

- establishes a context for material

Analytic/Synthetic Approach

- has a thorough command of the field
- contrasts the implications of various theories
- gives the student a sense of the field, its past, present, and future directions, the origins of ideas and concepts (see **Consider Your Audience**)
- presents facts and concepts from related fields
- discusses viewpoints other than his/her own

Dynamism and Enthusiasm

- is an energetic, dynamic person
- seems to enjoy teaching
- conveys a love of the field
- has an aura of self-confidence

Instructor-Group Interaction

- can stimulate, direct, and pace interaction with the class (see **How to Lead a Discussion**)
- encourages independent thought and accepts criticism
- uses wit and humor effectively
- is a good public speaker (see **Speaking at the Hume Center for Writing and Speaking**)
- knows whether or not the class is following the material and is sensitive to students' motivation
- is concerned about the quality of his/her teaching

Instructor-Individual Student Interaction

- is perceived as fair, especially in his/her methods of evaluation (see **How to Evaluate Students**)
- is seen by students as approachable and a valuable source of advice even on matters not directly related to the course (see **Interacting with Students**)

Organization and Clarity

- explains clearly
- is well prepared (see **Preparing for the First Day**)
- makes difficult topics easy to understand
- uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable
- makes the objectives of the course and each class clear (see **Course Design, Course Goals and Learning Outcomes**)
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