

## Elements of Effective Teaching in the Writing Program

### **Purpose**

The list below helps to offer a common vocabulary, reduce observer bias, and inspire feedback. It outlines some of the common elements and characteristics of effective pedagogy in the Writing Program and it intends to help everyone think broadly about diverse ways of teaching. Above all, we designed this list to help both the observer and the observed instructor think about teaching and to stimulate a productive discussion. Please note that this list is not comprehensive, nor is a single class likely to include all of the bulleted elements.

### **Role in Teaching Observations**

Share this list with your assigned instructor. They can use it to decide which class they'd like observed and to help them prepare for it. When you write the Observation Letter, the list can also help you to pinpoint specific teaching activities that were successful and noteworthy. Finally, you can draw on the list when you meet with the instructor after the observation.

*Note:* This list is for informal feedback purposes only. It should *not* be submitted along with the Observation Letter.

### **Instructional Methods**

- Teaching activities reflect WP values and objectives
- Defining key terms and use of examples or illustrations
- Lesson has a defined purpose that is shared with students and aligns with course goals
- Meeting of lesson goals in the allotted time; making adjustments as needed

### **Instructional Materials & Tools**

- Materials and tools are selected or curated to the needs and abilities of learners
- Textual content is supplemented with visual aids and other learning tools
- Novel implementation of vetted tools; inclusion of emerging digital or other tools

### **Engagement with Students**

- Built-in time for learners to ask questions and discuss or apply course content
- Explicit welcoming of questions and acknowledgment of learner contributions
- Active support and encouragement of learners of all backgrounds and identities
- Students listen and respond to the instructor and each other
- Participation is well distributed