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GOOD TEACHING: THE TOP TEN REQUIREMENTS

By Richard Leblanc, York University, Ontario

This article appeared in The Teaching Professor after Professor Leblanc won a Seymous Schulich Award for Teaching Excellence including a \$10,000 cash award. Reprinted here with permission of Professor Leblanc, October 8, 1998.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm>

1. **Good teaching is as much about passion as it is about reason.** It's about **not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.**
2. Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.
3. Good teaching is about **listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.**
4. Good teaching is about not always having a fixed agenda and being rigid, but **being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere.** Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.
5. **Good teaching is also about style.** Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. **Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.**
6. This is very important -- **good teaching is about humor.** It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the **ice breaks and students learn in a more relaxed atmosphere** where you, like them, are human with your own share of faults and shortcomings.
7. Good teaching is about **caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.**



8. Good teaching is **supported by strong and visionary leadership**, and very tangible institutional support -- resources, personnel, and funds. *Good teaching is continually reinforced by an overarching vision that transcends the entire organization -- from full professors to part-time instructors -- and is reflected in what is said, but more importantly by what is done.*
9. Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. **Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.**
10. At the end of the day, **good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens.** Good teachers practice their craft not for the money or because they have to, but because **they truly enjoy it and because they want to.** Good teachers couldn't imagine doing anything else.

SEVEN QUALITIES OF HIGHLY EFFECTIVE TEACHER

By Linc. Fisch

Reprinted with permission as originally published in The Journal of Staff and Program, & Organizational Development.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7qualities.htm>

By themselves, these seven qualities may not be sufficient conditions for teaching excellence, but they may be pretty close to essential. The number seven seems to have magical properties that attract people to it.

The universe was created in seven days, according to Genesis, and we now have seven days in a week. There are seven theological and cardinal virtues (faith, hope, charity, prudence, justice, fortitude, temperance). Likewise, there are seven deadly sins (pride, covetousness, lust, anger, gluttony, envy, sloth). The liberal arts of the Middle Ages numbered seven, chunked into a quadrivium (arithmetic, geometry, astronomy, music) and a trivium (grammar, rhetoric, logic). And today, fortunate faculty members may be granted sabbatical leaves.

On a more mundane plane, seven is the most probably sum when rolling two dice. Seven digits (such as a telephone number) are generally all that most people can store in short-term memory. And if you want your slide or overhead projector transparency to be readable, don't put more than seven lines on it, with each line no longer than seven words.

So it's not unexpected that an American Association for Higher Education commission focused on "Seven Principles of Good Practice in Undergraduate Education," and Steven Covey wrote a best seller Seven Habits of Highly Effective People. I even read a recent journal article by an off-beat writer: "Seven Principles of Teaching Seldom Taught in Grad School" (see Chalkdust, J. Staff, Prog, & Org Dev., Vol. 10, No. 4, Winter 1992, pp. 217-218).

1. Highly effective teachers **care. They care about their students, their work, and themselves. They treat others with dignity; they respect others' integrity. They give high priority to benefiting others. They affirm others' strengths and beings; it's a kind of love.**



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2. Highly effective teachers **share**. *They share their knowledge, insights, and viewpoints with others. Their willingness to share is a way of life for them. They don't withhold information for personal gain.*
3. Highly effective teachers learn. They continually seek truth and meaning. They seek to discover new ideas and insights. They reflect on their experiences and incorporate the learning into their lives. They are willing to upgrade their skills. They continue growing and developing throughout their lives.
4. Highly effective teachers **create**. *They are willing to try the new and untested, to take risks for worthy educational outcomes. Anything worth doing is worth failing at. They are not discouraged by an occasional failure; they reframe the error as an opportunity to do better as a result of the experience.*
5. Highly effective teachers **believe**. *They have faith in students. They trust students and are willing to grant them freedom and responsibility. They hold high expectations for their students, as well as for themselves.*
6. Highly effective teachers **dream**. *They have a vision of success. They are driven by an image of excellence, the best that their innate abilities allow. They always seek to improve, never being content with just "gettingby" in teaching or in any other endeavor.*
7. Highly effective teachers **enjoy**. Teaching is not just employment to them; it is their Work. *They throw themselves into it with vigor. They gain major satisfaction and joy from it. And that joy often infects their students.*



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PROPOSED INTERVIEW QUESTIONS

ICE BREAKING

1. Begin by asking academic background/professional qualifications and career involvement. Information include:
2. Name
3. Highest degree, discipline & university awarding it.
4. Professional Certification or teaching certification
5. Years they have been teaching and continuous professional development (CPD) programs they have attended or conducted in curriculum design, teaching & learning and assessment.
6. Allow candidate to elaborate a bit on their experiences as an undergraduate:
 - 6.1. the instructional and learning practices they experienced, good or lacking.
 - 6.2. the courses they learned least and learned most.
 - 6.3. why they learned least & learned most, and
 - 6.4. any instructional practices they would like to change to make the learning experience more fun and meaningful.

INTRODUCTION

Interviewer now introduce himself/herself formally and describe the goals and outcomes of the interview and how the candidate was chosen.

AIM:

This taskforce is formed upon recommendation of the TNC (acad & Internationalisation) to gather the existing instructional best practices among UiTM teachers in making learning fun and meaningful.

INTERVIEW OUTCOME:

Upon completion of this interview this taskforce will be able to adopt, adapt and develop constructs and examples that can be modeled as effective, fun and meaningful instructional practices at UiTM.

SELECTION PROCESS:

Names of candidate are proposed by the Deans/Campus Directors based on the following criteria (please describe the criteria....)

QUESTIONS FOR INTERVIEW

1. You indicated in the last question the changes you would like to make to the instructional practice to make it fun and meaningful. Can you elaborate on that by providing some characteristics of fun learning?



2. You indicated in the last question the changes you would like to make to the instructional practice to make it fun and meaningful. Can you elaborate on that by providing some characteristics of meaningful learning?
3. Can you describe the types of instructional methods that you have employed in your classroom which you consider to be fun and meaningful?
4. How would you know that a learning activity is fun and meaningful for the students?
5. It is believed that fun in the learning activities motivate students to comprehend the subject which can then lead to better academic performance. What is your view on this belief and how true is this belief in your own classroom?
6. What is your opinion on the use of creative and innovative teaching methods?
7. How would you characterize learning activities in your classroom which are creative and innovative?
8. What is your view on the significance of employing instructional practices that are hands-on and that are minds-on?
9. What do you think of active learning or student-centered learning strategies?
10. How have your students benefited academically, if any, upon your use of student-centered and innovative instructional practices?
11. Can you describe the changes in students' motivation, if any, after you employ the teaching innovation and can you describe how you assess these changes?
12. Can you describe the changes in students' attitudes, if any, towards learning, after you employed the teaching innovation and can you describe how you assess these changes?
13. Can you describe the changes in students' comprehension of the knowledge after you employed the teaching innovation and can you describe how you assess these changes?



14. How did you remedy instructional practices which fail to motivate students to learn or fail to improve their comprehension?
15. Can you describe ways that you inspired your students to learn in your course?
16. What is your opinion on the use of ICT in the learning process and can you describe how you had used ICT in your courses?
17. What is your opinion on the use of power point presentations in the learning process and can you describe how you had used it in your courses?
18. What is your opinion on the use of internet, simulations and other learning softwares in the learning process and can you describe how you had used them in your course?
19. What is your opinion on the use of Problem Based Learning in the learning process and can you describe how you had employ this in your classroom?
20. Can you describe what your teaching philosophy is?
21. Alvin Toffler once said that "The illiterate of the 21st century will not be those who can't read or write but rather those who can't learn, unlearn and relearn." How would you associate this to your teaching philosophy?
22. The goal of university education is to produce knowledgeable and competent individuals who are life-long learners that are ethical, resilient, responsible, respectful and professional. What is your opinion on this and how have you embed each of these attributes in your teaching practices?
23. A teacher is described to be a mentor, an educator, an expert, an actor, a comedian, a performer, a role-model, a friend, an evaluator and a person who will go the extra mile in bringing the best in the students. Can you describe your role as a teacher?
24. How are the traits of a teacher described in the last question reflected and practiced in your instructional practices?
25. According to research in the cognitive, learning, and brain sciences, the first principle of learning is to structure the learning process around



- the major concepts of the discipline. In your instructional practice, how do you embed the meta-cognitive skills or learning how to learn skills such as the use of concept maps and mind maps to help students structure the storing and retrieving of major concepts of the discipline?
26. The constructivist view of learning asserts that initial knowledge determines the generation of new knowledge, hence teachers must use some form of diagnostics to identify and illicit initial knowledge which may impede generation of new knowledge. Can you describe how you had diagnosed and confronted misleading (misconceived) initial knowledge?
 27. Research on learning preferences by Kolb, Dunn, Felder and many more have found that the teaching style of many university lecturers do not match with the learning preferences of students. Furthermore, Gardner's Multiple Intelligence theory asserts that the human intelligence can be fully developed through the various intelligences that go beyond the logical-mathematical intelligence. How have you adopted and apply the MI theory or the learning preferences theory in your instructional practice?
 28. What is your opinion on specifying learning outcomes of a learning activity first before choosing a constructively aligned teaching and learning activity and can you describe how this apply to your course?
 29. What do you think of determining the assessment tasks first before choosing on a constructively aligned teaching and learning activity and can you describe how this apply to your course?
 30. What is your opinion in making sure that assessment tasks and teaching & learning activities are aligned with the learning outcomes?
 31. According to research in the cognitive, learning, and brain sciences, the purpose of learning is to create social interaction among the students. Can you describe how you encouraged and practiced teamwork among the in the course you are teaching?
 32. C. S. Lewis once said that "The task of the modern educator is not to cut down jungles, but to irrigate deserts.". What is your opinion on this and how have you embed this in your instructional practice?

END of Questioning



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At this point, you may request for any questions, suggestions or further comments from the candidates and thank the candidate for the candid, honest and willful contribution towards continuous improvement of T&L.

Please Note that we are representing the interest of the Vice Chancellor, the TNCA and UiTM in general. Hence our conduct and our input need to reflect this interest.

Thank you to interviewers and thank the interview for participating. If time permits, pay a courtesy visit to campus directors and describe the purpose of your presence on the premises.