

What is Good Quality Teaching?

What is good quality teaching? Identify one to three things your best teachers did that resulted in "good quality teaching."

A survey of current and former students conducted in-person and online between 4 February and 12 February 2014. Number of responses = 107*. © Bob Emiliani www.leanprofessor.com

Attitude	Teaching	Delivery	Assessment	Follow-Up
Connects with each student (vs. names on a class roster).	Teaches in ways the every student can learn from (understand vs. memorization).	Does not read what's on the PowerPoint slides.	Uses different methods used to evaluate student learning.	Available to help answer questions, help with homework, etc.
Motivates students to want to learn.	Balances theory and practice (weighted towards practical).	Remains on-topic.	Gives lots of small assignments so one bad result does not result in low final grade.	Easy to reach.
Treats college students as adults.	Uses hands-on activities related to the subject matter (to make theory come alive).	More hands-on, less lecturing, followed by discussion of the learning.	Verifies that students understand the material before testing.	Responds promptly to students.
Passionate about the subject (competent).	Makes boring subject matter interesting or exciting.	Articulates complex / technical information clearly and understandably.	Less emphasis on number of assessments and grades; more emphasis on learning.	Gives timely feedback.
Makes students feel comfortable in asking and answering questions.	Provides real-world examples related to the material (vs. just lecture).	Speaks clearly, with appropriate tone and volume.	Gives right amount of work (vs. over or under work) and no games.	Gives specific feedback.
Makes expectations clear for course at start: every assignment and assessment	Engages class by asking probing questions and facilitate in-class discussions.	Makes class more interactive.	Gives practical assignments that reinforce the learning.	Available for one-on-one discussion.
Holds student's attention.	Has clear learning goals.	Makes the learning relevant to me & my future.	Gives reasonable (not mean) assignments.	Verifies that students actually learned.
Empathizes with students (e.g. workload, cost of books, schedule, etc.).	Makes new or complex material easy to understand. Simplifies the material.	Speaks with energy and enthusiasm.	Gives sensible tests (not high pressure exams).	Researches answers to student's questions (vs. make it up)
Recognizes that real-world examples have value to students and helps them learn.	Understands questions or issues that students have about the material.	Uses picture and diagrams to illustrate concepts.	Gives assignments that integrate learning.	
Does not talk down to students.	Does not teach out of the book.	Generates class discussions (vs. PowerPoint presentations).	Gives opportunities to work independently.	
Easy to deal with, talk to, and a good listener.	Course follows logical progression (one step of learning builds on the next).	Gives real examples, tells stories, or from own experience relevant to subject (help retention).	Project focus requiring interdisciplinary work.	
Encourages students and believes in them.	Shows "what's in it for me" (to motivate students want to apply what they learned).	Uses appropriate humor.	Challenges students to think beyond the obvious idea or solution.	
Well organized, thorough.	Goes with the flow of students when it helps learning.	Moves at a fast pace to keep students interested and paying attention.	Creative in assignments given to students.	
Makes students want to come to class.	Organized: information and materials easy to find and use.	Willing to discuss counter-arguments.	Returns assignments quickly.	
Takes constructive criticism and uses it to improve.	Gives many (though-provoking) examples and analogies.	Sticks to the syllabus / schedule.	Quality feedback on work (not just a check with no comments).	
Learns along with the students and continuously educates self.	Challenges students to think critically.	Effectively uses Socratic method.		
Understands students have other classes.	Challenges students to step outside comfort zone / go beyond what students think is possible.	Uses flip chart / white board to illustrate points (vs. all PowerPoint).		
Respects students and identifies with students.	Communicates well at different levels.	Conversational (vs. authoritative) style.		
Teacher is a practitioner on the subject.	Knows latest trends in subject.	Uses simple terms and concepts to explain complicated things.		
Serves as a role model.	Brings in material from multiple sources (material complimentary to book).	Challenges students, but with purpose.		
Patient and fair.	Rigorous.	Requires adherence to instructions.		
Makes learning a pleasant experience.	Gives good answers to questions.	Is concise and to the point.		
Has high expectations of students.	Teaches things their way, rather than by the book.			
Focused on learning, not grades.	Gives lots of practical examples.			
See teaching as a cooperative learning (vs. autocratic) process.	Course is current and refers to things happening at the present time.			
Makes education valuable from student's point of view.	Focuses on things that students are most likely to use.			
Enjoys teaching.	Leaves a positive impression on students.			

* Non-repeating responses. Edited for clarity.

KEY FINDING: Survey results reveal teacher profile for good quality teaching in higher education.

- Teacher attitude, teaching itself, and delivery have the greatest influence on student's perception of quality.
- Students want teachers to be more engaging and interactive, with less lecture and more hands-on work.
- Students want teachers to balance theory and practice. Teachers' real-world work experience helps students understand the material.
- Students want teachers to abandon traditions that make learning complex, boring, unpleasant, and less effective.

[Please examine the correlation between these results and the survey results for The 10 Percent Problem and 45 Teaching Errors.](#)

- Good quality teaching will help correct "The 10 Percent Problem," giving undergraduate students more than 3 or 4 good teachers out of 40.
- Teachers who eliminate the "45 Teaching Errors" will greatly improve the quality of their teaching.

FINDINGS HAVE IMPLICATIONS FOR:

- Lean principles and practices applied to teaching.
- Teachers sharing teaching methods.
- Faculty qualifications and hiring: real-world work experience.
- Training in Lean teaching.