

Lecture No. 09

Principles of Effective Teaching

Effective teaching can be defined as teaching that successfully achieves the objectives of teaching learning process. In other words, the effective teacher is the one who enables the students to reach to the desired learning outcomes. Dunkin 1992 as cited in Hunt, 2009 defined effective teachers in these words:

‘Teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. It is an extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. (P. 1)’

Kyriacou (2009) gave a dynamic perspective of effective teaching and said that over the years, thinking about effective teaching has been approached in a number of different ways. Until the 1960s, research on effective teaching was largely dominated by attempts to identify attributes of teachers, such as personality traits, sex, age, knowledge and training, which might have a bearing on their effectiveness. Kyriacou (2009) elaborated that in present effective teaching is commonly taken as a complex phenomenon encompassing many types of interacting variables that are Context Variables, Process Variables and Product Variables:

1. **Context variables** include all the characteristics related to the learning activity, which may have some impact upon the success of the learning activity.
2. **Process variables** refer to what does actually go on in the classroom, these variables include teacher’s enthusiasm; clarity of explanations; use of praise and criticism; management strategies; organization of the lesson; suitability of learning tasks; feedback pupils receive; students’ involvement in the lesson and so on.
3. **Product variables** refer to all those educational outcomes that are desired by teachers including; increased knowledge and skills; increased interest in the subject or topic; increased motivation; increased academic self-confidence and self-esteem; increased autonomy and increased social development.

Bruphy has given major principles of effective teaching as described below:

1. Establishing a supportive classroom climate

Research findings advocate that student learn best within a cohesive, congenial and caring learning environment. For effective teaching it is necessary to provide a supportive classroom climate. In order to mould the classroom into a cohesive and supportive learning community, teachers require displaying personal attributes like: a cheerful disposition, friendliness, emotional maturity, sincerity, and caring about students as individuals as well as learners. The teacher should exhibit concern, care and affection for students and display that S/he is attentive to their interests, needs and emotions.

2. Maximizing Opportunities to Learn

There are much more things worth learning than the time available for teaching them, therefore, it is essential that limited classroom time must be used efficiently. Effective

teachers are those who allocate most of the time to learning activities as compared to non-academic pastimes tasks that serve little or no learning purpose. Their students spend much more time to curriculum related activities than the students of those teachers who are less focused on instructional goals. Thus, effective teacher conveys a sense of the purposefulness of activities and the importance of getting the most out of the available time.

3. Establishing learning orientations

Students learning can be made effective, if teachers provide an initial structure to elucidate intended outcomes and signal desired learning strategies. Advance organizers adjust students to what they will learn before the instruction begins. They describe the general nature of the activity and give students a structure within which to focus. Such knowledge of the nature of the activity and the structure of its content helps students to focus on the main ideas and order their thoughts effectively. Therefore, before beginning instruction, the effective teachers ensure that students know what they will be learning and why it is important for them to learn it.

4. Presenting coherent content

To facilitate meaningful learning, content needs to be explained clearly and developed with emphasis on its structure and connections. Information is easier to learn to the extent that it is coherent-the sequence of ideas or events makes sense and the relationships among them are obvious. Content is most likely to be organized coherently when it is selected in a principled way, guided by ideas about what students should learn from studying the topic. When making presentations, providing explanations or giving demonstrations, effective teachers project enthusiasm for the content and organize and sequence it so as to maximize its clarity and coherence.

5. Providing Thoughtful discourse

Thoughtful discourse features sustained examination of a small number of related topics, in which students are invited to develop explanations, make predictions, debate alternative approaches to problems. The effective teacher emphasizes students to justify their arguments, rather than accepting them indiscriminately. In addition to providing feedback, the teacher encourages students to explain or elaborate on their answers or to comment on peers' answers. Frequently, discourse that begins in a question-and-answer format evolves into an exchange of views in which students respond to one another as well as to the teacher.

6. Encouraging Practice and application Activities

Practice is one of the most important yet least appreciated aspects of learning in classrooms. Little or no practice may be needed for simple behaviors such as pronouncing words, but practice becomes more important as learning becomes complex. Successful practice involves polishing skills that are already established at rudimentary levels in order to make them smoother, more efficient and more automatic, and not trying to establish such skills through trial and error.

7. Scaffolding students' task Engagement

Research on learning tasks suggests that activities and assignments should be sufficiently varied and interesting to motivate student engagement, sufficiently new or challenging to constitute meaningful learning experiences rather than needless repetition, and yet sufficiently easy to allow students to achieve high rates of success if they invest reasonable time and effort.

8. Strategy teaching

The teacher models and instructs students in learning and self-regulation strategies. Many students do not develop effective learning and problem-solving strategies on their own but can acquire them through modelling and explicit instruction from their teachers. Poor readers, for example, can be taught reading comprehension strategies such as keeping the purpose of an assignment in mind when reading; activating relevant background knowledge; identifying major points in attending to the outline and flow of content; monitoring understanding by generating and trying to answer questions about the content; or drawing and testing inferences by making interpretations, predictions and conclusions.

9. Co-operative learning

Research indicates that there is often much to be gained by arranging for students to collaborate in pairs or small groups as they work on activities and assignments. Co-operative learning promotes affective and social benefits such as increased student interest in and valuing of subject matter, and increases in positive attitudes and social interactions among students. Co-operative learning can be used with activities ranging from drill and practice to learning facts and concepts, discussion and problem solving. It is perhaps most valuable as a way of engaging students in meaningful learning with authentic tasks in a social setting.

10. Goal-oriented assessment

Effective teachers use assessment for evaluating students' progress in learning and for planning curriculum improvements, not just for generating grades. Good assessment includes data from many sources besides paper-and-pencil tests, and it addresses the full range of goals or intended outcomes (not only knowledge but also higher-order thinking skills and content-related values and dispositions).

11. Achievement expectations

Teachers' expectations concerning what their students are capable of accomplishing (with teacher help) tend to shape both what teachers attempt to elicit from their students and what the students come to expect from themselves. Thus, teachers should form and project expectations that are as positive as they can be while still remaining realistic. Such expectations should represent genuine beliefs about what can be achieved and therefore should be taken seriously as goals towards which to work in instructing students.

Characteristics of Effective Teacher

Effective teachers have some unique characteristics:

1. Clarity of the teacher's explanations and directions
2. Establishing a task-oriented classroom climate
3. Making use of a variety of learning activities
4. Establishing and maintaining momentum and pace for the lesson
5. Encouraging pupil participation and getting all pupils involved.
6. Monitoring pupils' progress and attending quickly to pupils' needs.
7. Delivering a well-structured and well-organized lesson.
8. Providing pupils with positive and constructive feedback.
9. Ensuring coverage of the educational objectives
10. Making good use of questioning techniques