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Titolo	Effective Teaching Around the World [[electronic resource] ] : Theoretical, Empirical, Methodological and Practical Insights // edited by Ridwan Maulana, Michelle Helms-Lorenz, Robert M. Klassen
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Descrizione fisica	1 online resource (XXI, 799 p. 1 illus.)
Disciplina	370.711
Soggetti	Teachers—Training of International education Comparative education Professional education Vocational education Education, Higher Educational psychology Teaching and Teacher Education International and Comparative Education Professional and Vocational Education Higher Education Educational Psychology Avaluació dels professors Llibres electrònics
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Foreword -- Introduction -- Section 1: Conceptualization and measurement of effective teaching -- Section 2: Effective teaching: insights from specific countries -- Section 3: Effective teaching: comparison across countries -- Section 4: Effective teaching and its correlates -- Section 5: Effective teaching in complex environments: Differentiation and adaptive teaching -- Epilogue -- Conclusion.
Sommario/riassunto	This open access book brings together theoretical, empirical,

methodological, and practical insights from various countries on effective teaching. It particularly focuses on discussing issues pertaining to effective teaching behaviour including definitions and conceptualizations, measurement, differences, and importance to student outcomes from international perspectives. The book will draw upon the rich cultures with diverse contexts involving Asia, Australia, Africa, America, and Europe which serve as the background setting to better understand teaching quality from a wide spectrum of educational systems and performances. It shows that effective teaching behaviour can be conceptualized and operationalized uniformly using specific frameworks and measures, but also addresses some limitations that should be tackled. The book discusses promising ways to measure and compare effective teaching behaviour from classical test theory (CTT) as well as item response theory (IRT) perspectives. It indicates that effective teaching behaviour in diverse countries follows a systematic level of complexity, which provides an avenue for ongoing teacher education and teacher professional development. It discusses the interrelated domains of effective teaching behaviour including contemporary trends of differentiation. The book continues with examining similarities and differences in effective teaching behaviour across countries. It builds on the understanding of cultural traditions across countries as profoundly reflected in the classroom processes.

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