

Mother Teresa University in Skopje

Quality Assurance Office

Successful Teaching – Characteristics of Excellence

Being part of successful teaching is inspiring and not easy to define. As something the professor considers successful with one group, may not mean that the same success will be achieved with some other group. However, there is a common ground for the characteristics of perfect learning and teaching. This is not about everyone having to teach in the same way, but it is about how much the lecturer is helped to think, evaluate, and develop their approach to higher quality.

Following are the aspects of a successful practice that the university expects to be established by the teaching staff.

Presentation and Motivational Skills

The lecturers show a positive attitude in the classes toward their students. They show enthusiasm, empathy, humor, and respect for their students and listen carefully. They use praise and encouragement and support independent learning. They properly conduct their classes. The best lecturers are inspiring and easily transfer their passion to their students.

Course Competence

The lecturers demonstrate a deep and accurate knowledge of the course. They promote the value and purpose of knowledge and include theories and research. They explain the practical applications of the knowledge.

Planning

Teaching is well-planned and teachers use a syllabus, a detailed outline of their students' work, and knowledge for lesson planning (Appendix A).

Record keeping

Lecturers keep accurate and up-to-date records as required by the university, e.g. register/attendance list, curriculum, syllabus, progress data, and evaluation. The lecturer also knows the specific requirements of each student, and, if necessary, it is to be confidential.

The Atmosphere in the Lecture Hall

Lecturers ensure that the classroom environment supports learning and this is established before class begins. This includes seating arrangements, IT access, availability, and readiness of other sources. They also provide access for people with challenges. Lecturers use screens, e.g., relevant technical information, diagrams, posters, and student work to create an appropriate learning atmosphere.

Beginning and Lesson Objectives

Class starts on time, and attendance and punctuality issues are properly addressed. Specific lesson goals and objectives are displayed on the screen and shared with students at the beginning of the lesson.

Revision

The lesson begins with an active review, initial test, or review questions, which provide a stimulating start and an opportunity to strengthen the student's understanding of previous material studied.

A Variety of Learning Strategies

Lecturers use a variety of engaging, group, and imaginative teaching strategies. Everyone may get involved, or it can be worked in small groups, pair work, or individual work, also debates and presentations. The lesson has progress and variety. The lecture must focus on the students, not the lecturers – refer to the Learning Pyramid (Appendix B).

Examination

Lecturers use a variety of open-ended and active examining techniques to increase students' knowledge and experience, involve them in the teaching, and assess what they have learned.

Language Use

Lecturers use clear and concise language for student needs and curriculum requirements. They use a variety of strategies to ensure that students understand the relevant academic terms. They support the development of students' literary, communicative, and numerical skills. They help students by correcting them.

Variety

Lecturers provide a range of activities and resources to challenge stronger and weaker students to learn more actively. High-quality additional materials are available for extra activities.

Sources

Lecturers use a range of high-quality resources to support the aim of the lesson and reach all students. This can include written information or activities, computer sources, presentations, and student-generated sources. Lecturers provide useful and interesting websites to assist students in their research.

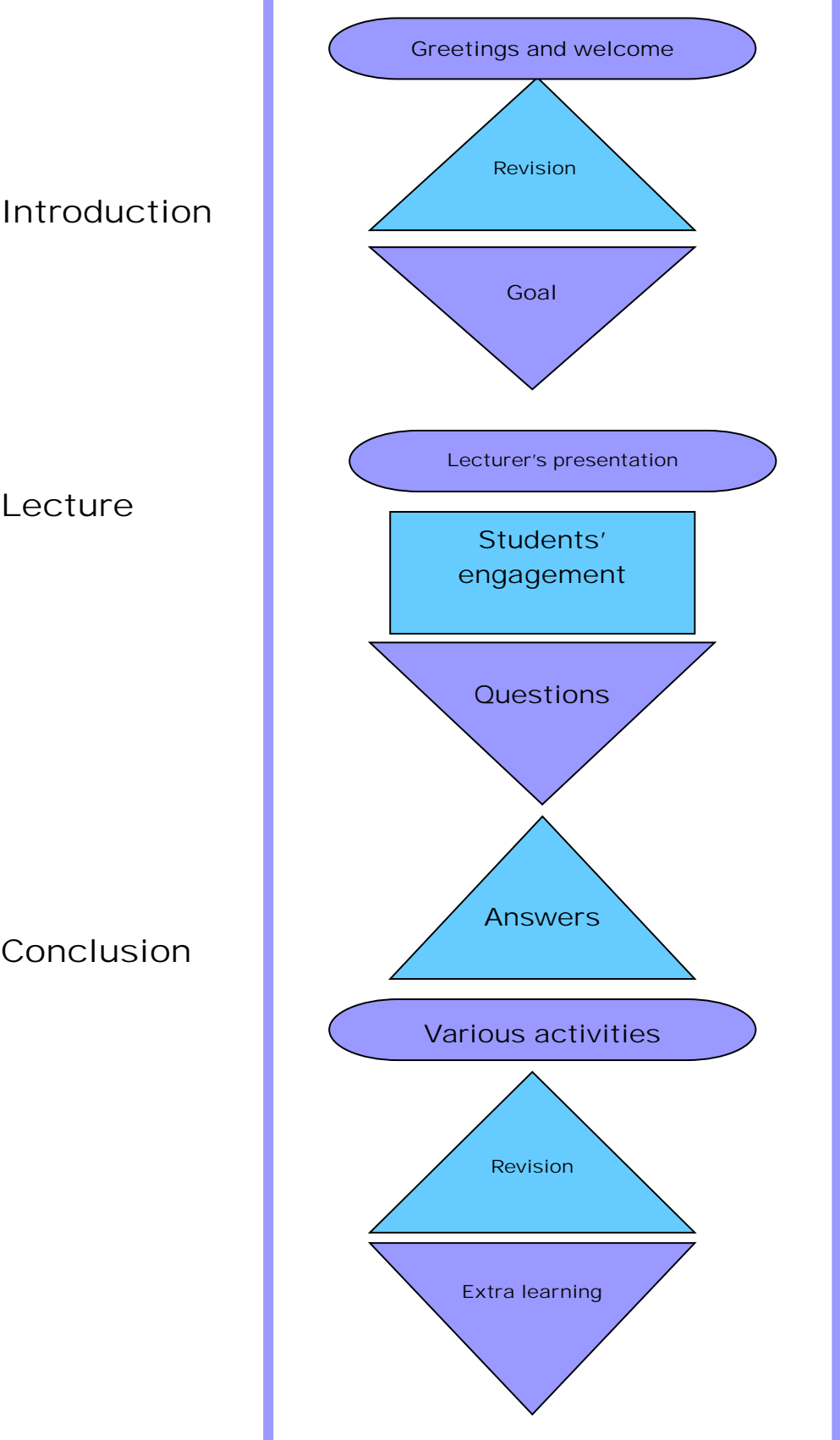
Values and goals

Lecturers value their students' understanding and learning during each session. They ensure that their students understand the assessment criteria and set minimum performance criteria. They are confident that their valuations are valid and fairly conducted, and that each valuation is accurate. They ensure that feedback gives students clear guidance on how to improve their work. They ensure that class assessment helps provide feedback on individual student progress.

Summary and Study/Independent Work

Lecturers continuously monitor learning and summarize the effects at the end of the lesson, with positive recognition of student progress or achievement. Homework, extra independent studies, and deadlines should be well-explained.

Annex A
Example of a successful lecture



Annex B

Study pyramid

The teaching methods of the learning pyramid are based on % transfer of learning, i.e., less is learned and remembered when the student is alone in the classroom, while more is learned when students are invited to explain or demonstrate a new unit on their own.

