

Course on Outcome based Pedagogic Principles for Effective Teaching
Professor Shyamal Kumar Das Mandal
Centre for Educational Technology
Indian Institute of Technology Kharagpur
Module 4
Lecture No 20
Lecture 20: Good Teaching Attribute (Contd.)

(Refer Slide Time: 0:25)

Correlation between specific evaluation of Instructional Dimensions and student achievement

<u>Instructional Dimension</u>	<u>Average r</u>	
Teacher Preparation: course Organization	0.57	1
Clarity	0.56	2
Perceived outcome of instruction	0.46	3
Stimulation of interest in course/subject	0.38	4
Encouragement of questions/discussions	0.36	5
.....
Teachers enthusiasm in the subject	0.27	11

Ok, so in last class I had said that high inference behaviors like the clarity, course organization, perceived outcome of instruction, stimulation of interest and encouragement of the questions and discussion which is very important. Now what do you mean by clarity? This is very important question because people will say your presentation and clarity is not good. What do you mean by clarity? What kinds of things I should practices so that the clarity of my teaching is increases?

So if I brought down the clarity in lower attributes which is called low inference behavior or I can say lower attributes then I can define ok, if those are parameters are very high, those attributes are very high that means clarity is increases. Those parameters are low that means clarity are decreases. If those parameters are not effected clarity that much so I have to know that.

(Refer Slide Time: 1:28)

LOW INFERENCE TEACHING BEHAVIOURS


- ▣ **HIGH INFERENCE BEHAVIOUR : CLARITY**
- ▣ **LI 8 Item Teaching Behaviour Inventory (TBI)**
 - I. Gives several examples of each concept
 - II. Uses concrete everyday examples to explain **1**
 - III. Fails to define new and unfamiliar terms
 - IV. Uses graphs and diagrams while explaining
 - V. Repeats difficult concepts several times **3**
 - VI. Stresses important points by voice modulation **2**
 - VII. Suggests ways of memorizing difficult ideas
 - VIII. Writes key terms on blackboard/ overhead
 - IX. screen

So there is a lot of strategy on it and if you find there is a teaching behavior inventory eight item teaching behavior inventory about the clarity, this is not our study, this is taken from the that book.

(Refer Slide Time: 1:54)

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So there is a sorry, there is a mistake this will be not bullet ok. So now if you see so what are the parameters they said, the clarity means as per the teacher behavior inventory give several example of each concept, use concrete every day example to explain, fails to define new and unfamiliar terms, repeat use graph and diagram while explaining, repeat difficult concepts several times, stress important point by voice modulation, suggest way of memorize difficult idea, write key terms on black board and overhead screen.

So as per the TBI those eight are the points of attribute which contribute towards clarity, ok. So give several example of each concept, use concrete everyday example to explain. So as per their study not our study, they rank attribute number two use concrete everyday example to explain becomes rank one means correlation is very hig. That means these parameters contributed more to the clarity.

So that means if I use everyday example to explain concrete explain some certain idea use that every day to day life example then student said that yes clarity of this teacher is very high. Next one important is repeat difficult concept several times. The teachers who repeat the difficult concepts several times is also increase the clarity of teaching. Second one stress important point by voice modulation, this is the rank two stress important point by voice modulation that is why teaching is an acting.

Students said or study said that the clarity of teaching will be increases if you use or stress important point by voice modulation. So instead of speaking in the class flat monotonous tone, if you does not change your tone the clarity of teaching is not increases. You may find if you correlate right now find the teachers who came in the class and same voice say that and this danainain like that you say that the clarity of that teacher is not that good.

So clarity is increases if you stress important points and use voice modulation in the class, this is very important parameter. So as per their data the important point is used concrete everyday example to explain. Second important point is stress important point by voice modulation. Third is repeat difficult concept several times, repeat difficult concept several times is an important parameter.

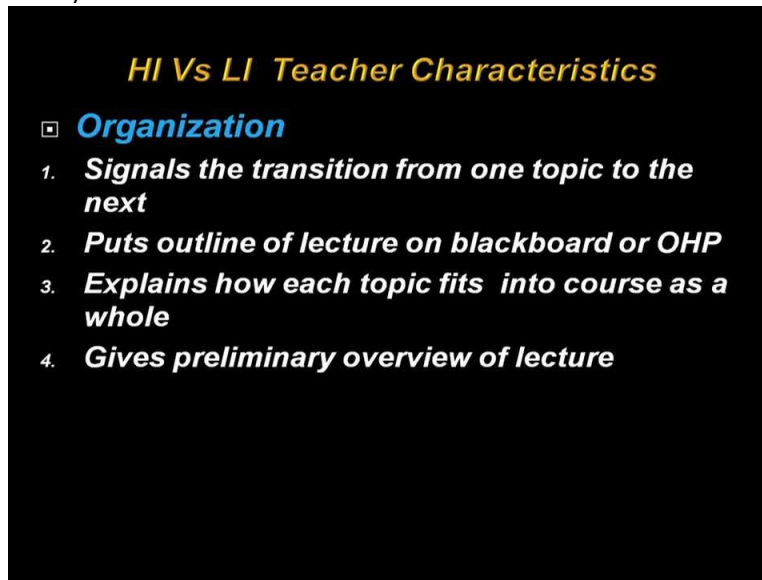
So those are the 1, 2, 3 rank out of 8 attributes which are most contribute to the clarity. So their white factors or correlation with the clarity is very high. How do you find out suppose I told you take an experiment or what kind of experiment we should do to find out this kind of result. This result is based on those book, which they have studied from the several university of I think Europe. Several across the year, across the teachers all the I will show you how many teachers they have studied kind of things.

But we can do it, we can define clarity can be define already I have said that we have just initiated the same study doing here also and not only the study the higher attribute but also break down the higher attribute find out. Because my aim is different my aim is to produce good teachers. Our purpose is to what kinds of training I should provide to the fresh teachers so that they can becomes a good teacher.

Our purpose is not only to take a feedback from the student and find out who is good teacher and who is bad teacher, find out no problem after the examination how to improve that is very important parameter. That is why I said that in evaluation also I said unless it is reinforced your teaching learning process the study does not have any effect. I studied those are they ways to define the good teachers I define he is a good teachers and where this is one way look.

So you examine your blood you find the sugar is very high, if you do not take the medicine then why you examine the blood? Same thing is in here also, that if you study take the study find out the study and you have to find out who I have to practices to becomes a good teacher, ok. So that can be done so clarity there is another point organization.

(Refer Slide Time: 7:59)



What do you mean by course organization? Signal the transition from one topic to next, put outline of lecture on blackboard or OHP, explain how each topic fit into the role as a whole, give preliminary overview of lecture. Course organization is also one of the important parameters. So if I say if you use the pedagogical framework the tools so course organization is taken care by the tool, do do not do have to worry about the course organization.

So all point signal the transition from one topic to another topic there is a module there is a unit, put outline of lecture on blackboard that is the objectives of the lectures, explain how each topic fit into the course as a whole that is the unit summary or module summary, then give preliminary overview of lecture sorry preliminary overview with the unit summary, explain how each topics fit into the course is the module summary.

So the course organization is well taken by the pedagogical framework software, ok.

(Refer Slide Time: 9:16)

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Now this clarity is your presentation but we said that using outcome based curriculum design do not have to teach, but yes we have to teach in the class of different concept while teaching those concept if you want to use this kind of parameters use stress important point by voice modulation, repeat difficult concepts several times. While you are explaining the misconception or while you are doubt clearing the student use this kind of attributes to explain that, that increase the clarity of teaching and that students will be enjoying, ok.

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HI Vs LI Teacher Characteristics

- ▣ **Enthusiasm**
 1. Moves about the room while teaching
 2. Shows inflection and variation in tone of voice
 3. Gesture with hands and arms
 4. Maintains eye contact with students



Next one is the enthusiasm, teachers enthusiasm about the subject somebody said very important parameter but study said that it is not that important but it is important. But how do you measure the enthusiasm that is why take while sitting in this chair and taking the lectures is not that perfect or that it is not fit to me also I am also not satisfied I sitting in a chair and taking the lecture unless I am allowed to move around the room. That is also one of the parameters.

Move about the room while teaching, some teacher came in the class and facing the backside of the student tries deriving one equation after equation in the black board, none of the students will be interested. So move about the room while teaching, very important parameter. Show inflection and variation in tone of voice, sometime you have to crack a joke and all kinds of things you have to do it.

Gesture with hand and arms, very important. While teaching hand gesture and arm gesture is very important. Maintains eye contact with the students, you have to maintain eye contact but see if I have to do this in a 400 student class how can I do it? very important. Can I make an eye contact of the student with the 400 student class I cannot. So that is why we said let us a blended teaching organize the course material, improve the clarity only you take the lecture to removal of the misconception.

So then I can say yes it is possible to eye contact because somebody said that this is my misconception, those group you can make eye contact with them. So you know whether they are understands or not and they can you can give several example everyday example to explain that idea, ok.

(Refer Slide Time: 11:59)

<i>Pooled data for N=424 teachers</i>		
<i>Teaching Behavior</i>	<i>Inter rater Reliability</i>	<i>Correlation with student rating</i>
Clarity		
<i>Uses concrete Examples</i>	0.76	0.47 (a)
<i>Stresses most Important points</i>	0.78	0.61 (a)
<i>Repeats difficult Ideas</i>	0.66	0.30 (a)

(a) significant at 0.05 level

Next one is some data I will presenting, if you see the clarity use concrete example as per their study it is correlation is 0.47 with the student rating. Stress most important point is 0.61, repeat difficult idea is 0.30 so all kinds of they have done some validate data so that based on that data I have prepare this presentation and make this given to you. But this is I have mentioned already the two book name, so those books name are there you can read all kind of this data is available there.

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Teacher Effectiveness Research –

- ▣ **Student Learning – Mean Student Performance on a common final exam in a multi-section course.**
- ▣ **Student motivation for further learning – frequency of students enrolling in advanced courses in the teacher's area of study**
- ▣ **Student Instructional ratings**
 - most frequently used criteria:
 - Provide both student satisfaction with instruction and Indirect/"proxy" measure of outcome variables such as student learning and student motivation.

Scholarship teaching and Learning in Higher Education: An Evidence Based Perspective
Ed: Raymond P Perry, John C. Smart
Springer; 2007;

"Low- Inference Teaching Behaviors and College Teaching Effectiveness : Recent Developments and Controversies"
by: Harry G. Murray, University of western Ontario
murray@uwo.ca

So if you read these two book these two book you can get the idea how about that teaching attributes and how they were measured, how they validate those attribute. And those attributes can be used for the measurement of the quality of teaching. So purpose of good teaching attributes is to find out the parameters by which I can really measure how to become I can really measure the good teachers and if I practices on those attributes I can produce a good teacher.

So two way, one is the measurement of the teaching quality and one is the if I want to improve the teaching quality what kinds of practices I have to make? If you see several procedures is

there in several institutes. Some institute allow that may be all the new teachers have to sit with a sit in lectures of good teacher while good teacher taking the lectures. So he can get some idea what the teachers is doing in the class he get that idea.

Another way is that while teaching a new teacher sit teaching in the class some experience teachers in siting in the back and he rightly noted down what are the points he had following and what are the points he had not following and then he give the feedback to the teachers, ok you have follow those are the point in my experience those points are attributes of the good teaching you do not follow those are the point, you follow it.

So this is the one way of doing that teaching teacher training or teaching attributes training to the new teachers. Other way do is that find out the good teaching attributes which correlate with the student performance and students opinion and find out what is while the teacher is teaching in the class what they are doing and collect the student opinion about that attributes and give the feedback to the teachers that ok you have followed this kind of attributes, this attributes you have score high, this attribute you score low, this attribute score like that, so please do this something so that you can on high things in this attributes, high grade in this attributes or high feedback in this attribute.

(Refer Slide Time: 15:09)

5 Point scale:: 1-Poor, 2-Below Average, 3-Good, 4-Very Good, 5-Outstanding			
#	Question Text	Response	
		Mean	Median
I .1	Knowledge of the teacher in the subject area	4.50	5.0
I .2	Clarification of the objectives of the course	4.43	5.0
I .3	Stimulation of interest in the subject area	4.64	5.0
I .4	Promotion of analytical/logical thinking	4.50	5.0
I .5	Clarity of presentation	4.57	5.0
I .6	Inclusion of recent developments with real life examples	4.50	5.0
I .7	Encouraging questions in class	4.57	5.0
I .8	Challenging tests	4.43	5.0
I .9	Quality of evaluation	4.43	5.0
I .10	Prompt and detailed feedback	4.36	5.0
I .11	Help in the course work available outside the class	4.57	5.0
I .12	Friendly and helpful towards students	4.50	5.0
I .13	Enthusiasm of the teacher towards the subject	4.57	5.0
I .14	Participation/academic interaction during class	4.50	5.0
I .15	Quality of assignments and tutorials	4.64	5.0
I .16	Number of assignments / tutorials (1=Too fast/too slow/uneven 5=Just right)	4.21	5.0
I .17	Pace / speed of teaching (1=Too fast/too slow/uneven 5=Just right)	3.93	4.0
II.1	Rating the course structure	4.57	5.0
II.2	Registered Students academic effort in studying the course	4.21	4.5
II.3	Overall rating of the teacher	4.57	5.0

But nowadays if I say that ok this kind of this general kind of feedback form if you see that this kind of general form is there in every institute, there is mean, median nobody know what is the inference. What do you mean by clarity of presentation somebody gets median is 4.5, median is 5, somebody mean is 4.57, how it contributes to the good teaching? Whether it is collected related to the student performance or whether it is related to the student achievement.

Means performance means how if suppose some teachers give a very easy grade many X then said this teacher is very good that study does not validate that teacher attributes. Even if same students will not marks high on the teachers if you take the feedback after one year very fine the student may mark (0) (15:59). So it is not true that if I provide the grade to the student, student will marks me very high feedback so I will be since I have taken the feedback then and there after the exam that is why student thinking the grade is very important to him, that is why he giving you the good marks.

But in the long run if you take the same opinion from the students at the end of this study, you find you get the high marks of the teacher who are not that much of easy to give the grade they are quite you can say the balanced in the class quite balanced to provide the grade explain the motivate the students they will get the high marks.

So this is important. I say those are the main attributes are available, based on that attributes you can follow some attributes to increase your good teaching it increase your teaching. But yes you can define or you can design teaching evaluation system or teachers evaluation systems which was scientifically valid to provide the teachers grade. So it is not only take the feedback only in the end of the class, end of the course you have to take the feedback while they are passing out from the college, you have to take the feedback from the alumni also that which teacher is good teacher then find out which teacher is good teacher, ok.

So if any query you have then ask in the forum that this kind of query I have so I will explain in the forum, ok. Now I will just told you one thing that assignment for the 4 week 4 will be given in a video lectures. I will provide a half an hour video lecture what you have to do in the assignment and if you do that assignment after the end of the assignment I will again provide you a half an hour lecture which will explain what is wrong and what is right on that assignment.

So the assignment of the next this assignment 4 will be really on curriculum design. You have to design the curriculum, so once you design the curriculum I will go through the every design not whole curriculum, I will explain what has to be done in that video. Then you just do that part and I will I will go through every course, every part and I will give you feedback which is good, which is bad, which is not good, how it can be improved based on my knowledge I will give you the feedback, ok? Thank you, thank you very much.