**Asia University Effective Teaching Behavior Self-Evaluation and Reflection Form**

附件四之二

This self-evaluation form is based on the findings of empirical research from both domestic and international literature regarding strategies and techniques for enhancing students' motivation and learning outcomes. It is designed to provide a reference for instructors to improve their teaching techniques. Instructors may also consider proposing a teaching practice research plan aimed at using some of these teaching techniques to enhance courses and explore whether these strategies improve students' motivation and learning outcomes.

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| Instructor | |  | Observation Date (Y/M/D) |  | | | | to |
| Subject | |  | Teaching Unit |  | | | |  |
| Dimensions | Effective Teaching Behaviors | | | Self-Evaluation | | | | Features |
| Outstanding | Good | Average | Not Present |
| I. Course Design and Teaching Methods | 1. Understand the students’ level in advance and plan appropriate teaching goals and content. | | | | | | |  |
| 1-1 Plan appropriate and specific teaching goals beforehand. | | |  |  |  |  |
| 1-2 Master the concepts and content of the teaching material. | | |  |  |  |  |
| 1-3 Understand the students' cognitive level and foundational knowledge. | | |  |  |  |  |
| 2. Present teaching content progressively, motivating learning. | | | | | | |  |
| 2-1 At the beginning of the semester, clearly explain the course's learning goals, emphasizing its importance and value, and guide students in setting their own learning goals. | | |  |  |  |  |
| 2-2 Present material systematically and organized, from simple to complex, from easy to difficult, to boost students' confidence. | | |  |  |  |  |
| 2-3 Explain abstract or difficult concepts clearly, often using specific examples. | | |  |  |  |  |
| 2-4 Relate learning content to students' interests and daily life experiences, making learning engaging and meaningful. Use examples, case studies, and questions to spark discussions and enhance student participation. | | |  |  |  |  |
| 2-5 Correctly and clearly explain important concepts, principles, or skills. | | |  |  |  |  |
| 2-6 Conduct quizzes or activities after each learning unit to assess students’ understanding and adjust content accordingly. | | |  |  |  |  |
| 2-7 Provide exercises for students to practice or apply the material, with tasks progressing from easy to challenging, building students' confidence, interest, and motivation. | | |  |  |  |  |
| 2-8 Summarize key points during or after each class session, inviting students to respond and reinforcing their learning. | | |  |  |  |  |
| 2-9 Offer additional learning resources after completing a unit, including online self-learning materials tailored to their level. | | |  |  |  |  |
| 2-10Design flipped classroom strategies if appropriate, assigning online course materials for self-study, followed by quizzes, group reports, or practical exercises in class. | | |  |  |  |  |
| 2-11Encourage students to write reflections after each class and provide constructive feedback in the following class. | | |  |  |  |  |
| 3. Utilize diverse teaching methods. | | | | | | |  |
| 3-1 Continuously assess students’ motivation and employ strategies to stimulate it. | | |  |  |  |  |
| 3-2 Frequently use open-ended questions to promote critical thinking and discussion. | | |  |  |  |  |
| 3-3 Use diverse teaching methods, such as lectures, videos, group discussions, poster creation, video recordings, service learning, or field trips. | | |  |  |  |  |
| 3-4 Adjust teaching activities or strategies based on student responses. | | |  |  |  |  |
| 3-5 Use body language to enhance communication. | | |  |  |  |  |
| 3-6 Manage teaching pace and time effectively. | | |  |  |  |  |
| 3-7 Encourage students to adopt better reading strategies, like SQ3R, active reading, mind mapping, etc. | | |  |  |  |  |
| 4. Utilize multiple assessment methods. | | | | | | |  |
| 4-1 Establish evaluation criteria in advance and communicate them to students. | | |  |  |  |  |
| 4-2 Use various appropriate assessment methods, including tests, reports, and practical tasks, allowing students to engage in self-evaluation or peer review. | | |  |  |  |  |  |
| 4-3 Provide immediate feedback through oral questions, quizzes, or exercises, helping students understand their progress. | | |  |  |  |  |
| 4-4 Allow students to see their improvement through self-assessments or teacher feedback. | | |  |  |  |  |  |
| 4-5 When students submit reports or essays, provide sample paragraphs and self-assessment guides to assist their writing. | | |  |  |  |  |
|  | 5. Oral and Non-verbal Communication | | | | | | |  |
| 5-1 Make eye contact with all students | | |  |  |  |  |
| 5-2 Listen carefully to students' opinions and questions. | | |  |  |  |  |
| 5-3 Notice and respond to students' confusion, boredom, or curiosity. | | |  |  |  |  |
| 5-4 Speak clearly and at an appropriate volume. | | |  |  |  |  |
| 6. Use of Teaching Media and Technolog | | | | | | |  |
| 6-1 Presentation slides are clear and engaging. | | |  |  |  |  |
| 6-2 Use appropriate, diverse teaching media (PPT, videos, diagrams, AR/VR) to enhance learning. | | |  |  |  |  |
| 6-3 Use visuals to reinforce understanding and memory; when explaining complex concepts, utilize diagrams to complement text. | | |  |  |  |  |  |
| 6-4 Encourage students to use tools like ChatGPT to clarify doubts, create practice questions, or refine reports. | | |  |  |  |  |
| II. Classroom Management and Student Guidance | 7. Create a safe and friendly learning environment. | | | | | | |  |
| 7-1 Show care for students' problems, listen patiently, and provide answers. | | |  |  |  |  |  |
| 7-2 Handle inappropriate student behavior with empathy and appropriate measures. | | |  |  |  |  |  |
| 7-3 Regularly praise and acknowledge students' good learning behavior, creating a supportive learning atmosphere. | | |  |  |  |  |  |
| 7-4 Establish class rules emphasizing respect and inclusivity. | | |  |  |  |  |  |
| 7-5 Provide constructive feedback, helping students understand their progress and areas for improvement. | | |  |  |  |  |  |
| 7-6 Demonstrate passion for education and teaching. | | |  |  |  |  |  |
| 7-7 Correct students' behaviors without criticizing their character. | | |  |  |  |  |  |
| 7-8 Encourage students to improve without undermining their intelligence. | | |  |  |  |  |  |
| III. Student Learning Behavior and Outcomes | 8. Enhance student learning outcomes. | | | | | | |  |
| 8-1 Good student attendance. | | |  |  |  |  |
| 8-2 Active participation in learning activities, such as note-taking, answering questions, and discussions. | | |  |  |  |  |
| 8-3 Students show progress or tangible learning outcomes. | | |  |  |  |  |
| 8-4 Students reflect on their growth and identify areas for further | | |  |  |  |  |
| ◎**Peer Feedback Summary：** | | | | | | | | |
| ◎Public Teaching Instructor’s Reflections: Reflection helps the Instructor:   * Reflect on teaching strengths based on peer feedback. * Identify areas for improvement. * Develop plans or ideas for future teaching improvement. | | | | | | | | |

# **Instructor Signature**：＿＿＿＿＿＿＿＿＿