Chapter Five

Lesson planning and Microteaching

Objectives:-

- At the end of this unit, students should be able to:
  - Define the term lesson plan
  - List down the essential elements of a lesson plan
  - Prepare a lesson plan for the course
  - Define micro teaching and State purpose of micro teaching
  - List down some basic techniques of teaching by using some examples

Introduction

- Effective teaching requires careful planning.
- As a teacher, you are responsible for planning or adapting entire courses, or parts of courses.
- You may also develop and plan new courses.

- Most courses have both theory and practice components that work together to develop students’
  - Knowledge,
  - Skills, and
  - Attitudes.

- Courses usually begin in the classroom with
  - Theoretical background
  - Introduction
  - Demonstration, and
  - Practice of related concepts and skills.

- They may continue in a simulated environment, such as
  - a skills development lab, where students continue to develop
    - knowledge,
    - skills, and
    - attitudes.

- Finally, courses may provide opportunities to practice
  - key skills and
  - demonstrate key attitudes in a supervised clinical setting.

- Plan carefully for teaching by
  - developing a course syllabus,
  - Selecting student assessment methods,
  - selecting teaching methods,
  - identifying learning materials, and developing a course schedule.

Lesson Plan

- Pair in group of five and discuss on the following issue and forward your reflection
  - What does lesson plan mean?
  - What conditions or things need to be decided while planning a lesson?
  - What does lesson plan comprises?

What is a Lesson Plan?

- Teaching plan or lesson plan are statements that points out what has already been done, in what directions the students should next be guided and the immediate work to be taken up.
- It is the teacher’s mental and emotional visualization of the classroom experience as he/she plans to occur.

Essential Elements of a Good Lesson Plan

A good lesson plan should

- Be preferably written
- Contain clearly stated objectives, both general and specific
- Related to the previous lesson
- Show learning activities of students (approaches)

Cont’d…

- Indicate teaching strategies to be used by the teacher- how the lesson is to be presented, method to be followed, questions to be asked and illustrations to be used
- Indicate instructional aids to be used

Cont’d…

- Indicate one or two evaluation to achievement
- Indicate reference or sources of information
- Be a clear indication of the population (learners), i.e., who, what, when, where to teach, and the time allowed
- Evaluate self-criticism/ and the effectiveness of the teacher.

Example of session plan

Date: July 29, 2015	Venue: hall no 9	Duration: 210 min	Session no.:1

Topic: Plan for teaching

Session Objectives

By the end of this session, students will be able to:

- Develop a course syllabus
- Plan for student assessment
- Select teaching methods
- Select and adapt learning materials
- Develop a course schedule
- Prepare a session plan

Methods and Activities	Materials/Resources
• Brainstorm/Intro (10 min) • Interactive presentation (60 min) • Group work adapting course syllabus and write session plans (110 min) and present 5 min each group (25) • Summary (5 min) **Review/Evaluation notes:**	• PowerPoint slides • ETS LRP • Laptop and LCD • Flipchart paper • Markers

Format for lesson plan

Subject :	Venue:	Date of lesson	Duration
Number of students: male ___ female ___ Total: ____		**Level of class and year**	**Session:**
Title of lesson:			
Session Learning objective - Begin with: By the end of the lesson the students will be able to_____ (insure your objectives are SMART)			

Contents	time	Methods of teaching		material /resources
		Teachers role	**Students role**	
Introduction:		Includes details of what the teachers do	Includes details of activity that students will do and the expected outcome of that	-Includes material that you use in your lesson
Body :				
Summary :				
Students evaluation: -Assessment methods to be used				

Teacher's signature _____

Teacher's remark after class _____

Suggestions or comments by the supervisor

Exercise

Based on the following data prepare lesson plan

- Topic hypertension
- Students placement : 3rd year 1st sem
- Total number of students 50 i.e 30 male & 20 female
- Duration of the lesson is 2 hrs
- Tittle of the course is MSN
- Session number one

What is micro teaching?

- It is a training system designed to improve teaching skills
- It is scaled down version of actual teaching in which a teacher teaches a small group of students for a short period.
- Purpose
- To practice a particular skill and cover a significant amount of content.

Basic techniques of teaching/learning

1. **Set induction**

- Done at the beginning of a lesson to stimulate students' interest and involvement
- Ex. Show students an object and ask them questions about it.
- Ask provocative questions. (Story telling, case study).

2. **Closure**

- It is carried out at the end of a lesson
- It consolidates what has been done Ex. Get from students a summary by asking

Basic techniques of teaching/learning

3. Reinforcement

- Positive reinforcement of a behavior increases the likelihood of recurring behavior.
- If students behave in a desirable way, immediate positive reinforcement increases the probability of their activity continuing to do so.
- In addition, it is an effective means of increasing student participation in the classroom and this in turn increases learning.
  - Positive verbal reinforcement- good, excellent, right.
  - Positive non verbal reinforcement- cues such as “mm” , non verbal nod.

Cont’d…

4. **Questioning**

- Among the most important techniques of teaching.
- We must aim for maximum participation of our students.
- Asking questions makes people think; and when people are thinking they are learning.
- Trainees are not empty vessels waiting for us to fill them up with our knowledge.
- They have a lot of knowledge and experience already and we aim to draw out that knowledge and build on it.

Cont’d…

- Whom to ask?
  - Every one
- Nominate – name the person, then ask him/her question
- Overhead and nominate – ask the group as a whole a question, and then a person to answer.
- Overhead – ask the group as a whole a question. Wait for any one to answer.

Category of questions

- **Memory questions** – recognition and recall information

- **Prompt questions** – students may not get the answer in the first time, ask again with easier questions or give a hint to help answer the question.

Category of questions

- **Probing questions** – is using the response of the student to explore and express what they know and developing it further.
- They are of three main types:
  - Clarifying –ex What exactly do you mean?
  - Elaborations –ex What are your reasons for saying this?
  - Relationship to other issues- How is that relevant? What are its implication to that?

Cont'd…

- ***Based on Bloom's Taxonomy (1956)***

- **Low order questions** – questions which test knowledge
  - It includes: Recall, Comprehension and Application
- **High order questions –** questions that create new knowledge
  - It includes: Application, Synthesis and Evaluation

Low order questions

- **Recall** – recall what he/she has seen or read

e.g. Define assessment.

- **Comprehension** – understand what he/she recalls

e.g. What is the importance of assessment?

- **Application** - can the student apply rules and techniques to solve problems?

e.g. How would you go about solving the infection rate?

High order questions

- **Analysis** – can the student identify cause, make inferences and cite examples to support statements?

- **Synthesis** – can the student make predictions, solve problems , or produce new ideas?

- **Evaluations** – can the student judge the quality of an idea or standards?

Techniques of effective questioning

- Ask one question at a time
- Avoid yes/no questions
- Ask “why?” or “how?” questions that leads students to figure out things for themselves.
- A question such as “is tuberculosis considered as an infectious disease?” is inappropriate but
- “why tuberculosis is considered an infectious disease?” is appropriate.

Cont’d…

- Ask focused questions
  - Discuss in detail about DM?
  - How DM did cause Keto-acidosis?- focused
- Avoid leading questions
  - Don’t you all think that HIV/AIDS is a serious problem in your country?
  - Such type of question will not lead to free discussion.

Techniques of effective questioning

- After asking a question, wait silently for an answer
  - Don’t be afraid of silence.
  - Be patient
- Search for consensus on the correct responses
  - If one student immediately gives correct response, follow up by asking others what they think about the answer
  - Do you agree Mr. X?

Cont’d…

5. Use of examples

- An abstract idea is easier to understand when it is related to a concrete illustration.

- If you don’t give an illustration, students will not understand the idea.

Two strategies of using examples

- **Deductive strategy**
  - Is based on the principle of a prior logic, which proceeds from some general law to some particular case; or form cause to effect.
  - Students are expected to describe the application of the given statement, rule to numerous examples
  - When one uses the deductive strategy it is giving the student some general statement, rule, law and go on to apply this to specific cases.

Two strategies of using examples

- **Inductive strategy**
  - Individual examples are used to draw the general principles
  - It proceeds from a particular set of causes to the general law or principle
  - Example: Mosquitoes transmit malaria.
  - If mosquitoes are eradicated, _____.
  - Snails transmit shcistosomiasis.
  - If snails are eradicated,_____.

Cont’d…

6. Stimulus variations and personality

- Stimulus is something, which causes activity.
- The teacher is a stimulus that facilitate students’ activity; i.e. motivating, asking, and answering, questions, giving assignments.
- **Stimulus variations** – is the ability of the teacher to use different stimuli to facilitate interaction and response of students.

Cont’d…

- Personality – is the whole nature or character of a person as particular to him or her.
- This can be
  - **Gait** – ways or manner of walking
  - **Gesture** – the manner of holding heads, limbs and body when standing or walking must be as normal as possible.

- **Speech:** the speech of the teacher should not be depressing.

- It has to be loud enough to be heard.
- It should be soft not to distract the eardrums

- Emphasize at important ideas
- Speak to the four corners of the room
- Before bringing out about important point, pause slightly to get the attention and say it more slowly than before.
- If it is very important, repeat it or write it on the blackboard.

Chapter Six

Instructional media

Objectives of the session

- At the end of this chapter, you should be able to:

  - List down different instructional media commonly used for class room teaching.
  - Discuss some of the factors affecting the selection of instructional media
  - Specify at least two advantages and disadvantages of each media of teaching.
  - Prepare lesson a plan and demonstrate using appropriate IM

What are instructional media?

- All devices and materials used in the teaching and learning process are instructional media.

Different types of IM

- Print
  - Pamphlets, handouts, study guides, manuals
- Visual
  - Charts, photographs, real objects, transparencies, posters
- Audio- visuals
  - Slides, tapes, films, filmstrips, TV., video, multimedia
- Static display
  - Chalk board, felt board, cloth board, magnetic board models
- Electronics
  - Radio, computers, electronic mail, CD-ROM

Advantages

- Allow easy and repeated reproduction of a procedure
- Provide visual access to a technique
- Provide a common framework of experiences to a large number of learners.
- Gain and hold the attention of the learner
- High light the key points
- Save time
- Facilitate the understanding of abstract concepts

Why do use the IM?

- People learn better by seeing rather than just hearing.
- To give visual access to something which may be inaccessible (picture)
- To clarify abstract information which may be difficult to communicate verbally (diagrams, columns of figures)

Why to use the IM

- To condense large quantities of information
- To support or reinforce the work of the teacher
- To initiate discussion (poster)

Factors affecting the selection of IM

- Task to be learnt and the teaching method selected
- Characteristics of the learner such as their experiences, interests, as well as the lecturer such as skills, attitudes, preferences
- Material factors
  - Economic constraints – cost, time, availability, shortage of equipments.

The IM available in most institutions

A. The chalk board

- Most widely used static media
- Used to supplement a talk or slide show.
- Emphasizes important points words, definitions, draw attention to important issues.

IM available…

- The chalk board
  - Advantages
    - Readily available
    - Low cost
    - Ease of maintenance
  - Disadvantages
    - Board is temporary
    - Back to audiences
    - Audiences are limited in number (50-80)

IM available…

Transparencies and the over head projectors (OHP)

- Acetate or plastic sheets on which you can write your information.
- Used with an overhead projector

IM available....

- Steps on how to prepare an overhead transparency and how to use overhead projectors (OHP)

Steps on preparing an overhead transparency

- Use acetate paper to as a transparency
- Measure your page according to the size of the overhead projector.
- Summarize the main points
- Choose your color pens
- Use large bold lettering and clear simple drawings with few lines and labels as possible.

Steps in using OHP

- Always face the audience and never turn your back on the group
- Read from the transparency in front of you
- Use pointer to highlight certain points
- Reveal one point at a time and cover other
- Switch of when you are not referring to the transparency
- Check that the fan is working
- Clean the glass screen with a clean cloth or methylated spirit

IM available...

- Transparencies and OHP
  - Advantages
    - Face the class all the times
    - Prepare before hand to make your lecture more presentable and effective
    - Make things appear to increase

IM available...

- Transparencies and OHP
  - Disadvantages
    - Needs constant supply of electricity
    - Needs good maintenance and service
    - Must be switched off when not in use
    - Should not be moved immediately after use
    - Requires you to have a constant supply of OHP pens

IM available...

- Photography : photos, slides, and filmstrips

  - Advantages
    - Easier to produce than drawing and paintings
    - Self explanatory
    - Realistic visual representations of objects

  - Disadvantages
    - Pictures cannot always replace reality
    - They do not have movements
    - Not easily available for most lectures

IM available...

- Flip charts and display easels

  - Flip chart- consists of a number of large sheets of paper fixed at the top edge and set a stand is called easel.

  - You should use flip charts in seminars, tutorials and workshops and also group reports.

IM available...

- Wall charts and wall posters
  - This are printed on a paper and mounted on a wall or a notice board

IM available

- Film television and video tapes
  - Demonstrate motion and sound simultaneously
  - Powerful tools for simplifying complex concepts and procedures
  -

IM available...

- Film television and video tapes
  - Advantages
    - Close the reality with movement
    - Suitable with small and large audiences
    - Can conserve resources of instructors by simultaneous broad cast to many classes

IM available...

- Film television and video tapes

  - Disadvantages
    - Does not permit self pacing
    - Films costly and difficult to produce
    - Electricity required
    - Difficult to transport
    - May contain inappropriate information

Other instructional media

- Radio
- Computer –aided learning
- Multi-media
- Satellite information

Other IM

- Radio
  - Can be broadcasted on a national or institutional level
  - Useful for distance education

Other IM

- Computer assisted learning
  - Students interact with computers

Other IM

- Multimedia learning
  - Computer assisted showing texts and diagrams.
  - They involve sound and motion
  - They have replaced computers, TV, and video
- Information via satellite
  - They are computers that send and receive information via phone lines or satellites (e-mail).

Other IM

- Advantages of computer assisted education
  - Large amounts of educational materials can be stored in a highly concentrated form.
  - Allows students to learn at their own pace
  - May be adapted for both individual and group learning.

Other IM

- Disadvantages of computer assisted education
  - Preparation of the program is time consuming and some times expensive
  - Microcomputers are expensive to buy, use and maintain
  - Electricity is required

Thank you!