

## A . Seven Tips on Effective Teaching Practices at ICU

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One of the multi-faceted duties and responsibilities of ICU faculty members, as outlined in the current *Guidelines for Services and Duties of Full-time Educational Staff Members of ICU*, points out the importance of effective teaching both in and outside the classroom. In fact, ICU aims at the "highest standards of teaching in higher education" and wishes to serve as a model of college teaching in the new millennium! As such, one crucial step in attaining "the highest standards of teaching" is the placement of a high value on the teaching role. To value teaching seriously and appropriately, a clear set of widely accepted principles and practices with which to guide the assessment of teaching activities is indispensable, though very difficult to develop in practice.

This section will provide a summary of the current literature on effective teaching gleaned from many articles and books dealing with college teaching. The "teaching tips" outlined below are generic in nature, and can be modified to suit disciplinary specific approaches to teaching and learning in your own field. Examples of each practice can be defined on a departmental basis. For example, those teaching "real-world" courses (e.g., service learning) will immediately be able to provide examples that "help students relate their learning experience to the world outside the classroom."

The following seven principles or tips for effective teaching reflect many aspects of "the highest standards of [classroom] teaching" at ICU. These standards are seen within the context of a university education designed to enable students to learn and to apply knowledge, skills and perspectives acquired within ICU's liberal arts education.

Although designed with classroom teaching in mind, these "tips" can serve as a model for departments and divisions wishing to design parallel sets of principles and practices for broader aspects of instruction. This can include: (a) designing courses and curricula, (b) advising and mentoring undergraduate students, and (c) supervising graduate students.

Please note that these are only suggestions that may be of some help in teaching. They are not meant in any way as an imposition on your current teaching styles and practices. Enjoy teaching!

Tip # 1 . Set clear goals and intellectual challenges for student learning

- ☐ demonstrate and share a clear vision of intellectual goals and learning outcomes for the class
- ☐ identify key concepts or ideas in the field and help students to understand and apply them
- ☐ integrate current research and conceptual approaches into learning activities
- ☐ identify key steps in achieving learning goals
- ☐ actively help students to accomplish goals and meet challenges as defined in the course outline
- ☐ set high, yet reasonable, expectations of students learning

Tip # 2 . Employ appropriate teaching methods and strategies that actively involve students as learners

- ☐ show awareness in teaching activities, that learning is a process which transforms and changes learners
- ☐ encourage appropriate student participation
- ☐ organize effective learning experiences to meet intellectual goals and learning outcomes, both in the classroom and (as possible) beyond
- ☐ evaluate and assess learning in a manner consistent with established goals and learning outcomes
- ☐ integrate appropriate teaching methods and technologies, tailored to course goals and learning outcomes, and facilitate student participation
- ☐ encourage and assist students to participate in self-directed learning activities

Tip # 3 . Communicate and interact effectively with students

- ☐ express goals, intended outcomes, and expectations clearly and effectively and discuss these with students
- ☐ balance collaborative and individual student learning to reflect the course aims and outcomes
- ☐ attend to classroom dynamics that enhance or inhibit learning
- ☐ engender enthusiasm and interest in subject matter
- ☐ use fair and reasonable methods of evaluating learning

Tip # 4 . Attend to intellectual and personal growth of students

- ☐ provide, and discuss with students, explicit criteria for assessing learning
- ☐ acquire regular and varied feedback on students' intellectual accomplishments
- ☐ review students' progress in achieving intellectual goals and learning outcomes
- ☐ advanced learning opportunities for those students who seek them

Tip # 5 . Respect diverse talents and learning styles of students

- ☐ promote a stimulating learning environment
- ☐ recognize and accommodate different learning styles
- ☐ demonstrate sensitivity to intellectual and cultural issues

Tip # 6 . Incorporate learning above and beyond the classroom

- ☐ encourage appropriate student-faculty interaction
- ☐ help students connect their learning experience to the world outside the classroom (both within and outside of the University)
- ☐ help students to apply their learning in a variety of ways

Tip # 7 . Reflect on, monitor and improve teaching practices

- ☐ seek regular student feedback on teaching effectiveness
- ☐ reflect on teaching practice through creation of a teaching dossier or other self-reflection activity
- ☐ seek peer feedback to enhance teaching

- ☐ regularly revise and update course content, format, teaching strategies, and assignments
- ☐ take advantage of opportunities to enhance teaching by attending professional development activities

Taken together, intellectual goals and learning outcomes encompass, for our purposes, specific and concrete statements about what students can apply or use as a consequence of participating in your course. These goals and outcomes range from complex goals of understanding to specific abilities in using or applying knowledge.