

HOW NOT TO BE THE PROF FROM HELL

B.U Instructors Say:

"A good teacher..."

Takes time to plan lectures ;

Organizes materials & overheads before class, has clear objectives for each lecture, and lets the students in on the plan each day.

Uses the blackboard carefully and thoughtfully.

Students pay close attention to the backboard.

Communicates his/her concern for student learning by listening to students, making eye contact, reading students;' faces and body language - and responding.

Uses a variety of presentation formats and evaluation methods.

Creates opportunities for interaction with students, and between students.

Shows students what excites him/her personally about the subject.

Connects classroom learning to previous and upcoming lectures; to other courses; to students' experience; to world events.

Challenges students to think critically and to think for themselves.

Is sensitive to the variety of preferred learning styles that people bring into the classroom, including his/her own.

B.U. Instructors Say:

"A poor teacher..."

Is disorganized.

Leaves students wondering what is expected of them on tests and assignments.

Changes course requirements arbitrarily or without notice.

Is unwilling ever to deviate form a lecture's plan; or just reads notes.

Derides students or colleagues in front of other students.

B.U. Students Say:

"I like it when the prof..."

Defines terms.

Give lots of examples.

Repeats important things.

Writes neatly.

Speaks loudly enough to be heard by all.

Shares relevant real-life experience and anecdotes.

Makes the topic interesting.

Gives several small assignments/tests instead of a couple of big ones.

Posts office hours, and keeps them.

Gets to know students by name.

Listens carefully to students, and responds respectful.

Takes time after class to talk to individual students.

Finds something positive to say when grading students work.

Sticks to the course outline.

Enjoys what he/she is doing.

B.U. Students Say:

"I hate it when the prof..."

Humiliates students.

Asks questions, but doesn't give students enough time to reply.

Stands in front of the board when we're trying to take notes.

Uses very complex overheads or visuals, or changes them too fast.

Is disorganized.

Lacks enthusiasm.

Can't be reached outside of class.

Allows cheaters the opportunity to cheat.

Produce by B.U.T.E.C.

Instructors' comments were collected at a B.U.T.E.C. workshop held 26 March 2002. Students' comments were solicited in advance of the workshop.