

The teacher- a real motivator for the future.

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Abstract

The investigation on teacher efficiency has provided educational professionals with a comparatively apparent perspective of the elemental philosophy for the successful instructional performance. Teaching professors should exercise these empirically supported values as a foundation for the fortitude of their own instructional efficiency in the classroom. The thought of this article is to portray the four phases of effectual Teaching (**Results, Clearness, Eagerness, and Commitment**) as a theoretical structure for augmented self-reflective practice among teachers in higher education settings.

Introduction

When we had to select four instructional ideologies that best express your teaching, what will they be? How do the instructional principles that you have recognized contribute to student learning in your classroom? What strategies do you take up to methodically execute these instructional principles in a variety of educational contexts?

The aforementioned self-reflective questions give the basis for the frequent enhancement of an individual's instructional practices. The teaching professors should be willing to connect in the rigorous self-examination of their own teaching philosophy, methodology and effectiveness. The purpose of this article is to describe the "Four Aces of Effective Teaching" as a conceptual framework for increased self-reflective practice among teachers in higher education settings. Following the completion of this article, the reader will be able (a) to explain the theoretical rationale for the Four Aces of Effective Teaching, (b) to describe the Four Aces of Effective Teaching, and (c) to provide suggestions for the application of these fundamental instructional principles to teaching practice.

Surveillance on Teacher success

The effectiveness of teaching is totally dependent upon the communication between the instructor's subject-matter knowledge and teaching ability. The following scenarios illustrate the nature of the complex interaction between these two critical variables:

1. An individual may possess a substantial amount of subject-matter knowledge, yet be unable to design and implement instructional methods to enhance student learning due to a lack of pedagogical ability.
2. Conversely, an individual may possess some generic pedagogical skills, yet have limited subject-matter knowledge and again be predisposed to ineffective teaching.

These scenarios indicate that it is impossible to be an effective teacher without being competent in both subject-matter knowledge and pedagogical ability. Consequently, subject-matter knowledge remains a necessary prerequisite for effective teaching, not the sole determinant.

Teachers, instructors, and professors are required to fulfill many roles and perform many duties that may be considered ancillary. At the core of the roles and duties is the actual practice of teaching. The primary purpose of this teaching practice is to facilitate student learning. Learning may be defined as a change in behaviors, attitudes, or capabilities. Effective teachers promote student learning, and related instructional methods have been extensively documented in the educational research literature.

The Four Phases of Effective Teaching

The Four phases of Effective and efficient Teachingsum up the most widespreadcommendations from the teaching-effectiveness research literature. They are the strongest links between what teachers can do and the learning that students achieve. The Four Aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" of student learning. It may be the catalysts for learning. Student learning is better, faster and more long-lasting when teachers are able to participatein Four Aces.

Phase 1: Results

The first and foremostphase of Effective and efficientteaching concern the use of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques facilitate the student to obtain the desired outcomes.

Phase 2: Clearness

The nextphase of effective teaching engrosses the simplicity of teaching. The effective teachers typically provide students with highly explicit directions and explanations concerning the course organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting your expectations, your methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. Whenever a teacher assists students attach new information with what they already know, the teacher is supporting these students in precisecollection and association of information.

Phase 3: Eagerness

The third phase of Effective Teaching is Eagerness. This opinionrecommends that students learn by doing. The officialtalkstands for an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. More effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. As a general rule, a teacher should limit a lecture to no more than thirty minutes before employing a learning activity that actively engages all students. Furthermore, these engagement activities are intended to facilitate the development of the knowledge, skills, and attitudes that will enable the student to accomplish the previously identified lesson outcomes. This type of curricular configuration is a seriousconstituent of an effective, student-centered learning atmosphere.

Phase 4: Commitment

The lastphase of Effective Teaching is Commitment. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it." Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher's subject matter knowledge and instructional experience. Teachers can begin to establish a positive

learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. The most critical component for fostering classroom enthusiasm, however, is student success. Accordingly, it is the teacher's responsibility to establish a classroom environment that allows for a high degree of student achievement. Eventually, elevated levels of student attainments dish up as an influential motivator for both student and teacher.

Model Lessons

To optimize student learning, teachers should map to put together the Four phases of Effective Teaching throughout each lesson. The following sections describe the components of an effective lesson, the purpose of each component, and respective strategies for the practical application of the Four Aces of Effective Teaching.

Immediate action

An immediate activity is an educational intervention that is used to engage students immediately upon entering the classroom. An instant activity can serve as a review of previous course material, a preview of upcoming information, and a management technique for organizing the class. An instant activity can be used with individuals, small groups, or an entire class. To achieve success with an instant activity, the tasks should be clear, simple, and based on students' prior knowledge and/or skills. For example, the teacher could engage students as they enter class by (a) asking the students to formulate questions based on the assigned readings for that class period and having peers answer them, (b) administering an informal pre-test on the lesson's key concepts, (c) allowing students to work in small groups to answer teacher-directed questions that have been written on the board, or (d) encouraging students to reflect on their own personal experiences regarding the day's topic as a catalyst for in-class discussion and subsequent learning of subject matter to be introduced.

Lecture Objectives and aims

After the students complete an instant activity, the teacher should present the students with daily objectives (outcomes). The central concept is to specify these objectives in terms of student performance. These outcomes inform students of what they should know or be able to do at the completion of the lesson. Teachers can subsequently assess student achievement of the stated objectives as an indicator of student learning and their own instructional effectiveness. For daily objectives to be utilized effectively, they should be clear, measurable, and directly related to the desired course competencies. For example, following a lesson on cardiovascular fitness, the students in a health promotion course may be required (a) to define cardiovascular fitness, (b) to identify the body's physiological response to exercise and the associated health-related benefits, and (c) to design an exercise program to enhance a patient's cardiovascular fitness. In another example, following a lesson on buoyancy, students in a physics course may be required: (a) to define Archimedes principle, (b) to solve a problem involving buoyancy, (c) to make an object that floats, and (d) to discuss the effects of water displacement on boat design.

Advanced controllers

An advanced controller can be a newsworthy sketch, diagram, or concept map that has the primary purpose of providing a coherent structure for the presentation of the involved instructional material. An effective advance organizer clarifies the scope and sequence of a lesson for the teacher and student by providing an overview of the lesson content. Accordingly, an advance organizer assists students in structuring their thinking, class notes, and out-of-class study. A lesson on stress management, for example, may include the following sequentially arranged components: (a) definition of stress, (b) physiological response of the human body to stress, (c) causes of stress, and (d) effective stress management techniques. In another example, a statistics teacher might present a diagram to represent the types of graphing

techniques that will be discussed during the lesson and the amount of time that will be allocated to each technique.

Sessioncadaver

The sessioncadaver typically symbolizes the major portion of the lesson where the teacher provides information to the students and assists in their construction of functional knowledge structures. Traditionally, the lesson body is constituted by a lecture or lecture-discussion format. More effective teachers use the Four Aces of Effective Teaching during the lesson body. During this time, information should be presented enthusiastically and clearly. Furthermore, the lesson should build upon students' prior knowledge and actively engage the students repeatedly. In addition, the material presented and the assigned activities should serve as a means for students to achieve the daily lesson objectives (outcomes). To accomplish this, teachers should design learning activities and distribute them throughout the lesson body. For example, a teacher may have students (a) write a question that others answer, (b) assemble slips of paper to construct a sentence or a story outline, (c) draw a graph of a phenomenon from memory, (d) speculate about effects of recycling, (e) circle words on a worksheet, (f) locate Disney on the Internet, (g) discuss Hamlet's dilemma, (h) build a mutual fund, (i) tell each other messages about a ball's trajectory with their backs turned to each other, (j) brainstorm provisions for a treaty, and (k) about 500 other ideas.

Classconclusion

A conclusion should bring your lesson into full circle. Although a closure is considered a necessary part of an effective lesson, many teachers may sacrifice this portion of the lesson due to time constraints. A closure, however, is a vital part of an effective lesson and can serve as the time to reiterate the lesson objectives, clarify the organization of the lesson, summarize the lesson body, check for student understanding, and preview the upcoming lesson. Most importantly, a closure can maximize student engagement time through the use of a variety of reflective activities. Your students should engage in an effective closure on a daily basis. For example, after reviewing the key points of a lesson on cultural diversity and communication skills in the workplace, the teacher can engage the students in a reflective activity by requiring them to list three strategies for improving their own communication skills in a culturally diverse work environment.

The preceding illustration of a sample lesson represents one systematic approach for integrating the fourphases of Effective Teaching into educational practice. Only your imagination and commitment to your students limit the possibilities of how you might employ these principles.

The ultimatehand over

The most importantdutyof a teacher is to make possible learning. The research literature on teacher effectiveness gives outstanding guidance for doing the job of teaching well. The Four Aces of Effective Teaching (outcomes, clarity, engagement, and enthusiasm) assist in bringing order out of potential chaos. The aces represent principles that, when systematically implemented, can enhance student learning and be used as a vehicle for continual self-examination to improve your instructional effectiveness. The basic tenets of the Four Aces of Effective Teaching should be stock items in the arsenal of conscientious objectors to bad education. Therefore, if you fancy yourself a student advocate who does not want to gamble with instructional practice and student learning, then bet on a sure thing and heap the deck in favor of your students by utilizing the Four phases of Effective and efficient Teaching.

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