

E. Description of Teaching Effectiveness

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The faculty of Mount St. Joseph University are committed to providing excellent and effective instruction to all students. Teaching effectiveness is a multi-dimensional concept that can be viewed as incorporating the following five categories: mastery of content, teaching strategies, course organization, characteristics of classroom presence, and support outside the classroom. These categories are defined below, and bulleted descriptors are provided to exemplify how one might demonstrate effectiveness in each of the five categories. The bullets below in each of the categories enumerate practices that contribute to effective teaching; however, they may not apply in every teaching situation.

Mastery of Content Area

Mastery of Content refers to the instructor's knowledge, abilities, and expertise in a subject matter as demonstrated through the creating or selecting of instructional methods, learning activities, instructional materials or other resources that are appropriate to the students and are aligned with the goals of the lesson.

- Is knowledgeable in subject taught
- Is able to field questions
- Presents oneself as credible
- Is current
- Provides information from related fields when appropriate
- Uses real life examples to explain content
- Explains material or concepts in clear, concise language
- Can clearly show interrelationship of material
- Is able to support information with literature/research

Teaching Strategies

Teaching Strategies are techniques used to facilitate student learning, making learning goals, instructional procedures, and content clear to students while encouraging them to extend their thinking.

- States objectives for the class/day
- Uses teaching aids effectively
- Uses a variety of creative strategies
- Is flexible in adapting the strategy to the student and the content
- Summarizes main points
- Teaches to encourage student inquiry
- Creates assignments that are relevant and facilitate learning
- Presents material so that it flows smoothly
- Uses class time wisely
- Provides feedback to students in a timely manner
- Assesses own teaching effectiveness and makes changes based on data and feedback
- Teaches in a manner consistent with own philosophy

Employee Handbook

Course Organization

Course Organization refers to how the course is structured, how the student is graded, and how this information is communicated to the student in a course syllabus and in the classroom.

- Grades as clearly, fairly, objectively as possible
- Creates a syllabus that is clear and contains the necessary information
- Clearly states expectations
- Follows grading guidelines as stated on the syllabus
- Is flexible in dealing with student emergencies, while expecting full performance
- Maintains high expectations for all students
- Follows course schedule
- Identifies reading assignments
- Gives clear instructions either in syllabus or in handout with assignment

Characteristics of Classroom Presence

Characteristics of Classroom Presence is the demeanor of the faculty member and ability to create a “natural critical learning environment” grounded in fairness and equity, reflecting a sense of respect for each other as individuals.

- Has an enthusiasm for teaching and the subject matter
- Has an engaging manner that encourages participation
- Demonstrates concern for student’s progress
- Works to correct misunderstanding
- Prepares lectures/activities in a thorough and orderly manner
- Varies the speed and tone of voice; articulates
- Has command of the class
- Provides a safe and challenging learning environment
- Is punctual in starting and ending class
- Never embarrasses those that participate
- Displays empathy
- Is willing to listen and respond to differing opinions

Support Outside the Classroom

Support Outside the Classroom refers to faculty-student interactions outside the classroom using informal meetings and scheduled appointments to facilitate learning.

- Is flexible in being available to students
- Clearly communicates details of availability, such as time and place
- Is approachable
- Offers help in a clear and concise manner
- Re-explains content, utilizing different approaches as needed
- Responds in a timely manner to all forms of student communication