

A **GUIDE TO** **EFFECTIVE** **TEACHING**

QAIS FARYADI

Poems

TEACHER GUIDE

OUTER SPACE

FUTURISTICS

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Education

Teaching POWER



DEDICATION

I dedicate this book to my beloved parents who taught me how to read, write and love knowledge. My heartfelt dedication goes to my lovely wife who has been very patient, cooperative and supportive throughout the entire book writing presses. My warm dedication goes to my two delightful children who are the main cause of my motivation and pride in writing this noble work. Finally yet importantly, my humble dedication goes to the instructors, teachers and students who deserve to have a guidebook such as this in order to have some good ideas about managing their classrooms.

A
Guide to
**Effective
Teaching**

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FOREWORD

May I take this opportunity to express my warm appreciation and congratulations to Dr. Qais Faryadi for his valuable contribution to our body of knowledge. Teachers, learners and researchers, even educational policy makers, will find this book a vital reference point and a useful guide. The prime objective of this book, as the author explains in his preface, is to outline a suitable road map for teachers and educational trainers about the how, when and why of teaching and learning in the classroom.

A Guide to Effective Teaching helps teachers to systematically design, plan and effectively implement a viable course of action in their classrooms. As such, the time has come to replace the existing, teacher-centered classroom situation with one that is not only learner-centered, but also relevant to students.

When a right methodology of teaching is used in the classroom, learning is facilitated. Hence, as educators, we need to think critically as well as creatively so that we can identify different learning styles and adapt our teaching methodology accordingly. When the students can make sense of our lessons, effective learning takes place. The author of this book argues that to educate our learners successfully, we have to take cognizance of a variety of learning styles in the classroom. Teachers and curriculum developers must comprehend that students learn with different styles in the classroom. As such, teachers must purposefully, artistically design, plan and implement their instructions, not based on their own styles of teaching, but rather their students' styles of learning. I wish Dr. Qais Faryadi every success in his continued endeavors to write and add valuable books to our collection of knowledge.

Associate Prof. Dr. Wahabuddin Ra'ees
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PREFACE

The time has come to initiate a re-definition of teaching and learning at all levels of our education system. Educators and policy makers must ask these crucial questions: How well are our students learning? How effective are our teachers? *A Guide To Effective Teaching* attempts to link theories of learning, teaching, styles of learning and teaching in the classroom so that teachers and students can apply these theories of learning and teaching for their maximum benefit. The prime objective of this book is to outline a suitable road map for teachers and educational trainers about the how, when and why of teaching and learning in the classroom.

This book categorically outlines concepts, theories, models and effective planning of course designs, which can be readily adapted to any classroom so that teachers and educational instructors can use the guidelines in the multi-cultural classroom. *A Guide to Effective Teaching* helps teachers to design and plan systematically so that a viable course of action can be taken to achieve effective teaching and learning. This book also presents graphically the skills needed by teachers to design a flexible course format that suits all types of learners in their classrooms.

This book is aimed at helping teachers in the following:

1. Designing a workable courseware.
2. Drawing a road map for teachers in classroom management.
3. Preparing useful lesson materials for instructors.
4. Updating and equipping teachers with the necessary competencies.
5. Using the state of the art paradigms of learning in the classroom.
6. Integrating technologically advanced devices in the classroom lesson.
7. Designing a physical classroom based on documented evidence.

A Guide to Effective Teaching

The effectiveness of learning and teaching depends on many factors. These factors include the environment, classroom conditions and most importantly, the individual styles of learners as well as teachers. This book discusses the above factors to enable teachers to have a better idea of how to manage their classrooms effectively so that real learning can be achieved. Trainers who take into account these factors will have a better success rate of achieving the goals and objectives of teaching and learning in the classroom. This book is a very handy guide for educators who thirst for ideas on how to manage their classrooms efficiently. The intellectual sources of this book come from well-known scholars and educational psychologists as outlined in the reference section.

We strive for the betterment of our classroom conditions and for the ultimate educational goal that is, helping students learn meaningfully and effectively. This book comprises seven chapters on teaching methodologies with practical ideas to equip teachers with the necessary guidelines for their own classroom use. This book also gives due emphasis to learning paradigms and critical reviews of their applications in the classroom.

A Guide to Effective Teaching discusses in detail the learning styles of students. It is crucial that teachers are aware of, and understand, the various learning styles of their students so that they can plan and execute their lessons successfully. Students have different ways of grasping information in the classroom. Teaching that is oriented to the learner's style has the most positive impact on the learning process. Learners solve their problems based on their own personal styles. Therefore, in designing their lesson contents, teachers must consider the learning styles of their students. The book gives special attention to the importance of motivation in achieving classroom objectives. Teachers must motivate the unmotivated learners. Students may have low self esteem about themselves. In a typical, traditional classroom, instead of being given encouragement, students are often fed with facts and information, which they are expected to memorize.

Such overloading of the memories may increase frustration and anxiety, resulting in disappointed and lowly motivated students. Hence, it is not surprising that when the teacher does not adapt her teaching to take cognizance of the individual learning styles of her students,

meaningful and effective learning will not take place. When students perceive learning as a waste of time, they will avoid taking part in class activities.

A Guide to Effective Teaching outlines the important principles of good teaching and learning so that teachers can apply these pragmatic principles of instructional design in their classrooms. These principles are based on Gagne's five categories of learning and nine steps of instruction for learning.

This book also discusses some vital techniques of designing the physical classroom so that the flow of students and learning conditions are taken into consideration. Some useful recommendations are presented in the last chapter. I hope I have done justice to teachers and students alike in providing a modest educational road map for effective teaching and learning in the classroom.

CHAPTER ONE

INTRODUCTION

This book is designed specifically for teachers, students and researchers. It aims at updating teachers and students with the latest techniques of effective teaching and learning. *A Guide to Effective Teaching* also provides invaluable insights for future researchers as well as instructional designers in choosing a feasible and workable guide suitable to their needs. This book argues that the effectiveness of learning and teaching depends on many factors such as the environment, classroom conditions and most importantly, styles of learning and as well as teaching. Trainers who consider these factors seriously will achieve their goals and objectives of teaching and learning in the classroom. The concept of *one-size fits*, so prevalent in the traditional classroom is no longer relevant (Qais, 2009). As such, teachers, in designing their course work, must recognize differences in the learning styles of their students in order to achieve a purposeful and positive learning environment. There are many learning styles and models. It is, therefore, of utmost importance that instructors choose those, which suit their learners best. Alternatively, they can integrate several learning styles into one learning style to get the best out of the best (Qais, et al, 2009).

What is Learning?

Learning is defined as a *change* in human behavior because of an experience or information input. It can be considered as an outcome. It is also viewed as a visible process. The most crucial aspect of learning is change. Learning is also achieved through individual experimentations whereby past knowledge is integrated with present knowledge to create new knowledge. According to (Smith, 2008), learning is further examined as follows:

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This book categorically outlines concepts, theories, models and effective planning of course designs, which can be readily adapted to any classroom so that teachers and educational instructors can use the guidelines in the multi-cultural classroom. A Guide to Effective Teaching helps teachers to design and plan systematically so that a viable course of action can be taken to achieve effective teaching and learning. This book also presents graphically the skills needed by teachers to design a flexible course format that suits all types of learners in their classrooms.

A GUIDE TO EFFECTIVE TEACHING

This book is aimed at helping teachers in the following:

1. Designing a workable courseware.
2. Drawing a road map for teachers in classroom management.
3. Preparing useful lesson materials for instructors.
4. Updating and equipping teachers with the necessary competencies.
5. Using the state of the art paradigms of learning in the classroom.
6. Integrating technologically advanced devices in the classroom lesson.
7. Designing a physical classroom based on documented evidence.

