# A guide to good teaching practices

## 1. Encourage interaction between students and teaching staff
- Set clear standards for responding to messages/postings
- Set up regular points of interaction such as contributions to discussions
- Provide examples from your own research and professional experience
- Use ice-breaker activities to get to know each other
- Poll students to check understanding of concepts
- Talk to students about their educational and career goals
- Advise students about career/internship opportunities
- Provide online office hours as well as on campus ones

## 2. Encourage interaction and collaboration between students
- Design activities that emphasise on social aspects of learning such as group work and research based projects
- Encourage students to be independent learners and take responsibility for their own learning
- Create learning communities (eg study groups, project teams)
- Use small group sizes for optimised sharing and learning
- Encourage students to provide self and peer review
- Use forum based activities to enable ongoing conversations outside of class

## 3. Encourages active learning
- Present challenging learning activities in an enthusiastic and dynamic way that encourage creativity
- Design activities that enable students to engage with the latest research, problems, communities of practice
- Include work-integrated learning activities
- Use problem-based learning approaches to enable students to draw on their own experiences and research in the field
- Use case-studies, examples and resource materials
- Design assessments that involve presentations
- Use practicals and laboratories
- Use authentic, professionally relevant situations for analysis
- Invite guest speakers
- Ask students to brainstorm ideas
- Ask students to use a learning journal to reflect on their learning
- Use discussions and ask students to research a topic and share their findings
- Use interesting and relevant open education resources
- Use quizzes with embedded feedback
- Use simulations and games where appropriate

## 4. Gives prompt feedback
- Advise students about what is required in assessment tasks
- Explain consequences of missing class activities
- Contact students at risk of failing or not attending class activities
- Provide information feedback (e.g. answer to questions)
- Provide acknowledgement feedback (e.g. confirm receipt of assignment)
- Poll students to check understanding

## Tools
- Discussion board
- Chat
- Virtual classrooms
- Collaborate web conferencing
- Online polling
- Social media
- Mobile devices
- Announcements
- Dashboard

- Discussion board
- Blogs
- Wikis
- Chat
- Virtual classrooms
- Collaborate web conferencing
- Group learning spaces

- Discussion board
- Chat
- Virtual classrooms
- Collaborate web conferencing
- Webcasting
- Videocasting
- Podcasting
- Tweeting
- Group learning spaces

- Discussion boards
- Quizzes with inbuilt feedback
- Learning journals
- Blogs
- Online Pollings
- Rubrics
5 Emphasises time on task

- Encourage students to prepare in advance for presentations
- Provide clear deadlines for tasks
- Enable students to submit assignments online
- Monitor student activities and engagement using reporting within vUWS
- Record lectures to enable students to revisit when needed
- Create discussion forums which focus on upcoming assessments or tasks

6 Communicates clear objectives and high expectations

- Provide contact information to students about teaching staff
- Link assessment tasks to learning outcomes
- Include an orientation quiz to allow students to test their understanding of unit objectives, expectations for participation and assessment items
- Design assessment tasks that involve other students in the learning experience
- Ask students to create their own learning contract outlining how excellence will be measured
- Use Q&A discussion forums for students to view and post questions
- Relay important information via announcements or group emails
- Use rubrics to articulate excellence and expectations in assessment
- Provide feedback during discussions and encourage students to improve the quality of their contributions
- Where appropriate, provide students with model answers so they can gauge expectations

7 Respects diversity and ways of learning

- Acknowledge background knowledge and skills students bring to the learning environment
- Provide learning resources for students who lack essential knowledge and skills
- Encourage students to share perspectives from different backgrounds and cultures


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Version - 05 Nov 2012