



We surveyed real, current students and they told us

### What WashU Learners Want Their Instructors To Know

#### about office hours

Many classes are scheduled on weekdays between 10am and 2pm. Many students are unable to attend office hours at those times.

**Be flexible in how and when your students can reach out to you for help.**



#### about educational inequity

Learners experience vast differences in quality of education prior to their arrival at WashU. Those systemic inequalities put some students at a disadvantage.

**Be mindful that some students need more of your help than others do to get up to speed.**

#### about implicit bias

Sometimes an educator's pre-conceived notions about identity can affect how they treat and teach their students.

**Reflect on your own views on age, sexuality, race, religion, class, and gender to keep those biases out of the classroom and to create an environment where students can excel.**



#### about variety

By varying methods of delivering information, instructors empower students to process material in a way that resonates.

**Consider various modes of instruction, including lecture, group work, videos, games, and hands-on tasks.**

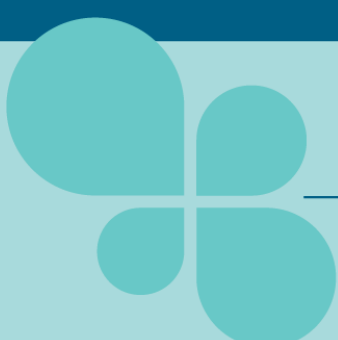
#### about self-care

People function best when their physical and emotional needs are met. If we don't get the rest, nutrition, and support we need, academic performance can be negatively affected.

**Practice good self-care to ensure you are teaching at your best, and encourage your students to take care of their physical and emotional well-being so they can thrive.**



scan here to learn more about how we can help **YOU** achieve academic success



All in for  
→ *academic*  
success.



ctl.wustl.edu