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## VARIABLES OF EFFECTIVE TEACHING<sup>s</sup>

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<b>Clarity</b>	Use clear explanations, examples, and assignments; use terms understood by the learners; answer questions directly; follow an organized approach to the subject.
<b>Variability</b>	Use a variety of instructional materials and learning activities; vary the method of evaluation and assessment; vary the level of interaction between you and the learners.
<b>Enthusiasm</b>	Demonstrate a "passion" for the subject matter through the use of movement, gestures, facial expressions, voice inflection, etc.
<b>Task-Oriented and Businesslike Behavior</b>	Demonstrate concern that the learners gain something of value through each learning activity; encourage learners to work hard through independent and creative effort.
<b>Opportunity to Learn Criterion Material</b>	Provide opportunities for learners to learn important concepts through activities and assignments; be sure important concepts are reflected in assignments and evaluation activities.
<b>Use of Learner Ideas and General Indirectedness</b>	Utilize input from learners in group discussion; praise and encourage ideas provided by learners to gain the learners' perspective of the concepts.
<b>Criticism</b>	Maintain high correlation between teacher criticism and learner performance; inform learners when they are wrong without personal criticism.
<b>Use of Structuring Comments</b>	Use statements designed to provide cognitive scaffolding by linking new experiences with past experiences; review key points before each session and summarize after.
<b>Types of Questions</b>	Ask questions at various cognitive levels: "What?," "Where?," and "When?" require lower-level thinking; "Why?" and "How?" stimulate higher-level thinking.
<b>Probing</b>	Respond to student answers by asking for elaboration (e.g., "What factors led you to that conclusion?").
<b>Level of Difficulty of Instruction</b>	Project an image that the subject matter is neither too hard nor too easy for the learners to: grasp—that success is possible but not guaranteed.

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\* Rosenshine, B. & Furst, M. (1971). Research on teacher performance criteria. In B. O. Smith (Ed.), *Research in teacher education*, (pp. 37-72). Englewood Cliffs, NJ: Prentice-Hall.