

Good Teaching Practices

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Some General Points

- Every course has two components: Teaching & Evaluation. Both of these components are to be treated fairly;
- Learning without objective can be boring;
- Attention span of an average student is not more than 20 minutes in a 50 minute lecture;
- Most students comprehend only 20-40% of a lecture and this percentage decrease as course progresses;
- Learning has to be exciting;

Some General Points

- Overloading with information is counter productive to learning;
- We are good at capturing information that can be related to ideas and concepts we are familiar with;
- Learning is more effective through interaction;
- Excessive use of Power Point presentations may be counter productive (although useful in emphasizing key points but can be a distracter);
- The focus is on “performance” of the teacher. The focus needs to change to facilitate learning of students.

First Lecture

- It is useful to have a webpage or a learning platform for the course where all the information about the course is made available;
- Announce all course related policies in the first lecture of the course:
 - Attendance Policy;
 - Continuous Evaluation Policy;
 - Grading Policy (at least general guidelines);
 - Text books and other reference material;
 - Code of conduct.

First Lecture

- Explain the objective and final outcome of the course;
- Provide a roadmap of the course;
- Provide a conceptual framework for understanding the course

Effective Lecturing

- You should be able to capture students attention.
 - Start you lecture with a provocative question or statement relevant to the lecture;
 - Have an interactive session of 2-3 minutes after every 10-15 minutes.

Effective Lecturing

- Effective communication.
 - There is no perfect teaching method;
 - Teach naturally. Do not try to emulate others. Your teaching style should reflect your personality;
 - Use simple functional English;
 - Be polite while addressing to questions from students. This encourages students to be interactive.
- Have a plan for each lecture—
 - time to be spend on various topics;
 - Logical sequencing of topics

Effective Lecturing

- Prepare your lecture in a way that it is easy to outline in terms of three to four bullet items;
- Identify the objectives of the lecture and the questions which the lecture would address?
- Start your lecture with a summary of relevant portion covered in the past;
- Give examples which are relevant and students can relate to;
- Encourage questions and interaction;
- Do not overload students.
 - Do not cover too much material.

Effective Lecturing

- Avoid excessive use of Power Point presentations:
 - Have only a few slides;
 - Slides should not be crowded;
 - Use slides only to highlight main points;
 - Use slides to illustrate diagrams or pictures difficult to draw;
 - Slides often work as distracters (audience concentrates more on reading through slides rather listening).

Rights of Students

- To know all course related policies in the beginning of the course:
 - Attendance Policy;
 - Continuation Evaluation Policy (Announced or Surprise Quizzes, Assignments weightages, etc.);
 - Grade Evaluation Policy;
 - Text books and other reference material

Rights of Students

- Continuous evaluation (Quizzes, Assignments, etc.);
- Timely feedback (Answer scripts of Quizzes, Mid Semester and End Semester Examinations);
- To expect that lectures are held as scheduled in the Time Table. Rescheduling of lectures is done sparingly;
- To expect politeness from instructors.

Rights of Instructor

- All administrative help in conducting the course;
- To demand decorum in class rooms;
- Free to give F grades to students violating code of conduct

Rights of Instructor

- Disciplinary action by SSAC on violation of code of conduct by students;
- Deregistering students from the course not sticking to attendance policy of the course;
- No moderation of grades given by the instructor.

THANKS

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