

Best Practices for OH and Recitation Sections

Office Hours

- Encourage
 - Remind students of the importance of office hours
 - Create a welcoming environment for students who come
- Prepare
 - Office hours should not be the first time you see the material!
 - When preparing, try to anticipate common student misconceptions
 - Consider the different ways you could explain a concept
- Interact
 - Ask probing questions to identify student misconceptions:
 - “Can you clarify what you mean by X?”
 - “Can you explain your current understanding of Y?”
- **NEVER** bring the solutions to office hours

Planning a Recitation Section

- Prepare an agenda that is reasonably scoped to the length of your recitation section (typically one hour). Start with your goal and work backwards to pick out suitable activities.
- Review the material covered in previous lectures/homework assignments to get a sense of where the students should be at

Recitation Do's:

- Learn your students' names
- Promote Active Learning
 - Encourage group work and peer collaboration with think, pair, share
- Give your students time to:
 - Ask questions when prompted
 - Answer questions you pose
- Gather feedback at regular intervals across the term and address concerns explicitly
- Connect the work done in recitation to other components of the class

Recitation Don'ts:

- Don't try to rush through all the material – if you're running out of time, poll your students to see which topics they'd like to cover
- Don't go straight to the answer: try to explain your thought process so you can break down the steps
- Don't assume prior knowledge, especially with concepts that build on top of others
- Don't treat recitation as another lecture – this is a time for active learning!