

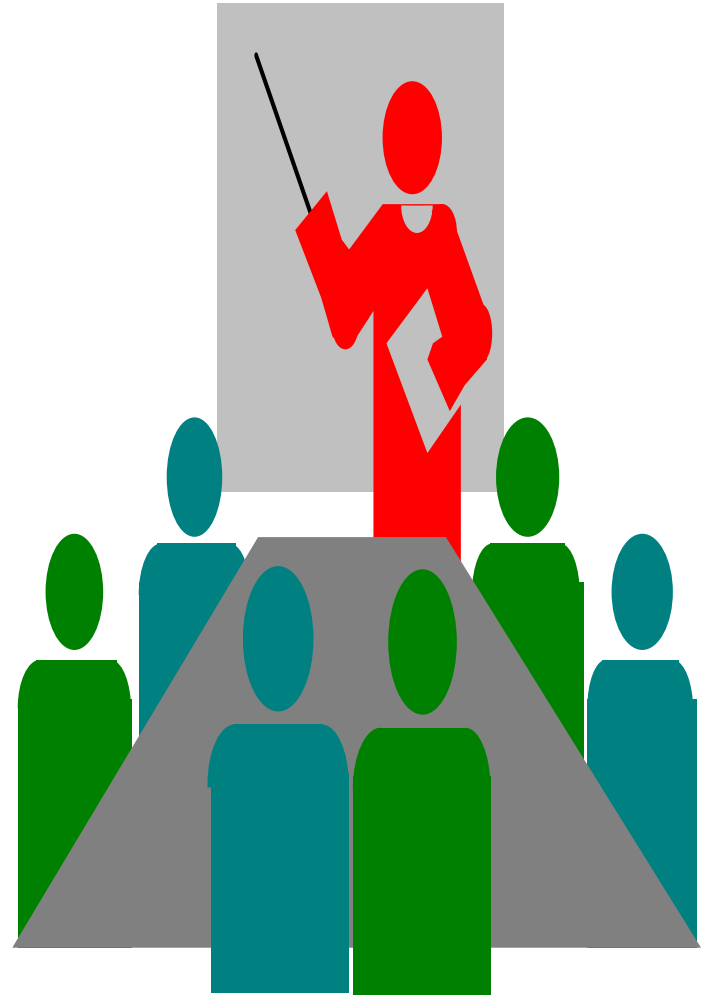
**Good teaching in the lecture mode:**

**Dimensions, strategies & skills**

**Prof. Nira Hativa, Tel Aviv University**

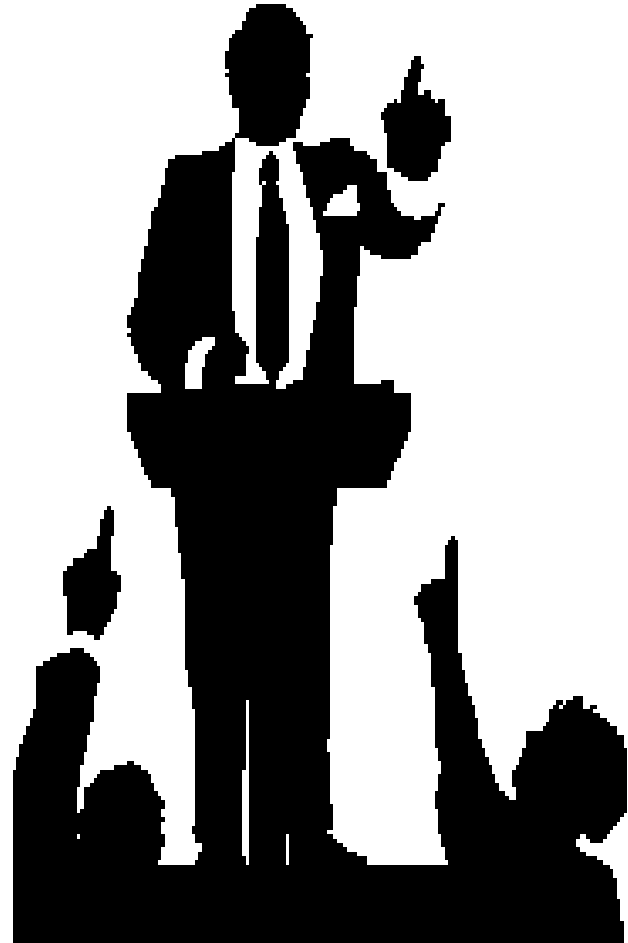
# Outline

1. Why teach well?
2. What are the main teaching dimensions? (A model)
3. How do the main teaching dimensions promote students' learning?
4. Are there disciplinary differences in preferences of the main teaching dimensions by students?
5. How do excellent teachers use the main teaching dimensions?



# Why teach well?

- For your students
- For yourself
- For your school/  
department



# Why teach well?

- For your students, so that they will:
  - learn better
  - be more content with their studies
  - become interested in the topics you teach
  - would like to continue studying in the same area



# Why teach well?

**Benefits for yourself:**

**Boosting your ego:**

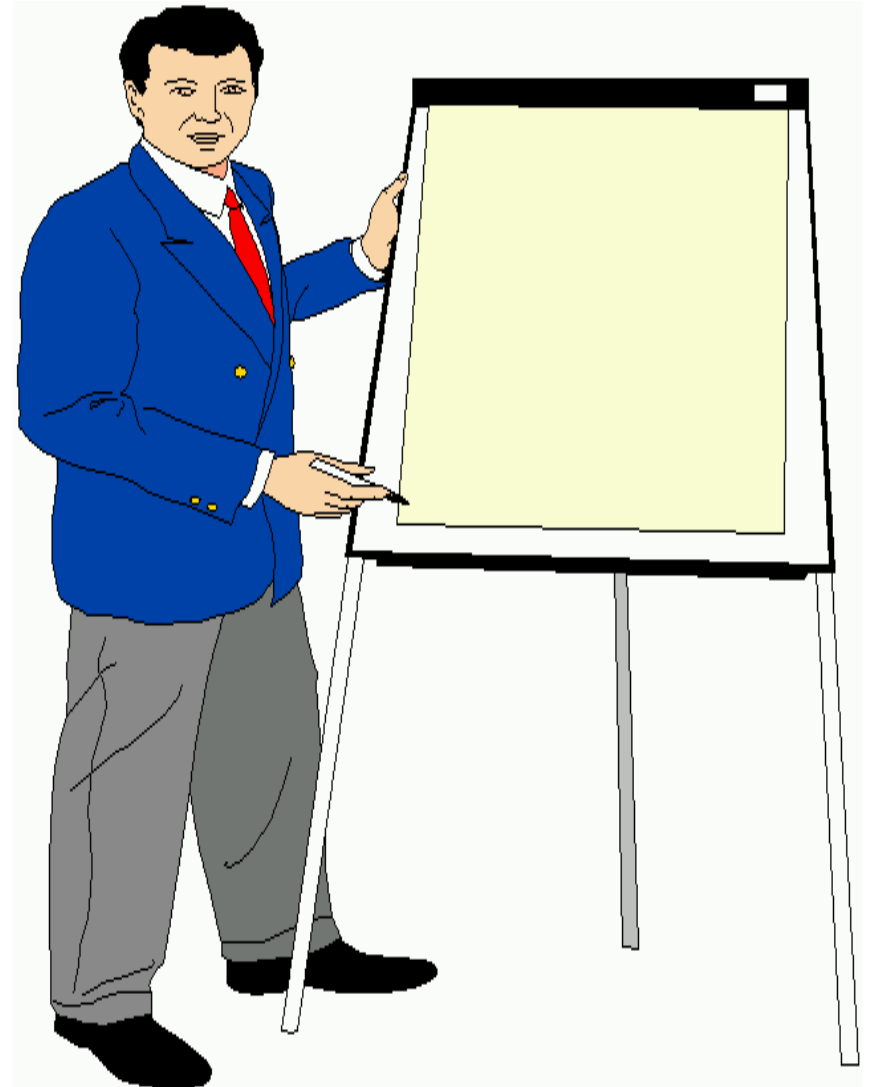
Superb, charismatic,  
sympathetic, perfect, a  
“ten”, the best teacher  
we’ve had so far...



# Why teach well?

## - Benefits for yourself:

Good teaching contributes to your promotion in academic degrees, in getting tenure



# Why teach well?

## For your School/Department:

Good teaching contributes to:

- Attracting students
- Good name in your institutions
- Inviting your School's faculty to give service courses to other Schools/Departments

## 2. What are the main teaching dimensions, strategies & skills?

Why should we be interested in this issue?



In order to plan and deliver effective lessons that promote students' learning and understanding



# Hierarchical model of teaching behaviors: Main, intermediate, and low-level dimensions

(Hativa, To Improve the Academy, 2000)

## Main Dimensions

Clarity,...

## Intermediate-level Dimensions

Strategies: reducing “noise”, adapting to students

## Low-Level Dimensions: Classroom Behaviors/Strategies

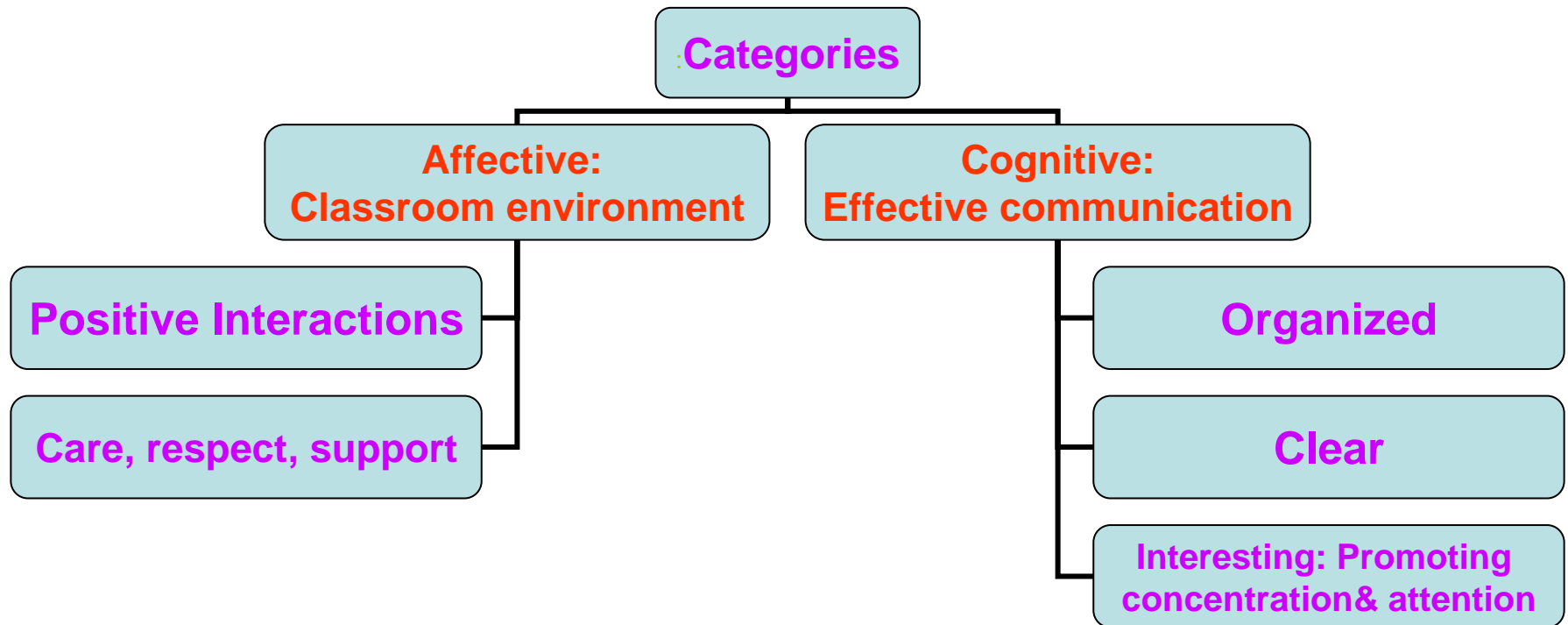
# What are the main dimensions of teaching that come out from the four types of studies?

Results of all these studies converge to a single model of teaching dimensions, which may be sorted into two categories;

**1. Cognitive:** Effective communication of the material to the students, and

**2. Affective:** Interpersonal relationships—  
Positive interactions with the students

# A model of Main Teaching Dimensions



# What are students' preferences of the main teaching dimensions?

Are there dimensions that are more important to students' learning than others?

That are a necessary condition of good teaching?



# Integration of studies on effective teacher behaviors at the school level: Rosenshine & Furst, 1971

50 studies of correlations between teacher classroom behavior and student achievement.

Findings: Teacher behavior which yielded the strongest relationships with student achievement was clarity

# Integration of studies on effective teacher behaviors at the higher- education level: Feldman, 1989

Examined 22 instructional dimensions for four indicators of importance:

1. Correlations with student achievement
2. Correlation with overall evaluation of the instructor
3. Statement of importance by faculty
4. Statement of importance by students

Findings: Clarity and understableness showed to have the highest importance level regarding all four indicators (the 2nd was--teacher preparedness and organization)

# Are there disciplinary differences in students' preferences of the main teaching dimensions?

Feldman, Research in Higher Education, 1976

**In mathematics, physical sciences, engineering, and mathematics-based domains:**

**1<sup>st</sup> place: Clarity (with organization)**

**2<sup>nd</sup> place: Interesting presentation—maintaining concentration & attention**

**In humanities, education, arts, social studies:**

**1<sup>st</sup> place: Intellectual challenge, interesting presentation**

**2<sup>nd</sup> place: Clarity**

# How do excellent teachers use the main teaching dimensions?

## Summary of research findings

There is no single way to achieve excellence in teaching

It is necessary to excel in a few (at least two) of the main dimensions of teaching, to be at least “good” on clarity and to be OK on the others.