



# Effective Teaching Methods by Gary D. Borich

Topic: Education | Words: 603 | Pages: 2

## The Effective Teacher

The first chapter is quite general, covering mostly the characteristics and traits which are expected from the good teacher as he or she is perceived through the contemporary perspective: able to organize a successful and performance-oriented teacher-student interaction and demonstrating personality traits contributing to the effect. Despite covering the topics and key strategies that are mostly intuitive and can be found in guidelines for any teaching profession, some of the mentioned behaviors actually enhanced my understanding of the topic and will hopefully benefit my teaching practices.

For instance, while the lesson's clarity is a universally applicable and recognized behavior, and teacher's task orientation is easily suitable for the mathematics lesson, the practice of using process questions is a technique that is used relatively rarely. Admittedly, it requires more preparation compared to asking direct content questions but enhances the cognitive performance of students (Borich, 2016), which is sometimes ignored by the teachers of mathematics.

Similarly, soliciting additional information on the topic is sometimes incorrectly perceived as the introduction of the opportunities for distraction, which leads to decreases in clarity and approachability of the material. These points, in my opinion, were the biggest contribution to my understanding of the teaching process.

# Effective Teaching Methods Gary Borich

**Gary D. Borich**



## **Effective Teaching Methods Gary Borich:**

**Effective Teaching Methods** Gary D. Borich, 1996 This text presents practical yet realistic research based teaching practices that have proven effective for engaging students in the learning process managing their classroom and increasing student achievement It not only tells what to do to obtain these results but shows how to obtain them The text explains how individual differences and learner diversity affect student learning needs and classroom management It also explores teaching strategies in depth explaining how to use both direct instructional methods and indirect methods A self report survey instrument is included to help teachers measure concerns about themselves the teaching task and their impact on students

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