Feleber youth Academy

Training on General methods of teaching

(More emphasize on active learning)

TARGET GROUP: TEACHERS AND SCHOOL LEADERS

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General Methods of teaching

• General Methods of teaching

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Objectives…

1. To differentiate active learning and passive learning
2. Describe techniques in active learning
3. To understand how effective lesson plan can be developed and undertaken in classroom
4. To identify techniques in active learning and them utilize in the classroom

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Presentation Techniques

(Utilizing the Principles of Adult Learning Theory)

- Discussion
- Small and large group activities
- Self-Reflection
- Question and answer sessions
- Active Learning Strategies (i.e., role play, scenarios, simulations)
- others

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Presentation outline

- Introduction to General method of Teaching
- **The Aims of Teaching**
- Child center teaching methodologies (Active learning)
- **What is active learning?**
- **What is the theory behind active learning?**
- **Benefits of Active Learning (purposes)**
- **Characteristics of active learning**
- **Preconditions for Active Student Involvement**
  - ✓ **Preparation**
  - ✓ **Motivation**
  - ✓ **Absence of Fear**
- Characteristics of the student learner in active learning
- Active learning techniques
- **General Guidelines for Effective Teaching**
  - ✓ **Organize each class carefully**
  - ✓ **Develop a healthy classroom climate**
  - ✓ **Adopt a concerned and professional approach**
  - ✓ **Use resources**
- **Principles of Effective Teaching.**
- **Learning principles**
- **Lesson Planning**
- **Characteristics of specific Objectives**
- **Checklist for lesson plan**
- **Conditions to be fulfilled Before Preparing a Lesson Plan**

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General Methods of Teaching

- **Teaching Method** comprises the principles and methods used by teachers to **enable student learning**.
- These strategies are determined partly on **subject matter to be taught and partly by the nature of the learner**.
- For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about.

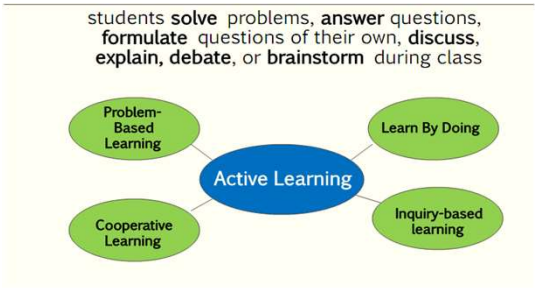
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……Introduction to General method of Teaching

➢The child is like a young plant which needs proper growth, nurturing, and shaping , while the teacher, is ***like a gardener who understands the plants***, some require bending, an others some straightening .

➢For successful teaching/learning processes, the teacher is required to understand thoroughly the child and the subject matter which must be considered and chosen according to the child's condition/situation and standard.

➢Since the child is the subject of education, the teacher should be able to guide the child to successfully become an achiever in life.



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The Aims of Teaching

- ✓ **The main aims of teaching are to induce (encourage) students to learn.**
- ✓ **Teaching is to inform and explain to your students any new knowledge they are expected to know in your subject area.**
- ✓ **Teaching aims at stimulating(inspiring motivating), directing and guiding students.**
- ✓ **Teaching aims at *identifying learning problems*.**
- ✓ **Teaching involves sharing experiences between the teacher and the learner.**
- ✓ **Teaching brings about a desirable change in the behavior of the learner.**
- ✓ **One aim of teaching is to *bring the students together for better interaction.***
- ✓ **In the process of teaching, students mix freely together and understand one another's behavior.**

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Child center teaching methodologies

Active learning refers to techniques where students **do more than simply listen to a lecture.**

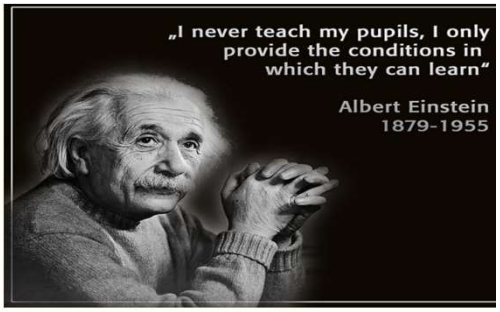
➢ Students are DOING something including discovering, processing, and applying information.

Active learning "derives from two basic assumptions:

➢ That learning is by nature an active endeavor and

➢ that different people learn in different ways" (meyers and jones, 1993).

✓ The elements of active learning are **talking and listening, writing, reading, and reflecting** (Meyers and jones, 1993).



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……active learning

- ➢ Active learning is a process that has student learning at its center.
- ➢ Active learning focuses on *how* students learn and *what* they learn.
- ➢ Students are encouraged to **'think hard',** rather than **passively receive information** from the teacher.
- ➢ Research shows us that it is **not possible to transmit understanding to students by simply telling them** what they need to know.
- ➢ With active learning, **students play an important part in their own learning process.**
- ➢ They **build knowledge and understanding** in response to opportunities provided by their teacher.

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……active Learning

- Active learning can be defined as an approach to learning wherein the students engage themselves in the learning process by developing knowledge and understanding. **It demands full-fledged participation** on the part of the learner and is **not based on classroom teaching**, rather it is based on **interactive learning sessions**.
- Any form of learning **in which there is the direct involvement of the learner in the learning process**, **through a number of individual and group activities.**
- *Learning is more durable and enduring when the **learners are cognitively involved in the process of learning.***

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Active Learning Methods

Active Learning involves learning by way of:

- Question-answer
- Excursion
- Brainstorming
- Debates
- Strip story
- Dramatization
- Assignments
- Independent study
- Problem-solving

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Definition of Passive Learning

- Passive Learning means the traditional form of learning wherein teachers are seen as experts and they are expected to transfer knowledge to the learners. Hence, the students have a laid-back attitude, as they learn from what is taught to them by their instructor. Moreover, the student does not get any feedback from the instructor.
- Passive Learning assumes that – "*The student's mind is like empty cups which are to be filled with knowledge*".

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Passive learning

- ✓ The *learners are perceived as a passive recipient of the instructor's knowledge* which means that the learners memorize and imitate knowledge transferred by the teacher.
- ✓ That is why, no conscious efforts are taken by the learner to gain knowledge, rather a knowledge or ideas are fed to the learner by the teacher.

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…….Passive learning

- In passive learning, the student often **gets bored or tired** easily, which is **due to the minimal involvement of the brain during the learning sessions, that limits the thinking ability of the students**.
- Further, it provides only a few opportunities to check the student's **comprehension and understanding.**

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Passive Learning Methods

Passive Learning involves learning through:

- Lectures
- Tutorials
- Seminar
- Programmed Instructions
- Power-Point Presentation
- Illustration
- Textbook

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Some common examples of active and passive learning

ACTIVE LEARNING	PASSIVE LEARNING
Taking part in Group Discussion	Hearing lecture during the class
Doing Presentation in front of audience	Reading of a textbook
Playing a role in Role Play	Seeing pictures, charts, tables and graphs
In-depth examination of case study	Watching videos
Researching, designing and completing the project assigned.	Watching live demonstrations

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What is the theory behind active learning?

- Active learning is based on a theory called **constructivism.**
- Constructivism emphasizes the fact that **learners construct or build their own understanding.**
- Constructivists argue that learning is a process of **'making meaning'.**
- Learners develop their **existing knowledge and understanding** in order to **achieve deeper levels of understanding.**

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....What is the theory behind active learning?

- This means that learners are more able to **analyze, evaluate and synthesize ideas (thus achieving the higher order skills of Bloom's Taxonomy).**
- Skilled teachers make these deeper levels of understanding more possible by **providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning.**

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....What is the theory behind active learning?

- The theory of 'social constructivism' says that **learning happens mainly through social interaction with others**, such as a teacher or other students. One social constructivist, **Lev Vygotsky (1896–1934)**, developed the idea of the **Zone of Proximal Development.**
- This zone lies between **what a learner can achieve alone and what a learner can achieve with their teacher's expert guidance.**

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Learning should be relevant and within a meaningful context.

- This idea was developed by the philosopher Jean-Jacques Rousseau (1712–1778). It influenced numerous educators in the early 20th century such as John Dewey (1859–1952) and Maria Montessori (1870–1952).
- The main idea is that we learn best when we **can see the usefulness of what we learn and connect it to the real world.**

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Benefits of Active Learning

- Jeanellie Avelino (2022)
- Active learning, **at its core, allows learners to do more than just sit and listen.**
- It requires students **to participate, engage, and collaborate in class to drive deeper learning outcomes.**

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Why use active learning?

- "Tell me, I forget. Show me, I remember. Involve me, I understand."

Chinese Proverb

- "Give a man a fish; you have fed him for today. Teach a man to fish; and you have fed him for a lifetime."

Author unknown

…Benefits of Active Learning

1. Leads to higher engagement

2. Improves collaboration skills

3. Builds self-confidence

4. Promotes higher learning retention

5. Makes learning more fun and exciting

6. Increases learners' motivation to learn

7. Stretches creativity and innovation

8. Improves critical thinking and problem-solving skills

9. Allows instant feedback and improvement

10. Increases learning/ training success

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1. Leads to higher engagement

- According to Bonwell and Eison, active learning "involves students in doing things and thinking about the things they are doing."
- Simply stated, learners transition from mere "observing" to "actively engaging" with the new information presented to them. When learners are directly engaged with their learning materials, they develop a positive relationship with their training.
- It allows them to gain a deeper understanding and connection with the material, which helps result in improved learning success.

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… 1. Leads to higher engagement

- Active learning in face-to-face training sessions usually takes the form of discussions, FAQ sessions, role-playing, and hands-on activities. But if you're shifting to virtual learning, you can turn to EdApp to incorporate the benefits of active learning into your corporate compliance training. Feel free to try their rapid authoring solutions along with their microlearning and gamification functions to increase the engagement rate of your corporate elearning courses and learning management system.

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… 1. Leads to higher engagement

- As you present compact lessons with excellent course design in the form of m learning through smartphone games, learners will connect and engage better with their workplace content when done via digital learning.

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2. Improves collaboration skills

- Another benefit of active learning is that it helps improve your team's collaboration skills. Instead of simply listening to an instructor-led training, this type of learning leverages the power of collaboration and social interaction to learn and solve problems.
- Through interactive activities, you'll be able to equip your employees with all the necessary collaboration skills they'll need to make teamwork successful.
- It's highly beneficial because, as we all know it, successful teamwork drives businesses to grow and thrive in their fields.

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……2. Improves collaboration skills

- Active learning through collaboration can be achieved through the help of various learning development training tools and functions of EdApp.
- The most valuable one is its Virtual Classroom feature, which allows learners to interact and learn together in real-time, even if they're separated by time or distance.
- EdApp also works smoothly with communication tools like Zoom and Microsoft Teams for video conferencing in online training sessions.

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3. Builds self-confidence

- Active learning creates an environment where learners are pulled out of their comfort zones.
- They are expected to share their thoughts, opinions, and conclusions about certain topics rather than simply bombard and spoon-feed them with knowledge until the training is over.
- As they get more comfortable speaking up, learners will gain greater freedom from self-doubt and build their self-confidence. Being confident at work is surely a benefit of active learning that will give them the power to do more of their tasks quickly, effectively, and to a high level of quality.

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3. Builds self-confidence

- You can count on EdApp's Discussion feature to reinforce active learning in your employee training and build confidence in your team members.
- Here, trainers and mentors can post questions or topics, or start a peer-to-peer or peer-to-admin conversation.
- It also allows learners to share their knowledge and expertise and, if necessary, lead the discussion.
- With your learners at the center of their learning, it will bolster their confidence and inspire them to acknowledge their own strengths.

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4. Promotes higher learning retention

- Active learning is scientifically proven to result in significantly increased message retention. In fact, Dale's Cone of Experience reveals that learners take in more information through "action-learning" because of its direct and purposeful nature.
- It contrasts with the traditional style of unilateral learning, where they are just passively making their way through lessons without participating.
- Since learners are given the chance to participate and actively do things, they retain at least 90% of the learning materials.

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….4. Promotes higher learning retention

- Active learning also involves multiple parts of their brains like engaging in activities beyond just reading and listening. Using more than one sense at a time, learners are able to understand and remember the lessons better and embed them into their long-term memory.

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5. Makes learning more fun and exciting

- Nothing is more boring than just sitting and listening in a training or seminar until the talking is over.
- Lack of interaction leads to a poor personalized learning experience, which leads to an absolute waste of time, energy, and money. Your ultimate lifesaver? — shifting to active learning. Another benefit of active learning is that it's generally more fun and exciting.
- This is primarily because everyone is expected to get involved, play a part in activities and discussions, and apply their knowledge in practice.

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….5. Makes learning more fun and exciting

- EdApp's gamification solutions can help make corporate learning more active, and most of all, fun and exciting. Its free gamification library includes elearning templates that are ready to be populated with your content, such as letter jumble game, jeopardy game, and memory game.
- Gamifying your training only takes minutes and hours, not weeks and months.
- You can further enhance its effectiveness with leaderboards, point scores, real prizing, and rewards.
- It allows your learners to play and compete with each other, all while simultaneously processing and absorbing new knowledge and skills.

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6. Increases learners' motivation to learn

- It's easy to tune out in class if the participation is not technically needed —– traditional passive learning is, unfortunately, more like this. However, in an active learning environment, no one is invisible.
- As pointed out in previous sections, this sort of learning necessitates everyone's presence and cooperation to make a fruitful discussion.
- In return, employees are urged to prepare ahead of time and ensure that they are ready to respond and participate in their training sessions.
- Adopting this behavior, they will start to gain motivation over time and are more likely to invest in their learning.

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7. Stretches creativity and innovation

- Another great benefit of active learning is that it stretches your team's creativity and innovation. Stemming from its need for everyone's individual engagement and collaboration, learners are pushed to use their imagination and further expand their creativity to make an excellent contribution in class.
- Active learning also helps widen their perspectives by bouncing off one another's opinions as they work in groups.
- Engaging regularly in such a collaborative environment will allow them to see new possibilities, create new knowledge, and come up with more innovative ideas.

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8. Improves critical thinking and problem-solving skills

- Active learning activities like question-and-answer sessions and debates encourage learners to think outside the box and take their critical thinking to the next level.
- Not only will they help reinforce conceptual knowledge among learners, but these activities will also develop and nurture their problem-solving and decision-making abilities.

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….8. Improves critical thinking and problem-solving skills

- Learners will also learn how to construct stronger arguments to defend their points of view, challenge insights from others, and recognize logical flaws.
- Acquiring such skills will enable them to make better and more rational decisions at work, as well as devise innovative strategies and solutions to solve any fundamental challenges.

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9. Allows instant feedback and improvement

- Active learning typically entails hands-on activities, quizzes, and assessments that allow instructors to immediately evaluate their learners' understanding of their training topics.
- This gives them the ability to provide their learners with instant feedback and guidance to overcome any performance gaps and achieve their desired learning goal.

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.... 9. Allows instant feedback and improvement

- Learners, equipped with the power to speak up in class, can also provide feedback about their learning process and voice any concerns they may have with the training.
- These insights can be used to identify whether or not your training method is working, and improve it as necessary.
- Giving and receiving feedback, however, can easily backfire if not carefully thought out and dealt with.

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10. Increases learning/ training success

- Even if you've invested in the most expensive edtech training tools and learning materials, your training will still fail if your learners aren't fully involved and motivated to learn.
- Adopting an active learning method, on the other hand, helps overcome all of these barriers to training success.
- Active learners work harder to achieve success and produce better results since they take an active role in their own learning environments.

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.....10. Increases learning/training success

- Active learning, in general, is also significantly more fun and exciting since it goes beyond just reading and listening as everyone is expected to engage and actually do something, either individually or as a group.
- This, in turn, enables a boost in retention and productivity and increased training participation and completion.

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Characteristics of active learning

Bonwell and Eison (1991) state that some characteristics of active learning are:

- Students are involved in **more than listening,**
- less emphasis is **placed on transmitting information and more on developing students' skills,**
- students are involved in **higher-order thinking (analysis, synthesis, evaluation),**
- **students are engaged in activities** (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values.

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- **Conclusions that can be drawn from the literature show that active learning:**

- encourages deep rather than surface learning
- encourages students to take ownership of their own learning
- tends to be more resource intensive in terms of staff time, running costs and capital investment than 'chalk and talk', but can reduce the number of lectures, releasing staff time for more active engagement with students

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What are the difficulties in active learning?

- *It is important to realize that students sitting in a group and studying together, **or group projects in which one or two students do all the work**, do not constitute active nor collaborative learning.*
- a. **Front to back seating arrangements:** It is hard to talk to the back of someone else's head. Front to back seating arrangements discourage students from talking among themselves but focus on the instructor.

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b. If the teacher is not obtaining periodic student feedback on how a course/topic is progressing.

- Are students getting out of the course what they want?
- Are the classroom procedures and methods used well?
- Are there some things that you are doing which students don't like (for example, Lecture organization, clarity of presentations, unfriendly manner)?

Information on these factors not only helps to make the classroom atmosphere better but it also creates an atmosphere where students feel that the instructor is interested in what they have to say. This has a tendency to transfer into content areas as well.

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c. **Compulsory attendance.**

Students who feel coerced into attending every session are less likely to participate. (This may apply more to a college or university.)

d. **An overemphasis on marks and grading**. Constantly stressing the importance of material for the midterm or final, how important a good grade in your course is, and how much you appreciate good students will lead to a lack of involvement.

Students are less likely to be involved when the name of the game is to get a grade and not learning something that might be of value to them.

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e. **Encouraging exclusive dialogue with the instructor and not between or among students.**

- This fosters a lack of involvement since students must compete with each other for the "king's ear." This is more like convincing or arguing with the instructor over a point but it is hardly like a dialogue among peers. Most students lose interest in this process.

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Preconditions for Active Student Involvement

Neal (2010) suggests that active learning take some planning:

- **Preparation**
  - Change student expectations on the first day and in the syllabus
  - Learn about your students
  - Use out-of-class assignments to prepare for active learning in-class
  - Prepare written instructions, worksheets, slides, etc., for the exercises

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..... Preconditions for Active Student Involvement

- **Motivation**
  - ✓Explain the educational purpose of the exercise to students
  - ✓Create challenging exercises
  - ✓Have students summarize what they've learned at the conclusion of the exercise

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..... Preconditions for Active Student Involvement

Absence of Fear

- ✓ Provide a climate where risk-taking is rewarded
- ✓ Allow students to get to know each other
- ✓ Reward students for their participation with positive feedback
- ✓ Practice "instructional immediacy" (smile, make eye contact, use student names, move around the classroom, etc.)

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Active learning techniques

Active learning techniques used in small and large classes, and with all levels of students are:

- Think-Pair-Share
  - Give students a task such as a question or problem to solve, an original example to develop, etc.
  - Have them work on this 2-5 minutes alone (think).
  - Then have them discuss their ideas for 3-5 minutes with the student sitting next to them (pair).
  - Finally, ask or choose student pairs to share their ideas with the whole class (share).

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Continued

- Collaborative learning groups (CLG)
  - Generally, you assign students to heterogeneous groups of 3-6 students. They choose a leader and a scribe (note-taker).
  - They are given a task to work on together.
  - Often, student preparation for the CLG has been required earlier (reading or homework).
  - The group produces a group answer or paper or project. This work best in small to medium size classes.

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Continued

- Student-led review sessions
  - Instead of the traditional instructor-led review session, have the students do the work.
  - Each student is to ask at least one question related to the material he or she read , and to try to answer a question raised by another student.
  - Students can also practice discussing, illustrating and applying difficult material or concepts,
  - For the second half of the review session, the whole class works together.
  - Students may ask questions; other students volunteer to answer them.

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Continued

- Games
  - Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams.
  - They can be used at the individual, small group or full class levels.

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Continued

- Analysis or reactions to videos

  Videos offer an alternative presentation mode for course material.
  - Videos should be relatively short (5-20 minutes). Screen them to make sure they are worth showing. Prepare students ahead of time with reaction or discussion questions or a list of ideas on which to focus; this will help them pay attention.
  - After the video, have them work alone or in pairs to answer critical questions, write a "review" or reaction, or apply a theory.

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Continued

- Student debates
- These can be formal or informal, individual or group, graded or not, etc.
- They allow students the opportunity to take a thesis or position and gather data and logic to support that view, critically.
- Debates also give students experience with verbal presentations.
- Some faculty members ask students their personal view on an issue and then make them argue the opposite position.

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Continued

- **Student generated exam questions**
  - This can be used for review or for the actual exam.
- This technique helps students actively process material, gives them a better understanding of the difficulties of writing reliable and valid exam questions, helps them review material, and gives them practice for the exam.

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Continued

- Mini-research proposals or projects; a class research symposium
  - ✓ Have the students work on designing a research study on a topic from the class.
  - ✓ In some situations, you may be able to have them collect data during class time (observe some situation or give out some short surveys) or you may have them doing this as part of an outside-of-class project.
  - ✓ Either way, have students present their research in a class research symposium similar to what we do at professional meetings. Invite other faculty and students.

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Continued

- Analyze case studies
  - Bring in case studies for students to read (for example, I will put a case example of sexual harassment on an overhead).
- Have students discuss and analyze the case, applying concepts, data, and theory from the class.
- They can work as individuals or in groups or do this as a think-pair-share. Consider combining this with a brief in-class writing assignment.

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Continued

- **Concept mapping**
  - Here students create visual representations of models, ideas, and the relationships between concepts.
  - They draw circles containing concepts and lines, with connecting phrases on the lines, between concepts.
  - This can be done individually or in groups, once or repeated as students acquire new information and perspectives, and can be shared, discussed, and critiqued.

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Group work

- It allows every participant the chance to speak, **share personal views, and develop the skill of working with others.**
- Break the class into groups of 2-5 students. Give each group articles to read, questions to answer and discuss, information to share, subjects to teach to other groups, etc.

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Fishbowls A small number of students must **respond to questions distributed in a previous class session.**

These students become experts in a given field and supplement the teacher **as a source of information and feedback.**

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Cold-calling

- A single student must share with the class his/her conclusion supported by reasons and evidence.
- This technique can be used as an individual homework assignment for which students receive a question/issue in advance and have the opportunity to prepare answers.
- It can also be used as a group activity **during which students compare evidence and prepare reasons without knowing who will be called upon to provide the final justification.**

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- **Conference Style Learning**

- Students read materials that build on **previous class activities and prepare key ideas as well as questions for debate.**
- The teacher functions as a **facilitator, time keeper, and discussion guide, adding strategic questions to keep the discussion going.** Students perform as experts on a given issue.

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Collaborative listing and ranking

- A group process by which members determine the individual **aspects or elements of a task or concept, and then prioritize them or place them in a hierarchical order.**

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Mind mapping

- Involves writing down **a central idea and thinking up new and related ideas** which **radiate out from the center**.
- By focusing on **key ideas written down in your own words, and then looking for branches** out and **connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.**

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Connecting a topic

- Pointing out similarities between the topic to be studied and one that is more contemporary, more familiar, or more interesting.

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Brainstorming

- A method of **collaborative problem solving in which all members of a group spontaneously contribute ideas**, or a similar process undertaken by an **individual to solve a problem by rapidly generating and recording a variety of possible solutions.**

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Role-playing

- The instructor provides ***either real or imaginary contexts along with a range of relevant characters/roles***; students are encouraged to research these contexts, characters, and/or roles, and then to improvise dramatic interactions among their characters during class periods.

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Simulations / Role Playing

- A major goal behind simulations or role playing is to allow teacher candidates the opportunity to experience an event or activity that they might not encounter in their day-to-day education.
- Simulations are based upon real-life experiences. Pre service teachers can use simulations to practice solving anticipated classroom and school related problems.
- Simulations generally have the following elements:

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….Role play/simulation

- participant(s) presented with information about hypothetical setting,
- introduce a task or problem in the context of that simulated setting,
- require participant(s) to generate one or more solutions to the problem, and
- provide the participant with information about appropriateness of her or her solution.

https://www.phy.ilstu.edu/pte/311content/activelearning/activlearn2.html

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Round table discussion

- A discussion which may follow any number of specific protocols, but that is based on the agreement that each person has **equal opportunity to contribute and equal status in the discussion.**

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- **Student field work with reflection**

- Any number of organized or individual instructional experiences that are held outside the classroom. Their design is meant to be as authentic as possible or as the instructional topic permits.
- Students are usually asked to journal, report, or otherwise produce documentation and/or their impression of the experience.

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Collective problem solving

- Both conceptual and practical problems will sometimes resist solution because problem-solvers are unable to frame their questions in original ways; collective problem solving exercises encourage small groups of students to take a problem (e.g., how to interpret a literary text or historical event) and reformulate it (i.e., conceive it differently, even oddly) in at least ten new ways (for example, one could begin to reformulate the classic problem of explaining **Hamlet's inaction**—his psychological disposition--as a moral problem: why is Hamlet caught among competing moral values?).

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- **Service learning**

➢ Instructional projects that link community service and academic study so that each strengthens the other.

➢ The basic theory of service-learning is that the **interaction of knowledge and skills with experience strengthens learning, and contributes to the community in meaningful ways.**

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Continued

- **Observing:**
- **This occurs whenever a learner watches or listens to someone else "Doing" something that is related to what they are learning about.**

➢ **This might be such things as observing one's teacher do something (e.g., "This is how I critique a novel."), listening to other professionals perform (e.g., musicians), or observing the phenomena being studied (natural, social, or cultural). The act of observing may be "direct" or "indirect/vicarious."**

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Observing:

➢ **A direct observation means the learner is observing the real action, directly; a vicarious observation is observing a simulation of the real action. For example, a direct observation of poverty might be for the learner to actually go to where low income people are living and working, and spend some time observing life there.**

➢ **A vicarious or indirect observation of the same topic might be to watch a movie involving poor people or to read stories written by or about them.**

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Continued

Doing:

- This refers to any learning activity where the learner actually does something:
- Example
- design a reservoir dam (engineering), conduct a high school band (music education), design and/or conduct an experiment (natural and social sciences), critique an argument or piece of writing (the humanities), investigate local historical resources(history), make an oral presentation (communication), etc.

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Continued

- Again, "Doing" may be direct or indirect/vicarious. Case studies, role-playing and simulation activities offer ways of vicariously engaging students in the "Doing" process.

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Lecture method

- **Lecture method** is the oldest method of teaching. It is based on the philosophy of idealism. This method refers to the explanation of the topic to the students. The emphasis is on the presentation of the content. The teacher clarifies the content matter to the students by using gestures, simple devices, by changing voice, change in position and facial expressions.
- **Teachers** are more active and students are passive but the teacher also asks questions to keep the students attentive.

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……Lecture method

- This method is economical and can be used among large number of students. It saves time and also covers syllabus. It is the simplest method for teachers and does not require any arrangements. It gives the students training in listening. It provides an opportunity an opportunity for better clarification of the topics and lying stress on significant ideas. It brings a personal contact and touch to impress or influence the pupils.

85

…. Lecture method

- Though this method has much limitation but still it is the most used method. The lecture method can be made effective by using following points matter should be arranged properly. Teacher should have process in between the lesson. These should be abundant repetition of the topic. The teacher should encourage the students to ask questions teaching aids should also be used to make the lecture effective. The content of the lecture should be logical and according to the standard of the students.
- Thus, we conclude that the lecture method can be very effective, if it is made more interactive and interesting for students.
- https://www.biyanicolleges.org/lecture-method-teaching-method/

86

Concentric Circles

- Description: A small circle of group members forms within a large circle. The inner circle discusses a topic while the role of the outer circle is to listen. The discussion is then reversed.
- When Used: As a technique to stimulate interest and to provoke good discussion. It is especially good to get more response from a group that is slow in participating.
- Procedure: The facilitator and planning group develop questions to be discussed by the concentric circle, then the larger circle.

87

Jigsaw

- Jigsaw was designed to create a cooperative and interdependent learning environment that engages students in learning and empowers them to take the ownership of their learning.
- Dividing and assigning the pieces – **assign students an equal but different "piece" of content you want them to learn**
- Organize the pieces – **Students with the same pieces of information come together and become experts on that piece**
- Putting together the puzzle – students form groups with others who had different pieces of information than they did. They work in their groups to put all the pieces of content together.

88

A Model of Active Learning

- This model suggests that all learning activities involve some kind of experience or some kind of dialogue.
- **The two main kinds of dialogue are "Dialogue with Self" and "Dialogue with Others."**
- The two main kinds of ***experience are "Observing" and "Doing."***

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Continued

Dialogue with Self:

- This is what happens when a learner **thinks reflectively about a topic, i.e.,** they ask themselves what they think or should think, what they feel about the topic, etc.
- A teacher can ask students, on a small scale, to keep a journal for a course, or, on a larger scale, to develop a learning portfolio.
- **In either case, students could write about *what* they are learning, *how* they are learning, what role this knowledge or learning plays in their own life, how this makes them *feel*, etc.**

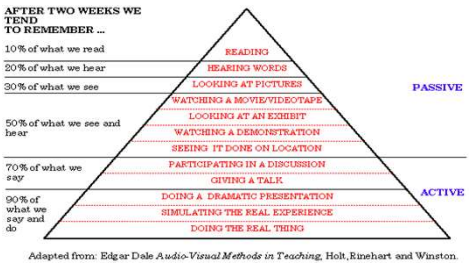
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continued

- **Dialogue with Others:**
- **This can and does come in many forms. In traditional teaching, when students read a textbook or listen to a lecture, they are "listening to" another person (teacher, book author).**
- **This can perhaps be viewed as "partial dialogue" but it is limited because there is no back-and-forth exchange.**

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continued



Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

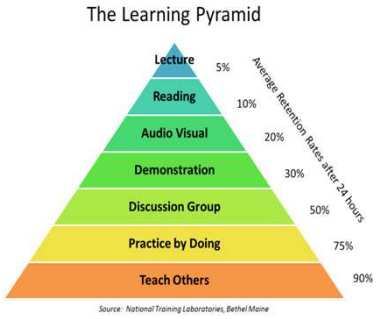
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……Dialogue with Others:

- **A much more dynamic and active form of dialogue occurs when a teacher creates an intense small group discussion on a topic.**
- **Sometimes teachers can also find creative ways to involve students in dialogue situations with people other than students (e.g., practitioners, experts), either in class or outside of class.**

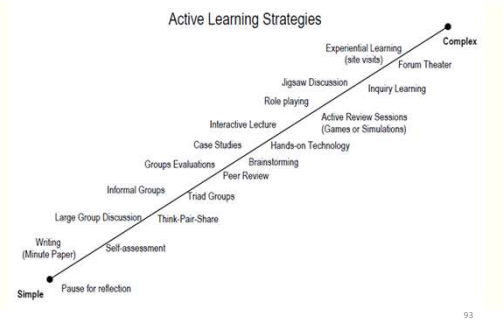
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The learning pyramid



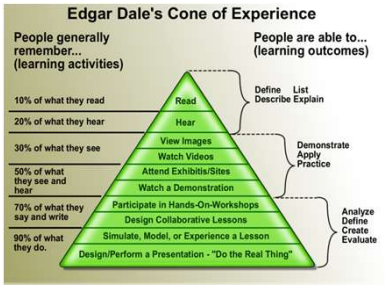
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….Active learning strategies



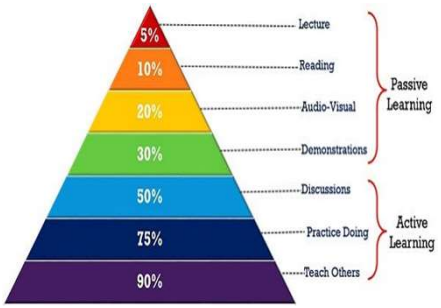
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Social Learning - Group Learning - Collaborative



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Difference b/active learning and passive learning



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General Guidelines for Effective Teaching

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The following are some general principles that should guide your thinking (Diamond, et al., 1988).

- **Organize each class carefully**
  - outline the lesson content
  - Distinguish clearly between main and subsidiary ideas, and plan to spend more class time on the former.
  - Point out the key ideas, definitions, concepts, principles in a lesson.
  - Indicate transitions between pairs of a lesson.

99

…Organize each class carefully

- Summarize after each section of a lecture.
- Periodically review main ideas and facts.

100

Develop a healthy classroom climate

- **Establish a positive rapport with your students.** Although learning/teaching can be difficult at times, classes should not be grim (unattractive) places.
- Use the time before class to talk to your students; learn who they are. Be five minutes early!
- **Develop patience and empathize (have compassion)** when your **students have difficulty.**
- **Help students develop confidence to ask questions** and offer their ideas in class, assuring them that **perfection is not expected during the learning process.** At the same time, gently correct wrong responses. Above all, nobody should **ridicule (laugh at)** an answer.

101

…. Develop a healthy classroom climate

- Rather than preach **(speak, talk)** to the class or individuals who do poorly on quizzes, exams or papers, **explore with them how they can do better next time.**
- Avoid arguing in class with students about exam questions; instead, arrange to see them after the class. Announce this at the start of the year. Tell your students you will discuss exam questions only within 48 hours after you have returned the exam.
- **Be upbeat (positive) and encouraging**. Smile during class; you will neither lose control nor lessen the seriousness of what you are teaching.
- **Appear human (sociable)** - even idiosyncratic (characteristics) , if that is what you are.

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Adopt a concerned and professional approach

- Before the drop date, **make an effort to meet with students who are not doing well in the class**. Encourage them to make informed decisions about their future in the subject/course.
- Admit it when you don't know the answer to a question, rather than lying or brushing aside the question. **Model the idea that learning is an ongoing quest for all of us and determine that either you or the students will research the issue before next class. Ask them to come back the next class for the answer and be prepared.**

103

...Adopt a concerned and professional approach

- Early in the semester, while there is still time to **adjust your teaching style, request and use informed student feedback about the course/subject.**
- **Ask students to leave their suggestions slips (with no names on the slips)** at the end of any class to maintain continual improvement of your teaching of the course.

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Use resources

- Use your peers for ideas and suggestions. You're not alone in this endeavor.
- Think about visiting the classroom of a colleague and sharing what works and what doesn't.

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Principles of Effective Teacher/teaching.

1.Creating an Active Learning Environment.

2.Establish a Rapport Between the Students and the Teacher.

3.Feedback and Communication.

4.Inclusivity.

5.Helping Students to Manage Time.

6.Motivation and Inspiration (encouraging).

7.Adaptability and Betterment.

106

•Lesson Planning

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Lesson Plan

- **A lesson plan is the preparatory notes on the subjects to be taught on daily basis.**
- **It is the layout of how the teacher intends to handle a lesson from the beginning to the end.**
- **A lesson plan is the instrument with which a good teacher can effectively perform his daily classroom teaching.**
- **A good teacher is expected to plan his lesson on daily basis stating the steps or procedures to follow to achieve the stated objectives.**

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HOW TO DEFINE
Instructional Design ???

Instructional design aims at giving decisions regarding the following aspects of the study:

- ***What* will be accomplished ? (learning outcomes)**
- ***What will be presented* ? (content)**
- ***How content will be communicated* ? (methods).**
- ***When content will be communicated* ?(time of conducting &duration)**
- ***Where content will be communicated*?(place or setting of conducting; theoretical and/or practicum)**
- ***Who* will do it? (assigned person; teacher, student, others)**

II- Affective Domain

Internalizing Values	behavior which is controlled by a value system
Organization	organizing values into order of priority
Valuing	the value a person attaches to something
Responding to phenomena	taking an active part in learning; participating
Receiving phenomena	an awareness; willingness to listen

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Domains of educational objectives

Educational objectives are classified into 3 domains:

- **Cognitive:**

Those objectives concerned with knowledge, understanding and intellectual skills such as problem solving.

- **Affective:**

Those objectives concerned with feelings and emotions such as attitudes, values, appreciations and interests.

- **Psychomotor:**

Those objectives concerned with manipulative skills and coordinated.

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III- Psychomotor Domain

Origination	a learner's ability to create new movement patterns
Adaptation	a learner's ability to modify motor skills to fit a new situation
Complex Overt Response	the intermediate stage of learning a complex skill
Mechanism	the ability to perform a complex motor skill
Guided Response	the early stage of learning a complex skill which includes imitation
Set	a learner's readiness to act
Perception	the ability to use sensory cues to guide physical activity

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Bloom's learning domains
I- Cognitive Domain

Evaluation	judges the value of information
Synthesis	builds a pattern from diverse elements
Analysis	separates information into part for better understanding
Application	applying knowledge to a new situation
Comprehension	understanding information
Knowledge	recall of data

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Related Action Verbs to the three domains

Learning Type	Related Action Verbs
Attitude Development	Adjust, analyze , assess, choose, criticize, decide, evaluate, pick, select.
Skill Development	assemble , compute , construct , copy , count, demonstrate, design, develop, draw, measure, operate, prepare, process, prove, record, repair, solve, peak, transcribe, type, write.
Knowledge Development	Cite, compare, contrast, define, describe, detect, Differentiate, distinguish, enumerate, explain Identify, list, name, quote, recite, recognize, relate, Repeat, reproduce

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BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesizing, critiquing, experimenting, judging

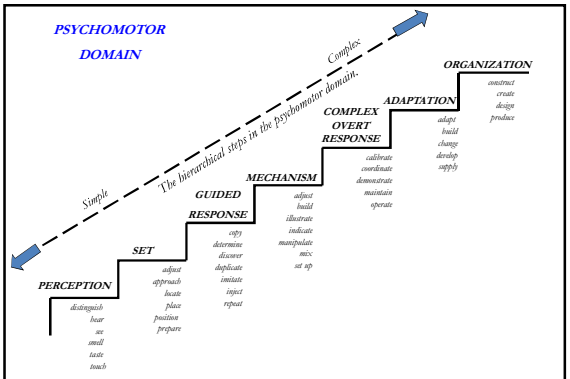
Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

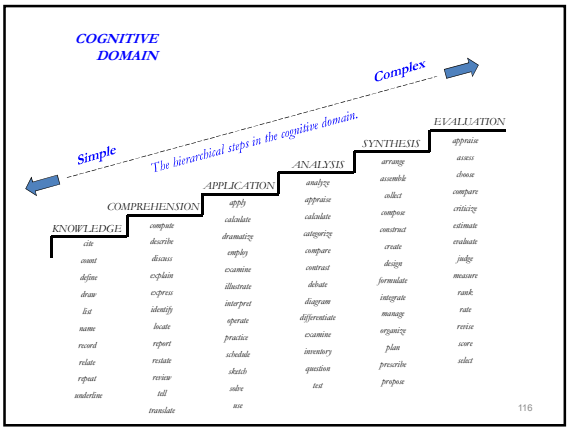
Understanding
Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding

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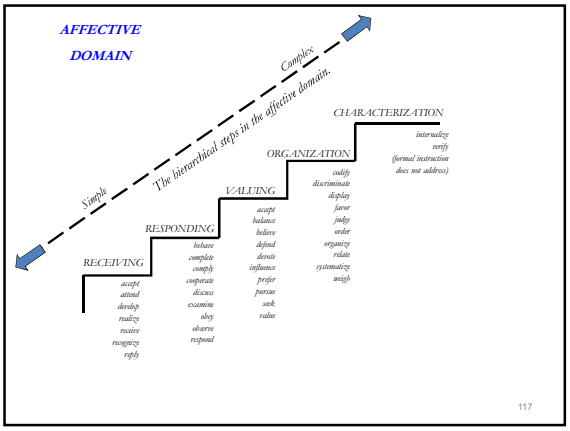


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Characteristics of specific Objectives

- Narrow, limited
- Precise
- Concrete
- Measurable
- Competency based
- Always stated in terms of the learner

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Verbs to Avoid in weekly lesson plan

- Understand
- Know
- Learn
- Comprehend
- Appreciate
- Familiarize
- Realize
- Be aware of

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Checklist for lesson plan

- Is the learning objective written in terms of observable, behavioral outcomes?
- Is the learning objective clear and concise?
- Does the learning objective describe expectations of student performance at the completion of instructional activity?
- Does the learning objective utilize an effective action verb that targets the desired level of performance?

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Checklist

- Are the learning objective aligned with the instructional activities and assessments?
- Does the learning objective specify appropriate conditions for performance?
- Is the learning objective written in terms of observable, behavioral outcomes?
- Is the learning objective clear and easily understood by the learner?
- Are the learning objectives identified and reinforced in each module or learning unit?

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Components of a Good Lesson Plan

(A) **Major Concepts**
Cite the major concepts/topics to be addressed.
(B) Performance Objective / Content Standards
What will students be able to do when the lesson is complete?
What levels of reasoning will be developed or used?
(C) **Materials and Equipment**
List the equipment necessary to conduct the lesson and how you will obtain it if necessary.

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….. Components of a Good Lesson Plan

(D) **Independent Practice/Assignments** (handouts, readings, problems)
(E) **Outline of Lesson** (provide a general time frame)
(F) Activities
group work
laboratory experiments
demonstrations
videos
guest speakers
field trips
(5) Summary (provide closure for the lesson)

- **Homework** (textbooks, readings, problems, projects, etc.)
- https://www.edrawsoft.com/lesson-plan.html

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Division of a Lesson

- Most lessons are made of four parts which are the
- **Introduction**
- **Development**
- **Conclusion**
- **Summary and evaluation. Time of these parts may vary from lesson to lesson but every part must have its own fair share of time.**

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Conditions to be fulfilled Before Preparing a Lesson Plan

Preparation of a lesson plan is not an easy task, but when appropriate materials are put in place, the task becomes very simple.

- **You should consult the current plan of work for the topic.**
- **You should think about the objectives of the lesson.**
- **You should consult reference books and textbooks.**
- **You should organize and assemble materials needed for the lesson in logical sequence.**
- **You should decide on the teaching aids to use.**
- **You should think of the most suitable methods of teaching to use.**
- **You should think of the subject matter and questions required at each stage of the lesson.**

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Annual lesson plan

Name of the school-----
Name of the teacher/ facilitator---------
Subject----------
Academic year------
Grade---------
Total number of period in a year----
Total number of period in a week------

Semester	month	week	Units and sub units	Topics and sub topics	General objectives	Methods of teaching	Instructional materials	Evaluation	Remark



Weekly lesson plan

- Name of the school-----
- Name of the teacher/ facilitator---------
- Subject----------
- Academic year------
- Grade---------
- Total number of period in a year----
- Total number of period in a week------

Date	Duration	content	activities	Teaching methods	Instructional materials	Evaluation	Remark

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