MARÍA DEL PILAR ALCOLEA PINA[1]
Universidad de Murcia, Spain
ORCID 0009-0001-8582-8696

ZBIGNIEW FORMELLA[2]
Università Pontificia Salesiana, Rome, Italy
ORCID 0000-0003-2846-0992

EFFECTIVE TEACHER AND EFFECTIVE TEACHING PRACTICES: LITERATURE PERSPECTIVE AND LEARNING EXPERIENCE. QUALITATIVE STUDY BETWEEN ITALY AND SPAIN (PART II)

SKUTECZNY NAUCZYCIEL I SKUTECZNE PRAKTYKI NAUCZANIA: PERSPEKTYWA LITERATURY I DOŚWIADCZENIE EDUKACYJNE. BADANIE JAKOŚCIOWE MIĘDZY WŁOCHAMI A HISZPANIĄ (CZĘŚĆ II)

Abstract: This second part of work presents the information gathered from both theoretical (disciplinary perspective) and empirical (student perspective) sources. It compares the documentary analysis based on bibliographic review with the students' voice, which is examined through Atlas.ti-V22 program. Finally, two tables synthesis below compares scientific and student perspectives, initially in a positive sense (table 3) and then in a negative one (table 4). We propose that quality as effectiveness is also quality as internal transformation: students should be able to report whether they have made qualitative progress, that is why the teacher should ask them and listen to them to improve the educational process.

Keywords: students' voice, student perspective, qualitative research, teacher, educational process

Streszczenie: W drugiej części artykułu zaprezentowano informacje zebrane zarówno ze źródeł teoretycznych (perspektywa dyscyplinarna), jak i empirycznych (perspektywa studentów).

---

 1 **Maria del Pilar Alcolea Pina**, dr., Universidad de Murcia. E-mail address: mpilar.alcolea@um.es
 2 **Zbigniew Formella**, prof. ordinario, dr., Università Pontificia Salesiana, Istituto di Psicologia. E-mail address: formella@unisal.it

Przedstawiono tu analizę dokumentacji opartą na przeglądzie bibliograficznym z uwzględnieniem punktu widzenia uczniów, który został opracowany za pomocą programu Atlas.ti-V22. Na zakończenie dokonano syntezy w postaci dwóch tabel porównujących perspektywę naukową i tę uczniowską, początkowo w sensie pozytywnym (tabela 4), a następnie w negatywnym (tabela 5). Proponujemy, aby jakość jako skuteczność była także jakością jako transformacja wewnętrzna: uczniowie powinni móc przedstawiać, czy poczynili postępy jakościowe, a nauczyciel powinien ich pytać i słuchać, aby ulepszać proces edukacyjny.

Słowa kluczowe: głos uczniów, perspektywa ucznia, badania jakościowe, nauczyciel, proces edukacyjny

Data analysis

This block presents the information gathered from both theoretical (disciplinary perspective) and empirical (student perspective) sources. It compares the documentary analysis based on bibliographic review with the students' voice, which is examined through Atlas.ti-V22 program in this section. The Grounded Theory procedure is applied, using common concepts and similar categories. The final table summarizes the knowledge transfer between disciplinary perspective and student perspective, to enable operation.

Table 1. Focus Group and Individual Interview questions guide

Teacher Dimensions	Questions
Personal	How are the teachers who have taught you best?
Qualities	a. What qualities do they possess?
	• What is their personality like? • Does it have any influence on your learning motivation (why)?
Attitudes	b. What attitudes do they have with their students?
	• How is their personal relationship? • How is maintained discipline in class? • Does it influence your transparence and participation (why)?
	◉ *If it were you, how would you be to become a good teacher (and not)?*
Professional	How are developed the classes that make you learn better?
Knowledge	c. What kind of knowledge is most appropriate to you to learn?
	• Is general knowledge important to teach well (why)? • Could you describe theoretical explanations you have best understood? • How did you move from subjective reasoning to a more objective one?
Application	d. What kind of activities had strengthen your learning?
	• Could you describe what these activities consist of? • What kind of activities do you enjoy the most while learning? • What activities best teach you to „do things for yourself"?

Teacher Dimensions	Questions
Evaluation	e. How is the best mode to appreciate you are really learning?
	• How do you think what you've learned is best reflected? • What should be valued more in your learning when evaluating? • What way of valuing your development has taught you to self-regulate your own processes and make your own decisions to improve?
	⊚ *If it were you, what would you do in class to make your students learn better (and not)?*

Own source for the study object, adapted from: Aksoy 1999; Postlethwaite, Haggarty 2002; Montañez, Poma 2016; Raufelder et al. 2016.

Table 2. Data obtained classification

Dimension	Category	Subcategory
Effective TEACHER characteristics	Qualities	Personality
		Class coexistence
		Incidence on learning process
	Attitudes	Inter-personal relationship with student
		Discipline
		Incidence on learning process
Effective TEACHING practices	Theoretical knowledge	Teacher's general-knowledge
		Teacher subject-knowledge
		Theoretical explanations
	Practical knowledge	Motivational activities
		Autonomy activities
	Assessment and evaluation	Appreciate effective learning

Own source with Grounded Theory process

Student voice emerging theory

This section presents a data analysis that integrates a coherent approach to construct a consistent theory from student's voice (to be later contrasted with scientific literature). The two figures below display the data collected in the field study and the analysis derived: the word cloud illustrates the concepts mentioned by students according to frequency, while the map depicts the connections established between contents (previously coded).

Figure 1. Cloud-word reflecting frequency of student nominations about teaching effectiveness

Figure 2. Conceptual-map emerged from Student's voice about teaching effectiveness: positive and negative

Figures 1-2: Own source from Atlas.ti program

Indeed, students' contributions are offered as representation of learning experience regarding teaching (taken directly from transcripts, due to relevance it represents to conclusions of the study):

- Okay, I'd like more if the teachers didn't threaten so much to put sanctions, call home, or expel students and all that, and if I were a teacher, I would try to help students more and try to give them a pleasing school day.
- First of all, I would try not to get them bored, because if they get bored, they don't learn.
- My ideal teacher would be the one that when I walked through the door, well, I would come in, always funny, always laughing with you and they would say "but hey, look who's here".
- That I liked the subject I am studying because it shows when the teacher likes it and when he does not, when he likes it gives him more enthusiasm and I would explain by preparing some games so that the knowledge would stay better for the students.
- Not having so much difference in students' grades, treating everyone equally, because maybe if a student gets lower grades, it is not because he does not study, but because maybe it is harder for him than someone else.
- Well, I would try to explain things to them as many times as necessary. For example, in mathematics last year I failed and this year I have a A-grade because the teacher explains things to me as many times as necessary and, thus, helps me more to learn what he is explaining to me; That is, it connects practice with theory so that you understand what he is explaining to you.
- I would try to help them with difficulties, if I see that they are not studying, I will try to understand if there is a reason. I would ask "how are you at home?"

Conclusive synthesis comparing theory-practice:

Finally, two tables synthesis below compares scientific (orange) and student (blue) perspectives, initially in a positive sense (first table) and then in a negative one (second table):

Table 3. Table-synthesis comparing scientific and student positive perspectives about teacher effectiveness

Delors Report +	Effective Teacher	Effective teaching	Differentiated curriculum	Learning-Understanding	Full development alumno	Comprehensive hierarchy	Student Perspective	Examples
BE (values inner virtues)	**HOW YOU ARE** (personally) Motivator Enthusiastic Talented	PASSION = Affection + involvement + respect + admiration Invitation-encouragement	*Differentiated* Custom Structured. -Integrated units *Exhibit	Customization *Affirmation*	**PERSONALITY** Self-esteem/self-concept Security/Trust Reflection/Awareness yes — Effective Ed. Relationship	Physical and safe (homeostasis) Privacy and morality (familiarity) — Corporal +Identity I	Positive personality; Proper way to relate to a's; Influences positive qualities in apprentice. [1.a+b+e]	Effective teacher: empathetic, respectful collaborators, innovative, fun, efficient (achieve learning) Learning = trust (attention + interest + motivation) Respect + commitment = Learn better (long term) Freedom and self-acceptance = friendship, affection, help, attentive listening, support, alegre, sympathetic, gives security to the student and closeness. They aim in their learning by helping them to have a better character, to become an educated and formal adult, to be better people.
LIVE WITH (external attitudes)	**WHAT YOU THINK** (other) Powers Expectations Theories Proactivity (classroom climate)	FLEXIBLE teaching and adapted to students Opportunity	*Important for everyone (motivating)* -group activity *Remember	Cooperation *Contribution*	**CONNIVANCE** Transparency/Spontaneou. Co-participation/ Participation Friendliness/ Welcoming Active part of the set	Affiliation (friendship, affection, trust) Expansion OTHERS	Positive attitudes; Proper treatment to ; Grow good weather. [1.a+b+c+d]	Listen actively, good treatment; believe in yourself; allows participation; freedom of choice; motivates students; increases self-esteem, self-concept and self-efficacy, encourages a'; Have occupation/work interest, not idleness; Proposal of behavior and exemplariness; Respect and proper functioning; Appropriate and shared standards; Educate = content + behavior;
KNOW (wisdom/ contents T²)	**WHAT YOU KNOW** (T²) Saber general Domain (Experize) Explanation T² (didactic instruction)	At continuous (Adapt teaching knowledge-student balance) Investment	*Focused* -represent content and learn it *understand	Knowledge progression *Being able to learn*	**LEARNING T²** Centered Object (Process) Abstraction (cognitive) Contextualization	Recognition (respect; identify; admit as true) RATIONAL Activity	Knowledge about your subject; Theoretical explanation; Explanation subj-obj; [2.a+b+c]	Passion/Vocation and confidence in teaching, diverse explanation and varied methodology to adapt to the understanding and particularity of the student, step from subjective to objective reasoning with methodological variety according to the subject and the student
DO (Application² recreate)	**WHAT YOU DO** (P²) -Planning (time/resource) -Classroom Management (cf. Management) Discipline (rules and routines) -Practical application (activities)	Conscious and profound (complexity, abstraction and teaching strategies) Persistence	*Attracts* interest + involvement + engagement -class labs + authentic experiences *apply+ analyze	Depth Significance *Reaching Goal*	**DEVELOPMENT P⁸** Autonomy (elaboration) Intrinsic motivation (GA) • Interest • Participation • Opt.Learn.Exp.=FLOW • Creativity	Autorrealización: (Autonomy, Problem Solving, Openness without prejudice) SKILL achieved	Cultivation discipline; Motivating and autonomous activities; [2.d+e+f]	It puts pertinent tasks avoiding idleness, discipline and good behavior are maintained, respect is imposed and good relations between students are encouraged, participation and personalization are encouraged, interesting, fun, motivating teaching, coherent and dynamic didactics, healthy group competence, use of ICTs, methodological variety, innovation; leave the classroom; autonomous elaborations, freedom of choice, diagrams and other resources adapted to the EA process, prioritizing comprehension over memorization.
EVALUATE Taxonomy Bloom rev. create with novelty and originality)	**WHAT YOU VALUE** (Ev.) Evaluation = confirm+adapt RETROALIM = regulation + co-continue (Evaluation = rating = feedback	ASSESSED Regulation Affection Encourage Transform= I THINK PERSONAL *Reflection*	*Scaffolded* -reflective evaluation (From the student himself) *evaluate + create novelty*	*Active: challenge*	**EVALUATION** self-regulation: critical thinking CUSTOMIZATION (adaptation) Self-control	Self-transcendence Self-regulation Maturity Auto-control Agency/diligence	Evaluation process [2.g]	It allows the involvement of the student, to value the development of the behavior and not only to the acquisition of contents, attends to whole person, importance of increasing the percentage of other daily tasks and decreasing that of the punctual evaluation, varying the traditional methods of evaluating the student and passing to other innovators, importance that the students give to the feedback and the knowledge about what has been valued of their learning and why to learn better from it.
Social transformation (Utopia needed)	Teacher laboratory for the development of students.	Teaching influence on student development	Ed. Personalized, individualized differentiated	Upcoming Development Zone	Personal development, social improvement.	Ultimate aspiration of the human being	Positive EA process and effective learning. [2.h+i]	Buen class functioning, challenging, motivating and promotes the interest of the student, the interest of the student, is fun, importance of development on amount of content, union theory-practice-daily life, involve student, remains long-term, is significant and useful for real life, transcending the limits of the classroom.

Own source

Table 4. Table-synthesis comparing scientific and student negative perspectives about teacher effectiveness

Own source
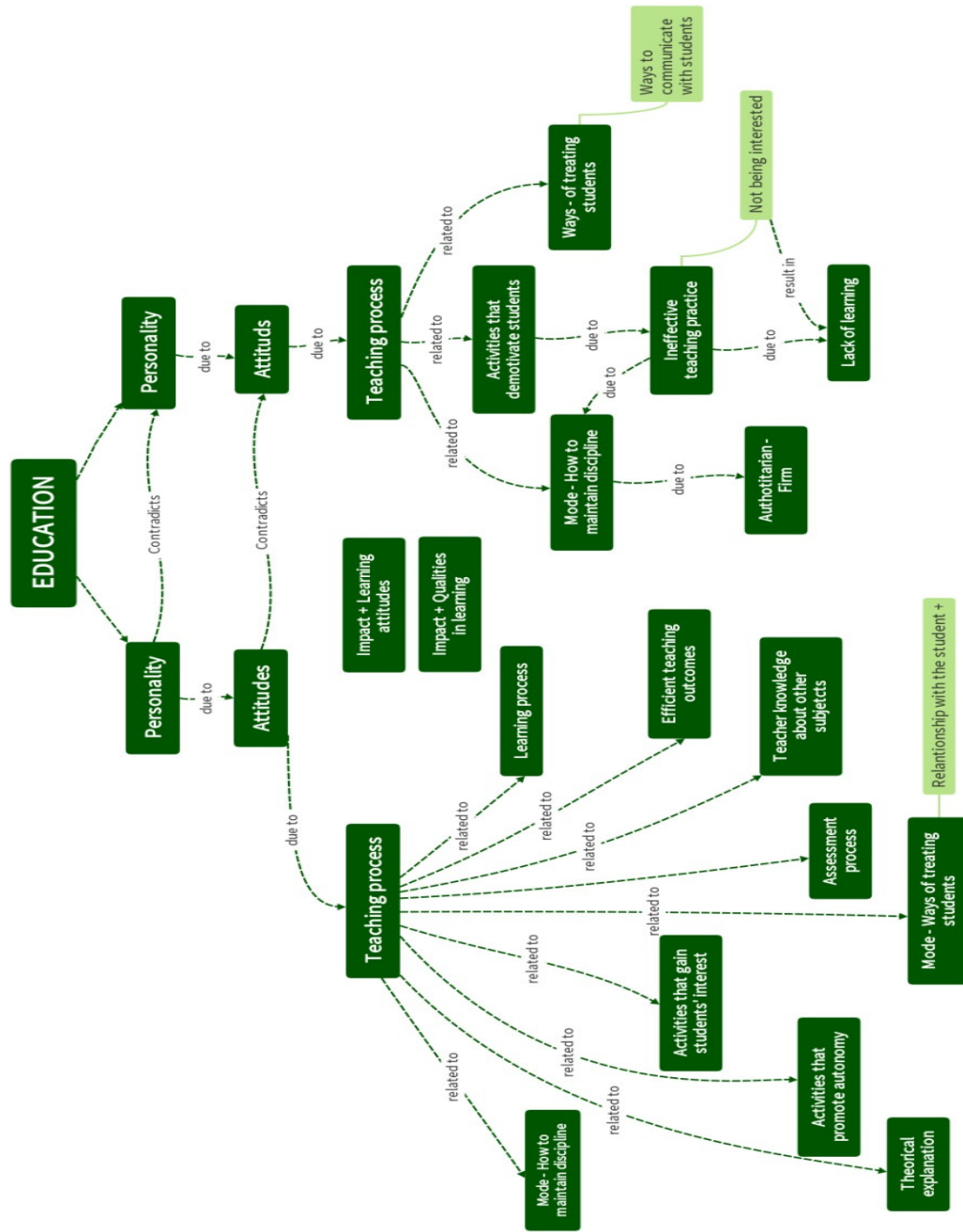
Discussion and conclusion

Zabalza (2012) argues that the quality of a practice depends on various factors, such as the context, the participants, the curriculum and the conditions. Therefore, "no teacher is a complete compendium of good practices" (p. 19), and their success or failure will be influenced by these factors (Cohen, Grossman 2016). The aim of research is to identify common elements in teachers and their teaching that can be considered "good practices" (effective and observable -Hattie 2009). The first criterion for good practices is teaching effectiveness in terms of justice (Rawls 2012). This implies a dialogue with the social and historical reality, and a commitment to quality and equity – providing each student with what they need to achieve their maximum development in different stages of life (Delors 1996), as a way of contributing to social change.

The concept of "good teacher" (Stolz 2018) is not fixed, but evolves over time. However, some moral and ethical qualities remain constant if we understand it as "educator" (according to students' voice): a knowledgeable person who can explain contents well, rather than just knowing them for themselves. This educator also shows interest in students' lives and does their best to facilitate their learning, even sacrificing themselves – which makes teaching a vocation. We propose that quality as effectiveness is also quality as internal transformation: students should be able to report whether they have made qualitative progress – that is why we should ask them (Quaglia, Corso 2014), and listen to them (Hattie 2009) to improve the educational process.

It is vital to monitor students' progress throughout the teaching and learning process, and to adjust the roles of the teacher, the curriculum and the student accordingly, in alignment with the rest of the educational community (Tomlinson 2006). Moreover, it is important to note that there is no significant difference between public and private school students in terms of their perception of good teaching. However, there seems to be a huge gap between how they learn from their teachers, which may be attributed to the methodology and the school management that support it. Their learning is directly influenced by the quality of teaching they receive, which depends largely on the teacher, and also on the school project that involves the faculty and the classroom practices.

Teacher Professional Development is essential for effective teaching (Hattie 2003). It should be contextualized in each school and involve most of the teachers to have an impact (Alcolea, Nieto, 2014). Teaching is a public service that requires teachers to have specialized knowledge and skills, which they need to update and improve through continuous training. It also requires teachers to have a sense of personal and collective responsibility for their profession and for the students who will become the future members of society (UNESCO 1998). Therefore, teachers should foster the internal development of students by adopting a humanistic perspective that views the person as a whole, rather than in isolated aspects. This

approach is more likely to enhance students' intrinsic motivation, deep reasoning, creativity, critical thinking and overall maturity (including both academic and personal development, which leads to social transcendence). The subject becomes an influence on performance, probably more than other methodologies that seek academic results without considering the personal dimension – reversing the educational scope (as stated by the students themselves).

The educational system needs to adopt new policies, approaches and action lines that put students at the center of the learning process. The teacher and the student are both essential for a successful education; otherwise, we risk stagnation and resistance to change. We cannot rely on routine practices or "customs make laws" that favour rote memorization over innovative practices and active methodologies. These should be regularized and implemented, not avoided or neglected. Teacher professional development is a key resource that could be more utilized, perhaps by making it mandatory and weekly, with short sessions based on evidence-based models such as "Rosenshine 10 Principles" that also incorporate students' voice. From the students' perspective, we need to foster new visions, open and refreshing looks that align with the teacher's perspective. Delors Report proposed four columns to build education (learning to be, learning to live together, learning to know and learning to do) to foster complex and meaningful learning that responds to global challenges and opportunities. This aligns with the idea of learning for understanding (Darling-Hammond 2001), which suggests that learning driven by intrinsic motivation can have a positive social impact. This was also the pedagogical vision of Don Bosco, who dedicated his life to this cause and whose legacy continues to inspire many educational contexts. In this paper, the four pillars of education are ordered by Maslow's hierarchy of needs, giving them a humanistic perspective that considers the whole person and not only the academic dimension. The personal and affective needs are the foundation for authentic relationships that can influence one's attitudes and actions, where selfishness is balanced with altruism. The academic needs are essential for developing human potential and skills. The social impact needs reflect the purpose of life as a transformative force in the world. This is the basis for the personal, academic and social development of educational action.

This approach is not only useful for educational centers, but also for teacher training and evaluation, which can lead to a profound change. The teacher is the key factor that influences the student's personality and professionalism. Therefore, as the peak of Bloom's revised Taxonomy (Anderson, Krathwohl 2001), evaluation is seen as a reorganization of initial information to achieve our own integration. It involves creating innovation or improving processes to be original, through reflection and awareness that drive the change. It is the final step of the educational process that loops back to itself, to continue with authentic originality, reinventing and building on the lived experience. This is what learning means.

Many educational theorists have emphasized the concept of "self-regulation", "maturity", or "self-realization" (such as Rogers 1977; Formella 2009; Maslow 2016)

as the goal of education. They argue that education should foster the development of oneself and the self-control to reach out to others with kindness and love (Fromm, 1994) and to achieve social transcendence (as Don Bosco evidenced – Cian 2001). Shulman (2005) proposes that educational research should be based on five forms of knowledge: moral, conceptual, empirical, operational, and action protocols that are consistent with the results and conclusions. Santrock (2021) also stresses the importance of providing students with ample opportunities to practice their skills as the culmination of the teaching and learning (TL) process, especially in secondary school. He identifies the main characteristics of a good teacher according to students' opinions: having a sense of humour, being able to motivate them, having a deep knowledge of the subject, explaining clearly, and being personally committed to the teaching profession. On the other hand, he points out the negative traits of teachers who fail to achieve their learning objectives: delivering boring lessons, giving confusing and complicated explanations, showing favouritism for the best students, and having other bad practices that make students feel that teachers expect more from them than they have taught them (as if they should "learn by magic" or "by chance").

The student is an essential and shared component of the teaching-learning process, initiated by the teacher. The aim of this process is education, a factitive verb with a double subject, that requires the involvement of both agents: a teacher cannot teach alone, nor can a student learn without his or her own will. They both engage in a reciprocal relationship, motivated to improve, which is reflected in the students' voices. Two poles are balanced in achieving their goals. This is the meaning of education: a joint and participatory action of free and active subjects, whose reciprocity leads them from the Cave to the outside. Our self-evaluation test is to see our teaching mirrored in the students' learning.

Limitations and prospective

It would be desirable to differentiate between age and gender, but this has not been possible so far. Future research will address this limitation, and also test a self-evaluation table for teachers based on the research results. This proposal has been one of the most promising outcomes, as it is directly linked to the specialized literature related to student voice, which was the motivation of this text: to synthesize relevant data from theory and practice. The holistic perspective and the socio-critical paradigm aim to improve situations that need it. This guide offers a pragmatic way to study, which might be useful for other educational contexts and transferable, as an introspective instrument that operates in the teacher's inner world through reflection.

References

Alcolea M.P., Nieto J.M. (2014). *Desarrollo Profesional eficaz: el caso de la formación en centros en la Región de Murcia*. In: *La formación del profesorado en Educación Infantil y Primaria: retos y propuestas* (p. 173-185). Murcia: Editum.

Cian L. (2001). *El sistema educativo de Don Bosco: las líneas maestras de su estilo*. Barcelona: Editorial CSS.

Cohen J., Grossman P. (2016). *Respecting complexity in measures of teaching: Keeping students and schools in focus*. "Teaching and Teacher Education", n. 55, p. 308–317.

Darling-Hammond L. (2001). *El derecho de aprender: crear buenas escuelas para todos*. Barcelona: Ariel.

Formella Z. (2009). *L'educatore maturo nella comunicazione relazionale*. Roma: Aracne.

Hattie J.A.C. (2003, October). *Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia*. Retrieved from http://research.acer.edu.au/research_conference_2003/4/ (consulted 15/08/2023).

Hattie J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Maslow A. (2016). *El hombre autorrealizado: hacia una psicología del ser*. Barcelona: Editorial Kairós.

Quaglia R.J., Corso M.J. (2014). *Student voice: The instrument of change. Singapore*: Corwin Press.

Rawls J. (2012). *Teoría de la justicia*. Fondo de cultura económica. Retrieved from https://www.overdrive.com/media/2894121/teoria-de-la-justicia (consulted 20/09/2023).

Rogers C. (1977). *Carl Rogers on Personal Power: Inner Strength and its Revolutionary Impact*. New York: Delacorte.

Santrock J.W. (2021). *Psicologia dell'educazione*. Milano: McGraw-Hill.

Shulman L.S. (2005). *Conocimiento y enseñanza: fundamentos de la nueva reforma*. "Profesorado, Revista de curriculum y formación del profesorado", n. 9 (2), p. 1-30.

Stolz S.A. (2018). *A genealogical analysis of the concept of 'good' teaching: a polemic*. "Journal of Philosophy of Education", n. 52 (1), p. 144-162.

Tomlinson C.A. (2006). *Adempiere la promessa di una classe differenziata: strategie e strumenti per un insegnamento attento alla diversità*. Roma: LAS.

UNESCO. (1996). *Informe a la Unesco de la comisión internacional sobre la educación para el siglo XXI: La educación encierra un tesoro*. Madrid: Santillana, Ediciones UNESCO, p. 91-103.

UNESCO. (1998). *World education report 1998: teachers and teaching in a changing world*. Paris: UNESCO.

Zabalza M.A. (2012). *El estudio de las' buenas practicas' docentes en la enseñanza universitaria*. "REDU: Revista de docencia universitaria", n. 10 (1), p. 17-42.