

## The Harriet W. Sheridan Center for Teaching and Learning

### Elements of an Effective Teaching Style

*Below are a series of elements of teaching which Sheridan Center Individual Teaching Consultation consultants may look for in a presentation, whether for academic teaching in a lab, discussion section, lecture or in any other sort of presentation. The elements in any presentation should reflect the carefully developed goals for the presentation and the objectives by which the speaker(s) means to achieve them. Please contact the Sheridan Center for handbooks available on preparing a Syllabus, Classroom Presentations, etc. **These guidelines may also help Observees watch their own videotapes more analytically and critically.***

#### I. Learning Environment and Course Goals and Objectives

1. Are pedagogical Goals for the course/session clearly expressed and stated in the Observee form? (please see the attached Master Syllabus form for an explanation of pedagogical course goals and objectives.)
2. Do the objectives established for the course/session enable students/auditors to achieve the stated goals?
3. What is the classroom environment like (e.g. competitive, collaborative)?
4. Are students/auditors set up in this class/presentation to learn effectively?
  - a) Is the speaker/teacher well prepared and organized?
  - b) Does all information introduced, including handouts, relate clearly to the course goals and objectives?
5. Is information given out structured so that students/auditors can absorb it well?
  - a) Does the teacher/speaker have to rush to cover material by end of class?
  - b) Teaching to diverse learning styles?
  - c) Is there sufficient and effective use of visual reinforcement: board/ overheads/ slides? If used, are they adequately explained?
  - d) How does the speaker reinforce information given out and the learning process (visual/auditory aids)?
  - e) Does the teacher/speaker encourage active learning (collaborative, co-curricular)?
6. Do both the course syllabus and the teacher set out explicit instructions, courtesy issues, deadlines?

#### II. Presentation Style

7. Does the teacher/speaker engage the audience/class attention?
8. Is the style of delivering information (talking too fast/ slowly) appropriate to class objectives?
  - a) Distracting mannerisms?
  - b) Talk to board rather than audience?
  - c) Read verbatim from text, notes?
9. Does the speaker/lecturer ask questions without waiting for answers?
10. Does the teacher/speaker demonstrate respect for the class/audience ( e.g. avoid deliberately embarrassing students in public settings)?

#### III. Teaching Tools

11. Does use of blackboard, visual aids (maps, etc.), slides, overheads, computer technology, auditory aids, enhance learning about the topic?
  - a) Does all information introduced, including handouts, relate clearly to the course goals and objectives?
  - b) Is visual/auditory reinforcement clearly set out and explained?