

# **Course: Professionalism in Teaching (8612)**

**Semester: Spring, 2021**

## **ASSIGNMENT No. 1**

### **Q.1 Which characteristics are necessary for a profession? Why a profession is not called profession without these characteristics?**

“Teaching is the noblest profession in the world,” stated President David O. McKay. But teaching is a profession that only appeals to a special type of person—a person who is concerned about others, one who has a desire to touch the lives of his students and somehow leave them better than they were. The richest rewards of teaching come when a teacher can observe growth and development in his students. One of the largest of all professions, teaching employs more than 2 1/2 million people annually. Nevertheless, jobs are sometimes difficult to find because of the large number of people currently prepared to enter the profession. In the field of social sciences, for example, there are almost no opportunities. On the other hand, elementary placement is still quite high. Special education and physical sciences (chemistry, math, and physics) have many opportunities, too. Naturally there are more opportunities in some geographical areas than in others and especially in schools where teaching conditions are poor. Eight out of ten recent BYU graduates found teaching jobs last year. Salaries vary and are dependent on the teacher’s experience and education, and on where he teaches. For most positions the hours are long. Not only does the teacher spend about eight and one-half hours per day in the classroom, but two to three hours are spent at home grading papers and preparing for the next day. Since teaching can be very difficult and nerve taxing, one should carefully look at his interests, abilities, and goals before deciding upon a career in education. If he finds himself to be stable, interested in continued study and learning, and capable of seeing beneath the surface to the basic needs of other people, he can discover in teaching extraordinary satisfaction and the nobility President McKay referred to.

The skills needed for effective teaching involve more than just expertise in an academic field. You must be able to interact with people and help them understand a new way of looking at the world. This is not an easy job! Although there are many different ways to teach effectively, good instructors have several qualities in common. They are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways. As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your students are more likely to reciprocate. Conversely, when you are negative, unprepared, or impatient, these qualities will be reflected in the attitudes of your students. Undergraduate students at Georgetown have high expectations of their instructors, and they also have many competing interests beyond the course you are teaching. Give them a reason to remember your class as an important part of their college experience!

### **POSITIVE**

Keep your students engaged with a positive attitude. Teaching is most effective when students are motivated by the desire to learn, rather than by grades or degree requirements. Many first-time TAs are confused by the new

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authority of being a teaching assistant, and mistake intimidation for respect. Think of your students as teammates, not adversaries. Learning and teaching are challenging, but that doesn't mean that you can't have fun in the classroom. Stay focused, but don't be afraid to be creative and innovative. Allow yourself to be enthusiastic and find ways to let students see what is interesting about your subject.

### **PREPARED**

You should know the course material. If students are required to attend lectures and read assignments, then it seems reasonable that you would do the same. Most faculty expect graduate TAs to attend lectures, especially if they have never taken or taught the course. Review key concepts and ideas if you are unclear about them, particularly if it has been a while since you have worked with the topics you will be teaching. Think about how the material can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture, and prepare your overheads, diagrams, handouts and other aids well in advance. Don't wait until the morning of the class!

### **ORGANIZED**

Have a plan for what you want to teach. Your job is to illustrate key points and essential context, to help students integrate all of their work (reading, labs, exams, papers, lectures, etc.) for the course. Given that there is never time to teach everything, choose the most important concepts and show how they are related. Explain ideas so students are able to build on material they have already mastered, whether from your course or previous classes. Don't just focus on what you happen to be teaching today. Show students how what they are learning now is connected to material covered later in the course. Keep your long term goals in mind, pace yourself so that you don't run out of time at the end, and try to end every class with a conclusion.

### **CLEAR**

Effective teachers can explain complex ideas in simple ways. As you develop expertise in an academic field, it is easy to forget that students may have no prior knowledge of fundamental concepts that you take for granted. Help students understand and use new terminology, so they can become fluent in the language of your discipline. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Make sure that they are large enough to see, neat enough to read, and don't stand in the way! Think about the role body language can play. Having your teaching observed by someone else (or even better, having it videotaped) can reveal habits that you would never notice on your own.

### **ACTIVE**

Keep your students thinking? Unless they are actively using the concepts you are teaching, most students will remember only a small fraction of what you teach. A lecture is an efficient way to deliver information to large numbers of people, but it is an inefficient way to provide students with lasting knowledge and skills. Consider using at least some classroom time for activities other than traditional lectures, discussions or question and answer sessions. Problem solving exercises in small groups can take no more than a few minutes, yet allow students to engage with the material being covered.

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### **PATIENT**

Remember what it is like to learn something for the first time. Give students time to process information and answer questions. Know that it is fine for students to make mistakes if they can learn from them. Realize that learning can be hard work, even for the most motivated students. Rather than blaming students when things don't go right, consider ways you could change your approach to reach them more effectively. Concepts, background information or conclusions that seem obvious to you may not be so clear to someone who is new to the subject. Be patient with yourself, too. Teaching can be difficult and frustrating at times. Give yourself the same opportunity to make mistakes and learn from them.

### **FAIR**

Consider what it would be like to be one of your students. Chances are you would want an instructor who set clear expectations, applied them consistently and could admit when they were wrong. Whether you mark off points on an exam question, give a low grade on a paper, or penalize someone for a late assignment, you should be able to explain why you did it. Of course it helps if you have already outlined clear policies, both for the entire course and for each assignment. Once you have set standards, it is very important to apply them equally and consistently, otherwise you will lose credibility. On the other hand, if you make a mistake or don't know the answer to a question, it is much better to acknowledge rather than ignore it.

### **TECHNOLOGY TIP**

Since it is often hard to remember what it is like to encounter your discipline's material at an early stage, peer instruction offers an alternative to the "sage on stage" model. Peer instruction, which usually happens in small group activities or paper response assignments, allows students to get feedback at their own level of discourse and understanding. This provides a helpful complement (not replacement) to instructor feedback. Technology such as the discussion tool in Blackboard helps peer groups stay in contact over long distances and over different periods of time.

### **WHAT'S YOUR LEARNING STYLE?**

CNDLS has several ways of helping you discover the learning styles you tend to favor. Being more aware of your own tendencies will help you recognize similar or different preferences in your students and react accordingly. Besides the more well-known Myers-Briggs test and visual, auditory, and tactile differences, there are also documented differences in how people problem solve.

### **TECHNOLOGY TIP**

E-mail is an excellent and perfectly acceptable way to give feedback to your students. In fact, several professors ask their students to turn in assignments over e-mail. By having a digital copy of students' work, faculty can make comments using the editing tools in Word, have access to the papers wherever there is an internet connection, and keep up with less paper-work, not to mention having a date and time record of when the student turned in the work.

**Q. 2 What is professional responsibility? Describe its role in promoting values.**

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**Professionalization** is a social process by which any trade or occupation transforms itself into a true "profession of the highest integrity and competence."<sup>[1]</sup> The definition of what constitutes a profession is often contested. Professionalization tends to result in establishing acceptable qualifications, one or more professional associations to recommend best practice and to oversee the conduct of members of the profession, and some degree of demarcation of the qualified from unqualified amateurs (that is, professional certification). It is also likely to create "occupational closure", closing the profession to entry from outsiders, amateurs and the unqualified.

Occupations not fully professionalized are sometimes called semi professions. Critique of professionalization views overzealous versions driven by perverse incentives (essentially, a modern analogue of the negative aspects of guilds) as a form of credentials.

### **Responsibilities of a Teacher**

#### **1. Knowledge of the Subject**

- To have expert knowledge of the subject area
- To pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research in the subject area

#### **2. Teaching**

- To plan and prepare appropriately the assigned courses and lectures
- To conduct assigned classes at the scheduled times
- To demonstrate competence in classroom instruction
- To implement the designated curriculum completely and in due time
- To plan and implement effective classroom management practices
- To design and implement effective strategies to develop self-responsible/independent learners
- To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects
- To engage students in active, hands-on, creative problem-based learning
- To provide opportunities for students to access and use current technology, resources and information to solve problems
- To provides opportunities for students to apply and practice what is learned
- To engage students in creative thinking and integrated or interdisciplinary learning experiences
- To build students' ability to work collaboratively with others
- To adapt instruction/support to students' differences in development, learning styles, strengths and needs
- To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs

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- To maintain a safe, orderly environment conducive to learning
  - To comply with requirements for the safety and supervision of students inside and outside the classroom
3. **Assessment**
- To define and communicate learning expectations to students
  - To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students
  - To assign reasonable assignments and homework to students as per university rules
  - To evaluate students' performances in an objective, fair and timely manner
  - To record and report timely the results of quizzes, assignments, mid- and final semester exams
  - To use student assessment data to guide changes in instruction and practice, and to improve student learning
4. **Professionalism**
- To be punctual and be available in the university during official working hours
  - To comply with policies, standards, rules, regulations and procedures of the university
  - To prepare and maintain course files
  - To take precautions to protect university records, equipment, materials, and facilities
  - To participate responsibly in university improvement initiatives
  - To attend and participate in faculty meetings and other assigned meetings and activities according to university policy
  - To demonstrate timeliness and attendance for assigned responsibilities
  - To work collaboratively with other professionals and staff
  - To participate in partnerships with other members of the university's community to support student learning and university-related activities
  - To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments
  - To provide and accept evaluative feedback in a professional manner
  - To create and maintain a positive and safe learning environment
  - To carry out any other related duties assigned by the department chairman
5. **Good Behaviour**
- To model honesty, fairness and ethical conduct
  - To model a caring attitude and promote positive inter-personal relationships
  - To model correct use of language, oral and written
  - To foster student self-control, self-discipline and responsibility to others

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- To model and promote empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students
- To demonstrate skill when managing student behaviour, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility

### 6. Specific Deadlines

Task	Deadline
Course Specifications	During the first lecture of the course, course specifications should be shared with the students
Class Activity Report	Class activity report must be prepared for each class lecture and placed in the course file
Course File	Course file for each course must be kept updated all the time for periodic review by the Chairman and random checks by the QAD
Attendance	After every 8 weeks of the semester, a copy of the attendance summary sheet must be displayed on notice board and a copy should be placed in the course file.
Quizzes	Within one week of every quiz, a copy of the result must be displayed on notice board and a copy should be placed in the course file. (Note: Quizzes/Assignments should be equally distributed before and after the mid exam).
Assignments	Within one week of receiving every assignment, a copy of the result must be displayed on notice board and a copy should be placed in the course file.
Mid Semester Exam	Within one week of the exam, a copy of the result must be displayed on notice board and a copy should be placed in the course file.
Final Attendance Report	A copy of the final student attendance report must be submitted to COE office before the end-semester examination
Setting of Mid & Final Papers	All examination papers should be set from within the prescribed course made known to the students by the teacher.

End Semester Exam	Within one week of the exam, submit the comprehensive results to the controller of examination along with answer-sheets of mid and end-semester exams.
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**Q.3 Describe purpose and structure of code of professional conduct. Also explain commitment to professional renewal.**

The standards transcend all subject areas and grade levels. And most colleges and universities use the Interstate New Teacher Assessment and Support Consortium (InTASC) standards to voice their expectations required for new teachers. Here's a brief description of the ten InTASC standards you need to know, so that you can be an effective teacher and shape hundreds of lives over the course of your career:

**1. Learner development.** The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

**2. Learning differences.** The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

**3. Learning environments.** The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

**4. Content knowledge.** The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage

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and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.

**5. Application of content.** The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

**6. Assessment.** The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.

**7. Planning for instruction.** The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

**8. Instructional strategies.** The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

**9. Professional learning and ethical practice.** The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as

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continual learners, always seeking new opportunities to further their knowledge, particularly of their content base.

**10. Leadership and collaboration.** The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals.

### **Q. 4 What is teacher renewal? Discuss role of professional dispositions in teacher renewal.**

Professional dispositions include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002).

The professional dispositions expected of all teacher candidates include an ability to

1. Demonstrate a commitment to learning and diversity.
2. Build rapport and serve as a strong role model to peers, colleagues and learners.
3. Display effective communication skills (oral and written) in all settings.
4. Demonstrate professional competence and conduct.

All teacher candidates are expected to demonstrate these professional dispositions consistently, especially during course and fieldwork opportunities. To ensure all teacher candidates demonstrate these dispositions, the TLEL faculty members have established mandated checkpoints throughout the preparation program. These checkpoints provide an opportunity to elicit feedback from course instructors, cooperating teachers, and university supervisors on any dispositional concerns. Teacher candidates are also provided with a number of opportunities to self-evaluate how well they these professional dispositions.

Professional dispositions will be assessed by cooperating teachers/placement coordinators (e.g., Liberty Partnership coordinators) and university supervisors in each field experience requirement. Additionally, course instructors will assess professional dispositions informally in courses.

Teacher candidates must receive a final rating of "acceptable" for admission and advancement in teacher education programs. If a teacher candidate receives an "unacceptable" rating in a field experience or from a

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course instructor, he/she must complete another field experience successfully before advancing in the program and/or before applying for the internship semester.

Teachers engage in development for various reasons (Bailey, Curtis, & Nunan, 2001). Sometimes it happens as a consequence of teachers' intrinsic motivation to improve the quality of their teaching practices, gain respect and recognition, become a more effective educator, or to increase individual satisfaction in pursuit of a successful teaching career. In other cases, it comes about as a consequence of extrinsic motivation from a teacher brought on by factors such as maintaining a job or position, obtaining a better salary, accessing higher quality jobs in the field, or getting a promotion. Heystek and Terhoven (2015) explain that both types of motivation can be important for sustainable and participative teacher development, especially connected to curriculum. In the same way, teacher development can be motivated by institutional needs such as increased teacher awareness, updating of teacher knowledge, and adoption of new teaching practices, among many others. In this way, the institution can play a key role in transforming teacher development into a "process of 'we are developing' rather than a process of 'you must develop' because you are underperforming" (Heystek & Terhoven, 2015, p. 629). In this paper, we reflect on the process of building and implementing a teacher development program (TDP) linked to curriculum renewal in a university English as a foreign language (EFL) program on the Caribbean coast of Colombia. In detailing the process, we explain how university and program faculty were involved in reflecting, analyzing, and making informed decisions about their teaching practices within the framework in order to better design and implement the new curriculum.

The specific context in which this TPD was designed is that of an eight-level, undergraduate EFL program that serves around 12,000 students annually and relies on approximately 60 teachers, most of whom are Colombian. Students in the program belong to a variety of majors ranging from graphic design or engineering to psychology or social communication. Throughout the program, teachers are expected to help students develop a B2 level of language proficiency according to the Common European Framework of Reference (CEFR) (Council of Europe, 2001).

Based on systematic classroom observations at all levels of the program, we found students were not developing their language proficiency at the expected level. Careful analysis of students' grades and exit exam results corroborated these observations and showed that more than 50% of the students were not achieving a B2 level. In order to address this situation, the language institute initiated a curriculum development project (CDP) based on backwards design, using desired learning outcomes to guide the construction of a new curriculum (Wiggins & McTighe, 2005). The CDP aimed to identify needs in the program as well as propose a new curriculum that would take into account aspects such as: course goals and outcomes, course materials, student performance, teacher performance, and assessment in a more comprehensive and structured way than before. After a needs analysis was carried out, a preliminary design created, and new course materials chosen, a major challenge arose: working with teachers to reflect on, evaluate, and implement the new curriculum in the classroom.

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When creating a teacher development program, several aspects must be clear, including the objectives it aims to achieve in terms of institutional and professional needs. In regard to the TPD in question, the time frame desired for its execution was also important, bearing in mind that the curriculum implementation had fixed dates.

### **Institutional Needs**

In the EFL program in question, there were several institutional needs that motivated the CDP and the TPD. These needs included: fewer and more succinct objectives in course syllabi, a clear progression of student learning outcomes (SLOs), increased awareness among teachers of the content of each level, as well as a need to standardize assessment practices.

### **Professional Needs**

The TPD also took into account varied professional needs of the teachers within the EFL program who would be implementing the new curriculum, the most important of which were: teaching practice update, especially regarding skills instructions, sharing of good classroom practices with their colleagues, and reflection as a professional tool.

### **Q. 5 Describe teacher as a moral agent.**

A nation depends on the activities of the teachers. Identically, they are working to grow the basement of the students. No matter it is school, college or university, a qualified teacher is the builder of a student. Even a teacher on the special skills or technical courses is keeping role responsibilities on the societies. For this reason, the leader of tomorrow is created by a teacher. At the same time, if a teacher fails to discover the eternal power of a student, the student fails in his whole life. That means a teacher is the best mentor for a life of the student.

The education system of the 21st century has changed radically with the integration of the technology in every sector. At the same time, the students are more matured than the previous time. Now, in the twenty-first-century education depends on Thinking Skills, Interpersonal Skills, Information Media, Technological Skills as well as Life Skills. Especially, the education of the present time emphasis on life and career skills. Now there has no value for rote learning. In general, it needs to meet the industry need. To clarify, the teaching will be effective when a student can use the lesson outside of the classroom. For changing the globalizing world, the role of the teachers is essential to improve the sustainable education. At the same time, inspiring and guiding the students in increasing employability skills with the digital tools is the prerequisite for a teacher. Thus a teacher in the twenty-first century will be a digital teacher. Teachers are not the facilitator for learning of the students only, and now they are responsible for training the students for increasing employability skills, expanding the mind, growing digital citizenships, critical thinking, and creativity as well as sustainable learning. Thus, the winning of the students is the win of the teachers.

With the passes of time and integration of technology in every sector, the teacher's role has changed a lot. They need to enrich some skills to develop their students. Otherwise, the students will not get the lesson, and it will increase the of educated unemployed in the digital era. Let's see the changing role of a teacher in the 21st century.

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This is the most competitive world, and there has the diverse option to choose the next career for a student. In this case, a teacher needs to become a big planner to support them according to their psychology. The future of a student will depend on 4C's (Critical thinking, Communication, Collaboration, and Creativity). It is the duty of a teacher to introduce them the mentioned terms very clearly. The students will need to try several multidisciplinary jobs. So the teachers will define where they will give more importance and which skills are just for adding value or keeping as optional. Besides, if an educator can provide a proper guideline to build the career in the 21st century for the students, he will be the all-rounder in his career and life.

### **2. A Resource Provider**

In this digital age, the internet is full of supportive resources. When a teacher teaches the students from a collaborative perspective, the students will learn more deeply if they get the resources. It can be YouTube Video Tutorial, Digital Content, eBooks or even the printing documents. If the student receives the supportive materials on how to enrich Critical thinking, Communication skills, Collaboration, and Creativity, they can lead their own future. A teacher can show the resources according to their interest. Even a teacher can't be expert on the topics, albeit he can easily point the links of the supportive materials. It will ensure better learning environments and the students will be engaged with the lesson.

### **3. A digital Instructor for Different Ways of Learning**

Effective teachers don't limit the learning resources for the students. Correspondingly, they are the best instructor for the students. In contrast, they will create the learning materials entertaining. In the digital age, you can find a lot of resources who are teaching the course efficiently. The instructor knows how to make the meaningful learning opportunities for all students. Providing practical examples in the classroom or collaborating in a class with another teacher can also help them to learn perfectly. To emphasize, they know mixing the knowledge with an expert collaborator can make the student motivated.

### **4. Learning Facilitator**

A digital teacher or leader in the teaching profession don't teach the students only. Also, they help their colleagues to become the supporter of technology and show them how to find the online resources and how to stay updated on their subject. They know how to enjoy the work and how to make the lesson enjoyable. That means they are the facilitator for all the students and teachers. Remember, if you can share your knowledge you will learn more deeply. Similarly, the people will love you.

### **5. A Technology Lover for Learning**

Now, it is so tough to attract the students without the use of technology. If you don't teach the right use of technology and how to find the internet resources, they will get the evil resources. Important to realize, a teacher needs to learn how to read the psychology and what the students want. With attention to, if you can't maintain the online community with the students, you will not be able to inform the students about the world. Indeed, there has no way of the teachers to deal with the students without learning the technology and internet

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world. As a result, when you want to build the nation, you have to develop yourself first. Must be remembered, you have to know how the Google Advanced Search process works.

#### **6. A digital Learner for the lifetime**

Effective teachers who are the builders of a nation are the lifetime learner. To point out, they keep knowledge of the latest changes in their subject. Then again, they keep knowledge about which jobs will be available in the next decade. In addition, they learn the newest technology to help the students. To put it differently, they know how to combine the technology, pedagogy, and content which will ensure Real-World Problem Solving and cooperative learning. To summarize, a teacher needs to follow the quotes from Henry Ford.

- A successful teacher will collaborate with a specific objective
- They know when to listen and when to ignore
- Believe winning of the students is the win of the teacher
- They can praise smartly
- Welcome the changes always
- Explore the new tools in the technology
- They have the sense of humor
- Grow a personal learning network
- Measure success
- Be open-minded
- Expect students will be the Mentors of future
- Power to the students
- Take the Learning Process Outside of the Classroom
- Help the students to become the entrepreneur and Innovator