

Appendix

Standardized Regression Weights of the Dimensions, Sub-dimensions, and Items

Items	Regression Weights	Dimensions
1. Sympathy	0.613	
2. Good-humored	0.599	
3. Good-natured	0.655	
4. Fun	0.588	
5. Open to listen	0.704	
6. Comprehensible	0.683	
7. Honest	0.678	PQ
8. Fair	0.688	
9. Respectful	0.720	
10. Kind	0.658	
11. Empathy	0.626	
12. Trustworthy	0.637	
13. Creative	0.664	
A. Methodology Characteristics	1.054	
B. Explanation Characteristics	1.016	TL
C. Appropriate Methodology	1.066	
D. Appropriate Materials and Resources	1.061	
14. start from a previous diagnostic	0.502	
15. teach strategies to work on the subject and learn (study techniques, exam preparation, public speaking...)	0.563	
16. promote students' participation	0.508	
17. promotes individual work	0.468	
18. use a diverse methodology adapted to the students' characteristics	0.542	Meth. Char.
19. reduce the expository class to what is strictly necessary.	0.322	
20. establish a relationship between theory and practice	0.559	
21. use the necessary support resources (PowerPoint, worksheets, reading materials, videos, etc.)	0.580	
22. be clear	0.605	
23. be simple and with understandable vocabulary	0.558	
24. be precise	0.512	
25. be enjoyable	0.382	
26. be fun	0.427	
27. be engaging	0.508	
28. be interesting	0.544	Expl. Char.
29. use practical and real examples	0.598	
30. emphasized basic concepts	0.578	
31. have a good order	0.548	
32. suit to the students' learning pace	0.553	
33. spend a short time to recall the former contents	0.580	
34. significant learning (not rote, linking the new and the old content)	0.557	
35. charts, and summaries on the board that are explained later	0.447	
36. questions about the content to promote students' participation	0.490	
37. expository class (strictly necessary)	0.384	
38. different ways to explain a content (use a variety of methodologies)	0.500	App. Meth.
39. doubts solving in class	0.573	
40. traditional method: first explanation and then its practice	0.389	
41. topical subjects	0.482	
42. students are required to read in advance	0.454	
43. students are required to present oral expositions	0.369	
44. clear and simple study material	0.631	
45. precise bibliographical references	0.401	App. M. & R.

46. quality notes focused on what is important to learn	0.540	
47. advance notes in class to avoid taking them all the time	0.437	
48. standardized exams	0.419	
49. solved exercises	0.367	
50. technological resources (videos, PowerPoint, graphics, traditional slides, multimedia, digital whiteboard, etc.)	0.587	
51. written resources (newspaper articles, scripts, related reading, etc.)	0.486	
52. use of additional learning material (outlines, summaries, photocopies)	0.567	
A. Assessment Methods	0.967	Ass. Meth.
B. Assessment Characteristics	1.094	
53. final exam only	0.129	
54. partial exams	0.375	
55. tasks assessment	0.687	
56. attendance assessment	0.517	
57. classwork assessment	0.661	
58. students' effort assessment	0.607	Ass. Meth.
59. students' interest assessment	0.531	
60. active class participation assessment (oral and written production)	0.547	
61. portfolios assessment	0.399	
62. the replacement of exams by other methods	0.296	
63. continuous (not only a final exam)	0.462	
64. formative: for the students to know their mistakes and limitations to correct them. It implies providing the students with the necessary information during the course and cannot be limited to giving a single grade for the exam.	0.562	
65. fair and appropriate to what has been worked in class	0.522	
66. flexible (offering several options to pass the subject)	0.501	Ass. Char.
67. that demands the basic, and not too much	0.306	
68. with great difficulty for students	0.299	
69. negotiated between teacher and students	0.365	
70. valued, not only for memorization but also for reasoning and meaningful learning	0.531	
71. based on a questions bank	0.370	