



Analysis of Teaching Effectiveness in Several Teaching Modes

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Abstract. Teaching effectiveness is an important index to measure a successful class. It is the life of the classroom teaching. Based on the teaching investigation in the past two years, this paper analyzes the teaching effectiveness of several abnormal teaching modes one by one by revealing their teaching performance and comparing with the “five principles” of teaching, and puts forward some problems worth studying.

Keywords: Teaching effectiveness · Abnormal teaching · Five principles

Out of the need of work, the authors randomly attended more than 160 lectures in the last two years, each 45 min. These cover the courses from the lecturers to the professors, and from novice teachers to senior teachers, involving a total of four teaching schools of Science and Engineering. In addition to the joy, the authors also found some teaching phenomena worth studying. This paper attempts to reproduce these teaching phenomena, reveal the characteristics of abnormal teaching and its influence on teaching, and analyze its teaching effectiveness. Here, the teaching phenomenon of obviously poor teaching effect is called teaching abnormality.

1 Several Abnormal Teaching Modes and Their Teaching Performance

1.1 “Reporting-Style” Teaching and “Narrating-Style” Teaching

As the name implies, “reporting-style” teaching is a kind of teaching mode that applies the way of report to the classroom. Another similar teaching mode is “narrating-style” teaching. But the two are slightly different, if the “reporting-style” is to repeat the teaching courseware, then the “narrating-style” is to translate the teaching courseware.

Whether in the “reporting-style” or “narrating-style”, the classroom is a one-man show by the teacher. The common characteristics of the two teaching modes are that the teachers lack analysis and disclosure of origin of knowledge, lack of detailed demonstration of important conclusions, lack of interaction or communication with students. The teachers are always talking by themselves. It was observed that both “reporting-style” and “narrating-style” were undesirable teaching methods. In such a classroom, teachers have no passion for teaching and students have no interest in learning. Such classrooms

lack teaching atmosphere, in which, teachers come to complete the task and students come to clock in (sign in).

“Reporting-style” teaching mostly occurs in the classroom of young teachers, especially new teachers. A few old teachers who rely on purchased PPT for teaching also use “report -style”, but these teachers will give a little necessary explanation to some knowledge points. The “narrating-style” teaching occurs at all levels of teachers, especially those who use multimedia teaching. A few classrooms using traditional teaching mode also have similar teaching phenomenon, the difference is that the teachers use books and students are looking at the books. The teacher just compare the knowledge points on the books and explain them one by one.

1.2 “Copying-Style” Teaching

“Copying-style” teaching refers to a teaching mode in which teachers use courseware made by others and repeat the content. When you go into a classroom like this, you can find that even though the classroom is different and the teacher is different, the teaching content, the teaching style, the teaching process, and even where there are problems in the courseware, are almost identical to what you see in other classrooms.

The most typical characteristic of the “copying-style” teaching is that the teachers lack their own opinions on the course, and conformity is vividly reflected here. In a “copying-style” classroom, the teacher completely loses personality and charisma. A “copying-style” classroom is like a movie theater, and the teacher is like a projectionist or, at best, a narrator. A “copying-style” teaching often goes hand in hand with “reporting-style” or “narrating-style”. Although some teachers can also retell others’ courseware well, the “copying-style” classroom is not attractive enough due to the lack of teaching depth and teaching breadth. “Copying-style” teaching occur in all levels of teachers’ classes, mostly in different classes of the same course, especially in public classes.

1.3 “Running-Style” Teaching

“Running-style” teaching refers to a teaching phenomenon in which the progress of teaching is obviously beyond the normal situation. In such a classroom, the teacher seems to be chased desperately, and has to run forward; PPTs flip like automata; Everything seems to be difficult to stop. Perhaps because they can’t keep up with the pace of teaching, or because they can’t digest the material, many students just give up listening to the teacher, and head down doing something else.

“Running-style” teaching mostly occurs in public courses, associated with “copying-style” teaching, and is often seen in such course teaching where class hours are constantly squeezed. Therefore, it is almost impossible for teachers to participate in such courses, at any level, without being implicated, unless something special is done to the teaching.

1.4 “Jam-Style” Teaching

“Teaching jam” refers to the phenomenon of sudden and involuntary teaching pause in normal teaching process. It is not a teaching pause designed in advance by the teacher, but

an asynchronous teaching phenomenon between the teacher's thinking and the content displayed by PPT. When the "teaching jam" suddenly occurs, you will find that there is a significant difference between what the teacher says and what the PPT shows, as if the two ran to different tracks. What is more serious is that the teacher suddenly stops teaching, as if he or she is frightened by what the PPT shows, mumbling something unconsciously and complaining about the PPT.

"Teaching jam" mostly occurs in copying classrooms. If the occasional jam phenomenon is quickly discovered by teachers and solved in time, or is dealt with in a different way by smart teachers, it will not cause too much impact on normal teaching. However, if this phenomenon occurs frequently or cannot be solved in time, it will affect normal teaching, result in students negative emotions, and even cause chaos in class. There was once a teacher who made an obvious mistake in dealing with the problem when the "teaching jam" happened, whether because of nervousness or serious lack of preparation. As a result, the class was quite restless and the normal teaching process was finally affected.

"Teaching jam" occurs in classrooms taught by teachers at all levels, even by senior teachers.

2 Analysis and Thinking of Teaching Effectiveness

Classroom teaching is the basic form of teaching, and is the main channel for students to acquire knowledge, obtain skills, develop intelligence, form ideas and corresponding qualities. Whether teaching is effective or not is an important indicator to measure the success of a class. What's more, it is said that effectiveness is the life of classroom teaching [1].

Although there is no unified definition of the concept of teaching effectiveness in the academic circle, more and more studies have shown that the key behaviors indispensable to effective teaching can be summarized as five points [2-5], which is called "five principles" in this paper. (1) Principle of clarity in teaching. This includes: The ideas teachers put forward should be clear, so that students at different levels are easy to understand; The concept that the teacher explains should be clear and logic; The teacher's expression is direct and not ambiguous, so as to avoid distracting students' attention; The teacher's analysis of the problem should be clear and enlightening. (2) Principle of diversity in teaching. This requires that teachers should not be limited to one teaching method. Instead, they should pay attention to the flexibility of teaching methods in order to meet the teaching requirements and objectives. (3) Task-oriented principle. It mainly refers to how much classroom time teachers devote to teaching academic topics. In short, teaching needs to distinguish between priority and difficulty, and avoid flat description and egalitarianism. The more time the teachers allocate to teaching specific topics, the more chances the students will have for the purpose of successful learning. (4) The principle of student participation in the learning process, also known as time invested in learning. This mainly refers to the amount of time that a student invests in learning, especially the time that a student actively invests in learning material in order to benefit from teaching activities prepared by the teacher. Students' involvement in learning may be affected by emotion and psychology, and the teaching needs to provide

enough attraction. (5) Principles of student success rate. It mainly refers to the rate at which students understand and complete exercises correctly. The way to test for success is testing.

Therefore, whether teaching is effective depends on the teacher. The evaluation of teaching effectiveness is essentially the evaluation of the teacher and the classroom. In contrast to the “five principles”, the above four abnormal teaching phenomena will be analyzed one by one.

2.1 “Reporting-Style” and “Narrating-Style” Are Totally Unreliable

In contrast to the five principles, the “reporting-style” and “narrating-style” are the least reliable. Obviously, the four principles of teaching diversity, task-oriented, student participation in the learning process and student success rate are not achieved in both reporting-style and narrating-style teaching. As for the principle of clarity in teaching, due to the lack of analysis, details and process in this kind of teaching, even those teachers who can explain PPT well can only be classified as inefficient teachers according to the standard of clarity principle [1].

As we all know, a good courseware is not equal to an e-book. On the contrary, a good courseware usually contains only an outline and some important conclusions. In teaching, especially in science teaching, the analysis and solution of problems often require teachers to deduce them well with the help of blackboard writing or other teaching methods. But the “reporting-style” and the “narrating-style” ignore these important details, making them completely unappealing and ineffective.

If it is understandable that new teachers would adopt a “reporting-style” or “narrating-style” mode to teaching, it is difficult to understand that some teachers who have worked for many years also adopt this method. After all, it is not impossible for new teachers to mistake the academic reporting model for the teaching model due to the lack of necessary pre-service preparation in teaching. However, those senior teachers who should know how to teach when multimedia was not popular, why do not know to teach after the introduction of multimedia? The reason is worth exploring.

2.2 “Copying-Style” at Least Deviates from the Principle of Teaching Diversity

Copying means directly using. It is found that the teachers who adopt this teaching mode do not pay much attention to the teaching design, and almost do not use a variety of teaching methods in teaching, and so the principle of teaching diversity is not effective to “copying-style” teaching. As for the other principles, if the copied courseware is well done and the teachers who use the courseware are experienced, it is no problem for the teachers to interpret the courseware clearly. Of course, if teachers can make enough preparation before class, it should be possible for teachers to grasp the key points and difficulties in teaching, guide students to participate in the learning process, and improve the success rate of students. But unfortunately, such teaching cases have not been found so far. However, it is worth pointing out that, no matter what the situation, the lack of individuality is always the fatal weakness of “copying-style” teaching, which will make “copying-style” teaching ultimately lose its appeal. In addition, there are no principles

for “copying-style” teaching if they are associated with the “reporting-style” or the “narrating-style”.

“Copying-style” teaching almost does not exist in the traditional teaching mode. But, with the continuous development of modern educational technology, the use of public media for teaching seems to have been widely accepted, and is showing an increasing trend. Is “copying-style” teaching normal and worth promoting? To this, this paper will not make too much comment. However, the authors think that good teaching is popular with students not because the courseware is attractive, the reason why teachers are respected, worshipped, imitated and learned by students is yet not because teachers copy others’ things well and imitate them much like.

The authors believe that the charm of the teacher is also the charm of the classroom, only the charming classroom can firmly attract students, and only the charming teaching can let students benefit for life.

2.3 “Running-Style” Deviates from Three Principles

Perhaps because it is always associated with the “copying-style”, there is hardly any teaching design done by the “Running-style”, nor any sign of its integration with diversified teaching methods in the classroom. In addition, because it is difficult for students to keep up with the pace of teaching, the “running-style” is difficult to achieve student participation in the learning process, and it is also difficult to ensure the learning effect, which means that the “running-style” has almost nothing to do with the 3 principles of teaching diversity, student participation in the learning process, and student success rate.

If only from the point of view of the lecture, in the case of sufficient preparation before class, and there is no problem with the courseware, some senior teachers, in the “running-style” classroom, should be able to complete the teaching task, but also can control the key and difficult points in teaching. But, because of the inherent weaknesses of the “running-style”, it is still impossible to achieve two principles relevant to students. If the “running-style” is also tied to the “reporting-style” or the “narrating-style”, the “running-style” teaching will be completely ineffective.

It is understood that the amount of class hours of some courses is constantly decreasing, among which the amount of class hours of public basic courses is the most reduced. Should these courses be reduced in length of hours? How to design the courses and how to teach after the reduction of class hours? Questions like these are worth exploring. Otherwise, not only will the “running-style” not disappear, it may become more.

2.4 Serious “Teaching Jam” Does not Account for Five Principles

When there is a serious “teaching jam”, it means that the teacher has not done enough preparation before class, he or she is not familiar with the teaching plan, nor the content in courseware, but only with excessive confidence and reliance on the media to teach. Once there is a serious “teaching jam”, it also means that the teaching order is disrupted, and teaching cannot be carried out normally, thus teaching becomes ineffective.

Since “teaching jam” is mostly associated with “copying-style”, it is meaningless to talk about principle of teaching diversity even if it is only a minor teaching jam.

In addition, the occurrence of “teaching jam” stems from the teacher to inadequate preparation and not familiar with the courseware, therefore, no matter who encounters teaching jam, the teaching will affect the teaching principle of clarity and teachers’ task orientation, then it will affect the students to participate in the learning process and the student success rate.

Perhaps only the teachers themselves understand the real reason for the teaching jam. But why does teaching jam happen so often? Can multimedia make everything all right? Can teaching henceforth proceed as it pleases? The answer doesn’t seem to be! So, how can we avoid the repetition of teaching jam? These questions seem to suggest a set of research topics for future teaching.

3 Conclusion

To sum up, no matter what kind of abnormal teaching mode, its teaching effectiveness is not good, and it is harmful to teaching. Therefore, we should try to avoid the recurrence of abnormal teaching.

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