

LAWS OF GOOD TEACHING

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- Choose a good textbook, but do not follow it in lectures.
- Organise your lecture, but do not be a slave to your organisation.
- Always start on time and stop on time.

- Begin each lecture with an outline; a lack of vocabulary confuses a student less than a lack of expectation.
- Never expect your students to learn or to understand anything that you cannot or did not learn or understand yourself.

- Never give a lecture unless your knowledge far exceeds the content of your lecture.
- Never show a student with an exhibition of your erudition; a student is far less interested in what you know than in what he or she can learn.

- Do not be proud of knowing more than your students: they did not choose to be born after you.
- Never equate ignorance or lack of knowledge on the part of your students with stupidity.

- Do not memorize your lectures, just understand your material.
- Do not lecture from notes, except for numbers that you cannot remember.
- Never read out your handouts: if the students were illiterate, they would not take your course.

- Have notes or outlines handy, but do not use them: a good actor needs no prompter.
- Avoid overheads: rather have one error and be spontaneous, than have no error and be dull. A lecture is not a research seminar.

- Avoid monotonous delivery: the student's interest should be directed to your subject, not your voice.
- Never give the same lecture twice. Look at the students to know whether they follow.

- The difference between lecturing and acting is that in the former the subject comes first and the lines follow; in the latter the lines come first and the subject follows.
- Always lecture with the assumption that your students wish to learn, not just to pass examinations.

- Use examinations as a vital part of teaching: the student's approach to learning in a particular course is set quite fundamentally by the type of questions that are anticipated.
- Never ask examination question on topics that you did not ask student to learn.

- Always praise your students for their accomplishments, Never damn them for their failings.
- Never tell a joke for its own sake, but only in the service of what you teach.
- Never laugh at your students, but laugh with them.

- Never make fun of your students, unless you wish them to make fun of you.
- Never loose temper in front of a class. Students are not interested in your private emotions.

- Treat your students with respect, and they will respect you, and with politeness, for they will not confuse it with softness.
- Look at the students when you lecture; the ceiling and the floor are not interested, and neither is the black-board.

- Never assume that students silence means understanding on their part: they may be confused.
- Never start fast and end slowly: this shows that you have exhausted your material.

- Never start slowly and end fast: this way you will have exhausted your students.
- Every discipline speaks its own language: good teaching teaches language, not just words.

- Never forget to reinforce a new term or a new concept by writing it on the board and by repeating it in such a fashion that the student has a chance to write it down, but never repeat every sentence: the result of verbatim repetition is simply half a lecture in a given time.

- Do not confuse lecturing with dictation: the former is a creative process, actively received and worked on by the student, the latter a mechanical exercise, passively recorded for later understanding.

- Intelligence is measured more by the quality than by the quantity of learning.
- Do not expect that your students have an infinite capacity for learning: the limits of saturation of the mind are set more by physiology than by intelligence. (Intelligence is the capacity of maximising achievement within the physiological givens or constraints of your mind.)

- The prime challenge of teaching is to retain the students' enthusiasm in spite of their growing knowledge; a good teacher fosters creativity in the face of information.
- Instructors do not ever give grades. Students earn them.

- Do not confuse good teaching with good examining, or good examining with good grading. (To lecture is one thing, to examine another, to grade and evaluate yet another; a good teacher must master all three.)

Thank you

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