
Teaching Effectiveness: A Literature Review

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KeyWords

Teaching Effectiveness; Effective Pedagogy; Higher Education Institutions (HEI).

ABSTRACT

Teaching effectiveness is both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an assessing mind-set. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their continuous growth and development contributes to improving the standards of teaching and outcomes for learners. Hence, effective teaching directly and indirectly contributes to students' academic achievement, improved relationships with teachers, improved wellbeing motivation, and willingness to learn feelings of belonging within the school.

INTRODUCTION

Sequeira (2012) pointed out that learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment. However, in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts (Michael, and Modell, 2003). That is, learners expect to have ownership over the learning session (Mitra, 2008; Pond & Rehan, 1997). Moreover, students also want their instructor to be cooperative and humorous who would teach clearly and usually use relevant examples so that the course material being taught becomes easy to understand.

Teacher's Role in Engaged Learning

Student engaged learning does require the teacher to play an important role, actually "teachers are key players in fostering student engagement" (Akey, 2006: Garcia-Reid et al., 2005, www.centerforscri.org newsletter, April 2007) however, not the role that the teacher-centered educator plays. Instead, teachers should take on the responsibility of "creating a culture of achievement in their classrooms, developing interactive and relevant lessons and activities, and being encouraging and supportive to students", these "are all ways in which teachers can foster student engagement in the classroom" (www.centerforscri.org newsletter, April 2007). According to Janes, et. al., (2000), "The teacher acts as a guide facilitator. The teachers create opportunities for students to work cooperatively, to solve problems, do authentic tasks, and construct their own meaning. They learn along with the students" (p.28).

In order for engaged learning to take place there must be certain freedoms granted to students by teachers. "In an engaged learning environment, the students are allowed to explore, discover, and interact. According to Talbot (1998), students should have choices in learning activities whenever possible, and they should be allowed to formulate questions and explore topics that interest them" (Janes, et. al., 2000 p.28). Klem and Connell agree when they say; providing choices within the context of clearly stated, high expectations create an environment that enhances student learning. Students are more likely to want to do school work when they have some choice in the courses they take, the material they study, and the strategies they use to complete tasks. However, the autonomy must

exist within a structure. Students still need teachers to keep track of and care about whether they attend class, turn in homework, and understand the material (p.6).

Another responsibility of educators which is extremely vital to student achievement and engagement, yet does not necessarily take place inside a classroom is that of developing professional learning communities "among staff to ensure that teachers develop the skills they need to provide these conditions" (Klem and Connell, 2004, p.7).

An environment that promotes encouragement and achievement as opposed to humiliation and competition is critical in engaging students. A classroom culture "where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best" (www.centerforcsri.org newsletter, April 2007, p. 2) is an integral piece of the puzzle. In many cases, teachers give students the impression, through negative body language and offering responses to student inquiries that are highly destructive, that asking questions when they do not understand the material is not alright. "Teachers should aim to create a culture in the classroom where learning is cool, and asking questions is not only okay but expected" (Akey, 2006, p.4). An environment where being wrong leads to an onslaught of laughter and ridicule is a detriment to engaged learning and students being willing to take chances when learning something new. This type of classroom environment may take some time to develop, but it can be done if the teacher sets clear expectations and models appropriate responses to questions, encouragement after student mistakes, and appropriate praise after student triumphs (Akey, 2006).

Teaching and learning process to enhance teaching effectiveness

The findings of the current research revealed that it is a teacher responsibility to ensure regular interaction occurs between the basic human capabilities of a learner and the culturally invented technologies so that it finally leads to enhancement in their cognitive capabilities. In line with this theory's principles, the use of class interaction, role play and visual simulation to the students in the form of graphs, charts, and newspapers from where information on various business and financial matters challenged their learnings and allowed them to become more creative. In terms of resources, the research found that teachers need to use various resources in the learning process that may include computers, books, smartboard, equipment, artefacts, whiteboard, special speakers, games, computer programs etc. It was evident from the research that the more the lesson is interactive, the more the learners are engaged/motivated to improve their learning experiences. The research also realized that certain teaching methods might be very useful for certain learners which may be flawed for other. Thus, it is recommended to use a blended learning (mixture of online and offline learning) along with experiential learning (cross-age peer tutoring, pro and con grid, prodigy games, mnemonic) which have been very useful in improving the learning experience and reducing the disruptive issues in the classroom from the case study.

Based on previous knowledges about student learning, we questioned students what they found most fascinating about a learning session and what outcomes would they aspire to achieve from the teaching-learning session. In response to these questions, different students came up with different answers which indicated that different students implemented different learning styles in order to be active participant in the teaching-learning session and gain significant learning outcomes. We also apprehended from the responses of the students that learning outcome is also dependent upon the learner types. In a classroom setting in specific, there are certain specific types of learners. One of them is the group of auditory learners who feel more confident in receiving and interpreting auditory stimulus. This category of learners' benefits best from the instructions that students receive through classroom lectures, discussion sessions, and group sessions. In this context, (Coffield, 2013) opines that the quality of teaching and learning is often compromised due to lack of constant up-gradation in knowledge on the subject or issue. We agreed with this sentiment, since we have witnessed first-hand that innovation and continuous learning is the primary way to ensure success in teaching.

Another category of learners in a classroom is the visual learners who best respond to visual learning stimuli. Besides learning from these visual stimuli, visual learners also learn by observing what others do in a learning session. This category of learners learns best when they are given visual learning stimuli like charts, diagrams, pictures, or formulae written on the blackboard. This category of learners is usually creative in applying their learning outcomes, observant in nature and not easily distracted (Arthurs, 2007; Gilakjani, 2012). The third category of learners that is often found in a classroom learning session is the kinesthetic learner. Learners in this category are more comfortable in learning through hands-on approach rather than visual or auditory learning. Thus, they learn best when teachers give them instructions through physical activities.

In most cases, they present their learning outcomes through physical activities too (Leopold, 2012). Nevertheless, from their responses to the questions we also understood that some internal and external factors are at play behind the learning objectives and expected learning outcomes of the students. Due to the positive experience that we have had using this strategy, as well as similar opinions from our colleagues, we recommend that inclusion of practical activities in the lesson can be an integral part of every course and curriculum.

As we have been teaching different modules to the students at the universities and colleges, to a great extent, we must use variety of teaching approaches depending on the learning styles of the students. With the use of a questionnaire (VARK- Visual, Aural, Read/Write, and Kinesthetic) developed by Neil Fleming (2001) for a moderately large group of learners, we understood that there is a

mixed of three preferred styles of learners. We initially started teaching with the use of PowerPoint slides followed by a group discussion in the class. Auditory learners have been helped with this teaching strategy as they have been able to understand the concept of relevant costing by listening to our lecture and discussing the matter with their peers. We used video clips from YouTube along with a TedTalk lecture to reinforce the concept and highlight the different use of relevant costing approach which ultimately helped the visual learners.

We also printed the PowerPoint slides along with some case study scenarios for the learners which helped the learners with visual preference. Finally, we created some exam-type questions for the learners which required the learners to role-play. It ultimately enhanced the learning experience of kinesthetic learners. That is, depending on the learning styles, we try to incorporate variety of teaching and learning strategies and approaches while the main intention is to ensure equal opportunity for the learners so that they can understand the subject contexts and actively participate during the lesson. Most importantly, we tried to promote engaging and creative learning environment for the students of different learning styles. Not only did this promote the rate of participation of the students in my class, but also found that many of them came up with out-of-the-box ideas which prompted me to learn new approaches to the management course, such as, cultural activities affected by political events. Among the cardinal internal factors that affect learning performance of student include age, gender, heredity, cognitive intelligence, and individual learning facilities. Among the external factors that affect learning performance of the students are the mode and method of instruction given by the teacher, qualification of the teacher, peer influence on the students, and teacher-student ratio in a learning session (Singh, Malik, & Singh, 2016; Petty, 2009).

The Behaviorist Approach that eminent American psychologist J.B. Watson introduced in 1913 is one of the theories. This theory's principal focus is the concept of conditioning through imitation (Watson & Rayner, 1920).

The next theory that can be associated with classroom teaching-learning is the Two Factor Theory which is also known as the Motivation-Hygiene Theory or Dual Factor Theory. Herzberg proposed in 1957, cited in Adair (2009), who simultaneously indicated some learning motivators, like challenging nature of work, recognition of employee performance, and the possibility of new opportunities from the work, exciting work, and employee involvement decisionmaking processes. This theory, to a great extent, is very useful in managing classroom behavior. If the learners find interest in learning something, it becomes easy for the teachers to teach them.

Another theory that can be well implemented in a teaching-learning scenario is Bruner's Theory of Development. This theory was proposed by the eminent cognitive psychologist Jerome Bruner in 1957 and proposed that the basic objective of education should be to promote intellectual development in the learners. According to Bruner (1957, p. 234), "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions". The theory also proposed that when cognitive development is encouraged in the learner, it manifests in the form of his or her ability to think intellectually.

Effective pedagogy in Higher Education Institutions during pandemic

The COVID-19 pandemic drove the shift of teaching and learning to an online content style, which has become a key part of the world's education system (Mishraa, Gupta & Shree, 2020). However, the degrees and strategies of using OTL to achieve quality education vary and are dependent on the different factors associated with the technological pedagogical content knowledge (TPCK) methodology. Furthermore, for universities to produce meaningful outcomes in the implementation of teaching technology, it is important to consider the different forms of interactions between educators, students and technologies. According to Paudel (2021), the use of new technologies should result in a new paradigm in the relationship between educators and students. Additionally, to efficiently and effectively incorporate technological pedagogy in classroom teaching and learning, educators' viewpoints on teaching, TPCK and skills, and teaching methodologies play a crucial role. The educator's job is more of a mentor, a vital discussion partner for students, and a representative for unique topic realms. This indicates that the educator is encouraging greater academic freedom. Educators need to use technological content knowledge (TCK) to alter their interactions with students (Van Leendert, Doorman Drijvers, Pel & Van der Steen, 2021). Furthermore, the educators' role in using TCK in educational technology should be to promote learners' learning outcomes. Educators should use technological pedagogical knowledge (TPK) to enhance their practice, develop their careers, design and develop creative approaches, and include students in a range of practice and work tasks to improve their educational results (Paudel, 2021).

Conclusion

Effective teaching impacts students' academic, physical, social, emotional, and behavioral well-being. Effective teaching occurs best when all education stakeholders, including parents, policymakers, community members, and educators, share responsibility for continuous improvement and student achievement.

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