

# The Trend Analysis on Elements of Effective Teaching - Based on Harris's Framework

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**Keywords:** Effective teaching; Elements of effective teaching; Trend analysis

**Abstract:** Effective teaching is the primary and direct way to achieve educational goals, which has drawn the widespread attention around the world. This study aims to explore the tendency of elements consisting of effective teaching by analyzing and categorizing criteria and elements of effective teaching in the scope of international studies on effective teaching. To achieve this goal, this study reviewed the 51 authoritative literature on effective teaching published in China, Korea and other countries during 1998-2018, and analyzed 16 literature that presented the specific criteria leading to effective teaching. The analysis basically utilized five categories of Harris (1998) and the literature published since 1998. Finally, the result of this study divided the researches on effective teaching into four categories, including three of the categories of Harris's framework and one new category. Moreover, this study matches the elements with similar meaning from specific criteria and constructs an integrated criterion of effective teaching and explores tendency compared with Harris's (1998) study, which provides practical guideline for the educational reform from perspective of effective teaching.

## 1. Introduction

With the globalization of educational reform entering new era, effective teaching has become one of the four critical research focuses along with Constructivism Learning Theory, Multi-intelligence Theory and Reflective Teaching (Chen, 2007). Effective teaching refers to the successful realization of a clear teaching objective that guides the students willing to acquire knowledge after instruction (Kyriacou, 1986). Effective teaching is internationally highlighted mainly because instruction is the primary and direct way to achieve the educational goals and student outcomes.

The educational reform has been conducting in many domains of education. However, problems are still existing in instruction, such as: teachers as authority figure in class, testing and assessment, low engagement of students, insufficient use of educational technology, which are effecting teaching effectiveness. Therefore, to clarify the developmental tendency of effective teaching and elements influencing effective teaching in modern education, this paper is to explore the developmental periods of effective teaching and the tendency of elements consisting of effective teaching by analyzing and categorizing criteria and elements of effective teaching in the scope of international studies on effective teaching published since Harris research since 1998. To achieve this goal, this paper reviewed the 51 authoritative literature on effective teaching published in China, Korea and other countries during 1998-2018, and analyzed 16 literature that presented the specific criteria leading to effective teaching. The analysis basically utilized five categories of Harris (1998) and the literature published since 1998.

## 2. Theoretical Background

### 2.1. Understanding of Effective Teaching.

Effective teaching is an significant concept in the field of education. The researches on effective teaching can be traced back to the 1920s; over the past decades, lots of different perspectives on

effective teaching were proposed. People began to explore the scientific and theoretical basis of education and use scientific methods such as observation and experimentation to analyze instructional problems and gradually pay attention to the realization of teaching effectiveness.

Borich (1988) provided early definition of an effective teacher soon gave way to another, which attempted to identify the psychological characteristics of a good teacher that included a teacher's personality, attitude, experience, aptitude and past achievement and gives a comprehensive overview of frequently studied teacher personality characteristics, while earlier research gave an insight into the relationship between teacher attitudes and student achievement. Powell (1980) argued that the largest adjusted gains for students occurred in classes where teachers were well organized, maximized time devoted to instruction and minimized time for presentation and who spent most of their time actively instructing the students. Kyriacou (1986) proposed that effective teaching refers to the successful realization of a clear teaching objective that guides the students willing to acquire knowledge after instruction. Munoz and Chang (2007) defined an effective teacher as one who "causes student improvement on core content educational outcomes" (p. 148).

Based on the previous studies on effective teaching, this paper adopts a comprehensive understanding about effective teaching in the study of Harris (1998) that effective teaching as "considers the managerial and organizational aspects of effective teaching, as well as the pedagogical processes" (p. 170).

## **2.2. Harris's Framework of Effective Teaching.**

Harris (1998) analyzed a number of literature on effective teaching and presented a total of five categories of effective teaching research findings, including Teaching Behavior, Teaching Skills, Teaching Style, Teaching Model, Teaching Artistry. It sets a guidance for educators to conduct researchers on effective teaching and provides a systematical means of summarizing the vast literature on effective teaching (Yao, 2002; Liu, 2018).

Harris's (1998) framework illustrated a clear classification of literature on effective teaching, and provided an reasonable reference and guideline for the following researches. Therefore, this paper chose it as the researching framework to classify the researches on effective teaching since 1998.

## **3. Research Methodology**

Since this study aims to analyze the tendency of elements of effective teaching, the research materials are collected broadly, Firstly, 'effective teaching' and 'teaching effectiveness' were canvassed in the authoritative academic web site, such as the ERIC (Education Resources Information Center), Google Scholar, CNKI (Chinese National Knowledge Infrastructure) databases during 1998 - 2018, then collected about a total of 8,900 the publications from many countries. Secondly, in order to ensure the reliability and effectiveness of the research, the non-research-oriented literature such as meeting minutes, profile interviews and newspaper reviews were further removed, a total of 2,230 academic publications were obtained; Thirdly criteria of effective teaching, teacher effectiveness, teaching and learning model as the crossed key words, a total of 243 literature remained, Fourthly, with the suggestion from expert on Education, this study reviewed the researches on effective teaching elements and criteria, thus, a total of 51 publications to be the research source of this study. Finally, this study collected 16 criteria from 1998 to 2018 as the research samples to do the further research.

Based on Harris's framework, this paper analyzes the features of mentioned 16 criteria of effective teaching and classifies them into different categories. In addition, in order to clarify the elements of effective teaching in recent two decades, the specific elements of each criteria are analyzed in detail, and matched with the similar attributes, as a result, a comprehensive and integrated criterion is formed, which demonstrated the main characteristics of effective teaching for the requirement of modern education. Meanwhile, the practical and meaningful implications can be predicted and proposed from the result, which facilitates and inspires the development of instructional process.

## 4. Results

Table 1 the Classification of Researches on Effective Teaching during 1998-2018

Category	Sub-category	Representative Researchers
Teaching Behaviors	<ul style="list-style-type: none"> <li>• formulate goals</li> <li>• instructional delivery</li> <li>• variety of instructional methods</li> <li>• meaningful communication through participatory planning; frequent mutual feedback;</li> <li>• personal qualities :Caring, positive relationships with students; Fairness and respect; Encouragement of responsibility</li> <li>Enthusiasm</li> <li>• climate conducive to learning mutual respect;balancing of responsibility; equality and care for one another</li> <li>• high amount of time-on-task</li> <li>reduction of organizational work in the classroom</li> <li>• individual support through being patient with them a taking time for them; individual learning plans; particular attention to at-risk students; lower levels of competence</li> </ul>	Meyer (2006); Jank and Meyer (2002); Garet (2001); Teddlie and Liu (2008); Stronge et al. (2011); Tao (2014); Luo (2014); Ryu Jae-so(2008); Kim Chang-hwan (2006);
Teaching Skills	<ul style="list-style-type: none"> <li>• prerequisites of effective teachers: verbal ability, knowledge of teaching and learning, certificate status, content knowledge, teaching experience</li> <li>• knowledge of classroom management: maximizing the quantity of instructional time</li> <li>• the teacher as a person: caring, shows fairness and respect, interactions with students, enthusiasm, motivation, dedication to teaching, reflective practice.</li> <li>• knowledge of teaching methods: having a command of various teaching methods, knowing when and how to apply each method;</li> <li>• knowledge of classroom assessment: formative and summative assessments</li> <li>• monitoring student progress and potential: monitoring student progress, responding to student needs and abilities.</li> <li>• adaptivity: dealing with heterogeneous learning groups in the classroom</li> </ul>	Voss, Kunter and Baumert (2011); Stronge (2007); Kwon Na-won(2004);
Teaching Models	<ul style="list-style-type: none"> <li>• Joint Productive Activity (JPA)</li> <li>• Developing Language and Literacy (LLD)</li> <li>• Connecting School to Students' Lives (MM)</li> <li>• Teaching Complex Thinking (CT)</li> <li>• Teaching Through Conversation (IC)</li> </ul>	Dalton S. S. (2002)
Teaching Beliefs	<ul style="list-style-type: none"> <li>• Teacher himself</li> <li>teachers make sense for themselves; influence the understanding of others</li> <li>• Teaching-Learning</li> <li>teaching and learning as a concept; the instruction not only includes delivery of information and knowledge but also the delivery of value and attitude</li> <li>• Learner</li> <li>different potentials of student's learning ability are acknowledged.</li> </ul>	Kwon Na-won(2004)

Table 1 showed that the result of this study divided the researches on effective teaching into four categories, including three of the categories of Harris's framework (Teaching Behaviors, Teaching Skills, Teaching Models) and one new category (Teaching Beliefs).

As shown in Table 1, there are majority of scholars focusing on the teachers' teaching behaviors in pursuit of teaching effectiveness, which inclines to emphasize the components of teaching and learning. Teaching Behavior category constitutes eight elements of effective teaching: goal setting, learning time, learning organization, social context, implement of learning, regulation and monitoring, evaluation, and individual support. The Teaching Skills is the second category which discuss the necessary competences of effective teacher in instruction, which consists of seven elements, including expertise, pedagogical expertise, practical knowledge, adaptability, and a variety of comprehensive teaching capabilities. The Teaching Model category mainly describes the five pedagogy standards consisting of effective classroom instruction, which put forward interrelationship with the teacher and students from the perspective of equality, innovation and cooperation in a harmonious classroom atmosphere. The sub-category of Teaching Models include five elements, including joint productive activity, connecting school to students' lives, teaching through dialogue, language and literacy, teaching the student a complex thinking. The last category is Teaching Beliefs summarized by the writer which is not mentioned in Harris's framework, teaching beliefs are defined as the conceptualization of teaching and refers to the underlying values held by teachers who possess various degrees of teaching methods. It includes three sub-categories: the first is the belief of Teacher himself, which implies how teachers make sense for themselves and how to influence the understanding of others, the second is Teaching-Learning which considers teaching and learning as a concept, the instruction not only includes delivery of information and knowledge but also the delivery of value and attitude. The third is Learner category, which presents that the different potentials of student's learning ability are acknowledged from the learner's perspective.

## 5. Conclusion

Based on the analysis on the literature of effective teaching, this study found several tendency compared with Harris's (1998) study, which was implemented on the publication of effective teaching before 1998.

Firstly, multi-model pedagogical methods with educational information technology-assisted instruction are adopted in teaching in the category of Teaching Behavior. Secondly, in relation to the Teaching Behavior category, the criterion of effective teaching focus on the effect of teacher behavior on students learning rather than prior criteria about the attributes of effective teacher, the study showed the elements of the effect of teacher behavior that affects learning. Thirdly, the climate conducive to learning (environment), that is, the social context has emerged as an important item to evaluate effective classes. Fourthly, the emphasis was on individual support, which showed the characteristics of a student-centered approach, so as to pay attention to the students at-risk with low levels of competence. Fifth, multiple teaching competences are illustrated in terms of professional knowledge, classroom management, teacher's affective competency and especially emphasizing the competence on monitoring student progress and potential responding to student needs and abilities from a developmental teaching perspective.

The research on effective teaching is the 'beacon' of instructional reform, which provides practical and significant guidelines for school administrator and instructors. For school administrators, they are supposed to promote professional development by arranging academic visits, and short-term training to improve teacher's professional knowledge and comprehensive competence in the perspective of sustainable development. On the other hand, for teachers, they should construct learning context for the improvement of students achievements and the potential of the students to construct a climate conducive to learning.

In addition, there are still some fields about effective teaching which remains unexplored, one area is the research on teaching effectiveness relating to different domains; Moreover, the in-service teacher's and pre-service teacher's perspective on effective teaching which influences or will

influence their performance in the authentic class. Consequently, it is an urgent need for more researches on elements of effective teaching which are available to implement in changing pedagogical process.

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