EFFECTIVE TEACHING IN EDUCATIONAL INSTITUTIONS

In this abstract, we discuss research on effective teaching. Effective teaching can be defined in many ways including teacher behavior (warmth, civility, clarity), teacher knowledge (of subject matter, of students), teacher beliefs, and so forth. Here we define effective teaching as the ability to improve student achievement as shown by research. As noted, this is but one way to define effectiveness. However, teacher effects on student achievement are the preferred definition of high quality teaching by American policy makers, and those in many other countries as well.

After discussing what is known about how effective teachers teach, we then turn to an examination of one of the many either-or debates about research on teaching. Our discussion focuses upon the strident but self-defeating arguments that student learning is best described by a behavioral or a constructivist conception of learning. We contend that a more powerful explanation of good practice is achieved by combining these two theoretical approaches.

Keywords

Student Achievement,Effective Teaching, Classroom Management, Teacher ,Belief, Improve Student Achievement