

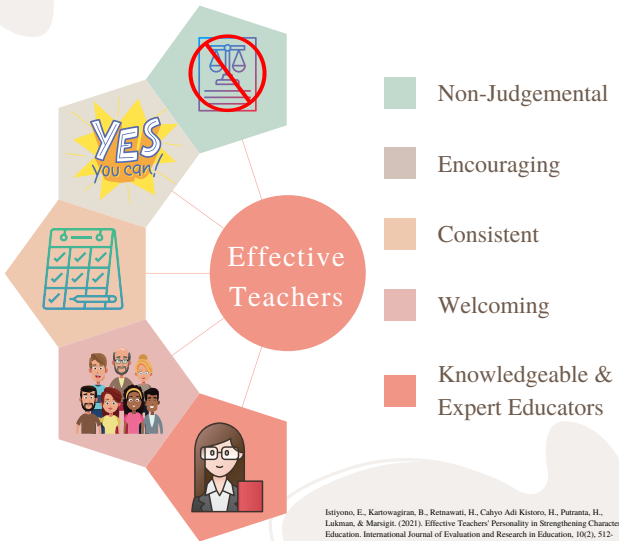
**Characteristics
Priorities
&
Initiatives
for**

**Effective
Teachers**

Emily Lane
HIED 806

Special Thanks
to
Liu Lingyu "Jade".
College English Associate English
Professor since 2003 at
Wuhan Polytechnic University

5 Characteristics of Effective Teachers



Istiyono, E., Kartowagiran, B., Retnawati, H., Cahyo Adi Kistoro, H., Putranta, H., Lukman, & Marsigit, (2021). Effective Teachers' Personality in Strengthening Character Education. *International Journal of Evaluation and Research in Education*, 10(2), 512-521. <http://ezaccess.libraries.psu.edu/login?url=https://www-proquest-com.ezaccess.libraries.psu.edu/scholarly-journal/effective-teachers-personality-strengthening/docview/2550818576/se-2?accountid=13158>

“ —
Treat students as adults - as they are - as their age says...Some college students need more communication because they are in transition to be independent
— ”

What Jade Says Vital Teacher Characteristics



EFFECTIVE UNIVERSITY TEACHERS

ACCORDING TO THEIR FIRST-YEAR STUDENTS

KNOWLEDGABLE

DEMONSTRATE EXCELLENT KNOWLEDGE OF THEIR SUBJECT AND KEEP LECTURES RELEVANT



FOSTER GROUP COMMUNICATION

INCLUDE GROUP ACTIVITIES DURING SESSIONS

DISCUSSION
ENCOURAGE DISCUSSION AND DISCOURSE

APPROACHABLE
REMAIN OPEN AND AVAILABLE FOR QUESTIONS

START SESSIONS ON TIME

BEING TIMELY SHOWS RESPECT FOR THEIR STUDENTS AND THEIR SUBJECT



RELEVANT CHARACTERISTICS

PATIENT AND RESPECTFUL TO STUDENT OPINIONS



ENTHUSIASTIC ABOUT LEARNING

SUPPORTIVE

POSITIVE TEACHER STUDENT INTERACTIONS AIDS LEARNING

SCAFFOLDED

PERSONALIZE LEARNING AT A UNIVERSITY LEVEL

Allan, J., Clarke, K., & Jopling, M. (2009). Effective Teaching in Higher Education: Perceptions of First Year Undergraduate Students. *International Journal of Teaching and Learning in Higher Education*, 21, 362-372.
<https://www.iset1.org/ijtlhe/pdf/IJTLHE642.pdf>



“ Comparing to younger learners, college students will be less affected by the talents of teachers...Motivation will distinguish students more. ”

What Jade Says
Effective Teachers
Are good at Management



Honest Introspection



Spread Positivity

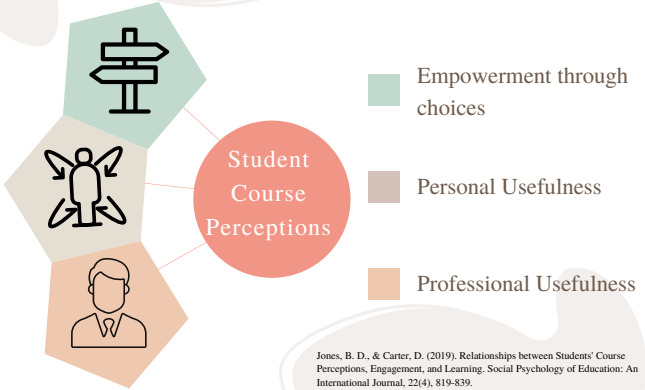


Encourage Self-Learning



Aware of Course Difficulty

Planning Lessons Around Student Course Perceptions To Increase Engagement



Jones, B. D., & Carter, D. (2019). Relationships between Students' Course Perceptions, Engagement, and Learning. *Social Psychology of Education: An International Journal*, 22(4), 819-839. <http://dx.doi.org.ezaccess.libraries.psu.edu/10.1007/s11218-019-09500-x>

AUTONOMY WITHIN STRUCTURE

“ IF STUDENTS PROPOSE NEW TOPICS, I WILL BE EXCITED ABOUT IT. STILL TOPICS WILL BE GIVEN TO ENSURE THE WHOLE LESSON WILL GO SMOOTHLY ”

ACTIVE LEARNING

TO INCREASE STUDENT PERFORMANCE AND ENGAGEMENT



INCREASE IN EXAM SCORES

MAXIMIZING LEARNING AND COURSE PERFORMANCE BY ABOUT 6% IN ACTIVE LEARNING SECTIONS VERSUS LECTURE BASED SECTIONS



UNDERREPRESENTED STUDENTS

BENEFIT FROM ACTIVE LEARNING AND EXPERIENCE HIGHER RETENTION IN STEM FIELDS

GROUP WORK

INCREASES STUDENT COMMUNICATION AND ACTIVE COLLABORATION WITHIN THE COURSEWORK. OVERALL STUDENT ENGAGEMENT IS ENHANCED.



Freeman, S., Eddy, S., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014, April 15). *Active learning increases student performance in science, engineering, and mathematics*. PNAS.org. Retrieved October 10, 2021, from <https://www.pnas.org/content/pnas/111/23/8410.full.pdf>.



WHAT JADE SAYS

INCORPORATING ACTIVE LEARNING ACTIVITIES WITHIN A LARGE CLASSROOM

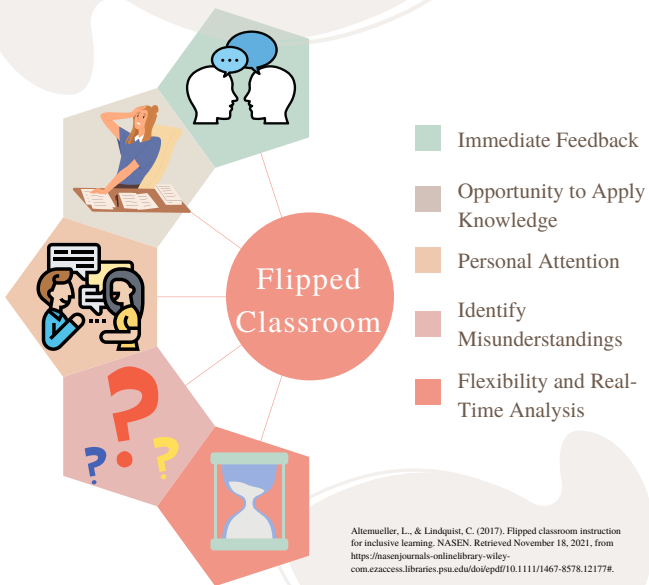
ONLINE LEARNING

CLOSELY SUPERVISED AND GUIDED ONLINE LEARNING TASKS

CLASS GROUPING

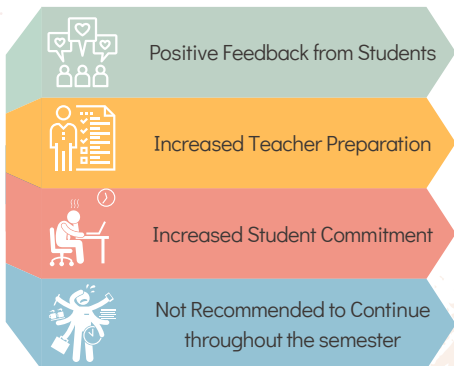
STRUCTURE THROUGH ESTABLISHED GROUPS FOR LONG TERM COLLABORATION

Mastery Goals Through Flipping the Classroom



“ —
Flipped classes are an excellent idea, and I believe they will work well in the future when implemented with proper planning and forethought.
— ”

What Jade Says Flipped Classroom Experiment English Department



Guided Notes

KEY TAKE-AWAYS

In your opinion, what characteristics must an effective teacher embody?

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Should lessons be tailored to class maturity? Why or why not?

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Do student perceptions influence teaching effectiveness?

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Is utilizing active learning important, viable, and practical? Does class size matter?

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What is your opinion on flipped classes? Would you ever flip your class?

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ONE AND A HALF MINUTE PAPER

Take 30 seconds to jot down an answer to each prompt.



What did you find useful about today's presentation?

What would you still like to learn more about?



What was the muddiest point from the presentation?

Take 2 minutes to discuss with your break out group



EXTRA NOTES:



A series of 20 horizontal dotted lines for writing notes.