

# Effective TEACHING LEARNING

1<sup>st</sup> Edition

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## **Effective Teaching Learning**

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# Preface

Effective teaching-learning for use primarily as a practical guide and hand book for teachers and students as a textbook for Masters, Bachelor and higher secondary students in education. The ten chapters in this book have been grouped appropriately and meticulously covering each points in detail – is one of the salient features of this text. Many questions and issues about past and current change of teaching-learning are raised in this book; in particular, the value of an effective teacher and students, learning objectives, planning a lesson, in all, this is a valuable contribution to the educational debate.

There have been countless new developments in the field of teaching and learning since the beginning of 21<sup>st</sup> century. During this period, attributes of the teachers and students; objectives of learning much has been written dealing with content, trends, and changing emphases in teaching and learning. This is a rare and important book. It is rare in that few attempts have been made to bring together teacher-centered and student-centered learning methods with the perspectives on change held by people whose interest is in the process and products of teaching. It is important because it raises in a very concrete and compressive school, and about what kind of an image of an educated person. It should be promoting art of teaching with the art of sharing enthusiasms. Significantly among the new trends are an increasing concern about the classroom communication, classroom management and entrepreneurship development of learners and the importance of the group process; greater emphasis on how student learn best; increased recognition of the fact that instructional design, technology-enhanced learning is influenced by learning readiness, feelings of self-esteem and ‘belonging’; consideration of the classroom climate of the classroom and the needs of the learners; concern with the individual’s own learning progress rather than comparison of his scores with standard norms; greater emphasis on an over-all appraisal or evaluation of the teachers entire teaching pattern rather than on measurement of isolated fragment of learning or behaviour; a more realistic position regarding such matter as permissiveness.

Structuring the book around the main parts and enumerating the learning objectives in the beginning, summary, questions, group activities, methods to accomplish the activities, selected references, and internet resources of each chapter gives it a qualitative edge over other contemporary texts. As a result, the readers can better analyze and correlate the various topics in the text and reinforce their learning process. Acknowledges are gratefully made to authors and publishers who gave us permission to quote from their publications. To my wife Afroza, and latterly son Ahnaf, whose warmth and love helped enormously and who have generously covered the many gaps left in the “teaching-learning” during the writing of this book.

We hope to get a positive feedback from our readers and are sure that the goal of this book will be pursued by teachers in an assertive manner.

**Professor Dr. Md. Abu Raihan  
Rowshan Zannat**

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# EFFECTIVE TEACHER AND STUDENT

# 1

**Focus:** It is very difficult to give the answer of the questions: Who is an effective teacher? Who is an effective student? Famous actor and philosopher Bruce Lee said: a wise man can learn more from a foolish question than a fool can learn from a wise answer. Well, the teacher who knows his/her subjective matter very well, communicates effectively and be sympathetic on his/her students could be defined as an effective teacher. An effective teacher is not born but formed. A teacher is a lifelong learner like an effective student. In this chapter, the reader has been provided an overview of the following aspects: definition of teacher, teaching and student, characteristics of a good teacher, morality, believes and values in teaching profession, role of a teacher as a classroom leader, qualities of a good teacher, teaching principles, practices, and terms related with teachers' training.

## Knowledge Objectives

After reading this chapter, you will be able to:

- explain competencies of a teacher;
- define main roles of a teacher;
- identify habits of an effective teacher;
- state some qualities of a good teacher.

## Attitude Objectives

After reading this chapter, the reader will:

- value dignity of a teacher through determining attitude towards teaching profession;
- incorporate the idea of effective teaching into style of teaching, so that it becomes characteristic of instructional technique.

## Introduction

Producing a perfect human being embedded with values, shaping a society, transmitting ethics and morality are accomplished by the teachers. It will be feasible by developing a workable teacher training model based on a strong philosophy. Teachers are in the pivotal position in every education system. Every child should be individually considered and treated. Students have to be the active participants in teaching and learning process. A teacher is also the one who takes care for their students and makes them feel better when they are seriously alone. The high degree of respect accords to teachers as recognition of their vital role in producing virtuous generations and advancing society. Teaching and teachers have a pious and central position in Islamic thought. The Prophet Muhammad (SAAS) named as teacher by Allah (SWT) (Qur'an, 3: 164; 2: 62). Role of a teacher can be defined as follows:

1. Training
2. Educating
3. Advising
4. Caretaking
5. Helping
6. Enlightening
7. Reforming

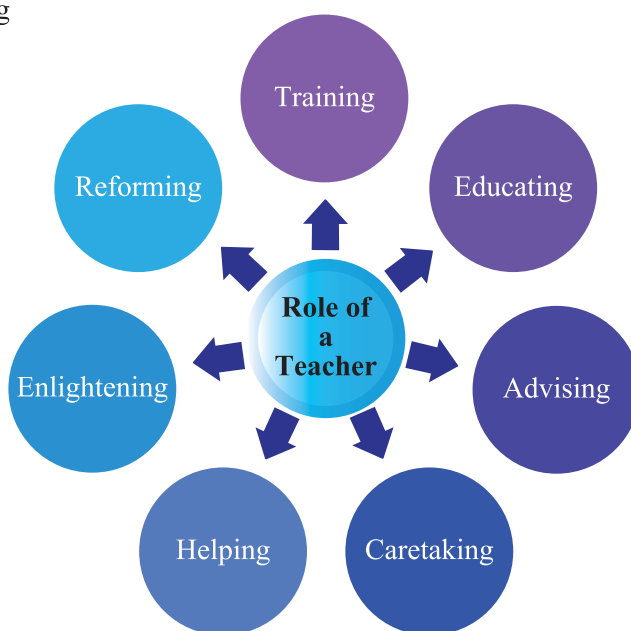


Figure 1: Role of a teacher

**Training:** To impart certain skills and knowledge through regular instruction and practice in order to make students fit for a specific job or role. The outcome of training is skilled personnel. As a trainer, the responsibility of a teacher is: to tell the students what will be their job like or what will be their role in the job field; what students should know to be fit for the job. Training is not always for job it is also for life skills and to make other skills as habit, like cleanliness, mannerism and so on.