



Tips on Effective Teaching

The following characteristics appear again and again in studies on, or discussions of, effective teachers. We have classified these qualities according to a scheme worked out by M. Hildebrand after a 1971 study in which opinions on effective teaching from both faculty and students were analyzed (M. Hildebrand, R.C. Wilson, and E.R. Dienst, *Evaluating University Teaching*. Berkeley: University of California, Center for Research and Development in Higher Education, 1971).

ORGANIZATION AND CLARITY

- explains clearly
- is well prepared
- makes difficult topics easy to understand
- uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable
- makes the objectives of the course and each class clear; establishes a context for material

ANALYTIC/SYNTHETIC APPROACH

- has a thorough command of the field
- contrasts the implications of various theories
- gives the student a sense of the field, its past, present, and future directions, the origins of ideas and concepts
- presents facts and concepts from related fields
- discusses viewpoints other than his/her own

DYNAMISM AND ENTHUSIASM

- is an energetic, dynamic person
- seems to enjoy teaching
- conveys a love of the field
- has an aura of self-confidence

INSTRUCTOR-GROUP INTERACTION

- can stimulate, direct, and pace interaction with the class
- encourages independent thought and accepts criticism
- uses wit and humor effectively
- is a good public speaker
- knows whether or not the class is following the material and is sensitive to students' motivation
- is concerned about the quality of his/her teaching

INSTRUCTOR-INDIVIDUAL STUDENT INTERACTION

- is perceived as fair, especially in his/her methods of evaluation
- is seen by students as approachable and a valuable source of advice even on matters not directly related to the course
- seems genuinely interested in students; respects them as individuals