**AIU Exam – The Effective Teacher**

**Subject of Courses**:Teaching methods, Education

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**Name of study material (video or book)**: book

***Effective Teaching Methods* by Gary Borish**, (**Chapter 1)**

**Link to access study material (video or book): book**

[**http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/a4H2S7\_Effective%20Teaching%20Methods2017.pdf**](http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/a4H2S7_Effective%20Teaching%20Methods2017.pdf)

**Exam Starts Here.**

**Introduction**: In the following space, write 4 to 8 paragraphs to introduce the topics covered in the exam.

**The effective teacher:-**  There is no definite definition for an effective teacher, but if a trained teacher combines curriculum learning objectives instructional materials and special interaction pattern between teacher and learners, he or she will provide an ideal situation between teaching and learning process to take place. The diversified interaction patterns will not only make learner to gain knowledge but also make him to construct knowledge through the interaction he has gained from social, cultural, linguistic technological exposure and experiences.

In the olden times, an effective teacher is one who is rated based only on personal character and perceived psychological characteristics such as a teacher that was gently and mannered not harsh was referred to as an effective teacher even if he may lack the special pattern of active interaction to make the learners be able to construct their own knowledge from his teaching outcome, because of lack of standard of performance.

**Effective teaching:-** Effective teaching makes an effective teacher to plan and organize his instructions in a systematic way for maximum effective teaching / learning outcome. When effective teaching is planned and organized well, it challenges the learners to construct their own understating and meanings from lesion content.

This is made easy and effective by the 5 key behaviors, namely

1. Lesson clarity
2. Instructional variety
3. Teacher Task Orientation
4. Student Engagement
5. Success Rate.
And from the learners, there should be helping behaviors because pattern and development of each individual learner varies, they should provide helping behaviors for the teacher to help them more.
The Helping beheaviours for effective teaching are:-

1. using students ideas and contribution

2. Structuring lesson content

3. Questioning

4. Probing

5. Teacher effect (Development of teacher /leaner relationship)

Some of these helping behavours from the learners help the teacher in acknowledging modifying, applying, comparing even summarizing to strategize on the experience and developing of the learners.

The combination of key behaviors from the effective teacher and the helping behaviours from the learner brings out standards of performance that could be consistently applied to achieve set cognitive and behavoural goals.

From one of my own case experience when I was teaching (safety guideline for pedestrian on crossing for junior Secondary 1), I applied the key behaviors of lesson, clarity instructional varieties, and in helping behavior of engaging student activities.

I introduced the lesson by asking some questions, the students provided answers to the questions, from their previous experiences.

I acknowledged the answers, modified and brought new ideas from the concept.

I introduced instructional varieties in form of questions, charts as instructional materials.

I stated on the chalkboard the aims and objectives.

I explained the concept clearly and asked the learners to contribute their own experiences and ideas, and demonstrations.

I asked them evaluation questions to ascertain their knowledge.

I later made a summary from the outcome of the modified discussions, of which the learners experiences were a part.

I used verbal expressions to appreciate some of their effort to learn.

I have learnt that teaching/learning process is more rewarding in effective teaching.

I will help myself and my work by applying the principles of effective teaching and growing higher in my teaching career.

Yes the effective teaching method will be successful in my community because my community also needs innovative modern method of teaching/learning whereby the learner is involved in creating his new knowledge.

**Questions:**

Answer each question below with complete paragraphs. Give examples from your own experience to illustrate the ideas. As well, give examples on how you would apply the knowledge in your work or life. Would the teaching methods be successful in your community? Why or Why not?

**Chapter 1**

**1.** In the following list, write the number 1 beside each indicator that likely would appear in an early definition of effective teaching based on either the characteristics of a good person or on the perceived psychological characteristics of a good teacher. Write the number 2 beside each indicator that likely would appear in the modern definition of effective teaching, based on the interaction patterns of teachers and students.

 1\_\_\_\_ Is always on time for work

\_ 1\_\_\_\_ Is “intelligent”

 2\_\_\_\_ Stays after class to help students

\_ 1\_\_\_\_ Works well with those in authority

\_\_1\_\_\_\_ Has plenty of experience at his or her grade level

\_ 2\_\_\_\_ Varies higher-level with lower-level questions

 1\_\_\_ Likes his or her job

 2\_\_\_ Uses attention -gaining devices to engage students in the learning task

 2\_\_\_ Is open to criticism

 2\_\_\_ Shows vitality when presenting

 2\_\_\_ Has worked with difficult students before

 2\_\_\_ Always allows students to experience moderate to high levels of success

 2\_\_\_ Matches the class content closely with the curriculum guide

**2.** In your opinion, which of the following helping behaviors on the right would be most helpful in implementing the key behaviors on the left? More than a single helping behavior may be used for a given key behavior. Compare your results with those of a classmate, and discuss the reasons for any differences.

1. Student ideas Lesson clarity

2. Structuring Instructional variety

3. Questioning Task orientation

4. Probing Engagement in the learning task

5. Enthusiasm Success ratee.

**3.** Identify two behaviors for effective teaching that you would emphasize if you were teaching fifth-grade mathematics. Identify two you would emphasize when teaching fifth grade reading. Justify your choices using the summary research tables in this chapter.

5th grade mathematics using teacher task orientation and Engagement of learners in the learning process. I use unit plan, curriculum guide, I divide the content to be taught into facts, rules, actions, actions and sequential order.

I also make provision for concept pattern, and abstractions. I plan to use direct instruction for the content actions and I use indirect instructions for concept and abstract ideas. I establish a schedule in which major classroom activities begin and end with clarity visible events eg (simple tests and hard tests).

I establish reward and feedbacks sessions.

I increase the students engagement involvements.

I engage students effectively in the learning process, because I want the desired behavour to come out from them after the instructional stimulus.

I provided exercises and workbooks problems.

I asked students to respond for feedback. I use games for motivational stimulus. I use verbal praise to show my enthusiasm for success and to keep students actively participate.

**Identify 2 behaviours:** your would use when teaching 5th grade reading.

5th grade reading using key behavour of lesson clarity and Engagement of learners in the learning process.

Lesson clarity show how clear the teacher presents the lesson to the class – in the areas of making the ideas clear oral delivery and audible to all learners.

Ask the students questions from their previous experience to build up into sound drills, that they already know, show learners letter and ask for the sound.

I progress unto a structured review of previously taught content.

Let the learners explore sounds in the order in which rules are introduced, and the order in which high level skills are built. Everything follows a sequential order.

I introduce a lot of teaching aids for sound drill and building up phrases.

I establish a schedule in which major classroom activities begin and end with clarity visible events ( simple tests and hard tests)

There are reward and feedback occasions in the lesson plans. The students were meant to be engaged more in activities.

The students have to participate actively to bring out the desired learning out in cognitive and behavoural forms.

I use games for motivational purposes.

I use verbal praise to encourage the students who are doing very and to show my happiness for their success, this is to encourage them to do more.

**4.** Indicate your perceived strengths in exhibiting the five key and five helping behaviors using the following technique. First, notice the number assigned to each of the key behaviors:

1. lesson clarity

2. instructional variety

3. teacher task orientation

4. student engagement in the learning process

5. student success rate

Now, for each of the following ten choices, circle the number representing the key behavior in which you perceive yourself to have the greater strength:

1 versus 2 2 versus 4

1 versus 3 2 versus 5

1 versus 4 3 versus 4

1 versus 5 3 versus 5

2 versus 3 4 versus 5

Count how many times you circled a 1, how many times you circled a 2, and so on, and write the frequencies on the following lines:

\_\_III 1

\_\_IIII\_\_\_ 2 Highest Strength

 I\_\_\_ 3Weakest Strength

\_\_IIII\_\_\_ 4 Highest Strength

\_\_II\_\_\_ 5

Your perceived greatest strength is the key behavior that has the highest frequency. Your perceived weakest strength is the key behavior with the lowest frequency.

**5.** Repeat the paired comparison technique (see item 4) in the same manner for the five helping behaviors.

1. use of student ideas

2. structuring

3. questioning

4. probing

5. enthusiasm

1 versus 2 2 versus 4

1 versus 3 2 versus 5

1 versus 4 3 versus 4

1 versus 5 3 versus 5

2 versus 3 4 versus 5

\_\_IIII\_\_\_ 1 Highest Strength

\_\_\_III\_\_ 2

\_\_ II\_\_ 3 Weakest Strength

\_\_IIII\_\_ 4 Highest Strength

\_\_II\_\_\_ 5 Weakest Strength

**Conclusion**: In the following space, write 4 to 8 paragraphs to conclude this course.

* Describe the 3 most important concepts you learned in this course.
* How would you use this knowledge to improve your life and work?
* How would you use this knowledge to increase your income?
* How would you use this knowledge to promote human rights in the world?

From the mere fact that teaching is a complex and difficult task, does not stop people from being effective teachers because some people have extra ordinary abilities to be effective teachers. They achieve set cognitive and behavioral goals in learners and these achievable positive goals go a long way to motive the effective teacher/and the learner.

These achievable goals are made easy by the way of effective usage of classroom management, lesson planning, technology integration or constructivism , learning strategies, learner assessment and good teacher/learner relationship.

Effective teachers should focus on construction of knowledge so that soliciting, eliciting and redirecting behavour will lead to the firm knowledge. Describe the 3 most important concepts you learnt in this course:-

I have learnt the concept of Lesson Clarity from key behaviours by the effective teacher.

This is about how clear the teacher presents the lesson to the learners. Concept – explanation, oral delivery of the lesson and ability to deliver the lesson.

Students ideas and contributions always help in the lesson clarity and presentation. As the students are asked to make their own input by questioning and description the effective teacher modifies their input by acknowledge, by applying, by comparing even by summarizing the learners input. This help to bring out the aims and objectives of the lesson being taught.

In my case experience, when I am teaching one of the lessons in basic technology “safety guideline for a pedestrian on the road” I introduced the lesson by asking the students a variety of questions about how they make use of the roads, their answers helped me to make the idea of safety clearer to them and I was able to achieve the aims and objectives of the lesson which stated “By the end of the lesson the students will list safety guide lines for pedestrians”.

I have learnt the concept of **questioning** as one of the helping behavior for key behaviours used by effective teacher to drive home his teaching, The teacher asked questions to the learners to give answers, The question could be content questions.

This content question is to enable the teacher know how much the learner has assimilated and retained from the new knowledge. Types of content questions are:- direct, lower – order, convergent, closed and fact questions.

There are also process questions which encourage more thinking while the content question is just for giving back whatever is immediately learnt.

In my own case, in the lesson about “safety guidelines” questions were asked to ascertain immediate acquired knowledge and also to make the students to think more about their safety when moving about. I also learnt about **instructional variety** :- The delivery and presentation of the lesson needs to be in a variety of methods so as to sustain the interest and impact of the learners.

Question can be used to make the learners say what they understand and what they know, so that the teacher will be able to know where to help in the understanding of the lesson,

Instructional materials such s charts, computer software, space for demonstration, internet facilities go a long way to help drive home the teachers points.

In my own case of teaching “safety guideline” to junior secondary 1, I incorporated demonstration and charts to drive home my point. The charts were showing pedestrian crossing, road signs and motor ways.

**How would you use this knowledge to improve your life and your work.**

First of all, these learning are under effective teacher.

I have added a lot to my knowledge as an effective teacher. This will go a long way to help me improve in my career as an effective teacher. No knowledge is lost and good knowledge is the best legacy.

I have to engage the learners more and also in varieties, because most of the time, I engage the learners with written questions, there are not enough practical’s for lack of supplementary learning materials eg computer software, internet facilities, etc are lacking. As I improve myself academically I am positive about having more prospects in my future career.

**How would you use the knowledge to increase your income.**

If I acquire the knowledge that I am studying for now, as a higher caliber of teacher in the teaching career, I wish to work harder in the field of teaching, research and curriculum development– to enhance my income.

How would you use the knowledge to promote human rights in the world:

At the socioeconomic involvement of my effective teaching, in my part of the world and also in other parts, there are many out of school children who would ordinarily be educated. If not because of one global crises or the other, and one national crises or the other, in term of conflict, wars, political up heaval, economic meltdown, bribery and corruption, epidemic out-break and cultural bias and backwardness and bad governance / followership. As of now and as for my concern as an effective teacher, I follow those who advocate for free education and free life incentives for survival for out of school children.

This advocacy is both for local with the countries and international

with the continents. If it materializes, there will be more out of school children that will come to the limelight of being educated and so fall into the torchlight of global education for the less privileged. But if the advocacy did not come to life for a long time from now, there will be more poverty and more suffering for the less privileged such as many of my people and I don’t wish them to wallow in object poverty. I will actually be personally involved if the global and national advocacy sells through in teams of teaching, researching and curriculum development.

 **References**

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