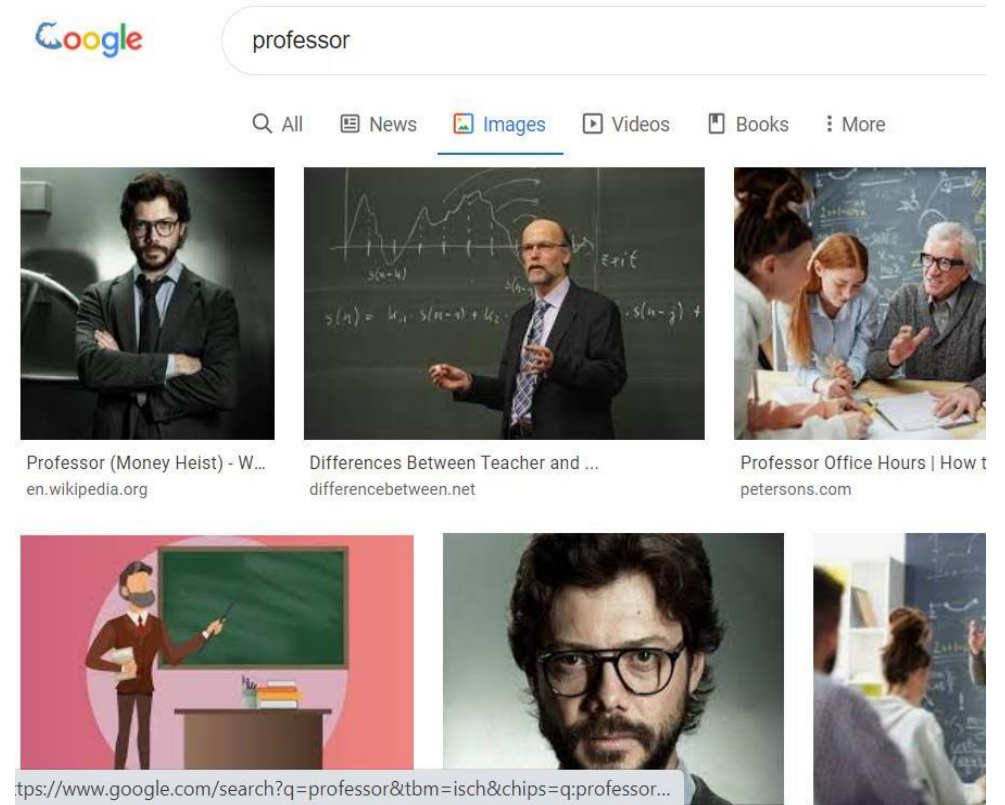


Navigating Different Roles

- In the class, you may wear many different “hats”
 - Figure of authority
 - Guide and facilitator
 - Mentor
 - Friend
- Find your own rhythm:
 - Relate with your students
 - Build on your strengths
 - Position yourself
 - Remember to be kind but firm when necessary

Identity As Related To Your Teaching Persona

- Identity-based expectations
 - People have expectations involving race, *gender*, age, profession...
 - Meeting or violating expectations can affect how you are interpreted
 - Use this to your advantage
 - Also consider your expectations of your students



Expectations And Imposter Syndrome

- Features of imposter syndrome
 - Questioning your own accomplishments
 - Fearing that others will “find out” that you don’t belong in your position
 - As a teacher you may perceive your students as questioning your knowledge or your authority
- More common if your identity has negative stereotypes about competence
- Addressing imposter syndrome

Recap: How To Create Your Teaching Persona

- Can Change and evolve
- Will vary from others
- Should be true to you



Creating Your Teaching Persona

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