

EFFECTIVE TEACHING METHODS AT HIGHER EDUCATION LEVEL

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ABSTRACT

The purpose of this study was to determine the effectiveness of various teaching methods used for teaching students at graduate level. Two hundred and twenty undergraduate students studying in 11 departments of Faculty of Arts, University of Karachi, were interviewed about their perceptions of best and effective teaching methods and the reason for that. Most of the students rated lecture method as the best teaching method. Reasons included; teacher provides all knowledge related to topic, time saving, students attentively listen lecture and take notes etc. The group discussion was rated as the second best method of teaching because of, more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process.

Introduction:

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001). This same criterion was also put forth by Thomas Angelo, when he said, "teaching in the absence of learning is just talking." Doyle.T. (n.d.). A teacher's effectiveness is again about student learning.

The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and/or content that is

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Search and research Ana GARCÍA-VALCÁRCEL, Francisco José GARCÍA PEÑALVO, Marta MARTÍN DEL POZO, 2017-06-27

Descripción Resúmen Inglés The present volume represents a compilation of international teacher education practice and research with a focus on Teacher Education for Contemporary Contexts. It draws upon the diverse educational perspectives, teaching procedures, knowledge and situated contexts where the discipline takes shape. The sections of this book comprise research papers accepted for presentation during the 18th International Study Association on Teachers and Teaching (ISATT) Biennial Conference that will take place from July 3rd to July 7th in Salamanca, Spain. Around 300 delegates from 57 countries across the globe and a large Scientific Committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this volume. The main conference topic is search and research. Searching is the action of looking carefully at people, objects and situations in order to find something concealed or to discover something beyond the ordinary. This is what teachers do in their classrooms and primarily search represents their endeavours to construct professional knowledge as a result of developing practice. Researching is systematic inquiry that intends to discover new knowledge and/or to refute educational theories, a process typically rendered by teacher educators and other researchers. The focus of this 18th biennial ISATT conference is to bring together both search and research, connecting practice and theory or praxis with the purpose of offering relevant solutions to realistic classroom problems. The editorial process followed three differentiated phases. The first phase required abstract submission with the purpose of being accepted for the conference. A double or triple blind review was conducted to evaluate whether the papers submitted were suitable for the conference. A rate of 87% of the papers were accepted for presentation. The second phase encouraged authors to voluntarily submit a full paper of 3,000 words. A total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research. A third phase, not yet completed and therefore beyond the scope of this book, was the review and selection of the outstanding papers, papers that were deemed eligible for the post-proceeding publication, i.e. less than 15% of the total. The central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories, strengthen lines of research in teacher education and demonstrate the opportunities and constraints in our professional work. Its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society. All in all, teachers, teacher educators and researchers learn by effective communication processes, whether in personal professional interactions or in the use of digital technologies. Positive interactions lead to building strong communities of learners, which in turn leads to the production of valuable knowledge and better understandings about learning and teaching. With the upcoming commemoration of its 800th anniversary in the year 2018, the University of Salamanca, as the oldest university in operation in Spain, is proud to host the ISATT 18th biennial.

conference and to support the exceptional work of many researchers in the field of Teacher Education by compiling and editing the work in this volume Furthermore the local Organizing Committee and the ISATT Executive Committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge as both academics and practitioners Thank you very much for providing us this exciting opportunity to work with you We warmly welcome you to Salamanca a truly historic and a contemporary context

Descripci n Resumen Espa ol Castellano El presente volumen est integrado por una recopilaci n de pr cticas e investigaciones internacionales de formaci n docente centradas en la formaci n de profesores en la sociedad actual Se basa en las diversas perspectivas educativas los procedimientos de ense anza conocimiento y contextos sociales Las secciones de este libro comprenden trabajos de investigaci n aceptados para su exposici n en las XVIII Conferencia Bienal Internacional de Estudios de Profesores y Ense anza ISATT que tendr lugar del 3 al 7 de julio en Salamanca Espa a Alrededor de 300 delegados de 57 pa ses de todo el mundo y un gran Comit Cient fico de 80 colegas han contribuido acad mica y profesionalmente en favor de este evento El tema principal de la conferencia es la b squeda y la investigaci n Buscar es la acci n de mirar cuidadosamente a las personas objetos y situaciones para encontrar algo escondido o descubrir algo m s all de lo ordinario Esto es lo que los maestros hacen en sus clases y sobre todo la b squeda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la pr ctica cotidiana La investigaci n es una investigaci n sistem tica que pretende descubrir nuevos conocimientos y o refutar teor as educativas un proceso que suelen dar los educadores de profesores y de otros investigadores El objetivo de esta 18 conferencia ISATT es reunir tanto la b squeda como la investigaci n conectando la pr ctica y la teor a o praxis con el prop sito de ofrecer soluciones relevantes a los problemas reales de la clase El proceso editorial sigui tres fases diferenciadas 1 Requiere el env o de res menes con el prop sito de que fuesen aceptados para la ser expuestos en la conferencia Se realiz una revisi n doble ciego o triple para evaluar si los art culos presentados eran adecuados Se acept una tasa de 87% de los trabajos para su presentaci n 2 La segunda fase requiri de los autores en env o en per odo voluntario de un trabajo completo de 3 000 palabras Un total de 111 trabajos fueron sometidos a un proceso de revisi n abierta con el prop sito principal de sugerir a los autores formas de mejora 3 Una tercera fase a n inconclusa y por lo tanto fuera del alcance de este libro fue la revisi n y selecci n de los documentos pendientes los documentos que se consideraron electos para la publicaci n posterior al procedimiento es decir menos del 15% del total La intenci n central de esta obra es contribuir a fomentar el debate acad mico e informar sobre futuras trayectorias de ense anza fortalecer las l neas de investigaci n en la formaci n del profesorado y demostrar las oportunidades y limitaciones en nuestro mbito Su valor es el de destacar el lugar com n en la investigaci n internacional que sirve para describir c mo el campo de la formaci n de maestros avanza en una sociedad cada vez m s global En general los maestros los educadores de educadores y los investigadores aprendan mediante procesos de comunicaci n eficaces ya sea en interacciones personales profesionales o en el uso de tecnolog as digitales Las interacciones conducen a la

construcción de comunidades fuertes de estudiantes que a su vez conduce a la producción de conocimientos valiosos y mejores sobre el aprendizaje y la enseñanza. Con la próxima conmemoración de su 800 aniversario en el año 2018 la Universidad de Salamanca como la decana de las españolas se enorgullece en acoger la XVIII Conferencia Bienal de ISATT y apoyar el trabajo excepcional de muchos investigadores en el campo del Profesor Educador. Editando la obra *Además el Comité Organizador Local y el Comité Ejecutivo de ISATT* esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos tanto académicos como profesionales. Muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted. Les damos la bienvenida a Salamanca un contexto verdaderamente histórico y a su vez contemporáneo.

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rather involves the construction of an identity as a teacher Focusing on identity the book tells the stories of six undergraduate students enrolled in a secondary teacher education program at a large state university Through a qualitative study made up of interviews observations and teaching experiences with the subjects over a three year period the author explains the process of becoming a teacher concentrating on the influences of education courses and other features of the teacher education program Filled with students stories and personal reflections from the author *Teaching Selves* offers a personal vision of what is possible in a very public endeavor the education of new teachers *Being A Teacher in the 21st Century* Leon Benade,2017-03-01 This book provides scholars teacher educators as well as reflective school leaders and teachers with valuable insights into what it is to be a teacher in the 21st century It does so by presenting original research based on a study of several New Zealand schools between 2013 and 2015 and in particular a focussed study of four of those schools in 2015 The book draws on the findings to take stock of some of the central manifestations of 21st century learning especially digital pedagogies and the collaborative practices associated with teaching and learning in modern learning environments It reflects on the mental shifts and sometimes painful transitions teachers and leaders are making and experiencing as they enter uncharted waters moving from traditional classroom practices to ones that emphasise collaboration teamwork and the radical de centring of their personal roles It outlines a blueprint for understanding how to navigate these changes and describes and explains the nature of pedagogical shifts apparent in digital classrooms and modern learning environments *A Study of Teaching the Research Paper in High School* Regina Caryl Layman,1963

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educational reform This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as self study equivalent in many ways to the action research movement but at tertiary level Tools for Teaching Barbara Gross Davis, 2009-07-17 This is the long awaited update on the bestselling book that offers a practical accessible reference manual for faculty in any discipline This new edition contains up to date information on technology as well as expanding on the ideas and strategies presented in the first edition It includes more than sixty one chapters designed to improve the teaching of beginning mid career or senior faculty members The topics cover both traditional tasks of teaching as well as broader concerns such as diversity and inclusion in the classroom and technology in educational settings

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