Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

➤ Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
➤ Review the next two columns to answer the question, "How did students rate my use of these important methods?"
➤ Read the last column to answer the question, "What changes should I consider in my teaching methods?"
➤ Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (**www.theideacenter.org/diagnosticguide.pdf**), **POD–IDEA Center Notes** (**www.theideacenter.org/podidea**), and **POD–IDEA Center** *Learning* **Notes** (**www.theideacenter.org/podidea/PODNotesLearning.html**).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**3.4**	**48%**	**Consider increasing use**
13. Introduced stimulating ideas about the subject	All selected objectives	4.1	83%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	21, 22	4.3	74%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.4**	**91%**	**Strength to retain**
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	**31**	**3.5**	**52%**	**Consider increasing use**
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	31	3.7	65%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.5	57%	
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	3.9	65%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	31	3.7	65%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.1	83%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	3.6	57%	
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	31	4.0	68%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.4	57%	
11. Related course material to real life situations	Not relevant to objectives selected	4.7	96%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	2.9	35%	
Structuring Classroom Experiences				
10. Explained course material clearly and concisely	21, 22	4.0	74%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.3	78%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	**21, 22**	**4.2**	**91%**	**Strength to retain**
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.0	74%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	96%	

5–point Scale: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always