Dimensions of Teaching Effectiveness: Links to Literature

4 Dimensions & Sub-dimension Descriptors	Examples of Supporting Literature
1. DESIGN: *Planning and Alignment*	
Planning • Builds course around evident design framework • Clearly defines course-level and activity-level learning objectives • Includes learning material that is relevant and/or current scholarship from the field • Structures material in a logical and coherent order • Includes experiential and/or professional connections, when possible • Sets workload and performance standards appropriate for the course level and topic • Plans a variety of teaching/learning strategies to promote student engagement and deep learning	• Expected outcomes expressed, clarity in standards and assessment criteria (Allen et al. 2009); clear goals (Ramsden 2003) • Communicates high / clear expectations (Chickering and Gamson 1987; UBC; UofC) • Material is relevant and interesting (UofC) • Prepared and organized (Hativa et al. 2001) • Preparation, organization of subject matter, currency of course material (Policy 77) • Appropriate workload and level of difficulty (Allen et al. 2009) • Engages students at their level of understanding (Ramsden 2003) • Encourages deep learning (UW Issue Paper; Policy 77) • Uses their knowledge to develop techniques for grasping fundamental principles and organizing concepts that others can use to build their own understanding and abilities (Bain 2004)
Alignment • Aligns program expectations, course objectives and learning outcomes with course content, delivery of course and learning activities, and assessments • Develops appropriate and sufficient assessment methods that align with course objectives and outcomes	• Uses alignment in course and curriculum design (UW Issue Paper) • Systematic, well organised and well structured (Allen et al. 2009) • Uses appropriate assessments and provides feedback (Ramsden 2003; UofC) • Suitability of assignments and examinations (Policy 77)
2. EXECUTION: *Communication, Student Engagement, Variety of Elements, Assessments and Feedback*	
Communication • Describes and explains material clearly using an appropriate pace • Demonstrates enthusiasm for the subject • Uses technology and/or media effectively	• Clear communication and explanations (Chickering and Gamson 1987) • Capacity to explain material plainly (Ramsden 2003); clear presentation (Hativa et al. 2001); • Provision of enthusiasm and stimulating environment; strong presentation skills (Allen et al. 2009); presentation skills (Policy 77)

Student Engagement • Promotes student participation, peer interactions, and engagement with course content • Uses teaching/learning strategies that encourage student engagement and deep learning	• Develops reciprocity and cooperation among students (Chickering and Gamson 1987) • Creates a 'natural critical learning environment' (Bain 2004)
Variety of Elements • Adapts to evolving classroom contexts • Adopts a range of teaching strategies, methods, and/or modalities that recognize diverse talents and ways of learning	• Ability to improvise and adapt to new demands (Ramsden 2003) • Respects diverse talents and ways of learning (Chickering and Gamson 1987; UBC) • Scaffold learning - uses varied ways of teaching (Allen et al. 2009; UofC) • Creates diverse learning experiences (Bain 2004: 116)
Assessments and feedback • Prepares students for assessments by delivering content • Communicates clear expectations and instructions for assessments • Provides performance feedback in a timely manner • Provides directions for student improvement individually or collectively	• Clarity in standards and assessment criteria (Allen et al. 2009; UofC) • Provides prompt feedback (Chickering and Gamson 1987) • Provides effective and timely feedback (Allen et al. 2009) • Gives highest quality feedback (Ramsden 2003)
3. EXPERIENCE: *Environment, Responsiveness, Diversity, Engagement and Learning*	
Environment • Is approachable • Builds appropriate rapport with students	• Approachability, respect for and interest in students (Allen et al. 2009) • Positive class environment, rapport, encouragement (Hativa et al. 2001) • Shows concern and respect for students (Ramsden 2003)
Responsiveness • Provides sufficient opportunities for student contact inside and outside of class • Responds to student inquiries and questions in an appropriate timeframe	• Encourages contact between students and faculty (Chickering and Gamson 1987) • Available to students outside the classroom at reasonable times (Policy 77)
Diversity • Promotes inclusivity and diversity by acknowledging variety of experiences, viewpoints, and backgrounds	• Embodies inclusivity (UW Issue Paper) • Recognition of student diversity (Allen et al. 2009)

Engagement and Learning • Generates and maintains student interest • Fosters intrinsic motivation • Seeks student input on course learning experience • Provides evidence of student learning	• Ability to make material stimulating and interesting (Ramsden 2003); stimulates interest, engaging (Hativa et al. 2001); ability to stimulate student interest (Policy 77) • Fosters intrinsic motivation moving students towards learning goals; "get their attention and keep it" (Bain 2004: 35, 109) • Motivates through enthusiasm (UW Issue Paper); Learning from students (Ramsden 2003) • Seeks regular student feedback on teaching effectiveness (UBC)
4. DEVELOPMENT: *Reflection, Growth, Collaboration and Mentorship*	
Reflection • Reflects on and assesses teaching and learning practices • Engages in a scholarly approach to teaching through determining and implementing best practices • Takes an iterative approach to continuous improvement and growth	• Scholarly approach – thinks about teaching as a serious intellectual act equally important as research, a kind of scholarship, that involves developing a case with evidence and exploring the intellectual meaning and qualities of that teaching (Bain 2004: 17, 169) • Commitment to continuous improvement, consult scholarly literature and identify goals for strengthening teaching (UofC); reflects on and improves teaching (UBC)
Growth • Participates in professional development activities • Makes changes to practices and/or develops innovations • Regularly revises or updates course content, assignments, format, or teaching strategies	• Assess own teaching and make appropriate changes (Bain 2004) • Takes advantage of opportunities to enhance teaching by attending professional development activities (UBC) • Regularly revises and updates content, format, teaching strategies, and assignments, (UBC)
Collaboration and mentorship • Leads activities to promote teaching and learning • Interacts and works with colleagues around teaching • Provides and receives mentorship related to teaching • Contributes to the Scholarship of Teaching and Learning (SoLT)	• Seeks peer feedback to enhance teaching (UBC) • "Student course evaluations are an important source of information, but they should be supplemented with peer evaluation of teaching skills, course content and course materials" (Policy 77) • See also Hubball and Clark 2011; Wright et al. 2014

UBC: University of British Columbia Wiki (2010). Effective Teaching Principles and Practices.

UofC: University of Calgary, Taylor Institute for Teaching and Learning (2018). Teaching Philosophies and Teaching Dossier Guide.