

## Create a Knowledge Base of Student Fast-Facts

*At the beginning of each semester, record key student information. Use it to maintain personalized communications and avoid looking and feeling like an “absent-minded professor.”*

If you teach large classes or teach online, it can be hard to remember important facts about each student. These facts may relate to:

- Preferred name or nickname; pronunciation of name.
- Online student location and time zone.
- Research topic and/or stage in academic program .
- Important non-class events disclosed by the student (i.e., wedding, expecting child).
- Dates of excused absences approved by you.
- Gender and/or preferred pronoun.
- First language other than English.
- Disabilities or approved special requests.

Take a few minutes after the first class session to write down these and other tidbits that may come up during future interactions with each student.

### EXAMPLE:

**Name:** *Stuart “Stu” Dent*

**Location:** *Atlanta, GA (Eastern time)*

**Occupation:** *Substitute High School Teacher; M.Ed. Student*

**Research Interest and Plan:** *Preparing Vision-Impaired Kids for STEM Careers; Mixed methods study; IRB approved August; data collection work in Sept – May.*

**Notes:** *Moving to a new home the first week of November. May not respond to discussion boards promptly. I gave him a 2-day extension to complete Essay #3. Will attend that week’s synchronous meeting using audio-only on his cell phone.*

Use a file, spreadsheet, or notebook—whatever is easiest to maintain and access. Prior to meeting with the student or providing feedback, review the student’s info sheet.

<b>GAIN:</b> <ul style="list-style-type: none"><li>• Productive student meetings in which you can “hit the ground running.”</li><li>• A repository for potential excused absences and explanations for behaviors (i.e., online student absent because of inclement weather).</li><li>• Potential for better end-of-semester evaluations.</li></ul>	<b>AVOID:</b> <ul style="list-style-type: none"><li>• Repeated slipups and corrections related to names and other preferences.</li><li>• Asking students to remind you of their research, stage, or progress.</li><li>• Student concerns that the professor is impersonal or uncaring.</li></ul>
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*Interested in learning more? Reach out to SMHS Education Resources instructional designers (777-4272).*



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