

**B.Ed. (4 Years)**

# **TEACHING AND LEARNING STRATEGIES**

**Course Code 8654**



**Department of Secondary Teacher Education  
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD**

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**Units: 1-9**



**Department of Secondary Teacher Education  
Faculty of Education  
Allama Iqbal Open University, Islamabad**

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## **COURSE TEAM**

**Chairperson: Prof. Dr. Naveed Sultana**

**Course Development Coordinator: Dr. Munazza Ambreen**

**Authors:** Dr. Naveed Sultana  
Dr. Munazza Ambreen  
Dr. Muhammad Tanveer Afzal  
Dr. Sidra Rizwan  
Ms. Tooba Saleem

**Reviewers:** Dr. Naveed Sultana  
Dr. Muhammad Tanveer Afzal  
Dr. Munazza Ambreen  
Dr. Sidra Rizwan  
Dr. Muhammad Zafar Iqbal

**Editor:** Humera Ejaz

**Course Coordinator:** Dr. Munazza Ambreen

**Composing & Layout:** Asrar ul Haque Malik

**Proofreading:** Abdul Majeed / Azhar Abbas

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## **PREFACE**

The course on ‘Teaching and Learning Strategies’, aims to enhance the competency of prospective teachers in teaching and ensuring learning. It is necessary for the prospective teachers to understanding the true nature of learning and teaching. As teaching learning is a complex phenomenon and various strategies to teach are available; this course will specifically empower prospective teachers to facilitate learning by effectively applying the techniques and strategies that are align with the requirements of content and students. Different contexts, different contents and individual differences among students call for different teaching strategies on the part of teachers and different techniques and strategies to learn on the part of students.

It is hoped that after completion of the course, prospective teachers will be able to analyze different teaching strategies in the light of particular context and chose the one that is more appropriate. Prospective teachers will have better understanding about learning, its nature and styles. This will help them to reflect and explore their own learning style and then in future they will find it helpful in identifying learning styles of their students and tech according to various learning styles.

Dear students, as you know that teaching is a science as well as an art. You have and you are studying many courses based upon scientific knowledge. I hope, you will find this course a tool to be a good artist in your future classrooms.

As chairperson of the course team, I would like to extend my gratitude to the course development coordinator, Writers and the reviewers for their sincere efforts and professionalism in development of this course.

I wish you all the best for your future endeavors.

Dr. Naveed Sultana  
Chairperson Secondary Teacher Education

## INTRODUCTION

The course 'Teaching and Learning Strategies, is specifically designed for today's prospective teachers of today and the teachers of tomorrow with the belief that tomorrow's classrooms will be different from today's classroom. The prime purpose of this course is to equip the prospective teachers with the knowledge, skills and dispositions required to teach effectively in secondary classrooms. This will also help the future teachers to develop the ability to think creatively and critically and to reflect upon their own teaching in order to maximize the effectiveness of teaching for learning. This course is designed using a reflective model and is interactive in nature with practical activities with detailed knowledge grounded in the research on teaching and learning. The course starts with unveiling different dimensions of teaching including nature, concept, phases and ethics. Being one of the most important element, prospective teachers will be exposed to the knowledge and skills required to plan for an effective lesson including how to develop and state learning objectives. The course aims to empower prospective teachers for creating and maintaining a positive learning environment in classroom. Moreover prospective teachers will find themselves able to take decision about selecting and applying appropriate instructional Strategies for teaching different subjects. The course will also provide in depth information about learning and learning styles with the hope that prospective teachers will be in a better position to identify learning styles of their students and adapt their instructions accordingly. While focusing upon elaboration of emerging trends in teaching, it was assured that prospective teachers need to be well familiar with emerging technologies and be able to integrate appropriate instructional technology effectively.

As prospective teachers you are desired to apply reflective, analytical and participative approach while studying this course. Your feedback and suggestions to the course development coordinator will help us to improve this course further.

Dr. Munazza Ambreen  
Course Coordinator

## OBJECTIVES

After successful completion of this course you will have reliably demonstrated ability to:

- Reflect on one's own perspective on teaching and learning as well as different approaches of teaching and learning
- Demonstrate an in depth understanding of teaching and learning Strategies for a specific group of adolescents: secondary school students
- Apply a variety of teaching and learning Strategies effectively and creatively in different classroom situations
- Critically examine teaching learning perspectives with regard to emerging trends and challenges.
- Plan for a lesson and deliver high-quality and engaging Instruction
- Understand emerging trends in teaching and learning
- Identify different learning styles possessed by students and adapt their teaching in accordance with the learning styles



## **Unit-1**

# **INTRODUCTION TO TEACHING**

**Written by: Dr. Munazza Ambreen**  
**Reviewed by: Prof. Dr. Naveed Sultana**

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## **INTRODUCTION**

Education is considered as the process of enabling learning, or the attainment of knowledge, skills, ethics, principles, and habits. We hardly talk about education as an idea; its provision in society means we tend to converse about it in concrete. An impact of its alleged, self-evident nature is that it limits opportunities to think about it in complex ways. A meaningful study of teaching therefore requires us to encounter education as a construct, as a rough idea that we invented rather than a fully formed object we discovered. The essence of this chapter is the assertion that ideas matter and they matter a lot to teachers. In this manner, It is stated that becoming a teacher involves more than learning to teach. Instead, it is suggested that to be a teacher, involves developing a commitment to ideas and to thinking about them in robust ways.

Education's unclear nature should be compelling to teachers. It suggests that education is, in a manner of speaking, "up for grabs" and those teachers play a central role in determining the meanings they give to education in their classrooms. This is a much broader conception of teaching than one which constitutes teachers primarily as skilled practitioners. The ability to engage with ideas about the wider purposes of education indicates a particular way of being and behaving in education spaces. It affords teachers a broader professional identity, positioning them as critical practitioners, and as significant mediators between policy and practice.

## **OBJECTIVES**

After studying this unit you will be able to:

1. Elaborate the concept of teaching.
2. Discuss the importance of effective teaching.
3. Highlight the phases of teaching.
4. Discuss the ethics of teaching.
5. Describe the Maxims of teaching.
6. Explain the role of effective teaching in learning process.

## **1.1 CONCEPT OF TEACHING**

Teaching is described as a set of events which are developed to assist internal mechanism of learning. Teaching influences the external side of the learner whereas learning impacts the internal processes of learners. If you are self-motivated then you can motivate others. We cannot see the motives but can see the behavior. Learning is related to both: the motive and behavior, learning is internal, performance is external. Typically, we can classify teacher's role into modern role and traditional role. Traditional role is related to teachers centered and modern role is related to students centered.

In present perspective, a shift from traditional to the modern role has taken place. If teacher teach the students on the past experiences of the students, the learning of the students increases. However, individual differences are everywhere so each student learn according to his own capability. The attention and care of a teacher required to identifying the slow, average and fast learners.

In the field of education, teaching is stated as mutual exchange of experiences and information that is normally sequenced within an area of study and more commonly, the introduction of provocation to the academic and mental development of an individual by another individual or artifact. Across the globe, teaching is the most adopted profession. Approximately, 30 million teachers had been reported throughout the world in the twentieth century. The roles and responsibilities of teachers may vary from country to country; the disparities among role of teachers are normally broader within a country as compared to their roles between countries. As the essence of the tasks that establish teaching majorly depends on the age of individuals being instructed than on another indicator, it would be better to spot three subgroups of teachers: primary or elementary school teachers; secondary school teachers and university teachers. Most of the teachers across the globe are elementary teachers and are approximately 50% of all teachers in certain advanced countries and three- fourths or bit higher in the emerging economies. Teachers who are teaching at university level are quite small in numbers.

### **1.1.1 Traditional verses Modern Role of Teacher**

In traditional sense the major task of the teacher is the dissemination of knowledge. Teacher has been recognized as a fountain head of all the information. This displayed an appearance of a queue of learners sitting in front of a teacher in a classroom and teachers is teaching and sharing knowledge with students by using a blackboard. If it is a good fortune of the teacher, students tend to listen their teacher in passive way or may be writing main and important points of the lesson. Apparently, this can't be portrayed as an instant truth. Now, the role of the teacher has been transformed as a facilitator. His duty has been transformed to guide and assist students to learn and achieve desired goals. The traditional way of making students sit in numerous rows has been replaced with group work and all students work collaboratively and perform different assigned tasks and extend their learning experiences to one another. Within the groups, some students perform practical work, and some are engaged in the lab and carrying out certain experiments with the help of equipment and some are searching certain information by

reading books in the library. The level of learning, performance and achievement could be different among all the students. The learning has been made individualized which caters the needs and skills of the learners.

**Activity:**

Try to remember your favorite teacher and list down her/him method of teaching. Then categorize her/him method as traditional or modern.

## **1.2 EFFECTIVE TEACHING**

Teachers have a strong and long-lasting impression on their students. Contemplating the level of the influence of teacher, it is significant to know role teacher to enhance positive outcomes in the lives of pupils with reference to achievement of the school, optimistic inclinations towards institution, required results and interest in learning. Such thoughtfulness ought to be based on the ideas of the stakeholders and relevant experts. Teachers are to perform in true spirits what research findings have highlighted regarding the importance of the practice and preparation of Effective teachers.

### **1.2.1 Effective Teaching**

Effective teachers concentrate on the encouragement, collaboration and learning of their students. They believe that all students have potential to attain best results at school and play their effective role so that all students get success. The expectations of teachers regarding improvement in behavior and learning are quite high and help them to attain these expectations. They have great expectations from their teaching skills to improve students' learning. Following points will highlight the ambitions of teachers regarding better learning of the students.

#### **1.2.1.1 Acknowledging Individual Differences**

Effective teachers believe in personalization of learning for the pupils. They are fully aware that all students progress with the different rates and know that in every class there are diverse students with different aptitudes and abilities. They cater the diversified needs of students in classroom instead of pitching their instruction to the middle and make certain students feel bored whereas remaining students scuffle or can not perform the academic tasks.

#### **1.2.1.2 Using a Range of Pedagogies**

Effective teachers employ abilities which help to boost the academic potential of students. A variety of the tasks can be performed by students at their own by using discovery method with the help of teacher who is arranging learning tasks to benefit students. Certain academic areas need to be taught by using direct method of teaching. Students' progress in learning when they are provided learning opportunities and require to be explicitly instructed such areas which are indispensable for them to learn. Some students will attain these concepts quite instantly and by employing limited direct teaching. While, some students would require intensive direct teaching and rectification by teacher prior to availing mastery in required learning area.

### **1.2.1.3 Encouraging Student Responsibility**

Effective teachers instruct so effectively that students become highly motivated that they take charge of their own learning. They enable their pupils to be familiar with the objectives of their learning program. They also made their students comprehend the way these objectives would be assessed; check if students are following the path that would enable to achieve success and are dynamically engaged in activities to assess their own learning. Effective teachers have good command on their subject and know their contents and skills very well. This makes them influence their students to create a love for their learning.

### **1.2.1.4 Providing a Safe Environment**

Effective teachers make efforts to set orderly and safe learning environment for students. They consider both physical and emotional aspects while providing safe learning environment to students so students may use best of their talents and skills to enhance their learning. Effective teachers understand that the learning of the students improves in the classroom where they consider them safe emotionally and physically. They also know that students' performance is improved when they feel themselves confident to try new activities though in beginning, they are uncertain to solve such difficult tasks.

### **1.2.1.5 Monitoring Progress and Providing Feedback**

Effective teachers observe the achievements of students immensely. This makes them provide necessary and persistent feedback to students regarding their achievement and suggest suitable and valuable guidelines to improve their performance. They also view their performance regularly to know the effect of their instructional practices. They regularly reflect on their performance to improve achievements of students and also seek out new teaching methods for those students who don't effectively participate in academic tasks.

### **1.2.1.6 Building positive relationships**

Effective teachers create fruitful relationships with their pupils. They try to understand the desires and expectations of their students and display great interests in the all-round development and advancement of the students. They always deal their students with care, dignity and honor and wish that their students must deal them in the same manner. They believe in team work to improve students' learning.

## **1.2.2 Principles of Effective Teaching**

Effective teachers, who exhibit excessive impact on the achievement of their students, consider following significant principles.

### **Principle 1: Care about helping your kids to do the best that they can**

Effective teachers great much consideration and care to help out their student in learning. They develop cordial and considerate relationships with the learners. Such teachers formulate great expectations and desire that their students must see them often.

**Principle 2: Understand but don't excuse your students**

Effective teachers make it possible to know the passions and spirits of their pupils. They desire that all their students must achieve high grades in learning. Such teachers make persistent struggle to improve their instructional practices for effective teaching- learning process. In addition, they also give attention towards the modification of behavior of students and their efforts to achieve better results.

**Principle 3: Be clear about what you want your students to learn**

Effective teachers have awareness about their expectations from the students to accomplish and they tell the students about their expectations from them. All are aware what are the requirements to be successful. Innovative teachers know fully the current level of their students in their studies. Such teachers put lot of efforts to develop the understandings of their students. They also knew the level of performance which their students are to reflect as a sign that they have acquired the study material.

**Principle 4: Disseminate surface knowledge and promote deep learning**

Effective teachers desire their pupils to ponder in critical way and improve their thinking in depth by the content they are being instructed in the classroom. But teachers point out that to advance such higher level of comprehension they require to provide a solid foundation of information and skill set.

**Principle 5: Gradually release responsibility for learning**

Effective teachers don't direct their pupils to do activities which they have not demonstrated in front of them. Instead, they execute by showcasing what students are desired to perform. After that, they direct their pupils to try out and provide them assistance where required.

**Principle 6: Give your students feedback**

Effective teachers give proper response to their pupils. Such responses of teachers lead students to know how they are proceeding and provide them knowledge to improve their performance. If teacher doesn't provide feedback, students will continue with misinterpretations and committing mistakes. Pupils can alter their understandings and endeavors by the response of the teachers.

**Principle 7: Involve students in learning from each other**

Effective teachers enhance the teacher- led, individual learning by certain tasks which engage learners to learn from others in the group/ class. In these situations, group discussion, cooperative learning and mutual competitions can be very beneficial. It is important that such activities ought to be framed very carefully and should be tied up with traditional concepts of learning.

**Principle 8: Manage your students' behavior**

Effective teachers know that the behavior of students can help or obstruct what is the level of learning of students in the classroom. They apply techniques that support positive behavior and reduce misbehavior. They know the current proceedings in the classroom

and instantly tackle the issues that has arisen due to misconduct of the learners instead of continuing instruction. Lastly, they carry out the follow up of the critical misbehavior of the learners and help them to modify the bad habits.

**Principle 9: Evaluate the impact you are having on your students**

In teaching process, assessment is considered as more indispensable component. Students' achievement and performance are persistently assessed by effective teachers, later they practice this conception to assess the impact they are leaving on the learners. If there practices are proving to be effective, they carry on practicing or even a specific approach is used more often. If their working result to be of no value, they ponder and improve their practices until they meet their desired impacts.

**Principle 10: Continue learning ways that you can be of even more help to more students**

Effective teachers are quite fond of learning and remain engage to update their professional expertise and skills. They try to find such visions that are based on evidences and feel ecstatic to test their prevailing concepts and instructional practices. But they are also very analytical of thoughtless modernization that opts practices which are beyond any research supports.

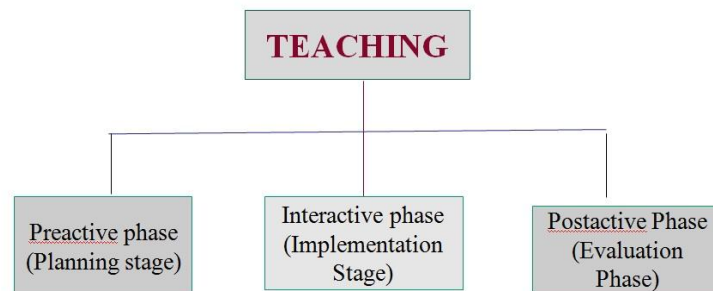
**Activity:**

Every teacher has a philosophy of teaching which motivate them to teach. Keep in mind the principles of effective teaching and write the philosophy of your teaching.



## 1.3 PHASES OF TEACHING

Teaching and learning is a complicated process. For implementation of this task, an organized planning is needed. Teaching needs to be evaluated in terms of certain phases and these phases are commonly described as phases of teaching. If one wishes to attain a comprehensive elaboration of the tasks of teaching, he has to identify what teacher performs prior and after delivering a lesson in classroom. We can divide teaching into three phases and are being described below:



### **Phase 1: Pre Active Phase of Teaching**

The planning related to teaching is performed before the operational phase of teaching. During this phase, all tasks are involved that are to be accomplished by teacher prior to a teaching session. Following are some of the significant activities of this phase:

- i. What learning content/ subject matter is to be taught?
- ii. What would be the sequence of teaching content during presentation?
- iii. What teaching strategies would be employed?
- iv. Dissemination of teaching strategies.

### **Phase II: Inter Active Phase of Teaching**

Execution of planning is the next phase of teaching. In this phase a pedagogue shares learning activity with learners by employing most suitable teaching strategies. During this phase, all academic tasks are involved which a teacher is to perform in the classroom during lesson delivery. Some important activities of this phase are produced below:

- i. Breadth of the class
- ii. Analysis of the students
- iii. Skills of students
- iv. Inclinations and interests of pupils
- v. Educational upbringing of students

### **Phase III: Post Active Phase**

The Post active phase deals with the assessment of activities. Teacher may perform this with different methods like written or oral tests or puzzles or by the observation of the behavior of student and participation in group discussions or remarks etc. in order to

accurately assess their performance. Following important activities are recommended in this phase:

- i. Stating the clear aspects of changes produced by teaching.
- ii. Choosing most suitable testing devices and methods.
- iii. Replacing the procedures in case of collected evidences.

**Activity:**

Draw a plan for teaching with the help of given phases.

## **1.4 ETHICS OF TEACHING**

Teachers put an immense on the lives of students, hence, those are often held to great ideals. The most important role among all the roles of an effective teacher is to act as a role model and indicate a good behavior as the interaction with children, staff, parents and community members. When teachers devise and follow a set of professional ethics, they are able to perform their teaching responsibilities in most ethical and professional manner.

### **1.4.1 Working with Students**

The provision of quality education to all pupils is the most important responsibility of a teacher. In the code of ethics this professional responsibility must be given proper importance. It must be mentioned prominently that teachers ought not to reflect a biased behavior towards any student. There is a dire need of creating a cordial interaction between teacher and students. Teachers ought not to display indecent and harsh behavior for students and must not take any advantage of students' shortcomings. It is mandatory for the teachers to be in contact with students outside the school building and classroom so that students may interact with them, share their problems with them and may seek a suitable advice from their teachers regarding their problems and academic activities.

### **1.4.2 Student Safety**

One of the major tasks of the teacher is also to assist all students learn. It is also one of the most important dimensions in the teachers' code of ethics that all children are safe inside the school boundary. It's one of the teachers' responsibility to examples of harassment and bullying. When teacher observes any student bullying another student or a student informs teachers for being a victim of abusive language and treatment by fellow students, it is the duty of the teacher to take proper action and inform administration for further action and advice.

### **1.4.3 Professional Practice**

There is need to maintain ethical behavior for a teacher in profession by accurately presenting and conserving certifications, licenses and other qualifications. Furthermore, teachers are desired to display ethical manners while reporting the grades and achievements of student and organizing assessment activities.

#### **1.4.4 Working with Colleagues**

Teachers should represent the collaboration with administrators, fellow educators and other members of the staff to administer a safe and positive learning practices for students. All teachers are to obey the directions of administration whether they school rules, policies and practices appear to be disruptive. They are to follow the guidelines shared by administration to set an example for the students. Sometimes conflicts may take place among teachers and teachers must discuss them privately and must avoid abusive language and negative discussion. Teachers ought not to talk negatively about their fellow teachers in front of students. In addition, teachers should develop a suitable relationship with staff members and must not reflect personal grudges and negative feelings inside the school boundary.

#### **1.4.5 Interacting with Stakeholders**

Not only with staff members, teachers must have a positive interaction with parents and stakeholders in student's education. There should be professionally interaction with parents free from clashes and disagreement. Sometimes a teacher may encounter a problem with any of the parents then a fellow teacher must accompany him during the meeting to understand the real problem. Teachers are desired to escape by the immense pressure of parents and other partners when school matters or students' achievements are being focused.

#### **1.4.6 Human Dignity**

In educational settings, across the globe when discussion regarding human dignity is made, the ethics of teaching are also discussed. It is highly significant to mention that in the domain of ethics education; differences regarding talents, moral dimensions also integrate in which different levels of skills to honor other individuals are also catered. It is a known fact that a limited number of students at preschool and majority of the students at school age enter in an entirely new school environment and relinquish different levels of asserting liking and reverence towards others. In the field of teaching, a highly challenging and accountable task integrated with a persistent incursion of new pupils crops up, initially, educators (and also for educational personnel) to guide them in the decision making and reasoning, and to certain tasks and conduct which are demonstrated in shape of admiration for individuals and mostly teachers, fellow students, educational personnel, parents and all the people they meet.

#### **Activity:**

Keep in view your philosophy of teaching. Then develop an ethics chart you will follow in your classroom.

### **1.5 MAXIMS OF TEACHING**

Every teacher expects that there is highest participation and involvement of the students in the process of learning. Teachers try to arrange the classroom in a manner that it appears to be interactive and fascinating for pupils. He employs diverse methods, rules

and instructions to make his teaching effective. Teacher uses general rules and principles and implements in an exemplary way to create interest and improve comprehension level of the pupils. The introduction of these rules, beliefs or general facts makes instructional process highly interesting. The effectiveness and appealing learning process enhance learning and are described as the maxims of teaching and are recognized all over the world as important elements of teaching. Every new entrant in the teaching profession must have full awareness of these maxims of teaching. The knowledge about these maxims help new teachers to proceed sufficiently. The most important maxims of teaching are being described below and all teachers must have awareness about these maxims of teaching.

#### **1.5.1 From Known to Unknown**

When a student is enrolled in an educational institution, he possesses some information. Now, it is the sole duty of the teacher to enhance his existing knowledge. Our teaching can be clearer and stronger if we connect the new knowledge with previous knowledge. For example, when a teacher during English teaching class introduces a new word 'water'. He mentions the Arabic word 'Aab' that they are already familiar with and after that instructs them to pronounce as 'water'. This teaching strategy enables students to know new things. By adopting such type of teaching methodology, the teacher becomes much effective, clearer and certain.

#### **1.5.2 From Simple to Complex**

The major focus of a teacher is to instruct, and the major concern of a learner is to learn. In teaching and learning process, initially, the content with simple and easy concepts should be presented and then, gradually he should proceed towards difficult and complicated ideas. The display of easy and simple content creates interest among students, makes them confident and they feel themselves motivated. As the interest of the learners is enhanced with the introduction of simple and easy content, later they are ready to receive difficult and complex ideas.

#### **1.5.3 From Concrete to Abstract**

Solid materials or concrete materials are those that can be observed by the naked eye but it is difficult for us to see abstract things with human eye. Students can easily understand when they learn from their senses and they are able to store it in mind for a longer time period. But if teacher teach them with only ideas, they forget them after some time. As Froebel said, "Our lessons ought to start in the concrete and end in the abstract". As an instance, when a teacher teaches the solar system, he or she initially envisions the sun with the help of his senses and share the perception of other planets, congregations, meteorites etc. In this procedure, the students comprehend the concepts in easy way.

#### **1.5.4 From Analysis to Synthesis**

Analysis means to divide a thing into small parts or separate components to understand. This procedure helps in understanding the hidden components of a thing or the reason of some incident or behavior. For example, if a teacher desires to teach students about the functions of a heart, he must present the parts of the heart individually and then inform

students about the function of every part one by one. Once students have observed all the parts one by one, they may know about the system, working and structure of easily. This instructional method may enable students to understand concepts easily.

#### **1.5.5 From particular to general**

A versatile teacher should always proceed from particular to general concepts. It is rather much difficult for the students to comprehend general concepts so it is advisable that teacher must tell students about particular things first, then to proceed to general concepts and ideas.

#### **1.5.6 From Empirical to Rational**

Experiential knowledge is entirely based on observation and experience and does not require any sort of reasoning and argumentation. We undergo an experience and can sense or observe it quite easily. On the other hand, the base of rational knowledge is reasoning, elaboration and simplification. When a teacher tells students that we can boil water through heating and then conducts experiment on it to make students observe, students will understand the concept in easy manner.

#### **1.5.7 From Induction to Deduction**

The method of acquiring common principles, formulae or rules from precise examples is termed as induction. In induction method when a statement is considered correct in a typical situation; it would be accurate in other such type of situation. It means to make conclusion out of given examples. We can take an example of hydrogen gas. When it reacts with Boron, we get Boron Hydride. When Hydrogen reacts with Potassium, Potassium Hydride is produced. Hence, we can make a conclusion that when Hydrogen reacts with all the elements, hydrides are produced. Now, teacher can use this teaching method to share important examples or experiences to lead such ideas related to such traits. Deduction is entirely opposite to the process of induction where we make different conclusions out of general principles, laws and rules.

#### **1.5.8 From Psychological to Logical**

In current education system, much stress has been extended to child psychology. The psychological upbringing of a learner is quite significant than any other dimension of learning. During an instructional session, teacher must follow to proceed from psychological to logical approach. Psychological approach caters the nature of learners, their skills, inclinations, developmental level, actions, needs and aptitudes. Teacher should give consideration to psychological aspect while choosing subject matter for students.

#### **1.5.9 From Actual to Representative**

Practical work can transform learning more accurate and fruitful instead of sharing through demonstrations. As a teacher selects the learning content for presenting it to students, he is desired to share through actual, natural and real things than from their unprepared representative ones as models and images.

### **1.5.10 From Whole to Parts**

This maxim has been derived from Gestalt theory of learning. Gestalt is considered as a phenomenon that gives stress on identifying objects and situations as a whole rather than in parts. Students can easily understand ideas or things presented in whole than in parts. During teaching, teacher must present main idea first and then by dividing it into different parts.

### **1.5.11 From definite to indefinite**

A teacher must initiate lesson from definite to indefinite ideas. The reason behind this is that definite ideas have finite limits and areas as compared to indefinite ideas. Teachers have trust on the areas and ideas that are definite and tried earlier. Once students have acquired definite things, it becomes easy for them to grasp indefinite ideas.

**Activity:** Which maximum of teaching involved in which subject:

Urdu/English	Math	Science

## **1.6 CHARACTERISTICS AND ROLES OF AN EFFECTIVE TEACHING**

Effective teaching is significant in a sense as it benefits students to enhance their learning. Its significance has been multiplied because it plays pivotal role in raising the quality of higher education. It does not appear by chance. The assessment of the teaching practices by teachers have increased their potential.

### **1.6.1 Characteristics of Effective Teaching**

A fruitful instructional setting connects three important entities: a helpful administration and staff, a vibrant and efficient teacher and willing, proficient and willing students.

#### **1.6.1.1 Effective teaching requires content expertise.**

Effective teaching specifies profound subject knowledge, containing foundational ideas, current and associated research, teaching strategies, educational technology and purposeful applications.

#### **1.6.1.2 Effective teaching reflects sound instructional methods drawn from the scholarship of teaching and learning.**

Effective teaching involves certain effective strategies to engage learners and assess their performance and achievement related to subject matter. It incorporates promising learning environment which allow learners to ponder in analytical way and experience with the subject matter by sharing influencing, remedial and productive feedback.

### **1.6.1.3 Effective teaching communicates successfully**

Effective teaching simply speaks high, attainable and resolute outlooks. Students are provided applicable and timely response in suitable way. It skillfully leads eloquent and meaningful academic tasks, consenting students to proceed their expertise and knowledge.

### **1.6.2 Observable Characteristics of Effective Teaching**

1. Begins class punctually and in a well-organized way.
2. Treats students with love, care and respect.
3. Give the significance of information to be learned.
4. Uses active, hands-on student learning.
5. Varies his/her instructional techniques.
6. Provides clear, specific expectations for assignments.
7. Provides frequent and immediate feedback to students on their performance.
8. Praises student answers and uses probing questions to clarify/elaborate answers.
9. Provides many concrete, real-lives, and practical examples.
10. Draws inferences from examples/models....and uses analogies.
11. Communicates at the level of all students in class.
12. Has a sense of humor!
13. Presents him/herself in class as “real people.”
14. Focuses on the class objective and does not let class get sidetracked.
15. Uses feedback from students (and others) to assess and improve teaching.
16. Reflects on own teaching to improve it.

## **SUMMARY**

It is a recognized fact that teachers are made and not born. Effective teachers persistently make efforts to polish their skills and knowledge. The profound know how of the teaching and learning process is the main attribute of a versatile teachers. This not only adds value and quality to the teaching and learning process but also multiplies liking for the teaching profession. Along with devising ethical standards in classroom, teachers are expected to display ethical values via their pedagogical skills for students to emulate. Moral messages are exclusively conveyed by practicing values of respect and care in the classroom through interactions with community members, parents, fellow staff members and students. The Maxims of teaching are exhibited all over the world by experienced and effective teachers. Educators extend great value towards the Maxims of teaching as the know how of these famous maxims help teachers to advance methodically. Maxims of teaching also help teachers to develop their potential teaching especially in the beginning years of their teaching. When a teacher practices all these exclusive qualities of teaching, he/ she becomes versatile and effective. Teachers ought to value truth more than facts and the righteousness of a cause more than personal popularity.



## **EXERCISE**

1. Compare and contrast the traditional and modern method of teaching with examples.
2. Discuss the role of effective teaching in student progress and learning.
3. Explain the importance in your own word.
4. “Teacher maxims are tool for learning” justify your opinion with examples.
5. Enlist the characteristics of effective teaching.
6. How can teachers’ individual lessons, classroom activities and interactions with students implicitly communicate their ethical perspective?

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**Unit–2**

**DEVELOPING  
LEARNING OBJECTIVES**

**Written by: Dr. Munazza Ambreen**  
**Reviewed by: Dr. Naveed Sultana**

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## **INTRODUCTION**

Learning objectives are stated as concise statements which define what learners will be desired to achieve at the culmination of a lesson, class period, unit or a course of study. In certain situations, learning objectives are elaborated as interval academic goals which educators enact for learners who are engaged in attaining very concise and all- inclusive learning standards. Learning objectives guide students in a direction for acquiring new skills, knowledge, and attitudes. Every decision you make about your lesson or small group discussion should depend on what you expect your students will be able to do as a result of your lesson or discussion. Learning objectives play a significant role in both the assessment process and the instructional process. Objectives guide us in teaching and learning process. Learning objectives provide the guidelines for teachers in assessing the student's achievements. Seneca stated, "If one does not know to which port one is sailing, no wind is favorable." While it is identified where one is enrooted, he may reach there easily.

Learning objectives are used in different ways by teachers to achieve variability of instructional goals, the perception is meticulously linked with learning or the determined ordering of scholastic desires across different grade levels, growth stages or ages. Learning objectives may be narrated as a procedure adopted by teachers to organize, formulate and prepare learning goals for a distinct instructional lesson. Normally, it is carried out with an aim to activate students toward the attainment of long- term and broader educational goals and learning expectations as well.

## **OBJECTIVES**

After completion of this course you will be able to:

1. Explain the importance of learning objectives.
2. Differentiate the learning objectives and learning outcomes.
3. Develop the learning objectives and learning outcomes.
4. Use the taxonomies for learning objectives and learning outcomes.

## **2.1 DIFFERENCE BETWEEN LEARNING OUTCOMES AND LEARNING OBJECTIVES**

There is a difference between learning objectives and learning outcomes. the reason these terms are so often intermixed with each other, is the sometime narrates an purposeful situation (what you hope your students will learn), while the latter indicate a current or observed state (what your students actually learned). Learning goals are quite different than learning outcomes and learning objectives. It is important to mention that learning goals are much broader in nature.

Concise and well-defined learning objectives are much important because they:

- Provide students a clear purpose to concentrate on their learning venture.
- Give direction to opt suitable learning activities.
- Provide direction to employ appropriate assessment strategies.

### **2.1.1 Learning Objectives**

Objectives are described as well- explained and clear sentences which describe what we desire our students to attain at the end of an instructional session.

- Objectives define the targets and goals of a teacher for a lesson.
- Objectives, often termed the input in scheme of studies, express the purpose and objective of the lesson.
- The focal point of objectives on important skills and content within the classroom and instructional strategies. Objectives may explain what the teachers or educators will do.
- Objectives normally are specific, plentiful and elaborated. It is probably quite impossible to report or asses every objective for every learner.

### **2.1.2 Learning Outcomes**

Learning outcomes are more specific and are used to determine the effectiveness of the activity. They draw upon the current level of knowledge and understanding around a topic area.

- Learning outcomes list the underlying output of the course and provide indication that the objectives or goals are accomplished.
- Learning outcomes are statements which explain assessable and significant learnt information. It also highlights the expertise and information which learners have acquired and may determine the successful culmination of a lesson.
- Learning outcomes demonstrate thinking skills related to higher-level that blend activities with learning material and may be experienced as a skill, knowledge and behavior at the end of a lesson.
- Learning outcomes are truly the assessments and desired to reflect especially what learners will perform after completion of the lesson.
- A learning outcome that is measurable can be displayed, detected and assessed against a specified criterion.
- Outcomes are clearly stated and assessable standards for the direction of learning, teaching and evaluation strategies of a lesson.

**Activity:**

Observe your subject text book of any class and differentiate the learning objectives and learning outcomes.

## 2.2 DEVELOPING AND STATING LEARNING OBJECTIVES

Every program of course, instruction, or activity starts with a target. This target can be divided into learning outcomes, or learning objectives that are short sentences about what learners will perform after culmination of an instructional period.

A clear and well-defined learning objective state what students will be able to perform after accomplishment of a lesson or course, in terms of changing behaviors. Commonly teachers indicate learning objectives in various styles to attain different learning objectives, or they motivate learners to comprehend the process of learning in specified manner. A concise and clear objective recognize the term of desired outcome or behavior of the academic offering. Follow the three steps in writing learning objectives:

### Step 1

Learning objectives start with the clause: “At the completion of this lesson, students will be able to...” Usually some methods of writing phrase for learning objectives used by the teachers are following. There may be different types of clauses.

- **Descriptive statements:** You may express the learning objectives as brief assertion narrating what students are able to or what students should know at the end of a defined instructional period. For example: Elaborate how people have survived, performed and understood in certain historical times, which may consist on various learning objectives, are normally articulated as descriptive statements.
- **“I can” statements:** You can also opt to write learning objectives as “I can” clauses as a technique to set the objectives from a learner’s stance. The major clue is that “I can” phrases develop the confidence of students to recognize with the learning objectives or practice a better logic of personal accomplishment or act when the learning objectives are attained. For example: After the completion of this lesson I can explain how people have survived, performed and understood in certain historical times.
- **“Students will be able to” statements:** “Students will be able to” statements are additional frequently used arrangement for learning objectives. For example: After the conclusion of this lesson pupils will be able to clarify how people have survived, performed and understood in certain historical times.

### Step 2

In step 2 link the statement with an action verb that conveys the attainment by the pupil. Use such verbs which tell an action that can be measurable within the instructional time frame. You can use some following verbs to develop learning objectives:

- **Knowledge:** define, list, name, order, recognize, recall, label

- **Comprehension:** classify, describe, discuss, explain, identify, locate, report, review
- **Application:** apply, choose, demonstrate, illustrate, practice, solve, use
- **Analysis:** analyze, appraise, calculate, compare/contrast, differentiate, diagram
- **Synthesis:** arrange, assemble, construct, design, formulate, prepare, write
- **Evaluation:** assess, argue, judge, predict, rate, evaluate, score, choose
- **Receiving:** Reply, give, name, ask, describe, choose, follow, give, identify, hold, locates
- **Responding:** Discuss, conform, answer, assist, write, tell, select, present, practice, perform.
- **Valuing:** Differentiate, initiate, justify, study, propose, share, explain, report, complete, invite, demonstrate
- **Organizing:** Prepare, formulate, compare defend, generalize, explain adhere, synthesize, alter.
- **Characterization:** Acts, influences, performs, qualifies, questions, revises, verifies, discriminates

There are some verbs you may avoid them when developing learning objectives: appreciate, improve, learn, believe, approach, thinks, critically, become, grasp the significance of, grow, increase, know and understand.

### Step 3

Complete with the essentials what student will perform when showing attainment of the objectives. Emphasize what learners will walk away from the task with. Learning objectives are sentences which describe the desired goal of an activity, lesson, course or curriculum in term of noticeable knowledge or skill which will be attained by a learner as a result of teaching.

#### **Activity:**

Develop at least two learning objectives of each level for any topic of science.

## 2.3 TAXONOMIES OF LEARNING OBJECTIVES

### 2.3.1 Bloom's Taxonomy

Teachers may get help from Bloom's taxonomy to comprehend the extent of mental actions involved in learning of pupils, this is the natural sequence through which the learners will process information that teachers offer. It involves intellectual process and mental abilities. Bloom shared his taxonomy in ranked sequence. The objectives at lower level ought not to be neglected; conversely, prior to attaining of the higher-order learning objectives. For example; we conduct a pre- test to find out the gaps in knowledge and suggest students to have an instant revision of the study material before opting the unit that is being considered. According to this taxonomy, learning objectives have been



categorized into three domains: cognitive domain, affective domain and psychomotor domain.

### **2.3.1.1 Cognitive Domain**

To be familiar with the sequence regarding involvement of cognitive process in learning, will enable you to devise learning objectives but the most important point is to transfer them to students in clear terms. It is pointed out earlier that learning objectives must be to the point. US Educational Psychologist Benjamin Bloom in 1965 presented the Taxonomy of educational objectives as per the activation of the cognitive processes taking place in the minds of students. These objectives are being presented below from lower level to higher level:

- i. Knowledge.**  
Students are to be able to recall or remember the information.
- ii. Comprehension.**  
Students are to be able to understand the information.
- iii. Application.**  
Students are to be able to use the information they have acquired at the same or diverse settings.
- iv. Analysis.**  
Students are to be able to analyze the information, by identifying its different components.
- v. Synthesis.**  
Students are to be able to create something new using different chunks of the information they have already mastered.
- vi. Evaluation.**  
Students are to be able to share their views, rationalize conclusions and make decisions about the information shared, based on formerly learnt knowledge.

Krathwohl and Anderson collaborated again to prepare a new version of Bloom's Taxonomy verb forms. They shared a list of important verbs to prepare learning objectives so that learners may be assisted to understand clearly what they are desired to perform. A list of verbs for the teachers to develop learning objectives is being presented below according to the levels of Bloom's Taxonomy.

- i. Remember.**  
Show, cite, pick, list, record, relate, catalogue, spell, memorize, quote, pick, name, recall, repeat.
- ii. Understand.**  
Identify, infer, locate, review, report, convert, express, qualify, discuss, recognize, explain, expand, restate, discuss, outline, alter.
- iii. Apply.**  
Dramatize, schedule, sketch, experiment, utilize, put into action, model, complete, demonstrate, translate, operate, interpret, practice, illustrate, explain.

**iv. Analyze.**

Criticize, experiment, compare, classify, search, contrast, test, relate, examine, appraise, distinguish, take apart, differentiate, separate.

**v. Evaluate.**

Measure, think, argue, assess, value, rate, discuss, estimate, choose, select, decide, recommend, appraise, score, revise.

**vi. Create.**

Prepare, set up, imagine, formulate, organize, generate, manage, construct, assemble, compose, design, plan, produce, propose, predict.

### **2.3.1.2 Affective Domain**

Learning objectives that emphasize on emotions, feelings and degree of rejection and acceptance, narrated in affective domain. Affective objectives vary from simple attention to particular phenomena to complex but internally constant qualities of character and conscience. In routine a teacher faces a lot of such objectives in which they must have observe attitude, interests, liking, disliking, habits, values and feelings. In 1964 Krathwohl divided this domain into five subgroups.

**i. Receiving:**

Receiving is the lowest level of affective domain. Receiving is related to readiness of learners to join a specific phenomenon. For instance, joining activities of the classroom.

**ii. Responding**

Responding refers to active participation from students. For example participate in classroom discussion or activities. This includes objectives concerned with interest and enjoyment.

**iii. Valuing**

Valuing is about value or worth a learner links with a specific thing or phenomenon. This arrays from just accepting the worth to highly complicated level of obligation. This involves objectives relating appreciation and attitude. For example; appreciating good writings or demonstrating problem solving attitude.

**iv. Organization**

Organization contains objectives that are linked with the development of philosophy of life. It is linked with bringing together certain values or settling conflicts among these values. For example; identifying for stability between responsibility and freedom in democracy.

**v. Characterization**

This is the level, where an individual develops a value system which controls the behavior significantly for a longer period of time to create a characteristic life style. Learning objective specifies distinctive behavior of the pupils. For example, exposing safety awareness or practicing cooperation in group activities.

### **2.3.1.3 Psychomotor Domain**

The psychomotor domain is related to the development of psychomotor skills. It contains physical movements, organization and use of motor skills. If students desire to develop

these skills, they require consistent practice. Psychomotor skills range from manual tasks such as observing computer for operating, to higher complex activities like operating a sophisticated piece of machinery related to computer. In 1972 Simpson divided the psychomotor domain into seven subgroups. Followings are the categories of psychomotor domain.

**i. Perception (awareness)**

This is the tendency to use sensory prompts to direct motor activity. This arrays from sensory stimulation by idea assortment, to paraphrasing. For example, to observe use of computer to operate later.

**ii. Set**

It involves readiness to perform a certain action. It involves intellectual, motor and emotional sets. All these are inclinations which determine a learner's retort to variety of conditions (often termed as mindsets). For example, displaying longing to compose.

**iii. Guided Response**

This involves beginning phases in learning and is complicated skill which contains merely imitation of the action and doing something by trial and error. The competence in performance is obtained by persistent practice. For example, making an effort to compose a piece of writing on computer.

**iv. Mechanism (basic proficiency)**

It is known as transitional or average stage in learning a complicated dexterity. At this stage the acquired responses become usual or customary and the skills can be completed with a bit of confidence and expertise. For example, mother becomes expert in cooking new dish after regular cooking.

**v. Complex Overt Response (Expert)**

It encompasses the artful display of motor movements which contain complex movement patterns. The ability is marked by a brisk, correct and extremely synchronized performance that needs quite little energy. This sort contains performing acts without any fear or hesitation and involuntary performance. For example: A learner is able to type a report on computer without looking at the keyboard.

**vi. Adaptation**

In this category the acts and skills are highly developed, and the learner can improve movement patterns that suit peculiar requirements. This enables individuals to counter efficiently to unseen or unanticipated experiences. For example, when a dress designer uses bottles of plastic for making a new dress.

**vii. Origination**

This includes developing new motor shapes to suit a specific condition or peculiar problem. Learning outcomes stress emphasize ingenuity based upon exceedingly developed skills. For example, a choreographer introduces new steps in dance.

### **2.3.2 SOLO Taxonomy (Structure of the Observed Learning Outcomes)**

This taxonomy was presented by John B. Biggs and Kevin F. Collis. This taxonomy shares a methodical way to state how an individual improves his performance in intricacy

while being proficient in several actions, particularly the actions commenced in schools. This taxonomy may be used in assessment as well as in scheming the curricula in terms of the level of learning outcomes envisioned, which is accommodating in employing constructive arrangement. This taxonomy entails five levels of understanding.

**i. Pre-structural**

Learner cannot comprehend the message presented in the text and adopts quite simple means of going about it. The learner is uncertain regarding subject or lesson.

**ii. Uni-structural**

The response of the individual merely targets on single compatible aspect. The individual has a merely a primary concept relating subject.

**iii. Multi-structural**

This level displays that the response of the individual has been focused on various consistent aspects, but learner deals them autonomously. The learner knows different concepts relating content, but they are disengaged. The evaluation at this stage is basically quantitative in nature.

**iv. Relational**

Variety of dimensions have become coordinated into a coherent whole. The individual has become proficient in dealing the complexity of the content as he/ she has become able to combine all the chunks together. This level reflects that learner has gained sufficient understanding of the content.

**v. Extended abstract**

The earlier coordinated whole can be hypothesized at an advanced level of contemplation and postulation to a new field or topic. At this stage the individual is capable of developing new conceptions on the basis of his/ her proficiency of the content.

**Activity:**

Develop learning objectives from all domains on any topic of social studies.

## **2.4 SELF-ASSESSMENT QUESTIONS**

- Q.1 Differentiate the goal, aim and objectives with example. How you will define the learning objectives and learning outcomes?
- Q.2 Write the steps involve in developing learning objectives.
- Q.3 What is the importance of Cognitive, affective and psychomotor domain in the development of learning objectives?

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**Unit-3**

**PLANNING FOR  
EFFECTIVE TEACHING**

**Written by: Dr. Sidra Rizwan**  
**Reviewed by: Dr. Muhammad Tanveer Afzal**

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## **INTRODUCTION**

Traditionally, teachers were the holders of information' and their role was to impart this knowledge and skill to students. The internet has changed all that as information can now be obtained anywhere, any time on anything. Thus the role of teachers has changed to developing the skills and tools to assist students in critically analyzing the plethora of information available.

Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyse, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners.

Effective teaching draws its strength from planning which is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson. This unit will present a detailed discussion on planning for effective teaching by focusing on two main lesson planning approaches.

## **OBJECTIVES**

After studying this unit you will be able to:

1. Understand the principles and procedure of lesson planning and its effectiveness in teaching.
2. Critically analyze different types of lesson plans.
3. Develop step wise lesson plan for any subject.
4. Identify the important factors for planning a lesson.

## 3.1 IMPORTANCE OF LESSON PLANNING

### 3.1.1 Why Do Teachers Need Lesson Plans?

Lesson planning is at the heart of being an effective teacher. It is a creative process that allows synthesizing the understanding of teaching pedagogy with the knowledge of the learners, the curriculum, and the teaching context. It is time when teachers envision the learning they want to create and analyze and how all the pieces of the learning experience should fit together to make that vision a classroom reality.

A lesson plan is a lesson “project” written down on paper. It is only a “project” because a lot of unpredictable events occur in the classroom. It is also a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment. As one of the teacher’s roles is that of designer and implementer of instruction, the preparation of lesson plan will ensure the organization of the English lesson according to some criteria. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Teachers need to have a precise notion of educational goals / objectives / standards / competences. The content is chosen according to the level and needs of the learners. It must be interesting and appealing to them. The effective teacher also needs to develop a plan to provide *direction* towards the attainment of the selected objectives. Teachers must decide how to sequence the teaching items according to the methodology and approach they opted for. Sequencing may be from easy to difficult, from known to unknown, from familiar to unfamiliar etc. The effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time.

Finally, even teachers who develop highly structured and detailed plans rarely strictly stick to them. Such rigidity would probable impede, rather than help, the teaching-learning process. The elements of lesson plan should be thought of as *guiding principles* to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the teacher needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

### 3.1.2 Benefits of Lesson Planning

There are a number of benefits to writing a lesson plan.

- First, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity

and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them.

- The lesson planning process allows teachers to evaluate their own knowledge with regard to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers.
- A teacher with a plan, then, is a more confident teacher (Jensen, 2001). The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand.
- The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. Some teachers feel that lesson planning takes too much time. Yet lesson plans can be used again, in whole or in part, in other lessons months or years in the future (Jensen, 2001).
- Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later. Lesson plans can be useful for other people as well (Jensen, 2001).
- Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence.
- In addition, lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day's lesson plan.
- Finally, lesson plans can serve as evidence of a teacher's professional performance. Teachers are sometimes asked to include lesson plans, along with other materials, as part of a portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their organizational skills and teaching style.

### **3.1.3 Decisions Involved in Planning Lessons**

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organising and simplifying. When teachers plan a lesson, they have to make different types of decisions which are related to the following items:

- the aims to be achieved;

- the content to be taught;
- the group to be taught: their background, previous knowledge, age, interests, etc.
- the lessons in the book to be included or skipped;
- the tasks to be presented;
- the resources needed, etc.

The decisions and final results depend on the teaching situation, the learners' level, needs, interests and the teacher understands of how learners learn best, the time and resources available.

#### **Lesson Plan Part 1 – What to teach (refer to group task in session)**

- Background info (students age – no of students – time limit)
- Objectives
- Language skills
- Language Content: (structures, vocabulary, functions, etc)
- Resources
- Attitude

#### **Lesson Plan Part 2 – Lesson Procedures (how we are going to teach)**

- Warm-up
- Core lesson: teaching new language, recycling, project work, written and oral production.
- Tasks (which sequence to follow)
- Rounding off.

#### **Hints for effective lesson planning:**

- When planning, think about your students and your teaching context first.
- Prepare more than you may need: It is advisable to have an easily presented, light “reserve” activity ready in case of extra time .Similarly, it is important to think in advance which component(s) of the lesson may be skipped, if you find yourself with too little time to do everything you have planned.
- Keep an eye on your time. Include timing in the plan itself. The smooth running of your lesson depends to some extent on proper timing.
- Think about transitions (from speaking to writing or from a slow task to a more active one).
- Include variety if things are not working the way you have planned.
- Pull the class together at the beginning and at the end.
- End your lessons on a positive note.

Planning enables a teacher to think about teaching in a systematic way before s/he enters the classroom. The outcome of planning is a coherent framework which contains a logical sequence of tasks to prepare the field for more effective teaching and learning.

Plans only express intentions. Plans are projects which need to be implemented in a real classroom with real students. Many things may happen which may not have been

anticipated. In the end there is a need to adapt the plans in order to respond to the pupils' actual needs. It is important to bear in mind Jim Scrivener's words: Prepare thoroughly. But in class, teach the learners not the plan.

**Activity:**

Plan a lesson for your classroom teaching and after teaching that lesson report the modifications you had to make according to the situation.

## 3.2 PRINCIPLES OF EFFECTIVE LESSON PLANNING

### 1. General Principles

The following are general principles for a good lesson planning:

**Knowledge:** In order to make a good lesson plan, teachers should have a clear picture of the students, the syllabus, activities, language skills, language types, subject and content, and institution and its restrictions (Harmer, 1993). Such knowledge guarantees that the activities and materials can be appropriate for lesson objectives and also for specific group of students.

**Variety:** Variety of activity and interaction helps to make teaching and learning enjoyable, unpredictable, and de-monotonous. Classroom variety refers to different activities ranging from listening, speaking, reading, and writing, each of which has further varieties. Classroom variety also refers to a wide range of materials to be used in class. Furthermore, classroom variety means adopting different kinds of interaction, for example, lockstep, group work, pair work, and individual work.

**Coherence and cohesiveness:** All activities serve common objectives and each activity should be connected by teachers using connective devices to make the lesson a wholeness of harmoniousness. If activities are not connected in content and purpose, there will be no flow of classroom movement. "Good lesson plan is the art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class" (Harmer 1993: 259).

**Flexibility:** Being flexible is very important. Following the plans rigidly tend to make the teaching flat. Also, what the teacher has prepared is not suitable for that specific class. Then it is required that the teacher should be creative and adaptable to make the classroom going smoothly and effectively. Many experienced teachers comment that they do not look at the lesson plan while teaching and that they often make impromptu changes in actual teaching.

### 2. Practical Guidelines for Lesson Planning

#### A sample of a specific lesson plan

##### Objective

1. Talking about and listening to family albums;
2. Reading and discussing types of families.

**Vocabulary**

1. Vocabulary about appearance of the people in the photographs and the possible relationship between them
2. Vocabulary on types of families and concepts of family

**Skills**

1. Speaking: practice talking about family
2. 2. Listening: comprehending and guessing words in context
3. Reading: activating thinking, diagram, summarizing
4. Writing: homework as a wrap-up

**Materials**

1. Textbooks
2. Pictures of family photos
3. Handouts on reading exercises
4. Ideas

**Before the Lesson**

1. Read the unit carefully
2. Note down new words in the book (especially phonetic symbols)
3. Try to find the answers of tasks and exercises
4. Collect supplementary material related to the teaching; create your own added material. Write down the source of supplementary materials before the unit. (Note: Having a clear idea of every topic of the textbook is helpful. When you come across a related supplementary topic, write down the source immediately in the book, not on a paper for next-time teaching.)
5. Think about what to teach and how to teach, put difficult activities earlier and interesting activities later, cancel or replace some activities, use a variety of activities, think about how to connect activities (beginning, on-going and ending)
6. Prepare a notebook
7. Arrange everything you are going to use, then go into the classroom

**During the Lesson**

1. Enter the classroom with a smiling face; use both linguistic and body language to warm up the class.
2. First state the objectives of the lesson then begin teaching.
3. Do not follow the lesson plan rigidly. Make any changes which are required according to the classroom situation.
4. Clear instructions or demonstration must be given before starting any activity.
5. Frequently change partners.
6. Add a little humor to teaching.
7. Encourage the students, do not under-estimate their abilities.
8. Make full use of witty students to break the monotony of teaching.
9. Write briefly the problems faced by you and the students (linguistic or non-linguistic).
10. Leave the classroom with warm wishes and a smiling face.

### After the Lesson

1. Arrange your supplementary materials in a file for future use.
2. Write down brief comments either in the lesson plan or in your professional diary.
3. Work out the problems that appeared in class.
4. Do corrections of students' work.
5. Exchange ideas with colleagues.

#### **Activity:**

Develop a lesson plan by following the above mentioned guide lines and discuss the difference between this lesson plan and the ones you had been using before.

## 3.3 HOLISTIC LESSON PLAN

### Holistic Lesson Plan: Grade 10 History (Academic)

Before getting into the principles of holistic teaching that went into this particular lesson plan, it is important to know what holistic education is. According to the article by John P. Miller, holistic education “attempts to bring education into alignment with the fundamental realities of nature.”

- 1) This is in stark contrast to the fragmentation that seems to permeate everything from an ecological, social and personal perspective. Not surprisingly, this fragmentation can be found in our education system where all courses are still divided into subjects, units and lessons. The three aspects of holistic education, outlined by Miller, are balance, inclusion and connection.  
These three aspects shall be discussed in the lesson plan. There is no question that this lesson plan addresses the balance aspect of holistic education. Some of the factors in the curriculum that need to be kept in balance according to Miller are:  
“Individual/Group, Content/Process, Knowledge/Imagination, Rational/Intuitive, Quantitative Assessment/Qualitative Assessment, Assessment and Evaluation/Instruction and Learning, Technology/Program and Techniques/Vision”
- 2) The mental set of the lesson dealt with the balance between individual and group work. Basically it was an exercise where students, working in pairs, had to examine a photo and draw certain conclusions from it. This would give them confidence and support when discussing their findings. Trying to create a balance between ‘content/process’ in terms of history is very interesting since some facts are, without doubt, necessary and must therefore be memorized. It is much more important to teach students how to think which is why the exercise titled ‘The Winnipeg Strike as a Study in Bias’ was such an important lesson. The students should think about and understand what a bias is and how everything from what they read to what they watch on television is biased in some way. The lesson was meant to foster critical thinking that can be applied to every aspect of students’ life. While balancing ‘knowledge/imagination’ would be hard to achieve in every lesson, the plan achieved a balance in terms of the culminating activity for the unit. The students were asked to examine the adjective ‘roaring’ that is traditionally

applied to the 1920's and question whether or not it is appropriate. By examining the major historical events in Canada during the 1920's, the students were asked not only look at the name critically but to also use their imagination to come up with a more appropriate nickname if possible. This culminating activity also provided a solid balance of the rational (the knowledge they will acquire as they go through the course) with the intuitive (their loose and ungrounded analysis.) The culminating activity was a short essay on the name for the 1920's; a more qualitative assessment was stressed upon rather than the traditional quantitative assessment. Part of the reason for choosing a more qualitative assessment was their previous assessment for the unit covering World War I was quantitative (a multiple choice test.) This also deals with the balance between assessment/learning. As Miller aptly put it, "if we constantly tested the young child when they were learning to walk and talk, they would probably never learn those skills. When the curriculum becomes test driven, there is a danger that learning can become mechanical and irrelevant."

- 3) Unfortunately, history as a discipline is often taught in a way that is mechanical and irrelevant which is probably why so many students find it boring. It is easy for a teacher to simply go through the required period of time having students memorize the pertinent facts. Only if the teacher creates an inspiring vision, however, will students be engaged and find it relevant. Trying to maintain a balance in ones lesson is only one principle of holistic teaching. The next principle of holistic education is the relationship between the student and the curriculum that Miller calls 'inclusiveness'. He divides the methods by which students are taught into three orientations that he calls "transmission, transaction, and transformation".

In this lesson all three types of orientations described above are employed. A combination of transmission and transaction position was used when discussing the Spanish Flu and the labour situation in Canada that culminated with the Winnipeg General Strike. Sometimes, lecture is used while other times, a more interactive Socratic dialogue with students is applied. The transformation position was how; a lesson was created that was personally and socially meaningful to the students. It was how the connection was made between the Spanish Flu and the H1N1 scare of last year. It was how the demands of labour in the 1920's were connected to the working conditions we enjoy today (especially with regards to minimum wage.) It was how the students were asked to examine and evaluate the name 'Roaring 20's' and come up with a better alternative. It was how they were introduced to the concept of bias and how biases exist everywhere and in everything. It was how the communication and writing skills they are developing are applicable in all aspects of their life.

The last aspect of holistic education discussed is 'connections'. With the exercise concerning whether the 1920's really roared, it was demonstrated that there is not necessarily a right answer with history. One could come up with an equally convincing rationale in favour of how the Spanish Flu contributed to the nickname 'roaring 20's' and how it most certainly did not contribute to the nickname. The lesson didn't really hit on the relationship between mind and body nor did it really connect different academic



disciplines. It also didn't build upon the relationship between students and the community and their relationship to the Earth. (It would be hard to do all this in one lesson.) That said, over the course of a unit and over the course of the year, these relationships would have to be built and fostered. There is no question that holistic education principles are integral in terms of making the learning process relevant for students. While the attributes of holistic education seem apparent and obvious (in the same way that differentiated instruction also seems apparent and obvious), the reality of employing them is not quite so simple. One must always look at the big picture in terms of what their students and what they must achieve in an academic year. Of course there are the curriculum requirements but that is only one small aspect of education. How will I teach my students how to think and learn? How will I keep them interested and engaged not only with regards to history but also with the world today? How will I ensure that I am mindful of the principles of holistic education with each and every one of my lesson plans?

### **Holistic Lesson Reflection**

Firstly, it was discovered that what worked in one class didn't necessarily mean it would work in another. While all three of the history classes were technically academic courses, one of the classes was more of a split between an academic class and an applied class. It was much more difficult getting them engaged. For example, they really liked the photo exercise, especially when we were talking about the similarities between Spanish Flu and the H1N1 scare of last year. Once we got into the nitty-gritty of the Spanish Flu and the Winnipeg General Strike, they were much less engaged. They also weren't particularly engaged with the culminating activity which the teacher found somewhat disheartening. Especially since they had just written a test that the majority of the class failed. That said the other two classes were both extremely engaged with the lesson. At times the classes were loud and boisterous (during the 'What's Going On' exercise) and other times, the classes were silent (when they were working on the Spanish Flu questionnaire). It was due to the variety of activities that comprised this lesson.

The lesson began with group work where students tried to figure out what was happening in the picture. Then, the teacher went through the general facts surrounding the Spanish Flu in Canada and the world. After that, he introduced them to the culminating activity that put the lesson and the next two weeks into perspective. The students weren't just learning about the pertinent aspects of the 1920's for the sake of going through the curriculum. They were examining them under the guise of deciding whether the moniker 'roaring 20's' is appropriate. The teacher then took them through the labour situation in Canada with particular emphasis given to the Winnipeg Strike before giving them their final activity 'The Winnipeg Strike – A Study in Bias'. While the class covered a lot of material, for better or worse, the teacher tended to blast through the material he was 'teaching' since he also gave the students handouts. If the teacher covered the material too quickly, the students would have something to refer back to later.

Teaching this lesson for three classes also taught that the teacher needs to be flexible in his approach. The subsequent class to the one outlined above, the teacher played a video called The Good, Bright Days that dealt with life in the 1920's. While the information

was useful and there was lots of primary footage, the negatives definitely outweighed the positive which is why the teacher decided not to show it to the other two classes. The best of intentions (The teacher had obviously viewed the video beforehand) did not mean that his lesson would be effective. The teacher has to be constantly vigilant to ensure the material he was covering was relevant to each and every student.

It can only be assumed that holistic education is eminently more effective than the traditional fragmented approach that is still primarily employed today. Hopefully, its use will continue to grow over time until a holistic education is the norm rather than the exception.

**Activity:**

Prepare a holistic lesson plan and record your reflections after its implementation in different sections.

### 3.4 HERBARTIAN APPROACH OF LESSON PLANNING

John Fredric Herbart was a great European educationist and philosopher of 19<sup>th</sup> century he advocated that teaching should be planned actively if we intend to make it efficient He applied the knowledge of psychology regarding the Learning process.

Herbartian approach is based on apperceptive mass theory of learning. The main thing in that theory is that the learner is like a clean slate and all the knowledge is given to him from outside. If new knowledge is imparted by linking with old knowledge of the student it is acquired easily and is retained for a longer period. The contents should be presented into units and those units should be arranged in a logical sequence.

Based upon Educational psychology Herbart's educational ideology advocated the following four elements for a successful teaching.

1. **Interest.** The teaching process should be interesting. When the interest of pupils is crated in some subject, their attention is attracted towards it. They acquire the new knowledge very easily.
2. **Apperception.** The entire knowledge is provided to the pupils from outside. Apperception of this external knowledge occurs in the unconscious mind of the pupils. By relating new knowledge to the previous knowledge of the pupils, their learning is simplified. Hence, in order to make the learning process effective, the teacher should move from known to unknown.
3. **General Method.** Learning activity occurs in a definite sequence. Hence, the activities of the unit should be edited in a definite sequence and in a logical order.
4. **Correlation.** Knowledge is one unit. All the subjects should be studied after correlating each other in the form of one unit. All the subject of the curriculum should be taught by correlating them with History.

### 3.4.1 Steps of Teaching Approach

1. **Clarity.** The teacher should present the subject-matter with clarity. The subject-matter to be taught is broken into various facts so that pupils pay attention to each fact or element.
2. **Association.** The new knowledge of the pupils is related to their previous knowledge.
3. **System.** New knowledge or thought should be organized in sequence on the basis of logic. The specific are separated from the generals which may enable the pupils to view the mutual relations between various fact or elements so that they may gain the knowledge of 'whole'.
4. **Method.** The pupils apply the gained knowledge to the new situations.

### 3.4.2 Herbartian Five Steps Teaching

While Herbart emphasized only four steps his followers modified the above four steps.

Ziller, a disciple of Herbart, divided the first step i.e., clarity into two introduction and presentation. Ryan incorporated one more step termed as 'Statement of Aim' in between these two. Still other disciples of Herbart changed the names of other three steps. The term comparison was used in place of association, generalization in place of system and application in place of method. Thus, five steps in place of four. These five steps are termed as Herbartian five steps of teaching.

**Preparation/ Introduction:** Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences the pupils are prepared for acquiring new knowledge.

- **Statement of Aim:** Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on the black-board in clear words.
- **Presentation:** The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge.
- **Comparison and Association:** In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of the other subject. He compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.
- **Generalization:** Herbart termed this step as 'system' after explaining the main lesson; the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.
- **Application:** In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by asking recapitulate questions or by providing opportunities to apply the acquired knowledge in the new

saturations. This stabilizes the new knowledge and validity of the rules may also be proved.

### 3.4.3 Herbartian Lesson Plan Model

Date:..... Class:..... Period:.....

Subject:..... Topic:.....

1. **General Objectives:** These objectives are formulated by the teacher in his subject keeping in view the entering behaviors of the learners. For example: 1. To develop the knowledge of grammar among the students...
2. **Specific Objective:** These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioral terms. For Example: (i) Students will be able to recall the definition of noun. (ii) Students will be able to enumerate the examples of noun....
3. **Introduction:** Here, the teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the student's responses by asking introductory questions.
4. **Teaching Aids:** Audio-visual aids are selected according to the proposed topic.
5. **Previous knowledge.** Students' previous knowledge is mentioned. For example: Students are familiar with figure of speech. They know that nouns are naming words.
6. **Statement of Aim:** The teacher gives his statement of teaching topic by incorporating the student's responses. For Example: "Today, we will study about the noun and its kinds."
7. **Presentation:** The teacher prepares the developing questions after introducing the topic. The question are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.
8. **Explanation:** The teacher is supposed to explain the answers of the given developing question. As whole of the content-matter is in the question-answer form.
9. **Black-board Summary:** The teacher has to prepare the black-board summary of his teaching point and explanations.
10. **Review Questions:** The purpose of these questions is to practice the student's learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after rubbing the black-board summary. For example: Q.1. What is the definition of 'Noun'? Q.2. Give some examples of Noun.....
11. **Home assignments:** At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of home work is to practice, to organize and to study the topic for better understanding and retention.

**Advantages:**

1. **Organized Teaching:** Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes. Originality is never affected and the teaching goes on in a very organized way.
2. **Acquiring thoughts as apperception:** Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thought and again go to the unconscious mind. Herbart termed this material process of acquiring thoughts as apperception.
3. **Use of Inductive and Deductive Methods:** While presenting the new knowledge, help of various examples is sought through 'generalization' and rules are derived. It is an inductive method. In the step application, these rules are to be executed, this is a deductive method. Thus, both inductive and deductive methods are used in this five steps approach.
4. **Recapitulation:** Such questions are asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.
5. **Correlation Possible:** Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

**Limitations:**

1. **Mechanical Method of Teaching:** The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.
2. **No Place for Individual Differences:** While using Herbartian approach. Similar questions are asked to the entire. This overlooks individual differences.
3. **Useful in Knowledge Lesson only:** Herbartian approach is useful in the knowledge lesson only, not in appreciation and skill lessons.
4. **Teacher More Active:** In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.
5. **No need of Generalization:** Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.
6. **Uninteresting:** This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities, and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The pupil does not show any interest in acquiring new knowledge. Thus, Herbart's teaching method is not interesting.
7. **Difficulty of Correlation:** Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of

the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible.

So in a nutshell it can be concluded that Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under 'application'. However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. Glower points out that in Herbartian approach; emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupils-teachers should follow this approach with necessary changes keeping its merits in view.

### 3.5 STEPS OF LESSON PLAN

Making an effective lesson plan takes time, diligence, and an understanding of your students' goals and abilities. The goal, as with all teaching, is to motivate the students to take in what you are teaching and to retain as much as possible. Here are some ideas that will help you get the most out of your class.

#### Method 1: Creating the Basic Structure

- 1: **Know your objective.** At the beginning of every lesson, write your lesson plan goal at the top. It should be incredibly simple. Something like, "Students will be able to identify different animal body structures that enable eating, breathing, moving, and thriving." Basically, it's what your students can do after you're done with them! If you want to do a bit extra, add how they might do this (through video, games, flashcards, etc.).
  - If you're working with very young students, you may have more basic aims like "Improving reading or writing skills." It can be skill-based or conceptual. See the related wikiHow on how to write an educational objective for more specific information.
- 2: **Write your overview.** Use broad strokes to outline the big ideas for the class. For example, if your class is about Shakespeare's *Hamlet*, your overview might include covering where in the Shakespearean canon "Hamlet" resides; how factual the history described might be; and how themes of desire and subterfuge might relate to current events.
  - This depends on the length of your class. We'll cover about half a dozen basic steps to any lesson, all of which should be included in your overview. You're welcome to have more, however.

- 3: Plan your timeline.** If there's a lot to cover in a fixed amount of time, break your plan into sections that you can speed up or slow down to accommodate changes as they happen. We'll use a 1-hour class as an example.
- 1:00-1:10: *Warm up.* Bring class into focus and recap yesterday's discussion on great tragedies; relate it to Hamlet.
  - 1:10-1:25: *Present information.* Discuss Shakespearean history briefly, focusing on his creative period 2 years before and after Hamlet.
  - 1:25-1:40: *Guided practice.* Class discussion regarding major themes in the play.
  - 1:40-1:55: *Freer practice.* Class writes single paragraph describing current event in Shakespearean terms. Individually encourage bright students to write 2 paragraphs, and coach slower students.
  - 1:55-2:00: *Conclusion.* Collect papers, assign homework, dismiss class.
- 4: Get to know your students.** Identify clearly who you are going to educate. What is their learning style (visual, auditory, tactile or a combination)? What might they already know, and where might they be deficient? Focus your plan to fit the overall group of students you have in class, and then make modifications as necessary to account for students with disabilities, those who are struggling or unmotivated, and those who are gifted.
- Odds are you'll be working with a pile of extroverts *and* introverts. Some students will benefit more from working alone while others will thrive in pair work or in groups. Knowing this will help you format activities to different interaction preferences.
  - You'll also wind up having a few students that know just about as much as you do on the topic (unfortunately!) and some that, while smart, look at you like you're speaking Neptunian. If you know who these kids are, you'll know how to pair them up and divide them (to conquer!).
- 5: Use multiple student interaction patterns.** Some students do well on their own, others in pairs, and yet others in big groups. So long as you're letting them interact and build off each other, you're doing your job. But since each student is different, try to allow opportunities for all types of interactions. Your students (and the cohesion of the class) will be better for it!
- Really, any activity can be manipulated to be done separately, in pairs, or in groups. If you have ideas already mapped out, see if you can revamp them at all to mix it up. It often just encompasses finding more pairs of scissors!
- 6: Address a variety of learning styles.** You're bound to have some students that can't sit through a 25-minute video and others who can't be bothered to read a two-page excerpt from a book. Neither is dumber than the other, so do them a service by switching up your activities to utilize every student's abilities.
- Every student learns differently. Some need to see the info, some need to hear it, and others need to literally get their hands on it. If you've spent a

great while talking, stop and let them talk about it. If they've been reading, come up with a hands-on activity to put their knowledge to use. They'll get less bored, too!

## **Method 2: Planning Out the Stages**

- 1: Warm them up.** At the beginning of every class, the students' brains aren't primed yet for the content. If someone just started explaining open heart surgery, you'd probably be all, "Woah, woah. Slow down. Go back to "take the scalpel."" Ease them into it. That's what the warm up is for -- it not only gauges their knowledge, but it gets them into your groove.
  - The warm up can be a simple game (possibly about vocab on the topic to see where their current knowledge lies (or what they remember from last week!) or it can be questions, mingle, or pictures used to start a conversation. Whatever it is, get them talking. Get them thinking about the topic (even if you don't explicitly say it yet).
- 2: Present the information.** That's just about as straightforward as it gets, huh? However your format, you need to start with the information presented. It could be a video, a song, text, or even a concept. It's the very core the entire lesson is based on. Without this, the students will go nowhere.
  - Depending on your students' levels, you may have to go pretty bare bones. Think about how far back you need to go. The sentence "He put the coat on the rack" makes no sense if you don't know what "coat" and "rack" mean. Give them the very basic concept and let the next lesson (or two) cultivate it.
  - You may find it useful to flat out tell the students what they'll be learning. That is, *give them your objective*. You can't make it any clearer than that! That way, they'll walk away *knowing* what they learned that day. No two ways around it!
- 3: Do a guided practice.** Now that the students have received the information, you need to devise an activity that allows them to put it into action. However, it's still new to them, so start off with an activity that has training wheels. Think worksheets, matching, or using pictures. You wouldn't write an essay before you do a fill-in-the-blank!
  - If you have time for two activities, all the better. It's a good idea to test their knowledge on two different levels -- for example, writing and speaking (two very different skills). Try to incorporate different activities for students that have different aptitudes.
- 4: Check their work and assess their progress.** After the guided practice, assess your students. Do they seem to understand what you've presented so far? If so, it's great. You can move on, possibly adding more difficult elements of the concept or practicing harder skills. If they're not getting it, go back to the information. How do you need to present it differently?



- If you've been teaching the same group for a while, odds are you know the students who might struggle with certain concepts. If that's the case, pair them with stronger students to keep the class going. You don't want certain students left behind, but you also don't want the class held up, waiting for everyone to get on the same level.
- 5: Do a free practice.** Now that the students have the basics, allow them to exercise their knowledge on their own. That doesn't mean you leave the room! It just means they get to do a more creative endeavor that lets their minds really wrap around the information you've presented to them. How can you let their minds flourish?
- It all depends on the subject at hand and the skills you want to use. It can be anything from a 20-minute puppet making project to a two-week long dalliance with the overbsoul in a heated debate on transcendentalism.
- 6: Leave time for questions.** If you have a class with ample time to cover the subject matter, leave ten minutes or so at the end for questions. This could start out as a discussion and morph into more probing questions on the issue at hand. Or it could just be time for clarification -- both will benefit your students.
- If you have a group full of kids that can't be paid to raise their hands, turn them amongst themselves. Give them an aspect of the topic to discuss and 5 minutes to converse about it. Then bring the focus to the front of the class and lead a group discussion. Interesting points are bound to pop up!
- 7: Conclude the lesson concretely.** In a sense, a lesson is like a conversation. If you just stop it, it seems like its left hanging in mid-air. It's not bad...it's just sort of a strange, uncomfortable feeling. If time allots for it, sum up the day with the students. It's a good idea to literally *show* them they've learned something!
- Take five minutes to go over concepts for the day. Ask them concept-checking questions (not introducing new information) to reiterate what the both of you have done and gained from the day. It's sort of a full-circle type of thing, book-ending your work!

### **Method 3: Being Prepared**

- 1: If you're nervous, script it out.** New teachers will find solace in scripting out a lesson. While this takes way more time than a lesson should, if it would help you, do it. It may ease your nerves if you know exactly what questions you want to ask and where you want the conversation to go.
- As you teach, do this less and less. Eventually, you'll be able to go in with practically nothing at all. You shouldn't be spending more time planning and writing out than you are delivering! Just use this as an initial training device.
- 2: Allow for wiggle room.** You've written out your timeline to the minute, right? Fantastic – but know that's only really for reference. You're not going to say, "Kids! It's 1:15! STOP EVERYTHING YOU'RE DOING." That's not really how

teaching works. While you should try to stick to this plan within reason, you'll need to allow yourself some wiggle room.

- If you find yourself running over, know what you can and cannot scratch. What must you cover in order for the children to learn most? What is just fluff and time killer? On the other side of the coin -- if you have time left over, have another activity in your sleeve to pull out if need be.
- 3: Over-plan the class.** Knowing that you have plenty to do is a much better problem than not having enough. Even though you have a timeline, plan on the underside. If something might take 20 minutes, allow it 15. You never know what your students will just whiz through!
- The easiest thing to do is to come up with a quick concluding game or discussion. Throw the students together and have them discuss their opinions or ask questions.
- 4: Make it so a substitute could understand.** On the off chance something happens and you can't teach the lesson, you'll want to have a plan someone else could understand. The other side of this is if you write it in advance and forget, it'll be easier to jog your memory if it's clear.
- There are many templates you can find online -- or ask other teachers what format they use. If you stick to one it'll be better for your brain, too. The more consistencies, the better!
- 5: Form a back-up plan.** In your teaching career, you're going to have days where students whiz through your plan and leave you dumbfounded. You'll also have days where tests got moved, half the class showed up, or the video you had planned got eaten by the DVD player. When this day rears its ugly head, you gotta have a back-up plan.
- Most veteran teachers have a handful of lesson plans under their belt that they can whip out at any time. If you had a particularly successful lesson on Punnett squares, keep that material for later. You can turn it into a different lesson with another class about evolution, natural selection, or genes depending on the next class' ability. Or you could have a lesson on Beyoncé up your sleeve (think the civil or women's rights movement, progression of pop music, or just a music lesson for a Friday afternoon). Whichever.

### **3.6 FACTORS TO BE TAKEN INTO ACCOUNT WHILE PLANNING THE LESSON**

- At times, it may seem like writing a lesson plan is such a major undertaking that it would require a teacher's entire day just to prepare one, however it really doesn't have to be that way. If you take a deep breath and follow the advice here, you'll have your lesson plan done in no time. The first thing of course is to figure out what you'll need to consider prior to making a lesson plan.

- **Prerequisites.** Know what your students have already learned. This is usually pretty easy since you would have been teaching your own students all year long. However, there may be times when it's important to think about this. For example, if you are teaching a class to a group who has never had you before (perhaps you're a specialist on a particular subject and have been brought in to teach your area of expertise or maybe this is the first day of class), then you need to find out from the regular teacher (or the previous teacher[s]) what the students already know. Don't make assumptions about it either. You may be teaching a lesson on energy and say to the students, "as we all know, you cannot get more energy from something than you put in." However, it's possible they may not be familiar with the first law of thermodynamics and you need to teach them what that is.
- **Goals and Outcomes.** This is another thing we mentioned previously as something you may want to add to a lesson plan. However, whether you write this out or not, it is vital to know these things before you start writing the main part of your plan. It is impossible to write a lesson without first considering what you want to accomplish with it. If your goal is to show your students how to write a proper sentence, then you would not offer a lesson plan that discusses what Shakespeare's greatest play was. While it may be fascinating to discuss the merits of *Macbeth* as opposed to *The Merchant of Venice*, it will not teach your students how to write a proper sentence.
- **Materials:** This is another one of those, seems obvious until you actually think of it things. If your students are going to need something special in order for you to do your lesson plan, figure out how they will get it. Perhaps they all need to have glue, scissors and paper. If so, tell them they'll need that. Maybe they need to have a copy of a page from some obscure text. If that's the case, make sure you go to the office and get the copies made before you walk into your classroom.
- **What do you bring to the table?** Every single person on earth has some unique qualities that they can offer when explaining something to another human being. Some people may be better at showing rather than telling. Others may be better making their students feel as if they are part of the action in an historical moment. Whatever it is that you have, think about how to incorporate it into your lesson.

### 3.7 SELF-ASSESSMENT QUESTIONS

- Q1. Discuss the role of planning in effective teaching.
- Q2. Critically analyze the Holistic lesson plan and Herbartian lesson plan.
- Q3. Which of the two lesson plans discussed in the unit are beneficial for effective teaching in Pakistan?
- Q4. Describe the basic structure of a lesson plan which helps in effective teaching.
- Q5. Critically analyse the components of planning for effective teaching.

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**Unit-4**

**MANAGING SECONDARY  
CLASSROOM**

**Written by: Ms. Tooba Saleem**  
**Reviewed by: Dr. Munazza Ambreen**

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## **INTRODUCTION**

Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Students cannot learn in chaos. Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the students. In this unit the focus is given upon different classroom management strategies, techniques to overcome mismanagement in class, identifying disruptive behaviors and challenges to deal with special students' behaviors.

## **OBJECTIVES**

After studying this unit you will be able to:

1. Define the essential components for organizing the environment of a classroom
2. Describe the techniques for managing students' behavior
3. Identify special students' behaviors
4. Explain classroom management strategies

## **4.1 ORGANIZING ENVIRONMENT**

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favourable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003). Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behaviour. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour. Hence, classroom management is an ongoing interaction between teachers and their students (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014).

Classroom management is the use of procedures and teaching techniques that promote a safe and efficient learning environment. For primary school teachers, disciplinary method and behavioral expectations are central to this system. As students age, the managerial style of instructors may change to assist students in the development of self-guided learning. Although every teacher will have a unique style of management to meet each class' needs, the same elements can be found consistently.

### **Classroom Design**

Although often overlooked, the first element of classroom management is intentional design. Use the positioning of your desks, displays, storage and equipment to create a warm and welcoming room. This should be done during summer vacation prior to the arrival of students. Make sure you have removed all unnecessary and distracting items from your classroom. This is also a good time to check your room for safety hazards.

### **Rules**

Develop rules that foster respect, caring and community in your classroom. Make your expectations for behavior clear at the beginning of the year by reviewing these rules with students. Continue to reinforce your rules throughout the course, and post them in a visible location. Consider having students sign a contract that shows they have read the rules with their parents and understand how to behave properly.

### **Discipline**

Classroom rules must have concrete consequences. Students will test the limitations of each teacher from the very first day of school. Be firm, fair and consistent. Begin by warning a student and having them confirm their knowledge of the classroom rules.



Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at students-this is counterproductive, unprofessional and often illegal.

### **Scheduling**

Keep your class in order by staying on time and on task. Do classwork during class time, leaving plenty of room for in-class assignments. Cramming work and instruction too close to other activities can lead to disruptive behavior and poor comprehension. There should be space before and after every room change, lunch, and recess for students to settle down. Having a regular daily schedule helps you and your kids prepare for upcoming tasks. Be firm but fair with due dates. Always leave room for extenuating circumstances. Never leave room for procrastination.

### **Organization**

Stay organized inside and out. Keep your student files, assignments, lesson plans and administrative paperwork in order. It sets a good example for your students and keeps you from wasting instructional time looking for materials. Share this system with your students. Post the classroom calendar, homework schedule and assignments on the board. Allow students to see how you take notes. It helps them distinguish irrelevant information from essential details. Encourage self-directed learning by providing students with their own agenda (notebook). You may require students to have their notebooks checked at home or during class.

### **Instructional Technique**

Although you may not have flexibility over the content of your curriculum, teachers are able to convey information as they see fit. Tailoring your instructional technique to the grade level, subject area, and students is very important. A hands-on demonstration of electricity will keep 8th graders engaged, but may prove chaotic in a 3rd grade classroom. Vary the style and intensity of your lessons. Follow-up lecture-style sessions with relaxed group activities. Consult your colleagues for ideas for new lessons. Learn about each of your student's learning style. (What is their learning curve? How do they learn best? Do they work well in groups?) These observations are crucial when fitting your teaching style to your students needs.

### **Communication**

Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with your administration, colleagues, students and parents. Without it you will lose the respect of peers, the attention of students, and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests.

Here are three important points to remember when organizing your classroom:

1. Create a positive and safe environment for your students.
2. Create an environment that will maximize learning.
3. Create an environment that will minimize the frequency of behavior problems.

### **Desk Arrangement**

- Check these suggestions to include in your decision-making when arranging the desks in your classroom. Remember that the classroom is there for your teaching and the students' learning.
- Observe how other teachers have arranged their classrooms and choose the arrangement that best suits your needs and goals.
- Desks or tables might be arranged in one of the following ways: (1) half-circles with a front row and a back row (2) in groups of four or five (3) the traditional way, with chairs lined up, one behind the other.
- Arrange your room so you can have eye contact with all your students.
- Arrange your desks so that the students' attention is on the teacher.
- Make sure that each student is able to see chalkboards, whiteboards, and other modes of visuals.
- Desks should not be placed in front of windows. The glare can be distracting and difficult on the eyes.
- Note where the "high traffic" areas will be. Try to keep this area free of congestion.
- Students need to have easy access to those materials that will be used frequently.
- Students should be able to find their work easily and quickly to promote learning.

### **Arranging Space**

The physical layout reflects your teaching style. If you want students to collaborate in small groups, for example, organize them around tables or clusters of desks. For frequent whole-group discussions, try a circle or U-shaped desk configuration. If you plan on an individualized, self-paced curriculum, you might set up learning stations.

The physical layout should also reflect you. Don't hesitate to give the room your personal touch with plants, art, rugs, posters, and maybe some cozy pillows for the reading corner.

"Creating a caring, child-centered environment takes lots of thought and planning," says fifth-grade teacher Frank Garcia. "Basic bulletin boards are not enough. I believe in a very colorful classroom with posters, functional bulletin boards, and other 'interesting' items to enhance the environment, such as a small refrigerator, TV, and a stereo system with a CD player."

In Reggio Emilia, a northern Italian town whose early childhood programs are internationally acclaimed, classrooms feature displays of children's work, collections of "found" objects, ample space for supplies (all aesthetically arranged), and clearly designated spaces for large- and small-group activities. Reggio Emilia educators stress the need for a classroom environment that informs and engages the child. They consider the physical environment to be "another teacher." And in the sense that it can motivate children, enhance learning, and reduce behavior problems, environment really is an extra teacher.

Author and educator Mike Hopkins points out that personal teaching style and specific educational needs should largely determine how you design your classroom space. Hopkins urges teachers to forget about the way things have always been done and to visit museums, libraries, other schools, and colleagues' classrooms to identify different ways of organizing learning space.

Many teachers prefer to create different areas within the classroom. For example, a classroom might feature a quiet reading corner, a music area where students can play soft music while completing work, a discussion/conversation center, a large table for cooperative projects, spaces for wet or messy projects, multimedia spaces, learning centers or stations, and individual work areas.

Easily accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities. In poorly arranged classrooms, students spend a lot of time waiting — waiting in line, waiting for help, waiting to begin. To eliminate some waiting, store frequently used items such as scissors and paste in several different areas.

### **Desk Placement**

In many classrooms, the largest amount of space is devoted to the arrangement of individual student desks. Teachers vary greatly on their preferred arrangements, but most agree that the days of 30 desks lined in neat rows and facing the teacher's desk up front are long gone. Instead, some teachers like to arrange desks in cooperative groups of four, while many others prefer a U-shaped configuration, where everyone has a front row seat.

“Arrange the room so that you can make eye contact with every student and reach each student with ease,” suggests sixth-grade teacher Jane Baird.

But no matter how you arrange desks, don't be afraid to make changes.

“Set your room up, and at the end of each unit or each month, evaluate and make changes,” advises fifth grade teacher Laurie Borger. “Move the students' desks on a regular basis so all children learn to cooperate with all children.”

Second-grade teacher Pamela Shannon agrees: “Don't be afraid to make seat and desk changes if the arrangement doesn't work. You are in charge.”

### **Environmental Preferences**

Other important environmental features include temperature, lighting, and noise level. These factors affect students in different ways and are directly related to individual learning styles. Studies suggest that when teachers adjust the environment to students' preferences, the students perform better academically and are better behaved.

How can you address environmental preferences in the classroom? Here are some tips from research and practice:

Create both well-lit and dimly-lit areas in the classroom by using bookcases, screens, plants, and other furniture. Some children learn best in bright light, but others do significantly better in low light. Bright light actually makes some students restless and hyperactive. Try allowing students to sit where they feel most comfortable, or try placing fidgety children in low-light areas and listless children in brighter areas.

Provide opportunities for children to move around while visiting learning centers and other special classroom areas. Most of us have the mistaken impression that children learn best when sitting still, but research now proves that many children need extensive mobility while learning. These children learn significantly more if they move from one area to another as they acquire new information.

Establish informal furniture arrangements where students can sit on soft chairs or pillows, or lounge on the carpet. Another myth is that children learn best when sitting up straight in hard chairs. About 75 percent of the total body weight is supported on only four square inches of bone when humans sit up straight in a hard chair, so it is easy to understand how the resulting stress on the buttock tissues causes fatigue, discomfort, and the need for frequent changes in posture. Research supports the common-sense notion that many students pay better attention and achieve higher grades in more comfortable settings.

Establish listening stations with headsets for children who need sound, and quiet study areas for those who work best in silence. Many children disprove another commonly held conception: that silence helps kids concentrate better.

Help students become aware of their own temperature preferences and encourage them to dress accordingly. Temperature preferences vary dramatically, and most children can't concentrate when they are either too cool or too warm.

### **Designing Classroom Space**

The sky's the limit when it comes to designing classroom space. Beverly Kirk, from Carson City Nevada, had her husband make a special desk with a recessed top to keep math manipulative in one place. Marilyn Aldrich, from Westhampton Beach, New York, uses flat pizza boxes, stacked for storage, to house math manipulative and other materials. And Jack George, who teaches fourth grades in Rome, New York, built an eight-foot high loft (it can hold six children) in his classroom that functions as a puppet theatre, quiet reading/writing space, teaching platform, private conference center, test make-up area, and place to stage skits, science experiments, and more (Shalaway, 2005).

## **4.2 MANAGING STUDENTS' BEHAVIOR**

With the exception of encountering a student who is extremely belligerent or disruptive, most disruptions in the classroom will be mild and just disruptive enough to slow the lesson. Proactive class-wide strategies alone are rarely sufficient in dealing with all classroom behaviors. While the classroom teacher may know a little more about a student's situation, we typically come into the classroom as a guest and will not know or

be aware of each student's skills or academic challenges. The classroom teacher will likely handle any major challenging behaviors from students, but often times the disruptive behavior can happen while we are facilitating a lesson, so being prepared and having some strategies to deal with challenging behavior can help us more effectively manage the classroom and keep the lesson on-track. Some common challenging behaviors in classrooms range from students wanting to dominate discussions, students who call out answers or don't wait to be called on, to the students who hum, click pens, and can't sit still. We might also encounter a student who asks too many questions, wants to know personal information about us, or who wants to debate any information presented. While all of these behaviors would be considered low level distractions or disruptions, we know they can have a high impact on the classroom learning environment.

Along with implementing class-wide strategies, facilitators can implement any of the strategies below to help deal with disruptive students and challenging behaviors.

- **Use proximity to stop disruptive behavior:** Place yourself in close proximity to the student and conduct a few minutes of the lesson standing by them. You don't need to be overly obvious about moving toward the student, but many times having you near will subdue the disruptive behavior.
- **Stop and wait:** On occasion you might need to simply stop the lesson, pause, make eye contact with the student and wait for the student to quiet down and focus. This can also cue the classroom teacher in on which student is being disruptive or that their assistance may be needed.
- **Location, location, location:** While many teachers have created elaborate seating charts to keep certain students away from each other or in the front of the room, if where the student is seated is causing some of the disruptive behavior, it might be worth consulting the classroom teacher about having the student moved to another seat. Often behaviors are not as disruptive to you or the class if the student can be seated in the back of the classroom and close to the classroom teacher. If you have an extremely disruptive student you might want to consider putting them in a seat closest to the classroom teacher's desk.
- **Use your voice:** Students often match the volume of the teacher's voice in the classroom. If you want to gain a student's attention or the attention of the class, instead of increasing the volume of your voice try decreasing your volume. It's not productive and effective to try and talk over a student or the side conversations of students. Silence can be very effective and sometimes it is very appropriate so students have to focus and really listen to hear you.
- **Stay cool:** Remember to stay calm and keep your composure when presented with challenging behaviors. You don't need to accept or tolerate the behavior, but you will lose credibility if you lower yourself to his/her level. It is important to stay professional at all times and even when students are disruptive it is important to reach out to the classroom teacher for assistance, but to refrain from sharing frustrations, venting, and complaining.

If you encounter a student who was consistently disruptive during class you can use the following steps to try and work with the student to correct behavior:

1. Speak with the student after class. Never try to engage in a conversation about behavior during class or while other students are able to hear the conversation. Be as private as you can with the conversation, but have the discussion out in the open where other people are around, but not included in your conversation.
2. Speak only for yourself and don't speak for the classroom teacher or the other students in the class. Make the conversation very centered on just you and the student.
3. Try to understand and see things from the student's point of view.
4. Help the student understand your point of view, but understand many adolescents are not able to see beyond that moment or understand how their behavior can affect others.
5. While it is important to state what the disruptive behavior was, focus more on finding a solution so next class period the student knows how to handle the situation and knows what the expectation for behavior is.
6. In the end you want the discussion with the student to be short, focused, and solution orientated.

Lastly, persistent disruption by a student may ultimately mean the classroom teacher will have to remove the student from the room. While we value having each student in the classroom, at some point we must prioritize the needs of the class as a whole.

### **4.3 SPECIAL BEHAVIOR PROBLEMS**

It is common for children to break the rules and go against the norm to 'test' authority. Only that way do they understand what behavior is appropriate and what is not. Read on to learn about the behaviors that kids tend to exhibit from time to time and how you can handle a child with behavior problems.

#### **1. Disrespect and backtalk**

When your three-year-old daughter talks back to you, it may seem funny and adorable. But when your seven-year-old girl shouts out a 'no' every time you tell her to do something, it can get on your nerves. If not handled properly, backtalk can lead to arguments between parents and children. So what do you do?

If your child talks back but follows your instructions, then ignore it. Ignoring backtalk may be okay if the behavior is not threatening or destructive.

If the child follows instructions, even though he talks back, appreciate that they did what you asked, even if they didn't want to. You can then explain that it is okay to be angry, but not okay to speak to you disrespectfully. But if the child's responses are threatening others or self, then you need to pay attention to what they say and handle it carefully.

Do not respond impulsively. Let the child calm down and then address what he or she said. Tell them calmly about what behavior is acceptable and what is not.

Set limits and make them aware of the consequences.

Do not threaten, just state plain facts that if they talk back, they won't get ice cream or go to the movie. For example, tell them if they continue to yell and shout, then they will have to forgo the dinner. However, if they stop shouting and listen to you, then they will get something nice for the dinner. Such give-and-take will look less controlling but giving the option to the child themselves.

Set expectations, but you can be a little flexible sometimes if it makes them happy.

Finally, take a quick check of how you behave with the kids or others when the kids are around. Are you rude or disrespectful? If yes, you need to start by changing your behavior.

## **2. Abusive language**

Children scream and yell when they are angry. But if they start swearing even before they are all of ten years old, you should be worried. They may start yelling or using abusive language to bring you into an argument or simply to get their way. When your child uses offensive language and swears, here is what you should do.

Make sure you are not using such language in front of kids.

Have zero tolerance for verbal abuse at home. There is no excuse for swearing or cursing. So if they use such language, there is a consequence.

Explain the consequences clearly and ensure they are in place. So if your nine-year-old girl is grounded for one day for abusive language, she will have to miss her soccer practice or music class. There should be no two ways about it.

If your toddler is using such language, correct them immediately. Tell them it is a "bad word" and people do not like that word or kids who use that word.

If you have used that word in front of your child, apologize immediately. You can even ask your child to remind you that it is a bad word, should you ever say it in front of him.

## **3. Aggressive or violent behavior**

It is okay for children to get angry. But if that anger becomes violent or turns into aggressive behavior in children it is a problem. Mood disorders, psychosis, conduct disorder, trauma, impulsiveness or frustration can cause aggression in young children. At times, your child may resort to violence for self-defense.

Aggression can also be a learned behavior. How is the environment at home? Or is the child learning to be violent, at school? If your child tends to react to a negative response by hitting, biting or kicking, this is what you should do.

The easiest way to respond to aggression in children is to yell back at them. But if you do so, you end up teaching them the wrong things. Your kids look up to you to learn how to control their impulses and emotions. So rather than raising your voice, lower your tone and tell them to calm down. Reflect their feelings, empathize, but make it clear that hitting or kicking or biting is not allowed. You could say something like “I know you are angry. But we do not bite, hit or kick. No hitting!”

Tell them what the consequences would be if they turn violent. If you are dealing with a younger child, tell them what they can do instead. Give them an alternative, but don’t leave them hanging. For instance, teach them to use words and phrases like “I’m angry,” or “I don’t like it,” or “I’m not happy about it” when they are upset, instead of resorting to physical violence.

Most importantly, be a good role model and avoid giving them physical punishment. Also, reward positive, non-aggressive behavior.

#### **4. Lying**

It is common for children to lie. It is also common for parents to worry when they catch the kids lying. You may feel betrayed, hurt and even wonder if you can trust the child again. But here is what you should do to prevent your kid from lying.

Do not take it personally. Think about it from your child’s perspective to understand what compelled him to lie.

Kids may lie when they are scared that the truth might have negative consequences. Appreciate the positives rather than punishing negative behavior to prevent your child’s need for lying.

Teach them to be honest. Start by being a role model.

Have consequences for lying. No arguments or discussions about it. Your kid lies, he gets to deal with the consequences.

#### **5. Bullying**

Bullying is a serious problem and could result in emotional and physical abuse of the victim. Children tend to bully others to feel powerful. Also, bullying resolves their social problems easily. When dealing with feelings becomes difficult, kids tend to take on bullying to fix things. If you find that your child has been bullying others, you should act immediately.



Start teaching your kids from an early age that bullying is wrong. More importantly, explain to them what or who a bully is and give them examples of what bullies do. For example, you can say, “A bully is someone who calls people names, or does mean things to them, or takes their property by force.”

Set rules and standards in the house early on. Make a statement like “we do not bully in this house” or “You do not get away with such behavior in this house”.

Watch out for signs of bullying: see if your older kids are trying to bully the younger ones, and rectify the behavior immediately.

## **6. Manipulation**

Manipulation is tricky and a very exhausting behavior to handle. Children tend to act out, lie, or cry to get what they want. If you give in to the bad behavior in children, your child feels justified. For example, if your child throws a tantrum in public for a candy bar and you buy her one, she has just manipulated you.

In simple words, when your child manipulates you, she has power over you. As an adult, you can always break the pattern and stop falling for your child’s manipulative behavior.

Expect your child to fight every time you say ‘no’. That way, you can figure out how to deal with their behavior and not fall for manipulation.

Make it clear that when you say ‘no’, it means no. You can give them a brief explanation of your position, but don’t get into justifying it.

Avoid discussion, but don’t shut them off completely. Try to listen to their side of the argument as long as the child is respectful and not rude or abusive.

## **7. Lack of motivation and laziness**

Your child doesn’t seem interested in doing anything at all. Be it schoolwork, art or music practice or even playing, he refuses to participate. Motivating kids is not easy, especially if they are lazy and tend to find an excuse for not doing anything. When your son or daughter is unmotivated, here is how you can help.

Don’t get anxious by your child’s behavior. When you do, you may be seen as pushy, and that can encourage them to resist you.

You can tell them the stories about your childhood and share your experiences to inspire and encourage them to try something new.

Do not force your child to take up a hobby. Give them options and let them choose. Kids are more interested in something that they choose.

Take a step back and check: are you forcing your kid to do something? Ask what your child really wants and what motivates him? See your child as a separate person to identify what motivates them.

Try to find ways to get your kids motivated on their own. Self-motivation is more powerful than being driven by others.

Encourage younger children to take up daily chores by making them fun. You may set a competition of who picks up the most number of toys or bits of paper from the floor or who makes their bed first. For older children, making them responsible for tasks such as washing the dishes, setting the table or cleaning up to set the expectations clear. Set limits like we will watch a movie once you have finished your chore.

### **8. Behavior problems in school**

“I hate school!” Is that something you hear your five-year-old say every morning? Kids often give parents a hard time by refusing to go to school or complete homework assignments in time. Children could refuse to go to school for many reasons: bullying, academic issues, resistance to authority and rules, or anxiety of being separated from parents.

Start by getting to the root of the issue. Find out why your child hates school or refuses to do his homework. You may want to help him with his homework if he has trouble with it.

Your child may take time to perform academically and be okay with school. Understand that the change will not happen overnight. Offer incentives, not bribes, to encourage positive behavior. For example, you can say, “you have earned an ice cream tonight because you did your homework without any reminders”.

Ask the child if they want you to talk to the teacher about a problem that they are facing. Let them feel and understand that you are available for them when they face a problem in school. Encourage them by asking what they like doing in the school. Help them with their homework, and make it more interesting. Behavioral problems are not always simple enough to deal. But one should seek a professional’s help in complicated cases.

### **Behavioral Disorders in Children**

Sometimes, abnormal behavior could be a symptom of a behavioral disorder that needs the attention of a medical practitioner. Here are listed out some of the common behavioral disorders in children.

#### **1. Oppositional defiant disorder (ODD)**

Oppositional defiant disorder is a disruptive behavior that commonly affects children. Symptoms of this disorder include:

- Gets angry, throws tantrums, outbursts frequently, and has low or no self-esteem.
- Is hostile to rules.
- Annoys others deliberately.
- Blames others for all misdeeds.

**2. Conduct disorder (CD)**

Children who have CD are known for their delinquent behavior and not obeying rules. About 5% American children, who are below ten years of age, have CD.

The typical behaviors are:

Refusing to follow the rules laid by parents or school authorities.

Repetitive truancy.

Trying abusive substances like alcohol, cigarettes, and drugs at a very early age.

Always ready to fight.

Aggressive towards animals and pets.

Use of weapons.

Lying frequently.

Indulging in criminal acts like committing burglary, lighting up property and breaking into houses.

Running away from home.

Suicidal tendencies, although rare.

**3. Attention deficit hyperactivity disorder (ADHD)**

This is related to conduct disorder. Common characteristics of the disorder are hyperactivity problems related to attention, impulsive behavior in children etc.

Symptoms include:

Trouble focusing on one thing.

Disoriented when you speak to them.

Difficulty remembering things, instructions, directions, etc.

Inattention to detail.

**4. Learning disability**

There are different kinds of learning disabilities with varying symptoms. These disorders affect the child's academic performance and need the expertise of special educators to stay on track.

Unable to comprehend instructions.

Short term memory.

Poor communication abilities.

**5. Anti-social personality disorder**

A child suffering from this disorder may become indifferent to other's problem. This disorder may aggravate in later stages of life and result in illegal and non-ethical activities of the individuals.

**6. Underdeveloped social skills**

This may sometimes be referred to as Asperger's syndrome, which is a narrow developmental disorder.

Named after an Austrian pediatrician Hans Asperger, this syndrome is usually a result of social interaction impairment. The exact cause of this syndrome is unknown. However, psychiatrists consider it as a consequence of a series of symptoms. The common symptom of this disorder is difficulty in starting a conversation in public and casual interactions.

Child behavior disorders become more visible as he grows up. However, you can identify abnormal behaviors when your child is still a toddler. It helps you to nip them in the bud.

## **Behavior Issues in Toddlers**

Misbehaving toddlers can be a handful. Reasoning won't work with them, and punishment will only make their behavior worse. So what do you do? Keep reading to know about common behavior issues at preschool age and how you can help them.

### **1. Interrupting**

Little children tend to get excited quickly and cannot control their urge to say what they want to say. They keep interrupting you all the time. So the next time you have a conversation with your three-year-old, here is what you should do.

Let them finish what they want to say. Hear them out without interruption and then begin talking.

When they interrupt, explain how mommy did not interrupt and listened when they were speaking. Tell them that they will get a chance to speak after you finish. Say, "let mommy finish, honey" or "mommy has not finished talking."

### **2. Screaming**

Toddlers, especially those younger than three years, cannot express themselves verbally. They tend to show their anger or frustration in different ways, including screaming. So, what do you do when your toddler screams?

Do not scream or shout back at them. It only reiterates that it is okay to scream.

Teach them to whisper or talk calmly, through a game. For instance, you can start with a 'let's see who can scream the loudest', and then try 'who can talk calmly or whisper'.

Acknowledge her feelings and talk to her. Although you may not have a proper conversation with a one-year-old, words can soothe the child, and they might stop screaming.

### **3. Running away**

Does your child run away and hide when he gets angry? Running is dangerous, especially if she does it on roads, supermarket or other public places. But you can keep her safe by:

Keeping an eye on the child's movements. Always hold her hand when on the road or other crowded places.

Showing the child where she can run and where she cannot. Explain by showing people around and what they are doing. For example, show kids running in the park to say that it is okay to run there. Likewise, show how people do not run on the streets.

### **4. Pulling hair**

Toddlers may tend to scream, kick and pull hair to fix 'bad things'. The only way to make them stop such behavior is to make them understand that it does not work.

Interrupt your child when he is pulling his or someone else's hair to indicate that he should not be doing it.

Talk it out and try to explain that it is 'bad' to pull hair.

Do not pull your child's hair back to show how it feels. They may see it as a game and do it again.

### **5. Throwing things**

Children between the age of 18 months and three years are the ones who usually throw things to show their frustration. They tend to throw food, toys, or anything that they can get their hands on just out of curiosity or frustration.

To avoid damage to valuables, show what your child can throw. Like a ball, a bouncy toy or a fluffy one that doesn't get damaged.

Discourage them from throwing things when they are angry or aggressive. Try to ignore when they throw things because of anger. If they persist or keep throwing things that could hurt other children, interrupt immediately and say "No! That is bad" or "No, that hurts!" Tell that in a calm voice.

Find ways to prevent them from throwing things. For example, in the car, you can tie the toys to her seat. That way she won't be able to throw them away.

## **6 Tips to Handle Bad Behavior in Children**

"Why do kids have to be so annoying?"

If you have asked yourself that question, you are not alone. Misbehaving children can make parenting stressful. We have put together a few tips and tricks that can help you handle bad or disruptive behavior in children.

Don't react. When you react or respond to your child's bad behavior, you are encouraging her.

Stay positive. When you consider your child as a problem, you cannot find effective ways to deal with his behavior. Focus on rectifying the behavior.

Be consistent in your reaction or responses to your child's behavior. More importantly, be consistent in the consequences to drive the point home. Give the same responses to their conduct, and eventually, they will get it.

That said, it is okay to change the rules sometimes, to change old habits that may have gotten out of hand. For example, cutting down TV time, video game time or other activities for the child's benefit is okay.

Be a role model. Change your bad behavior to change your kids' behavior. Children of all ages learn by observation and imitate you because they assume that their parents know the best.

Disciplining is necessary, but is effective only when it is valid. You need to think well before determining the consequences for your children's misbehavior.

Relax. Don't worry too much about the usual yelling, arguments, and defiance. It does not hurt to chill out once in a while and take a break from disciplining.

Use child behavior chart or reward charts to track your child's behavior patterns. You can create one for a specific behavior or multiple behaviors. You can also have a good manners chart that has details like "said thank you and please", "helped mom with chores", "waited for my turn to speak" etc.

### **Activities for Children with Behavior Problems**

A highly effective way to deal with behavior problems in children, especially toddlers is through activities. There are several activities you can try and here are a few that we think will be most helpful to you.

Exercise or physical activities are perhaps the best means to blow steam off. When your child gets excited or angry, getting them to play outside can help relieve them of the energy. If a child's energy is not properly released, they tend to release it in the ways they know – tantrums, destructive behavior, acting out, etc.

Role-playing is an excellent activity that can teach your kids to control impulses. One of the major factors affecting kids behavior is the lack of self-control.

Ask your child to read aloud a book or what they are writing. You can try this at bedtime when they are still full of energy and need an activity to calm down and relax.

Storytelling is yet another activity that engages their imagination and lets them use their energy in a positive way. This activity also helps you get an insight into their frame of mind.

Play good behavior games and read child behavior books that can teach kids about good deeds such as kindness, sharing, waiting and saying nice things to each other. When they learn that the good things can be rewarding, they won't try the bad ones.

Random misbehavior is the right of a child. Do not try to clamp down on it with your disciplinary ways. However, if you see consistent and severe behavior problems in your child, then you need to take appropriate action. And if you think that the situation is out of your hands, do not hesitate to approach a child behavior specialist, therapist or a counselor.

Remember, before you label your child as bad, try understanding the child's behavior to determine the root cause. With the right approach and professional help behavioral issues in children can be fixed. After all, you want your child to grow into a loving, kind, intelligent and reasonable person, right?

## **4.4 CLASSROOM MANAGEMENT STRATEGIES**

Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Students cannot learn in chaos. Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the

students. While teaching in classroom it is the role of the classroom teacher to provide the necessary discipline needed, our classroom management strategies can help set the tone for positive interactions, cooperative learning, and to provide a plan ensuring the lesson runs smoothly regardless of any disrupting behaviors by students.

Some important points to keep in mind when creating a classroom management plan or classroom management contract with students:

- Involve students in all aspects of creating the classroom management plan.
- Create no more than five rules or class norms – Keep things as simple as possible. If you create too many rules students will feel overwhelmed by the classroom management plan. Look for rules that cover behaviors that could interfere with the learning and engagement of your students. Creating a classroom management plan should be a short, rather quick activity meant to set the tone for the rest of your time together. Always state rules or classroom norms positively and be as brief and to the point as possible. Rules that work well in most situations would be: 1. Respect yourself, your classmates, and your teachers. 2. Raise your hand before speaking or leaving your seat. 3. Keep your hands, feet, and materials to yourself. 4. Listen, follow directions, and ask questions when needed. 5. Be positive.
- Work with the classroom teacher ahead of time to know what some appropriate consequences might be if a student breaks a rule. You don't want to create a rule that isn't enforceable or doesn't match the teacher's classroom management plan. Students often times come up with very harsh consequences, so having the conversation with the classroom teacher ahead of time might give you some ideas to suggest to students if needed. The classroom teacher may have some very valuable insight into what might help keep students on track or what is currently working well in the classroom. Our goal is to work with students to create consequences that can be carried out and offer valuable life lessons. Here again, you want to keep the consequences short. Usually you can have a three step consequence plan allowing for a more severe consequence each time a rule is broken. As a rule of thumb it is always good to have students receive a warning the first time they break a rule. A warning works well as a first consequence because it doesn't take up a lot of class time, doesn't involve conflict, is stress-free for the teacher and student, and isn't personal. Even if students don't suggest a warning as a first time rule violation, the teacher should try to establish a warning as the first consequence.
- Block off a portion of the flip chart paper so students can sign on the sheet that includes the rules/classroom norms and consequences. Take the flip chart paper down after every lesson and post it up at the beginning of every lesson and in a brief overview at the beginning of each lesson review the rules.
- Remember to include both the class rules or class norms and the consequences. Neither listing the rules alone or the consequences alone does much to change the classroom environment. Students need to know what the rules are and be aware of what will happen when a rule is broken. By including the consequences on the flip chart it allows students to know what will happen if a rule is broken, and that the consequences are the same for everyone. It makes the rules predictable and your

responses predictable, which can help establish trust in the classroom. Students don't have to wonder what will happen, they know what will happen and that it will be the same for all students, every day.

Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors. Class-wide strategies are implemented with all students within the class and address the needs of most students in terms of behavior, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies.

Before providers begin implementing a Youth Prevention Education program, it is imperative that providers learn about existing classroom management strategies the classroom teacher is implementing. Often times providers can incorporate the classroom management strategies the classroom teacher is already implementing or the provider can build upon the already established classroom management strategies.

### **Class-wide Strategies**

- Create a classroom management plan - Although creating a classroom management plan is a short activity it is crucial in establishing how the classroom will function. As mentioned above, the classroom management plan should be posted during every lesson, reviewed often, and referred to when challenging behaviors arise.
- **Understand the power of day 1:** Day 1 is the first day you are in the classroom with the students. Day 1 is the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Work to create a classroom that is warm, inviting, and inclusive. Show enthusiasm for the lessons you are teaching and show students you are excited about being able to spend time with them. We want students to leave the classroom after Day 1 and look forward to the next lesson and the time they will spend in the classroom while you are facilitating.
- **Access a seating chart ahead of time:** Young people want to be addressed by name. If at all possible access a seating chart ahead of time so you can make name tents for each student to grab on their way into class and take to their desks or arrange with the classroom teacher a time before your lesson starts for students to create their own name tents on a piece of paper. These name tents should be used each time you have class and will not only assist in you learning the students names, but will eliminate the need to reference a seating chart and take time and attention away from the students. The simple act of looking down at a seating chart and searching for a student's name is plenty of time for students to start to disengage.
- **Greet students as they enter the classroom:** Even in the beginning when you aren't certain of student's names, it is important for students to feel a sense of belonging and to know you are excited about being at school and are happy they are a part of the class. Simple phrases like, "I am glad you are here today" or



“welcome to class” can help students feel connected and engaged. Also, to show students you enjoyed your time with them and look forward to seeing them again, always say good bye and reference when you will see them again for the next lesson.

- **Create an agenda for each day:** Start each lesson on time and quickly review what is listed on the agenda for the lesson. Check off agenda items as they are completed to build on a sense of accomplishment and to help students know what is coming up next. This helps students understand there is a routine followed during your class time and a predictability of what is coming up next.
- **Be genuine and sincere with praise:** While praise is very important and is often times a great prompt to the class acknowledging appropriate behavior, empty praise or praising for small tasks or less than adequate work can actually cause students to disengage and lose interest in your feedback. Be thoughtful in what you say to students and work to find ways to offer genuine praise and feedback. Always try to focus genuine praise on the work and behavior of a student and not the student themselves.
- **Balance teaching and facilitating:** While maintaining fidelity to the curriculum, look for ways to balance teaching and facilitating. Teaching is typically the class listening to the information being shared by a teacher or facilitator, while facilitating involves sharing knowledge and including the audience in the lesson. Look for opportunities to have students actively respond and participate. Offer opportunities for students to read aloud, write on the board/smart board, answer questions out loud, and assist you during the lesson. Depending on the student’s learning style they may learn best when reading, listening, writing information down, or maybe even moving around the classroom a bit. While we can’t accommodate each student’s learning style each time, we can make an effort to allow students opportunities to actively respond.
- **Circulate the room:** Facilitators should circulate the room as a way to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task.
- **Find a seating arrangement conducive to learning:** While during some lesson activities you may have students working in groups with desks connected, typically when student’s desks are arranged in rows students tend to stay on-task, focus, listen, and complete more work. During activities promoting or encouraging student engagement a u-shape or circle might be effective, but overall other arrangements may help with managing disruptive behaviors. Check in with the classroom teacher ahead of time because the teacher may already have a seating assignment that works and has certain students in certain seats. As a rule of thumb it is best to avoid any seating arrangements which cause your back to be to the class or even part of the classroom for any length of time. If there is the need to write materials on the board it is a good idea to delegate different students to write on the board for you while you facilitate class instead of turning around and writing on the board.

- **Be effective when giving instructions:** It is important when giving instructions to provide information in a way that is clear and concise. Once we have gained the student's attention it is important to:
  1. Wait until students are seated and not moving around the room.
  2. Give one instruction at a time.
  3. Use a clear firm voice and repeat each instruction.
  4. Wait for student compliance.
  5. Provide an opportunity for students to acknowledge understanding of the instruction given. This can be by done asking for thumbs up or thumbs down and answering questions or concerns of the students with their thumbs down.
  6. If a class is struggling with following verbal directions you might want to write out ahead of time and post directions for an activity. Having a posted copy of the instructions allows students to refer to this information if they are confused or have questions or concerns.
- **Avoid answering too many questions and stalling the lesson:** Always have a way students can get questions answered, even when there isn't time in class. You can provide a "parking lot" flip chart sheet that is posted in a certain location in the classroom during each lesson and post-it sheets with pens near the paper and students can write questions and post them to the sheet to be answered next class period. Also a question box can be located in the classroom each class period and have index cards and pens so students can write and submit questions.
- Finally, as a way to minimize interruptions and keep students and lessons on track, you can decrease pause time between student responses and move on to the next question or task.
- **Handle disagreements with respect:** Let students know throughout your lessons information may be presented that a student might disagree with. Create a classroom atmosphere where students know it is ok to disagree, but disagreements are always to be respectful.
- **Integrate students' interests when appropriate:** During activities, such as role plays, try to use language youth can connect with and names they connect with as part of their culture. It is important to remember the goals and messages of the role play must remain unchanged and prioritize curriculum fidelity.
- **Be willing to give a little to get a lot:** Some days students enter the classroom and you can tell the energy level is high and it is going to be an enormous challenge to keep students focused and on-task. Whether it's the weather, a school holiday or break is coming up, or a student has a birthday, offering a small incentive might be just the key to get students to tune in and be alert. Incentives don't have to cost money, but can offer students an opportunity to interact with each other and relax. You can tell students if they work hard, stay focused and on-task for the 45 minute lesson they can have the last 2-3 minutes of class to talk to each other, stand up, and use up some of their energy. While we don't want to give up our facilitation time, many times offering an incentive can help your facilitation time go smoothly and instead of dealing with constant disruptions, you can focus on the lesson and make the most of your time in the classroom.

## **SELF-ASSESSMENT QUESTIONS**

- Q.1 Develop a schedule for managing the misbehaviors of secondary level students during class.
- Q.2 Define the essential components for organizing the environment of a classroom.
- Q.3 Describe the techniques for managing students' behavior for elementary level students.
- Q.4 Identify special students' behaviors and make a plan to manage those behaviors.
- Q.5 Explain classroom management strategies for large size classrooms

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**Unit-5**

**PRESENTATION TEACHING  
VS CONCEPT TEACHING**

**Written by: Dr. Sidra Rizwan**  
**Reviewed by: Dr. Munazza Ambreen**

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## **INTRODUCTION**

What is the difference between teaching and presenting? Often in introductory lessons teachers are presenting subject matter and concepts that are new to the students. It is true that in some instances there is a very fine line between presenting material and teaching it. Teachers have to be cautious that while presenting new information they do not settle on becoming just a presenter. A presenter is closely associated with being a host or hostess. They introduce, present, and acquaint things to their audience.

A Teacher is someone who explains, describes, educates, or coaches a student in knowledge and skill. Teaching is more active and involved than presenting. While both may disseminate the same concepts, terms or material; for the presenter it is a one way action, for the teacher however, it is a two way action. The teacher, in addition to delivering the content, is also concerned about the student understanding the concepts, terms and material, it is more qualitative, it is more dynamic. What will the student be able to do with that information, will they be able to utilize it, synthesize it, make connections, and judgments about it, will they be able to build upon it.

A good teacher is like a good physician caring for a patient. If a patient is ill the physician will employ tests, experience and skill to determine what best treatment to prescribe. An exemplary teacher will assess what issues the students have that are preventing them from understanding the material and will employ a variety of strategies and techniques to aid the student. Of course this requires more time and energy, but that may be the difference between teaching and presenting.

## **OBJECTIVES**

After studying this unit, you will have the ability to:

1. understand the idea of presentation teaching and concept teaching.
2. plan by using different models of presentation teaching.
3. realize the need for concept teaching
4. identify the characteristics and apply the principles of concept teaching in its various models
5. value the difference between presentation teaching and concept teaching.

## **5.1 CONCEPT AND NATURE OF PRESENTATION**

There are different views about presentation, a presentation can be said as a way of delivering information to audience or showing the content of topic along with explanation, it helps both audience and speaker to learn more easily and quickly. One example is PowerPoint presentation, a classroom presentation to deliver any topic to students in a classroom sitting.

A presentation can be defined as a process of presenting a topic to the audience. A presentation is said to be a means of communication that might be adapted to various discourse circumstances, for example talking to a group or addressing a meeting in addition to briefing a team.

To be effective, way of preparation as well as the method besides means of presenting the information to the individuals should be carefully reflected.

A presentation requires presenter to get a message across to the listeners as well as will often contains a 'persuasive' element. It might be a talk about the work of your institution, way of teaching to students about any particular information

### **The Key Elements of a Presentation**

#### **Context**

Following points must be considered while understanding a context of presentation.

- When and where to deliver a presentation.

There is difference between a small room with informal setting, and a lecture room.

These two are requiring quite different presentations context, and require different techniques.

- Will it be in a setting you are familiar with, or somewhere new?

If place of presentation is new, then presenter must visit it early in order to be familiar with that place, to deliver his/her presentation

- Setting of presentation

A work setting will, more or less by definition, be more formal, but there are also various degrees of formality within that. Group of people, familiarity with audience, building a rapport with new audience

#### **Types of Presentations**

There are two main types of presentations that a teacher or presenter will likely to use while delivering a lesson, lecture during his/her educational career. These are

- 1) Informative presentations and
- 2) Persuasive presentations.



## Informative Presentations



The informative presentations are used to understand an idea or in conveying a piece of information. Presentations are used to provide individuals with information about a concept or idea, individuals are striving for.

## Persuasive Presentations



The second type of presentation is a persuasive presentation. The purpose of persuasive presentation is to effect a change in the faith, or behavior of anybody regarding some degree of free choice.

These two types of presentations may be used to start a discussion by providing information on a given topic followed by questioning answering discussion at the end of session.

## 5.2 PLANNING FOR PRESENTATION TEACHING

### What is an 'effective' presentation?

An effective presentation is one which establishes a best relationship between the presenters in addition to the audience. It takes full concern of individual needs of audience for capturing their interest, developing their understanding, inspiring their confidence and achieves the presenter's objectives of teaching.

Careful planning is essential in presentation teaching. There are seven stages described in planning a presentation. These are:

### Preparation

Many factors are involved in affecting the design of presentation. A powerful presenter might acknowledge as well as address the following:

- Objectives
- Audience
- Venue
- Remit

### Objectives

While preparing for presentation, following points are always in presenters mind

Why he/she is making presentation?

What he/she wants to achieve and

What he/she wants audience to take away with them?

Once presenter has decided upon presentation objectives, He or she is in much better position in making strategic decisions about the design as well as tone of presentation.

Ask yourself:

- What is audience level of understanding and what you desire them to understand?
- What act do you want your audience to take following by your presentation?
- How you will design your presentation to meet objectives?

### Audience

Audiences are from diverse background with variety of different experiences, interests plus levels of knowledge. While presenting information the presenter should have knowledge about level of understanding of audience about particular topic. Having links between already known and new information help in clarity of knowledge. A powerful presenter will need to acknowledge these and prepare for and respond to them accordingly. Ask yourself:

Presenter must have enough information to ensure that he/she has targeted material at the right level for individuals' needs. This might involve escaping technical jargon besides explaining abstract concepts with clear real-world examples. If presenter fails in considering his individual's needs, he/she will fail to appeal to their interest in addition imagination.

## **Venue**

Physical conditions such as room, light, noise, atmosphere, arrangements, changing arrangement of presentation place to meet objectives of presentation, availability of audio visual aids matters a lot for presentation teaching. A formal setting is needed in case of lecture while less formal setting is required in case of seminars.

## **Responsibility**

Being a teacher of presentation, a presenter is responsible for following:

- Time management
- Format or style of presentation
- Guideline and helper for providing necessary audio visual aids of presentation topic or lesson.

### **2. Selecting your main points**

Once design of your presentation is defined, main points need to be specified. Time management matters a lot for presentation teaching. In a ten minute presentation, no more than three main points are selected. A competent presenter presents and delivers information in a logical sequence, structured manner, reflection of objectives of presentation and taking into account the needs of students.

### **3. Selection of supporting information**

The supporting information is helpful in creating understanding, believing and agreeing with main points. This evidence may be in the form of factual data, or may be an explanation of progression. It might be presented by using diagrams, pictures or video segments. Thinking about:

- What will be useful in adding *clarity* to your argument in the form of complex terms, prompting your audience of any supporting theory, adding connection with other people's work, use of pictures videos and slides?

### **4. Establishing linking statements**

The next step is developing a linear flow of presentation. It might be achievable mean of linking statements for showing clearly in main points and their logical sequence. Common linking statements include following patterns, such as

- The next stage in our project was to .....
- Another important issue of consideration was .....
- By following this argument we can now see that ...

Linking statements send signals to audience by highlighting the next point, creating a link to earlier ideas. It might be of particular importance in a lengthy presentation.

### **5. Developing a conclusion**

After delivering presentation, one has to summarize all main points and has to conclude it. So that audience may remain in touch with main points, draw these points to an interesting conclusion then leave individuals with an impression of the quality of material presented. The following structure is helpful in providing a powerful conclusion:

- A review of your Title or subject area
- A summary of the process
- A statement for stimulating audience's thoughts

## 6. Reviewing your presentation

Reviewing presentation content is one of fundamental element before delivering it.

- Does the presentation meet required objectives?
- Is it logically arranged?
- Length of presentation

## 5.3 SIMPLE MODEL OF PRESENTATION TEACHING

The presentation or advance organizer model of teaching is a teacher-directed and systematically organized way of delivering information to students. This model involves the four steps that are described below:

### Four Steps of Presentation Model of Teaching

Steps	Description	Teacher and/or Student Behavior
1.	Get students ready to learn, and clarify the objective/s of the lesson	Teacher is clear about the objective(s) and main point(s) <ul style="list-style-type: none"> <li>○ States the goal(s) of the presentation</li> <li>○ Focuses on one main point at a time</li> <li>○ Avoids digressions</li> <li>○ Avoids ambiguity</li> </ul>
2.	Present the advance organizer	Teacher goes through the lesson in a logical step-by-step progression <ul style="list-style-type: none"> <li>○ Presents materials in small steps</li> <li>○ Presents students with an outline if the material is complex</li> </ul>
3.	Present new information	Teacher gives specific examples <ul style="list-style-type: none"> <li>○ Gives detailed explanations of difficult points</li> <li>○ Provides students with concrete and varied examples</li> <li>○ Models or illustrates ideas when possible</li> </ul>
4.	Check for student understanding, and extend and strengthen thinking skills	Teacher checks for student understanding <ul style="list-style-type: none"> <li>○ Makes certain students understand one point before going on to next point</li> <li>○ Asks questions to monitor student comprehension</li> <li>○ Asks students to summarize or paraphrase main points</li> <li>○ Explains in a different way when students appear confused</li> </ul>

## 5.4 CONCEPT AND ITS CHARACTERISTICS

Mental representation or a mental picture of some object or experience is called a concept. Concept represents various categories of objects with common properties.

Concept can be simply defined as a label of a set of objects that share something in common. A concept is different from a fact, a principle and generalization.

### Types of Concepts

Bruner identified three types of concepts: Conjunctive, disjunctive and relational. Conjunctive concepts are defined by the joint presence of several attributes. Disjunctive concepts require the presence of some attributes and the absence of others. Relational Concepts have several attributes but these bear some kind of relationship to one another.

### Elements of a Concept

Concept consists of a set of elements. It is attained when all the elements of the concept are correctly recognized as well as learnt. Following are the elements of any concept.

1. Name given to a category. Such as fruit, apple, square are all names given to objects etc.
2. Attributes. Attributes are characteristics of given objects.  
Every concept has two types of attributes.
  - a) Essential Attributes are those common characteristics of the concepts, that should be present in all the examples of the concept.
  - b) Non-Essential Attributes. Some of the slight differences among examples of a category reveal the non-essential attributes.
3. Examples. Many concepts contain more than one example. Examples of any concept consist of all the essential attributes of that concept existing in them. The non-essential attributes may be found in some examples but not in all. So arranging examples in a sequence, one can reach a conclusion.

Concepts can be organized into two hierarchies:

- a) Higher levels “super ordinate” and
- b) Lower levels “subordinate”.

Additionally, there is the “basic” or “middle” level at which people will most readily categorize a concept. For instance, a basic-level concept would be “Chair”, its super ordinate, will be “furniture”, along with “easy chair” as subordinate,

### Characteristics of the Great Concept

Following are the characteristics of concept.

1. Concept is built on great ideas.
2. Integrity is necessary in concept formation.
3. The concept has prospective to live long.
4. Concept fulfills required strategy.

5. The concept is scalable & flexible.
6. Great concept pushes the envelope
7. Simplicity is at core of great concept

## **5.5 WHY CONCEPT TEACHING?**

Concept teaching helps students learn tasks and develop higher order thinking skills (skills that go beyond recall and comprehension; including the ability to apply, analyze information and evaluate complex information). Concepts are the basis of knowledge. It increases theoretical understanding and makes social communication easier. Concept teaching helps students learn to classify notions, recognize different members of different categories and define and label specific concepts. (Hacker, Dunlosky, Graesser, 1998)

### **The Roots**

Concept teaching originates from cognitive theorists such as Jean Piaget and Jerome Bruner. They stressed that thinking involves conceptual structures and argued that in order for learners to form concepts, it requires students to break down a task into several components and then address each subcomponent individually. For students to learn the concepts, it is necessary for them to distinguish the characteristics of the category. Furthermore, examples and non-examples are used to assist students build new concepts. For instance, an apple is a fruit but a book is not.

### **The Phases**

#### **Phase 1**

- Teacher explains the purposes of the lesson
- Teacher highlights the significance of the concepts
- Teacher prepares students for learning activities

#### **Phase 2**

- Teacher shows a demonstration of examples and non-examples of the concept
- Teacher asks students to explore the concept

#### **Phase 3**

- Teacher asks the students to analyze their thinking pattern, strategies, and decisions in order to develop more effective thinking skills.
- Teacher helps students make connections and combine new concepts with existing knowledge

## 5.6 PRINCIPLES OF CONCEPT TEACHING

Following are major principles of concept teaching.

1. Principle of Motivation: Motivation creates curiosity among learners to learn new things. Both intrinsic and extrinsic motivation helps in concept learning.
2. Learning by doing: Involving learning activities. It includes both physical and mental activities. Kindergarten system is based on this concept. For example, Making charts and models by students is one example in learning by doing and concept formation.
3. Principle of Interest: Interest among the learner's community for learning can enhance effectiveness of the teaching-learning process, where students can work in collaboration with each other according to their area of interest.
4. Principle of linking with life: This principle help in learning through continuous experience and linking it with life can be persistent and useful in concept making and learning.
5. Principle of definite aim: In order to make optimal utilization of teaching resources plus making learning process more focused, it is of utmost importance to have clarity of aim.
6. Principle of recognizing individual differences: Every student is unique in term of intelligence, attitude, abilities and potentialities, socio-economic background. The teaching method should be devised in such a manner to make all the students to avail equal opportunities in life.
7. Principle of Selection: The horizon of knowledge is expanding each day. The teacher should be able to pick contents that can be more relevant and update to the learner's objectives.
8. Principle of Planning: Every teacher has certain time-bound objectives, and hence, teaching should be systematic to make optimum use of resources within the time limit.
9. Principle of Division: To make learning easier, the subject matter should be divided into units, and there should be links between the units.
10. Principle of Revision: To make learning enduring, the acquired knowledge should be revised immediately and repeatedly.
11. Principle of Certain and Recreation: This Principle is a must to make classroom environment humorous and creative.
12. Principle of Democratic dealing: It entails students in planning and executing different activities; it helps in developing self-confidence and self-respect among the learner's.

Concept learning involves following Discrimination

- 1) Discrimination of relevant (essential) characteristics of positive examples that are perceived by mean of relevancy of characters from negative examples.
- 2) Discrimination of relevant (essential) attributes obtained from the irrelevant or (nonessential) attributes of the positive examples.

## 5.7 MODELS OF CONCEPT TEACHING

Different models from different families of models were presented for describing concept teaching. One of which is concept attainment model, that belong to Information processing models family. The major theorist for concept attainment model was Jerome Bruner.

### **Model of Concept Teaching (Concept Attainment Model)**

Helping children to learn concepts proficiently is at core of schools. In order to distinguish concept learning from other types of learning, the researchers explained the meaning of concepts, the process of acquiring it and necessary conditions for facilitating active learning of concepts. The work of Jerome Bruner (1956) in this area is remarkable. His work on concept attainment has been shaped into a model of teaching by Bruce Joyce and Marsha Weil (1980). They explained three variations of the “Concept Attainment Model”.

- 1) Reception Oriented Model,
- 2) Selection Oriented Model and
- 3) Unorganized Model of Concept Attainment

### **Variations in Concept attainment Model**

There are three variations or models based on a common concept along with slight differences in syntax for concept attainment, built on Bruner work for concept attainment.

#### **1. Reception Oriented Concept Attainment Model**

In this model, role of teacher is active; while students sit passively, listen to teachers instructions about concept delivery.

#### **2. Selection Oriented Concept attainment Model**

In this model the responsibility of concept attainment and attribute tracking is placed on students' behalf an example to clear the concept is not acceptable until students fully attain a concept. This model leads to a quicker attainment of the concept as compare to reception model of concept attainment.

#### **3. Unorganized Materials Model**

Both teacher and students participate actively in this model. Role of teacher is facilitator in creating discussion and ensure the development of a concept in the material.

### **The Syntax of the Model**

There are three variations of the concept attainment model, the reception model is considered as more accurate in teaching the elements of a concept and use of these elements in concept attainment. On the other hand the selection model allows students to apply their learned awareness of conceptual activity in new context, which directs their own initiation and control about concept attainment.

Syntax of the Reception Model of Concept Attainment

There are three phases in the reception model of concept attainment.

The activities in each phase are as follows:

#### **Phase One:**

1. Presentation of Data and Identification of Concept
2. Teacher presents labeled examples



3. Students compare attributes in positive, negative examples
4. Students generate and test hypothesis
5. Students state a definition according to the essential attributes

#### **Phase Two:**

##### **Testing Attainment of the Concept**

- i. Students identify additional unlabeled examples as Yes or No.
- ii. Teacher confirms hypothesis, names concept and restates definition according to essential attributes
- iii. Students generate examples.

#### **Phase Three:**

##### **Analysis of Thinking Strategies**

##### **Students describe thoughts**

- i. Students discuss role of hypothesis and attributes
- ii. Students discuss type and number of hypotheses.
- iii. In the first phase of the reception model, the teacher presents positive and negative examples in the pre-determined sequence. This data may be in the form of pictures, anecdotes, sketches, diagrams, events or any other illustrations.
- iv. The pupils are told that there is one idea in common in all the positive examples and that they have to compare and justify the attributes and form some hypothesis about the concept.

When the pupils have analyzed the examples and hypothesized, the teacher asks the students to state a definition according to the essential attribute.

In phase two, the teacher presents unlabeled examples. The students identify them as positive or negative. The teacher asks for reasons and confirms their hypothesis. When knowing that the learners have attained the concept, Teacher names the concept. Teacher does not ask the students to name it because they are not familiar with the name of the concept. Only when the students have already attained the concept and the teacher uses the model for concept clarification teacher may ask the students to name the concept.

To test the attainment of the concept further, the teacher asks the pupils to generate examples and label them as positive and negative instances of the concept.

In the third phase of the model the teacher analyses the thinking strategies employed by the students. The students report their pattern of hypothesizing, whether they focused on attributes or concepts, whether they did so one at a time or several at, once, and how they changed their hypotheses when it was not confirmed.

##### **Thinking Strategies**

In the reception oriented model, mainly two kinds of thinking strategies such as who list and partist are used.

In who list strategy student has to take the first positive instance of the concept as a whole i.e., comparing all the attributes of the first positive instance to those subsequent instances and modify the hypotheses and subsequent decision depends on the attributes similarity and difference between the first positive instance and the subsequent ones.

In the partist strategy the choice of a hypothesis is based on only part of the initial-example. If the initial hypothesis is not confirmed then the partist refers back to all prior instances and chooses another hypothesis. Thus a partist begins with the part of the instance maintains the hypothesis till the positive and negative instances confirm, changes hypothesis with positive information and chooses hypothesis not previously made.

### **Syntax of the Selection Model of Concept Attainment**

#### **Phase 1: Presentation of Data and Identification of Attributes**

- Teacher presents unlabeled examples
- Students inquire which examples are positive, based on the first positive instance given by the teacher
- Students generate and test hypothesis

#### **Phase 2: Testing Attainment of the Concept**

- a. Students identify, additional unlabelled examples
- b. Students generate examples
- c. Teacher confirms hypothesis, names concept and restates definition according to essential attributes.

#### **Phase 3: Analysis of Thinking Strategy**

##### **Students describe thoughts**

- a. Students discuss the role of hypothesis and attributes
- b. Students discuss type and number of hypothesis

##### **Teacher Evaluates the Strategies**

The procedure under selection strategy begins with the presentation of all the instances representing the various combinations of attributes of a concept. The student is then told by the teacher that some of the examples presented before him illustrate the concept in the mind and the others do not. The teacher begins by showing them an instance that illustrates the concept (a positive example). The pupils' task is to select example from those presented to them, test them one at a time against the first positive example and label them as positive or negative examples of the concept in the teachers' mind the pupils may select the examples in any order they choose but one at a time. The pupils thus generate hypotheses, test them and arrive at the definition of the concept.

The second and third phases of the selection model are the same as that of the reception model. Only in the third phase while analyzing the thinking strategies the teacher keeps in mind the selection thinking strategies.

### **Thinking Strategies**

According to Bruner and his associates there are four strategies used in selection oriented concept attainment model

1. Simultaneous Scanning
2. Successive Scanning
3. Conservative Focusing
4. Focus Gambling

### **The major differences among them are:**

1. In the use of either attributes or concept hypotheses as a basis of searching
2. In the number of attributes or concept hypotheses held at one time.

A Simultaneous Scanner hypothesizes more than one concept with the first instance and his choice of next instance to test will be determined by the elimination of as many hypothetical concepts as possible instance chosen.

A Successive Scanner forms a concept hypothesis from the given positive instance and then tests it against other examples. The disadvantage here is that there is no assurance of giving maximum information possible. The advantage is the relief from cognitive strain as limited inference is required. The only strain is on memory to keep track of the hypothesis that have been tested and which require further testing.

A student with the Conservative Focusing strategy finds a positive instance and chooses instances that alter one attribute at a time. By choosing a particular instance as focus the person decreases the complexity and abstractness of the task of keeping of information he has encountered. Hence there is relatively more cognitive economy.

In the Focus Gambling strategy one uses a positive instance as a focus and changes more than one attribute at a time. The strategy makes use of fewer test choices. But there may be equal chances of requiring more test choices and therefore the name focus gambling. There is more risk involved.

### **Social System**

The model has a moderate structure. The teacher assumes a major role initially in choosing the concept, selecting and organizing or sequencing data. The teacher controls action but with subsequent phases student interaction is encouraged. In the reception oriented model, the structure moves from high to moderate. In the selection oriented model it is relatively structured with students assuming more initiative for inductive process.

### **Principles of Reaction**

The model emphasizes teacher support during the flow of the lesson with due regard to hypothetical nature of discussion. Pupils should be helped in creating a dialogue in which students test their hypotheses against each other. The teacher should focus pupils' attention on specific features of examples and finally assist the pupils in discussing and

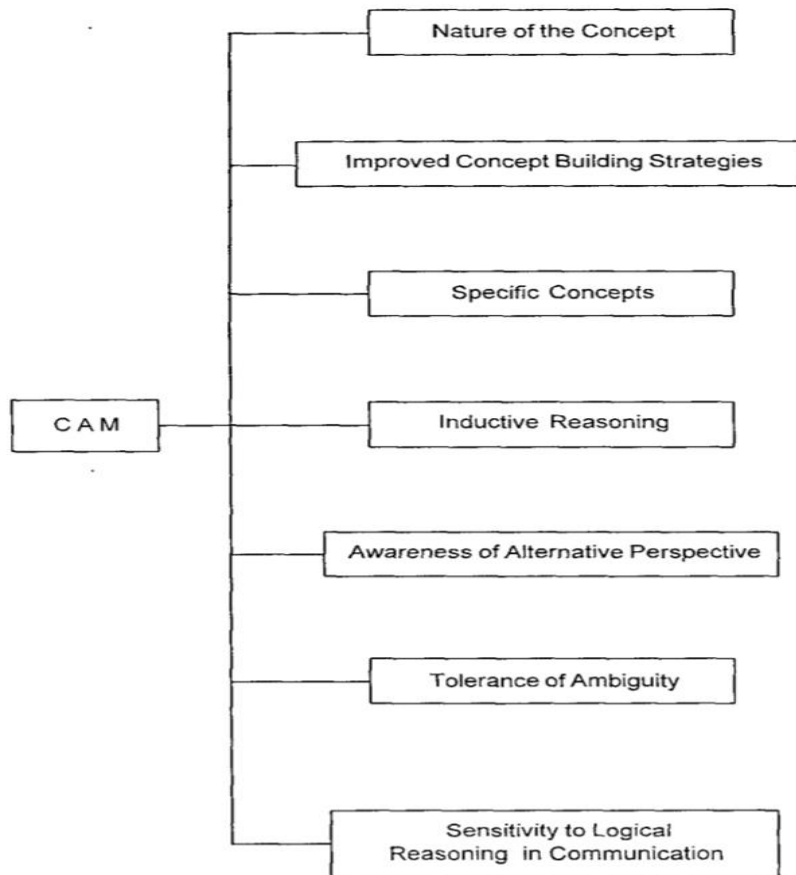
evaluating their thinking strategies. The teacher should encourage analysis of the merits of various strategies rather than attempting to seek the one best strategy for units easily serve as examples.

**Effects of the Model**

The Concept Attainment Model accomplishes several instructional goals depending on the emphasis of the particular lesson. Understanding the nature of concepts, specific concepts, improved concept building strategies and inductive reasoning ability are the instructional effects of the model.

The nurturing effects come from experiencing the environment created by the model. These effects are sensitivity to logical reasoning in communication, tolerance of ambiguity (but appreciation of logic) and awareness of alternative perspectives.

### Framework of Concept Attainment Model



- 3.1 Importance of lesson planning
- 3.2 Principles of effective lesson planning
- 3.3 Holistic Lesson Plan
- 3.4 Herbertarian approach to lesson planning
- 3.5 Steps of Lesson Plan
- 3.6 Factors to be taken into account while planning the lesson

## **5.8 SELF-ASSESSMENT QUESTIONS**

- Q.1 What is presentation teaching? Explain its different types.
- Q.2 Being a prospective teacher, how you will introduce concept teaching in your classroom?
- Q.3 Why concept teaching is preferred at primary level?
- Q.4 Which teaching model is most suitable at secondary level and why?

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## **Unit-6**

# **TEACHING STRATEGIES**

**Written by: Dr. Naveed Sultana**  
**Reviewed by: Dr. Munazza Ambreen**

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## **INTRODUCTION**

Teaching is planned before hand with the objective to achieve maximum learning experiences. Teachers use various methods and techniques to achieve teaching objective. People get confused with method and technique in teaching. The basic difference in both of these terms is that, teaching methods have direct link with instructional objectives. On the basis of each teaching methods, the direction and speed of teaching is decided. Contrary to this, the teaching technique/ tactic have indirect relation with the teaching objectives. In other words, although there is a direct and indirect relation with method and technique but interlinked. Teaching method gives the feeling of “how” works and teaching technique is “with what”. Teaching methods is a basic component of proper and systematic planning of the content, while teaching technique emphasizes psychological and logical aspect to make the teaching impressive.

## **OBJECTIVES**

At the end of the unit, you will be able to:

1. Elaborate different teaching methods and their application
2. Differentiate between teaching methods and techniques
3. Apply different teaching methods in classes.

## 6.1 DIRECT INSTRUCTION

Some teachers are more influential and liked than others. Students like to attend classes of those teachers who deliver concepts in a very explainable and easy way. Students anxiously wait to attend the classes of some teachers, but dread attending the classes of others. Teachers can have two important competencies:

1. Knowledge of a variety of instructional strategies
2. Flexibility to change them within and among lessons

Just as the carpenter or electrician must select a proper tool for a specific task, a teacher must be able to select a proper instructional strategy for a specific learning outcome. Students have an individual difference that's why they learn in different ways. Teachers should vary their use of instructional strategies so that they can relate to students learning styles and needs. At the time of lesson planning, teachers should consider about and make decisions concerning prerequisite knowledge of students, teaching content, instructional strategies, the use of instructional materials and technology, teaching techniques, classroom management and discipline, assessment of student learning, and a host of other related issues. During instruction, teachers must implement these decisions in a dynamic way. Decision making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result and selecting the most suitable option to achieve the desired purpose. Teacher decisions will ultimately influence student learning.

### Categories of Teaching and Learning

**Deductive Strategies** are more direct and straightforward and lend themselves to direct instructional approaches.

**Inductive Strategies** are intended to tap into the interests and thinking abilities of the students, being more indirect.

In deductive strategies teachers start with a known principle and then attention moves to the unknown. Teachers should be aware about the pre requisite knowledge of the students. On the basis of pre requisite knowledge, teacher will move students from known to unknown facts. The strengths of the deductive strategy are the directness and specific focus of the teaching strategy, and the tight linkage between the teacher's examples and the task required of students. The lesson begins with known principles and then leads to examples of the new principle. It is a fairly direct straightforward way of addressing the lesson objective

### What is Direct Instruction?

Direct instruction refers to instruction led by the teacher, as in "the teacher provided direct instruction in solving these problems." This term has variety of meanings, some general and some specific, some positive and some negative. This problem occurs because direct instruction, and terms such as direct teaching and explicit instruction, has both a general meaning and a specific meaning. The general meaning refers to any

instruction that is led by the teacher regardless of quality. However, as will be discussed, the term direct instruction also has three specific uses: (a) the instructional procedures that were used by the most effective teachers, (b) the procedures that were used in experimental studies where students were taught cognitive strategies to use in reading or writing, or (c) the instructional procedures that are used in Distar classrooms.

The Direct Instruction (DI) model is the most carefully developed and thoroughly tested program for teaching reading, math, writing, spelling, and thinking skills to children. Exponents of direct instruction are Siegfried Engelmann and Wesley Becker. It started at the University of Illinois in the 1960s. There are two major rules underlie DI:

1. Teach more in less time, and
2. Control the details of the curriculum.

Common steps of direct instruction are:

- Begin a lesson with a short review of previous learning.
- Begin a lesson with a short statement of goals.
- Present new material in small steps, providing for student practice after each step.
- Give clear and detailed instructions and explanations.
- Provide a high level of active practice for all students.
- Ask a large number of questions, check for student understanding, and obtain responses from all students.
- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instruction and practice for seatwork exercises and monitor students during seatwork.

Teacher praises the correct responses. All errors are corrected immediately via a model-lead-test procedure that ends with the student making the correct responses. This is trial error and trial process. This process continues until the student(s) respond correctly and independently. A good DI teacher does not move to the next task in a lesson (or from one lesson to the next) until the students have demonstrated their mastery of the current task.

Teacher should write a script at the time of planning a lesson. Scripts indicate what the teacher should do and say for each item or task in the lesson. This is very useful especially for beginner teachers. Scripts ensure consistent, quality instruction across teachers and help reduce the amount of unnecessary teacher talk. DI developers found that children learn best by working through a sequence of tasks with carefully timed comments from the teacher. What we learn by doing is more influential as compare to listening to others. They learn little from listening to teacher talk. They get confused if teacher changes the focus of talk. It also draws out the length of the lesson unnecessarily and reduces the number of practice trials. When the teacher is talking, students are not responding, and students learn most when they are actively responding. Scripted presentations are part of the whole lesson, and DI lessons are part of the whole school day. Lessons also include opportunities for group and independent work. A good DI

teacher creates additional activities that allow students to make use of their learning in various situations.

The purpose of direct Instruction is to increase the amount of learning, its quality by systematically developing important background knowledge and explicitly applying it and linking it to new knowledge. Direct Instruction designs activities that carefully control the background knowledge that is required so that all students can “build hierarchies of understanding,” not just those students who come to school with the appropriate background knowledge. In the process, mechanistic skills evolve into flexible strategies, concepts combine into schemata, and success in highly structured situations develops into successful performance in naturalistic, unpredictable, complex environments.

A research was conducted to check the effectiveness of DI. An evaluation of the model was conducted by the nationwide Follow Through program and involved more than 8,000 children in 20 communities who were taught by one of nine different models. (*Follow Through is a nationwide, comprehensive educational program for economically disadvantaged children, grades K to 3. Many Head Start children enter Follow Through programs.*) Children who participated in the DI model made significant gains in academic achievement, catching up to or even surpassing the national norms on several arithmetic, reading, and language skills (Bock, Stebbins, & Proper, 1996; Gersten, Carnine, & White, 1984). None of the other eight educational approaches evaluated by the Follow Through program was nearly as effective as DI. Perhaps even more impressive are the results from two follow-up studies showing long-term benefits of DI. When they were in high school, the children who had participated in DI through the third grade had higher graduation rates (60% to 40%), lower dropout rates, more promotions to the next grade, and more acceptances to college than a comparison group of children with similar disadvantaged backgrounds (Darch, Gersten, & Taylor, 1987; Meyer, Gersten, & Gutkin, 1983). All of these differences were statistically significant.

There are many myths and misconceptions about DI (Engelmann, 1997; Tarver, 1998). Here are four:

- DI is good for teaching decoding and word recognition but does not improve reading comprehension or instill a love of books. Wrong. Because they have learned to rapidly and effortlessly decode printed text, DI students are able to concentrate on the meaning of authentic literature, thereby enjoying and truly benefiting from whole language activities (Carnine, Silbert, & Kameenui, 1998).
- DI relegates the teacher to a person who simply reads a script. Wrong. First, just reading the script will not teach students anything. Even though DI programs are carefully tested and scripted, there is nothing simple about using them successfully. Good DI teachers must learn special presentation techniques and make many on-the-fly decisions in response to the children’s performance. Second, while scripts are used by other highly skilled professionals (e.g., surgeons and musicians) for some reason the education profession expects teachers to create their own method of instruction.

Imagine how comfortable you would feel if the pilot of your next flight decided to experiment with his “new idea” for landing the plane. Yet every day teachers experiment with the futures of children by trying first one approach, then another.

- DI is effective for teaching rote memory skills but does not teach higher-order thinking skills or problem solving. Wrong. DI curriculum design principles have been used successfully to teach higher-order skills such as deductive and inductive reasoning in history, literary analysis, chemistry, earth science, legal reasoning, problem solving, critical thinking, and ratio and proportions (Kameenui & Carnine, 1998).
- DI has a detrimental effect on students’ self-esteem and their attitudes toward learning. Wrong. In fact, data from the Follow-Through study show just the opposite. Children in DI programs had the highest scores on measures of self-concept, higher even than programs designed to enhance self-concept (Watkins, 1996). This is not surprising. Children who are competent readers, writers, and math calculators are more likely to feel good about themselves than are children whose academic difficulties make each day in school a hardship.

**Activity:**

Ask your students to develop a lesson plan in the format of direct teaching style and deliver lecture in class in the light of rules of direct instruction.

## 6.2 INDIRECT INSTRUCTION

In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other. Role of teacher shifts from director to facilitator, supporter and resource persons. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry. It can be said that in indirect instruction student teacher both are in learning and teaching process. This is a student-led learning process in which the lesson doesn't come directly from the teacher. Instead, it is student-centered.

Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.

There are four main strategies of indirect instruction: *problem solving*, *case studies*, *concept mapping*, and *reading for meaning*.

### **Problem Solving**

Problem solving basically focuses on knowing the issues, considering all possible factors and finding a solution. At the time of solving the problems, all ideas are accepted initially, but later best possible solution will be considered as opposed to the easiest solution or the first solution proposed. In the classroom, problem solving is best used to

help student understand complex ethical dilemmas, think about the future or do some strategic planning.

Problem solving skill enables the individuals to move onward on their own footings. It stimulates the creative the minds of individuals and they started to think high. There is an old adage that states: 'Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.' We could adjust it to say, 'Tell a student the answer and you solve a single problem; teach a student how to solve the problem and they can solve all the rest.' Helping students learn to navigate problem solving gives them problem-solving skills to use with all future problems.

There are two ways of problem solving:

1. Reflective
2. Creative

**Reflective Problem Solving** There are series of tasks to be followed in reflective problem solving.

**Define the Problem:** List all the characteristics of the problem by focusing on the symptoms, things affected, and resources or people related to defining the problem. In the end, pair-down the thinking to a clear definition of the problem to be solved.

**Analyze the Problem:** Use the evidence you collected in step one to decide why the problem exists. This step is separate from defining the problem because when the steps are done together it is possible to prejudge the cause.

**Establish Criteria:** Set a clear objective for the solution. If the problem is too hard, break the objectives into two categories 1. musts and wants. Don't discuss solutions yet, just what criteria a solution must meet.

**Propose Solutions:** Brainstorm as many different solutions as possible. Select the one that best meets the objectives you stated as a part of the criteria for a solution.

**Take Action:** Write a plan for what to do including all resources you will need to complete the plan. If possible, implement the plan.

**Creative Problem Solving** uses the same basic focus, but the process is less geared towards solutions and more towards a focus on brainstorming. The focus is on creating ideas rather than solving a clear existing problem. Sometimes the problem is pre-defined, and the group must focus on understanding the definition rather than creating it.

**Orientation:** Similar to defining the problem, orientation also focuses on being sure the group is prepared to work together. The group might take the time to agree upon behaviors or ways of saying things in addition to setting the context and symptoms of the issues. The group generates a series of headings that group the topics they must address.

**Preparation and Analysis:** Decide which headings are relevant or irrelevant. The group focuses on similarities and differences between ideas and works on grouping them into like categories. The group asks how and why a lot, and focuses on the root cause of the problem in a way that is similar to analyzing the problem.

**Brainstorm:** The group generates as many potential solutions as possible. At this point, all ideas are considered to be good ones.

**Incubation:** Before deciding which solution is the best, the group should leave the problem for as much time as reasonable. Often several days or a week is ideal depending on the ages of the students. Leave enough time to develop distance but not long enough for students to lose the gist of their earlier work.

**Synthesis and Verification:** Start by establishing the criteria for a good solution, then look at all the brainstormed solutions and try to combine them to create the solution with the greatest numbers of positives and the smallest numbers of negatives.

### **Case Studies**

Case studies are stories or scenarios, often in narrative form, created and used as a tool for analysis and discussion. Used as a teaching tool, case studies are tools for engaging students in research and reflective discussion. Higher order thinking is encouraged. They have a long tradition of use in higher education particularly in business and law. Cases are often based on actual events which adds a sense of urgency or reality. Case studies have elements of simulations but the students are observers rather than participants. A good case has sufficient detail to necessitate research and to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of problem solver. Students become actively engaged in the materials discovering underlying issues, dilemmas and conflict issues.

Case content will usually reflect the purposes of the course. A history class might examine the European geopolitical situation that impacted the Quebec Act of 1760. A French class may look at issues around teaching English to Spanish speaking kids in southern California. A media studies class could consider the factors in debating the cancellation of a television program. A biology class may investigate the ethics of stem cell research.

Solutions to cases may be ambiguous and facilitate creative problem solving coupled with an application of previously acquired skills. They are effective devices for directing students to practically apply their skills and understandings. A proponent of case use, Prof. John Boehrer, states that cases move “much of the responsibility for learning from the teacher on to the student, whose role, as a result, shifts away from passive absorption toward active construction” Students learn to identify delineate between critical and extraneous factors and develop realistic solutions to complex problems. They have the opportunity to learn from one another. For teachers, it offers an opportunity to provide instruction while conducting formative evaluation.

While aspects of case studies are found in all grade levels, the cognitive goals of the activity are best mated to students who are abstract thinkers. Using a Piagetian position then, the activity is best suited for middle years and older students. Case studies bridge the gap between the very teacher centered lecture method and pure problem based learning. Room is left with cases for teachers to provide direct guidance and the scenarios themselves provide hints and parameters within which the students must operate.

### **Reading for Meaning**

Reading is the mean to success. This is very necessary for children to develop in them reading habit. Parents and teachers who emphasize on book reading, their children have high order understanding. Reading habit helps in developing curiosity in children about printed symbols once they recognize that print, like talk, conveys meaningful messages that direct, inform or entertain people. By school age, many children are eager to continue their exploration of print.

One goal of this curriculum is to develop fluent and proficient readers who are knowledgeable about the reading process. Effective reading instruction should enable students to eventually become self-directed readers who can:

- construct meaning from various types of print material;
- recognize that there are different kinds of reading materials and different purposes for reading;
- select strategies appropriate for different reading activities; and,
- develop a life-long interest and enjoyment in reading a variety of material for different purposes.

There are so many things which teachers can do for reading meaningful:

- environmental signs and labels
- rhymes, chants, songs
- poetry
- wordless picture books
- predictable books
- cumulative stories
- maps, charts
- novels
- print resources from all subject areas
- notes, messages, letters
- folktales
- myths and legends
- writing by students and teachers
- newspapers, magazines, pamphlets
- mysteries



The resources shared with students should stimulate their imaginations and kindle their curiosity. Familiarization with narrative and expository materials, and frequent opportunities to write in all subject areas, facilitate the reading process. By becoming authors themselves, students increase their awareness of the organization and structures of printed language. Reading for meaning helps in developing positive writing ability. Teachers may fix for students to read one book in a month and elaborate in class. Different words read may help students to use in writing skills. It helps in developing vocabulary of students.

To read for meaning, students must simultaneously utilize clues from all cueing systems. Readers bring knowledge and past experiences to the reading task to construct interpretations and to determine if the print makes sense to them. It is easier for readers to understand print when the content is relevant to their personal experiences. Familiar content and topics convey meaning or clues through the semantic cueing system. When students are comfortable and familiar with the content of a passage, they can predict upcoming text and take greater risks in reading. Research has repeatedly shown that fluent readers risk more guesses when interacting with unfamiliar print than poorer readers. They derive more meaning from passages than readers who frequently stop to sound or decode words by individual phonemes or letters.

Knowledge of word order and the rules of grammar which structure oral language, guide readers' predictions for printed language. Such language-pattern clues comprise the syntactic cueing system. Readers should constantly question the text to ensure that what they are reading makes sense and sounds like language.

Reading experiences that focus on relevant and familiar content, vocabulary and language patterns increase students' chances of constructing meaning and being successful readers. At the elementary level, successful reading experiences reaffirm students' confidence as language users and learners. The holistic approach to the reading process stresses the importance of presenting students with whole and meaningful reading passages. This approach is based on the principle that the readers' understanding of an entire sentence, passage or story facilitates the reading and comprehension of individual words within those passages.

**Activity:**

Divide students in 3 groups and ask them to discuss pros and cons of problem solving, case study and reading for meaning.

## 6.3 COLLABORATIVE TEACHING

Collaborative teaching is generally called as team teaching. It can be considered as either best or worst experience in a classroom. Collaborative teaching requires experience and command on subject and teaching tactics. In collaborative teaching, a subject is taught by different teachers considering their command on specific topic of the subject.

At its best, collaborative teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. You get best of best experiences of the teacher. For example, a teacher is teaching English language and she knows that there are some English teachers in her school who have good command on certain topics of English language. So, she will request them to teach the topics in which they are expert. In this way students will be benefitted by best of their school.

At its worst, collaborative teaching can create a fragmented or even hostile environment in which instructors undermine each other and compromise the academic ideal of a learning community and civil discourse. Some teachers consider it as a rough and tumble enterprise.

### Three Models of Collaborative Teaching:

There are three models:

1. Traditional team teaching
2. Linked courses for student learning communities
3. Connected pairs of courses meeting at the same time

**1. Traditional Team Teaching** involves two or more instructors teaching the same course. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. The instructors are involved in a collaborative endeavor throughout the entire course. Both teachers plan lessons and work together to teach students. This helps students see the teachers as equals with each other. It also gives students the chance to ask questions and get assistance during a lesson. Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students.

It's important for your students to see both of you as equally invested in their education. That could mean something as simple as putting both names on the front of the board in the classroom, to joint meetings with parents, and equal responsibility for student grades. Also, discuss classroom expectations and routines ahead of time to ensure consistency.

In the planning process, careful consideration should be made to ensure both of you are given opportunities to present material so that one teacher does not always take on the supporting role or, conversely, the lead role.

**Advantages:** Students get more exposure of the experiences of different teachers. This gives deep learning to students because of exposure to the connections across the disciplines of the instructors. Students get clarification of their ambiguities of different disciplinary views.

**Challenges:** It is possible that the team is not well organized and connected. One challenge is determining the amount of credit each of the team members receives for teaching the course. Sometimes an instructor receives only a fraction of the credit that he or she would receive for teaching a course solo, while in reality team teaching usually requires each instructor to engage more work than when being the only instructor.

**2. The linked Course Approach** involves a cohort of 20 or so students, traditionally but not necessarily first year, together taking two or three courses that are linked by a theme. For example, the theme could be “the environment” with the 3 courses being introductory biology, political science, and English. Once each week the instructors of these linked courses provide a one-hour seminar for the cohort in which the instructors jointly discuss connections, similarities, and differences between the content and objectives of the courses.

**Advantages:** Based on the research on student learning communities fostered by linked courses, include increased student retention—particularly for students academically at risk; faster and less disruptive student cognitive intellectual development; and greater civic contributions to the institution.

**Challenges** include finding students for the cohort and aligning the student schedules (this is usually undertaken by the student affairs division and the registrar). Another challenge is sometimes the cliquish behavior when the student cohort is embedded in a larger class.

**3. Connected Courses:** Arranged and connected by the instructors to meet at the same scheduled time so that the classes can meet as a whole when the instructors think it is appropriate. The instructors can illustrate and emphasize the interdisciplinarity of certain topics or approaches appearing in both courses.

For example, a connected pair could be an introductory political science and an introductory biology course where the role of public policy affects the biological environment. There is no student learning community cohort involved, so the support generated by a learning community is not available. Thus the connected instructors should include some community building in their courses and during joint meetings. Forming small groups in each course and then mixing these across the courses could build the needed community.

**Advantages** of this model include the student encounters with different disciplinary connections and related ambiguity. This model is easier to set up than the student learning community linked course model because there is no cohort to form.

**Challenges** may include finding a space for the joint class meetings.

### **Collaborative teaching Strategies and Examples**

These strategies are not hierarchical- they can be used in any order and/or combined to best meet the needs of the students in the classroom.

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

#### **Activity:**

Divide the students in three groups and ask them to prepare lectures from a subject of their own choice in 1. Traditional Team Teaching, 2. Linked Courses for Student Learning Communities, 3. Connected Pairs of Courses Meeting.

## 6.4 INTERACTIVE TEACHING

Good teachers always keep on thinking that how to best engage their students and develop curiosity in them about learning new things. They are ever ready to excite students about learning. They are nimble, observant, and responsive about students' engagement in learning. This needs to try out different interactive strategies, teaching styles in the class room.

Interactive teaching styles are designed around a simple principle: *without practical application, students often fail to comprehend the depths of the study material*. Interactive teaching is also beneficial for the teacher in a number of ways, including:

- Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.
- Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.
- Practice makes perfect: Interactive instruction enhances the learning process.
- Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

### Applying Interactive Education

Importance of lectures method cannot be ignored but besides this, a truth is that students get bored soon in lecture method and lose interest in class. At such point teachers need to use interactive teaching style to promote an atmosphere of attention and participation. Interactive teaching styles in class, make learning interesting, exciting and fun for students. As you well know, telling is not teaching and listening is not learning.

There are some guidelines to express the focus of interactive educational teaching styles:

- Encourage student participation.
- Use questions that stimulate response, discussion, and a hands-on experience.
- Use teaching aids that press for answers, and capture/hold the student's attention.
- Set up a workgroup environment.
- Involve yourself as well as the student

### Interactive Teaching Styles that Make a Difference

Now is the time to start bringing life into your teaching styles. Here are some of the most effective ways to engage your students.

#### 1. Brainstorming — Various Techniques

Interactive brainstorming is typically performed in group sessions. Brainstorming is to develop thinking ability. This helps in developing your thinking spectrum broad. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured

- Reverse or negative thinking
- Nominal group relationships
- Online interaction such as chat, forums and email
- Team-idea mapping
- Group passing
- Individual brainstorming

## 2. **Think, Pair and Share**

Another interactive teaching style is to put a problem or a question in front of the students, and then asks them to make their pairs. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. There is also a way to request one student to explain a concept while the other student evaluates what is being learned. Apply different variations of the process—students will remain engaged, communicating, and retaining more information before your eyes.

## 3. **Buzz Session**

A single topic is given to the students to focus on it. This is also known as group session. Every student from each group contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

## 4. **Incident Process**

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve *real* problems that involve *real* people—preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

## 5. **Q & A Sessions**

Question answer session is very helpful in engaging students in learning and developing their thinking ability. One way of question answer sessions in that teacher allow the students to ask questions during lecture.

The other way is teacher introduces the topic and then gives formal lecture. Students are told to write down the questions, they want to ask about subject matter. At the end of lecture, teacher reads and answer the student-generated questions.

## **6.5 SELF ASSESSMENT QUESTIONS**

- Q.1 What is direct instruction? Why direct instruction is important?
- Q.2 Differentiate between direct instruction and indirect instruction with the help of examples.
- Q.3 Define collaborative teaching? Discuss three models of collaborative teaching
- Q.4 Write a detailed note on intellectual teaching?

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## **Unit–7**

# **LEARNING STYLES**

**Written by: Dr. Muhammad Tanveer Afzal**  
**Reviewed by: Dr. Naveed Sultana**

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## **INTRODUCTION**

“How people learn” is one of the most important questions of educational psychology. It has been researched, discussed and investigated by the researchers as old as Aristotle, who pointed out different distinctive methods and ways in which the children learn. In early twentieth century, as the psychology progressed, the psychologists started to talk about individual differences.

Educational psychologists also took interest in understanding the connections between memorizing the information and instructions (both visual and oral). However, a student’s IQ and academic performance became the focal point in research studies.

In 1984, David Kolb became the first person presenting his theory of leaning styles. He pointed out the significance of three important factors which play an important role in a person’s learning. Biological capability, current atmosphere (in which a person is living) and the skills this atmosphere demands. Theory of experimental learning was also developed by him.

If we study the theories about learning styles, one can easily observe that each of these, distribute the people in different group, emphasizing the idea that each person has his own individual style of receiving and absorbing the ideas. Even an average teacher, sooner or later realizes that if he wants each of the students to get the thing, he has to come up with multiple ideas.

The term ‘learning styles’ explicit that every learner learns independently. If we examine student’s psychology, we agree that students have their own preferences about what they want to learn and how they want to do it. Although in many schools, they don’t have many choices yet many of them try to comprehend the idea separately. They try to approach the teacher out of classrooms, search relating materials and take their own personal notes. For example, learning about historical characters and events few students may read about them in books and simply memorize it. But others of course search for pictures and related visual details. So, it all depends upon individuals, what they think, how they manipulate the information and what style dominates? This unit particularly focused to learning styles of individuals and its utilization in teaching learning process.

## **OBJECTIVES**

After studying this unit student will be able to:

1. Identify their own learning style as varied from the others.
2. Get awareness about importance of different models of learning styles in learning.
3. Know about KOLB and VAK models of learning styles.
4. Acknowledge the role of learning styles in teaching learning process.
5. Get familiarized with varied teaching strategies suitable for diverse learners w.r.t learning styles.

## 7.1 TYPOLOGY OF LEARNING STYLES

As mentioned earlier, learning styles theory was first presented by Kolb. According to him, learning can be viewed as a cycle, comprising four steps. In the first step, a person's past experiences motivate him to observe and think about the ideas in broader form. In next step, he analyzes the information and makes a general opinion about it. Then he applies those opinions to make hypothesis about abstract, theoretical and non-representable issues. At the last stage, the time for practical implications comes, and the learner tests the accuracy of those hypotheses in real situation. With the last stage, the process goes back and the cycle restarts.

Taking into account the types of learning styles, there are seven commonly used ones. However, they are not specific or fixed. A person can learn two or three of them at a time. It is also possible to use different style in different circumstances. Because of the growing interest in educational psychology, the researchers have seven broad categories in which the learner learns. A learner learns via Visual, auditory, aural, verbal, logical, social and solitary style of learning. Here we are discussing only three major styles.

### **Visual:**

Visualis same as the name, visual learners learn what they see. These people make some type of picture in their mind and recall those images whenever they are learning something new. It is one of the oldest style identified by researchers and has been used continuously in learning. This style makes learning an interesting and enjoyable experience. For example, if a video is shown to students on how the blood circulates through blood vanes, they will understand the process better than simply giving them a lecture on the topic. It is highly recommended on primary level but can be used in higher classes equally. Visual learners:

- Are often rich in imagination. They can create many unexpected, unusual and unique ideas while learning.
- Can easily make out plans, suggest new ways, ideas and develop theories.
- Like to describe everything through colors, pictures and drawings. They can put so much on pages and don't ignore even minute details.

To provide better learning to visual learners, the teachers should include as much visual elements as they can in their lesson. They can use different pictures, short videos and diagrams. They should also write all key elements of their lesson on board, so that the students may have a pictorial concept in their mind.

### **Auditory:**

This is also one of the oldest styles in which students are taught. This also includes two types of people, those who are naturally good with sounds and those who get better by long term practice. In our typical teaching styles, many students get used to listening the lectures and what the teachers are presenting. These learners like to get the information from others, rather than reading it themselves.

This style gives better results if the students note the details in written form.

- These people can convey strong emotions through music and sounds. Musician and singers are best example of auditory learners.
- This style is very effective for children as they respond quickly on sounds. Different children rhymes are used to involve the kids in learning and thus making it a fun.

For these learners, the teacher can arrange group discussions and some type of musical activities. The teacher should also allow them to participate in class, so that through listening and speaking to others they can remember everything.

### **Kinesthetic:**

These learners are the most active learners due to trying their hands in everything. They don't believe on second hand knowledge and want to experience everything by themselves. Through observing and participating in various actions. They closely observe the things. Their knowledge is more practical, reasonable and constructive.

Kinesthetic learners

- Are good in sports, games and exercises. They also take interest in solving puzzles and making models.
- Such learners should go for science subjects. They can become doctors, engineers, sportsmen etc.
- Kinesthetic learners have a very good memory and good in experimentation.
- The energy level of these learners are really good and have a very strong coordination in seeing and doing.

Activity based teaching styles are best for kinesthetic learner, because they can use their hand in them. In these activities, the children searched the solutions of their problems at their own. This practice builds their abilities and helps them to proceed further in life.

### **Verbal Learning Style**

This style includes words whether written or spoken. Such learners try to repeat their words like rote memorization, or written representation of their own words. So, verbal learners can learn from oral and written assignment.

### **Logical Learning Styles**

Learners get information through reasoning. Mostly mathematics students use this style and reasoning and logic is the basic characteristics of this type of learner. Puzzles and mathematical problems are the assignments that should be given to this type of learners.

### **Social Learning Style**

This is interpersonal learning style that deals with the people who have strong communication skills. This learning style deals with emotions and feelings of people. So this style is basically interpersonal skill that is necessary for good communication and for living in society. Such people are more confident and bold and can express their feelings.

### **Solitary Learning Style**

These are more introverts, independent, and private. Such learners prefer such activities that are self motivated and reflective in nature. Such learners mostly do not participate in classroom but are good observer. Such learners mostly prefer to remain alone. These learners mostly do not give much importance to the opinion. They believe on self analysis and do not like to come out from their comfort zone.

Recent researches have proved that these learning styles have more influences on learner's mind. These styles work as a frame or glass through which learner perceives the world. By improving them, a learner may progress in his or her experience, in revising or recalling information and even the type of language he uses. If a person is able to understand the best learning style for him, he can have a speedy and better learning than before. Therefore, modern pedagogy inclusively focuses on these styles and favors different teaching methods and student centered techniques to improve learning experiences.

#### **Activity:**

Design seven activities, each facilitating different learning style, for students of secondary classes, on the topic "Noise Pollution". Allow students to freely participate in any one of the seven activities. Note their preferences. Make a graphical chart between performance and preference. Guide the low performing students to further explore their learning style.

## **7.2 WHY LEARNING STYLES ARE IMPORTANT TO KNOW?**

- Having the knowledge of these styles is important for teachers as well as students. Students who learn according to their own suited style are better learners. They can possess the information for longer time and the nature of their knowledge is more positive, constructive and encouraging.
- Modern pedagogy demands to prepare the student for real life problems. Because of this focus, the teachers should use problem solving teaching methods which will enable the student to deal their problems at their own.
- If a teacher has a better understanding of the styles in which the students learn, they can also match and adopt better teaching method. This will bring higher achievements and a sense of satisfaction in both.
- Having a sound knowledge of learning style is helpful in curriculum development. It helps to make the course easy, interesting and absorbing. Students can engage easily and hence the results can improve.
- Knowing different styles of learning helps teachers to grow professionally also. They stay in touch with psychological needs of their students and give better results.

- Learning in your own style improves the confidence of students. It makes them aware of their strong and weak areas and it arouses their interests and curiosity.

**Activity:**

Give students “Pink time” and ask them to engage themselves in a productive activity during those hours. They are to explore how knowledge of self - learning style has practically helped them in improving learning. Ask them to prepare and share their field notes in group discussion.

### 7.3 MODELS OF LEARNING STYLES

There are two models of learning styles

- Kolb model of learning styles
- VAK model of learning styles

**Kolb Model of Learning Style**

This model is based on experiential learning theory and many scholars of 20<sup>th</sup> century contributed towards the experiential learning and development. Most prominent scholars who contributed in this work of experiential learning are John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, William James, Carl Jung, Paulo Freire, Carl Rogers and Mary Parker Follett. All these scholars focus on six assumptions of learning theory;

- According to John Dewey learning cannot be measured in terms of outcome rather it is a continuous process in which persons gain knowledge from their previous experiences and modify their knowledge and behaviors according to their experience. So learning cannot be measured from performance or outcomes of learners.
- Piaget's concept of constructivism depends on the construct of new knowledge that comes from learning and new ideas and concepts are formed from world experiences. By comparing the ideas of students with more refined concepts and beliefs of knowledge, Piaget focuses on two concepts: assimilation and accommodation. Assimilation means knowledge already exists and experiences add to the existing concept while accommodation means experiences form new knowledge.
- Learning comes from difference of opinion. When a person disagrees with one another on a certain concept then in an attempt to resolve the issue new arguments and new knowledge are generated.
- Learning is a process which involves a number of factors including cognition, attitude and behaviours and emotions of a person.
- According to Lewis learning is a result of interaction between environment and person. Lewis focuses on learner and learning space. Learning environment of classroom and school plays an important role in learning of students such opportunities are created by the school that helps to facilitate and enhance the learning process. In fact a learner possesses two categories of knowledge i.e. personal knowledge

and the knowledge gained from social context. Such knowledge is gained through experience instead of transferring from one generation to another. So according to this concept knowledge is generated not transferred.

The cycle of experiential learning

According to Kolb the experiential learning cycle is based on four different ways of getting experiential knowledge that are concrete experience, abstract conceptualization, reflective observation and active experimentation. The learners of Kolb model are of four types' i.e. some are diverger, some are converger, and some are assimilator and accommodator.

### **Converger and Diverger Learner**

The diverger learners believe on concrete experiences and reflective observation. Diverger learners are good at visual learning and imaginations. They have ability to bring creative ideas and innovations in their work. The converger learners are good at practical abilities and they believe on learning by doing that is opposite to diverger learning and believe on inductive reasoning. They are unemotional. The prominent abilities of converger learners are conceptualization and experimentation. These abilities help the teacher to identify the converger and diverger in the class room.

### **Assimilators and accommodator learners**

Assimilator learners are those who focus on audio learning, they are good at listening abilities. They majorly focus on inductive reasoning. Abstract reasoning is the main focus of assimilator. Inductive reasoning is the main characteristics of this learning style. Accommodators are those that focus on practical abilities and majorly on learning by doing. They accommodate new ideas in the existing knowledge. They are strong in problem solving abilities.

### **Examples**

To use this model in our class room it is necessary that teacher will observe the class during lesson. It will be better to make a record sheet and note down the names of all students of class room in this sheet. The observation of teacher should not be less than two weeks because some students are behaving sometimes in one way and sometimes in another way. Then note down that which learner is converger, diverger, assimilator or accommodator.

It is necessary for teachers to know that which type of maximum students are sitting in his class so he can prepare him according to the needs of learner. For example diverger learner like to get the information by watching and imagination and try to generate their new ideas so for such type of learners simple lecture is not good. Give them some problems or situations so they can create their own ideas. Mostly arts students having interest in culture are diverger learners. They love to meet other people and respect the opinion of other while converger learners are good in practical work. These learners are not interested to meet people and are not very sensitive or emotional people.



The assimilator learners are those who believe on reasoning's, solid concept and brief description of ideas rather than on practical application of ideas. Their learning styles require sequential understanding of concepts in logical order. This style is mostly used for gaining the concept of science and analytical knowledge. This style is concerned with doing and feelings. These people are concerned with new problems faced by people in daily life and then different experiences and personal intelligence to solve these issues. This learning style is generally popular in common people in our daily life.

These are the four major types of learning styles that are discussed in Kolb model. The purpose of categorization of this learning style is to select such teaching strategies that fulfill the needs of these learners. Such activities are provided that help the converger and diverger for their better learning. Such division of students helps to develop such curriculum which helps all types of learning styles. Such curriculum supports the converger, diverger, accommodator and assimilators learners according to their needs.

### **VAK Model of Learning Style**

VAK is the abbreviation of Visual, Auditory and Kinesthetic (Tactile). The VAK Learning system is the integration of Visual, Auditory and Kinesthetic Learning systems.

Some learners learn better through visual learning system, some through auditory learning system, some by mean of kinesthetic learning system and some understand well by different combinations of these methods. So first it should be found out that which learner learns better by seeing, which one by hearing and which one by moving information or which element of VAK Learning System is preferred by what kind of learners. Due to the individual differences no particular system is better than the other it is dependent on the individual's interest. The theory is one prefers to learn through one of these sense channels.

### **Visual Learners**

The learning that is made by sense of seeing is called visual learning style. In this form of learning the learner needs to see the body language and face expressions of teacher to completely understand the contents of the lesson. In visual learning style the learner prefer to sit at the front of class. They may demand the pictures and got better understanding through visual display that includes: illustrated textbooks, diagrams, overhead transparencies, multimedia presentations, use of videos, flipcharts, hand outs and use of interactive whiteboard. Teacher's body language is given importance by learners to understand the lesson and facial expression to fully understand the content of a lesson. The seating arrangement is important for these learners as some learners are satisfied at front, some are comfortable at back.

### **Examples**

For example if a video is shown to students on how the blood circulates through blood veins, they will understand the process better than simply giving them a lecture on the topic. It is highly recommended on primary level but can be used in higher classes equally.

Even some historic characters that have some important contribution in history, it is difficult for students to learn all these histories and for those learners that are visual learner such imaginations and rote memorization is difficult so if dramas or tele films are made and these are given to students in class room it will help not only visual learners but also all students to learn the history topics.

### **Qualities of Visual Learners**

- They generally prefer to sit at the front of the classroom.
- These individuals think in pictures and may learn best from Visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, use of interactive White boards, and handouts.
- During a lesson or classroom discussions, visual learners often prefer to take detailed notes to absorb the information.
- Visual learners like to see documentaries, films and videos related to the topic.

### **Teaching Strategies for Visual Learners**

- A teacher must arrange Av aids that show pictorial representation of topic
- A science teacher performs experiments to show the practical demonstration of a topic.
- A history teacher can take help from the role play, drama, or films about an event or about life history of any personalities.
- A mathematics teacher even can show videos related to practical geometry.
- An English or Urdu teacher can show the characters of literature by showing the movies about the famous events and characters.

### **Auditory Learning Style**

In this learning style

- Students can get more knowledge by using their sense of listening.
- They are more comfortable with sounds.
- They can easily imagine by listening the lectures and by absorbing the words.
- Such students prefer lectures and discussion without interruptions.
- These students prefer the seats where they can easily listen to the teacher.

### **Example**

For example in literature class it is not possible to explain everything with videos and audios and especially in poetry and fiction so teachers has to use the lecture method and it is easy for students to listen instead of seeing.

### **Teaching Strategies for Auditory Learners**

Following teaching strategies can be used by the teachers for auditory learners.

**Lecture for Auditory Learner**

Teacher talks all period to deliver their knowledge. The facial expression, the voice tone and ups and downs of sounds matters a lot for auditory learners. The learners who are good in listening power make their notes.

**Group Discussion**

Teacher talks but encourages discussion. The discussion is also one other skill that supports the auditory learner. The points under discussion are focused and remember by auditory learner and this further help to develop more improved listening skills.

**Small Groups**

Teacher aids (facilitates) group interaction. This group discussion again supports the auditory learners.

**Visual Focus**

A lot of visual aids are utilized by teachers. The visual aids include cards, charts, video clips, and practical demonstration of science subjects. All these visual aids help the visual learner to clear their concept by seeing at these objects.

**Verbal Focus**

Words are the way of communication. Communication is also a very strong skill to convey your ideas to the next person. It is also helpful for auditory learner.

**Logical Sequence**

Presentation of material in a step-by-step way also helps the auditory learner to understand their concepts. If teacher jumps all over the places then it will interrupt the understanding of learner.

**Teaching Strategies for Kinesthetic Learners**

Following teaching strategies can be used by teachers for kinesthetic learners:

**Avoid Sitting Down for Long Period of Time**

As the energy level of kinesthetic learner is really high and their body is more active when they stand up so they can better learn by standing instead of sitting for long period of time. It will help them to focus on their task.

**Short Exercises between Study Intervals**

It is good for kinesthetic learner to do some exercises while they are revising their lesson. They can jump or take some push up or little run during their lesson.

**Underline Important Points during Reading**

It is good for kinesthetic learner that they should keep a pencil in their hand to maintain their energy level. Underlining small points and taking notes of important concepts helps the learner in reading. If it is still difficult for kinesthetic learner to get the concept then

draw some flow charts or labeled figures, it will help to get particular idea for such learner.

**Activity:**

Make a chart to compare and contrast the role of Kolb and VAK models of learning styles also identify their salient features.

## **Different Ways to Improve Learning Styles**

### **Be involved in class**

Participate in the class to improve your skills whether you are an auditor, visual or kinesthetic learner. It will improve your inter personal skills.

### **Link classroom experience to the outside world**

It is necessary for the teacher to give such example that will help the student to understand an issue. Daily life examples are the best things that help auditory and visual learners to imagine the situation.

Class room strategies for different learning styles

- Relate class concepts to your own life.
- Ask questions and offer criticism.
- Stimulate further relevant discussion.
- Don't get distracted – stay “on-task”
- Keep an open mind: there are many ideas beyond your own.

**Activity:**

Allow students to work in pairs to perform “Think and Ponder” activity; working on devising 10 new ways, other than those mentioned above, that can help in improving learning styles.

## **SUMMARY**

Every person is different from other person in physical and mental capabilities. Learning is process in which person get knowledge by his own way. These ways are called styles. Learning styles are the different ways to get knowledge. There are different styles of learning like visual, auditory and kinesthetic. Different researchers also work on experiential knowledge. Kolb presented a model for experiential learning this model is Kolb model of experiential learning. This model focuses on learner and divides them into four types of learner converger, diverger, assimilator and accommodators. Converger learner's focus on experimentation and less focus on emotions. Diverger learners focus on concrete experiences. Assimilators have unique reasoning abilities while accommodators are good at practical abilities. All these learning styles are related to experiential learning and this concept was very famous and acceptable in history of learning styles. The second model of learning style is VAK model that focus on three types of learning styles. These styles are visual, auditory, and kinesthetic. Visual style of learning is related to sense of vision. These learners get the idea and concept clarity by seeing the videos, charts and other visual clips. Such students prefer to sit at such places in class where they can listen and see the teacher's expression easily. So body language of teachers matters a lot for visual learners. Auditory learners focus on sense of hearing. So voice and flow of teacher in speaking is important for learners. Kinesthetic learners are those who are strong at practical abilities. They mostly learn by doing. All these learning styles are important for teachers as well as for students for better teaching learning process. It will help to improve the understanding level of teachers about their students assisting them in planning their lessons. Learning styles models also helps curriculum planner and developers to give such curriculum which will fulfill the needs of all students. Curriculum should satisfy the visual, auditory and kinesthetic needs of learner. Kolb model provide sufficient information related to experiential learning. Experiential knowledge divides the learner into converger, diverger, accommodators and assimilators. All these learners get the information according to their needs. Learning styles knowledge is very essential and useful for teachers, learners, planners and policy makers.

## SELF ASSESSMENT QUESTIONS

- Q.1 Write down some ways to improve the learning abilities of visual, auditory and kinesthetic learners.
- Q.2 Give a brief description of experiential learning concept of different scholars.
- Q.3 Suggest some teaching strategies for converger, diverger, assimilator and accommodator learners
- Q.4 Make a model lesson for a class having accommodators and assimilators in majority.
- Q.5 How teaching strategies helps to improve the learning styles of different types of learner?

## EXERCISE

- Q.1 Choose the right option from the following choices.
  - 1. Which of the following learner do not believe on second hand knowledge and want to experience everything by themselves?
    - A. Visual learner
    - B. Auditory learner
    - C. Kinesthetic learner
    - D. All of above
  - 2. Why is it important to know about the different learning styles for teachers and students?
    - A. Modern pedagogy demands to prepare the students for real life problems.
    - B. It will help the teachers to grow professionally
    - C. Learning in your own style improves the confidence of students
    - D. All of the above
  - 3. Who give this concept “ learning cannot be measured in terms of outcome”
    - A. John Dewey
    - B. Piaget
    - C. Lewis
    - D. Carl Rogers
  - 4. According to Kolb model the experiential learning cycle is based on four different ways of getting experiential knowledge that are
    - A. Concrete experience, abstract conceptualization, reflective observation and active concept
    - B. Concrete experience, abstract conceptualization, reflective observation and active experimentation
    - C. Abstract experience, concrete conceptualization, reflective observation and active experimentation
    - D. Abstract conceptualization, concrete experience, personal observation an active experimentation

5. Lecture, group discussion, small groups and logical sequence are teaching strategies for
- |                        |                      |
|------------------------|----------------------|
| A. Auditory learner    | B. Auditory learner  |
| C. Kinesthetic learner | D. None of the above |

Q.2 Give brief answers.

1. Define the social, solitary and auditory learners.
2. What is experiential learning according to Lewis and Piaget?
3. Differentiate between assimilators and accommodators learners according to Kolb.
4. Write down the characteristics of visual learners.
5. Write down the ways to improve learning styles of different learners.

Q.3 Give detailed answers.

1. Explain the typologies of learning styles in detail with examples.
2. Explain the concept of experiential learning given by different scholars of 20<sup>th</sup> century.
3. Write down the applications of Kolb model of learning style in class rooms.
4. Explain the VAK model of learning style with example.

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**Unit–8**

**EMERGING TRENDS IN PEDAGOGY**

**Written by: Dr. Muhammad Tanveer Afzal**  
**Reviewed by: Dr. Munazza Ambreen**

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## INTRODUCTION

“All children are born geniuses. And we spend the first six years of their life in de-geniusing them”. (Buckminster Fuller)

Now learning is no longer restricted to three Rs'. Rather there is an emphasis to relate bookish knowledge to their day to day life activities, so emerging trends in pedagogy make teachers, administrators and policy makers to re-think about their teaching learning process in the classroom. Now “The days of chalk and talk are over.”

The classroom and its environment is now becoming a challenge. The teachers have to adopt such learning and instructional strategies which help the learners to use their knowledge effectively in their practical life. The use of internet, multimedia and other such devices have brought a revolution in field of knowledge. These electronic gadgets help the students to manage their own learning experiences at their own pace and according to their own caliber and prepare their assigned tasks more efficiently.

All the learning setup is moving towards learner. Teachers have to play the role of a facilitator, a guide and a mentor. They have to devise such activities which make the holistic development of the students possible. In Lerner centered environment, the teacher's task is just to identify those resources which fulfils their learning requirements. Since all the learners have different learning style, personalities and goals and objectives, a personalized instructional method is required to fulfill their learning requirements. When learners are allowed to learn at their own pace and according to their own taste, they will be intrinsically motivated and their learning will become more meaningful.

That's why it is the need of the hour; teachers must equip themselves with latest knowledge and information to make their classrooms more engaging and more exciting. Many new technologies and pedagogies are emerging. Teachers have to discard their old ways of teaching by adopting new and innovative style of learning.

The forth coming days in education will be entirely dynamic and mobile. Now the engine for learning is critical thinking and reflection. Teaching and learning styles are undergoing rapid changes in recent years and a paradigm shift from lecture method to student centered activities is on peak. It is considered that students learn best when they are involved in hands on activities and experimentation. They will construct their new knowledge based on their previous knowledge and real learning takes place which will be more problem solving and life lasting.

We have to find out whether our teachers are fully equipped to incorporate the new emerging pedagogies in their teaching process. The new emerging pedagogies are no doubt more experienced based. Some of the new emerging trends and pedagogies in teaching are as follows:

1. Constructivist Approach to Teaching
2. Case Based Teaching

3. Teaching in Global Village
4. Reflective Practices

## **OBJECTIVES**

After studying this unit you will be able to;

1. Summarize the new emerging trends in pedagogy.
2. Comprehend the concept, principles and benefits of constructivism in students' logical and conceptual growth
3. Understand the concept of Piaget's theory of intellectual development and Constructivism
4. Explore the implications of constructivism for teaching and learning
5. Elaborate the unique nature of case-based teaching
6. Analyze the globalization as the economic, social and cultural connection with more integrated and interdependent world economies,
7. Appreciate the role of reflective practice is the foundation of professional development.
8. Develop and use teaching strategies keeping in view new emerging trends

## 8.1 CONSTRUCTIVE APPROACH TO TEACHING

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it is an interaction between their experiences and their reflexes or behavior-patterns. Knowledge is not attained but constructed (von Glasersfeld, 1989). Teachers are not supposed to transmit knowledge rather they have to create the environment where the learners should construct their own knowledge. In other words teachers provide the learning environment where students have to interact with new information or knowledge, they compare it with their previous knowledge and adopt or adapt to the new situation. This process continues in the minds of learners and they are at the vague of learning. The process is similar to the Piaget's concepts of Assimilation, Accommodation and Equilibrium.

The basic assumption behind is acquisition of knowledge, where learners is considered as active agent of learning. Some of the ideas based on Taber (2006) analysis regarding implementation of constructivist approach are listed below.

1. Learners construct their own knowledge; it is not imposed by the teacher nor passively received by the outside.
2. Learners have different levels of learning; some have very deep knowledge whereas some have very little knowledge about topic under consideration.
3. Although learners are having different background, even then they exhibit common patterns and similarities of ideas. Teacher may focus these patterns and similarities to develop ideas and knowledge of learners.
4. Learners are persistent to their ideas; it is often difficult to change the concepts that are already rooted in the minds of learners.
5. Conceptual structures are basic blocks of Knowledge, therefore there is possibility to explore and describe it.
6. Teachers should build their instructional plans on previous ideas of the learners and challenge it if need to redevelop the concepts.
7. Although individuals own their knowledge and they are persistent to it but learners' construction of knowledge depends upon his/her interaction with world. Mean major focus of the teacher is to create conducive learning environment.

Piaget's dissatisfaction from the previous theories of learning and philosophies gave birth to Constructivism. Constructivist assume that children/individuals have their own thinking and learning styles. Therefore learners should not be treated as group rather they should be considered as individuals. They should be provided opportunities to interact with the others and construct their knowledge based on observation, discussion, experimentation and group work. In this situation learners modify their ideas and skills. Constructivism has focused and admired the significance of social interaction and learning environment that may help in intellectual development of individuals. Therefore it influence, the way learner get knowledge from the peers and get benefit of others knowledge, experience and opinion. Also acknowledges the importance of social and

cultural influence on intellectual development. The teacher role is of facilitator to enhance interaction and create situation and environment for learning.

### **8.1.1 Defining Constructivism**

Many educationists have tried to define the term Constructivism, but no single definition is comprehensive enough to address the issue. Therefore, here are some of the definitions that may help you to grasp the concept.

Windschitl & Andre (1998) defined it as “The view that students construct their knowledge from individual and/or interpersonal experience and from reasoning about these experiences” (p.147). Its basic focus is interaction and construction of knowledge. So we can say that creating environment for development of reasoning is key component for constructivist learning.

According to Watts (1994) “Constructivist learning is always an interpretative process involving individual’s constructions of meaning relating to specific occurrences and phenomena. Whereas “New constructions are built through their relation to prior knowledge” (p.32).

Many further classifications can be found in literature, like cognitive constructivism (Cobb, 1994), sociocultural constructivism (Cobb, 1994), Piagetian constructivism (Stofflet & Stoddard, 1994) also referred to as psychological constructivism by Matthews (1994), critical constructivism (Watts & Jofili, 1998), contextual constructivism (Cobern, 1993), trivial constructivism (Von Glasersfeld, 1993), social constructivism (Von Glasersfeld, 1993) or sociological constructivism (Matthews, 1994), pragmatic constructivism (Bettencourt, 1993) to radical constructivism (Von Glasersfeld, 1995) among others. You may search the literature to find the similarities and differences between these related terms.

Constructivists prime focus is on engagement of learner for construction of knowledge and teachers to play a role of facilitator of learning. Teachers have to provide opportunities to learners to explore their own problems and find solutions. This leaning approach is consider learning as result of mental construction and adjustment. Means that students adjust their new knowledge with the previous knowledge. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes.

According to Bereiter (1994) “Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences”.

Whereas According to Driscoll (2000), constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within

the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education.

So above all definitions revolve around construction of knowledge and provision of conducive environment where one can construct his/her own knowledge, understanding constructivism is one thing and applying this theory in learning is another task to be accomplished. Teachers and teacher educators have to spend lot of active time master the skills for providing constructivists environment to learners.

### **8.1.2 Piaget and Constructivism**

Piaget was one of the first to put forward the notion that children construct their own knowledge, this knowledge seen as being of a different kind from that of an adult, evolving and changing over the years (Bliss, 1993). He was distinguished by the fact that he was not only interested in describing structures but in producing a developmental or genetic structuralism to describe how structures evolve. He argued that the child took initiative by responding to features in the environment. The child could actually develop his/her ideas anywhere and anytime. It is the child's activity in acting on objects that counts.

Piaget conducted research in a different way to that used at his time. Whereas most of the research in psychology was being conducted in the artificial environment of the laboratory, Piaget used to go to schools and to listen to children talk using the approach known as the clinical interview. He also considered children to think differently from adults. However, he was not interested in individual differences but in identifying a theory about the general level of development of knowledge common to all individuals (Bliss, 1993). It is this way of considering learning that makes Piaget's theory constructivist. Piaget's theory of cognitive development is based on the presence of a central processing system that develops and becomes more complex with maturation. Maturation is considered to depend on both genetic and experiential factors. Children construct knowledge through the process of equilibration. Equilibration involves establishing a new developmental stage as a result of interaction with the environment (Shayer & Adey, 1981) and occurs through the processes of assimilation and accommodation. The environment acts as a stimulus to the child in this process. When experiences and interactions with the environment are familiar and meaningful to the child, they are assimilated. If, however, they do not fit within the already established mental schemas, accommodation occurs. It is not the objects themselves that promote development, but rather the child's mental activity in acting on those subjects in the formation and interpretation of experiences (Bliss, 1993). Like any other theory, Piaget's work was not spared from criticism and came under fire mainly in the late 70's. Bliss (1993), reviewing the main criticisms directed at Piaget, identifies the main critics to be Flavell (1963), Brainerd (1979), Donaldson (1978) and Brown and Deforges (1979). Criticism was directed towards a number of aspects, mainly: the methodology he adopted which may have given rise to misunderstanding of the tasks by the children interviewed (Donaldson, 1979); the stage-wise notion of cognitive development and the presence of decalage (Brown and Deforges, 1979); and how Piaget's theory was applied to

educational practice. Studies based on Piagetian theory of cognitive development in history teaching most notably Hallam (1975) produced a rather pessimistic view with regards young children's ability to understand history.

However more recent research Booth (1987) Shemilt (1987) Greene S (1994) Harnett (1993) Dickinson and Lee (1984) Ashby and Lee (1987) amongst others have shown that the Piagetian model is not the best framework on which to assess children's thinking in history. Scott (1978) argues that Piaget's developmental model measures a pupil's 'yesterday' rather than his 'tomorrow' as far as thought is concerned." In fact Margaret Donaldson demonstrated how children are already skilled thinkers and language users by the time they come to school. This evidence rejects Jean Piaget's theory of intellectual development that "pre-school children are not nearly so limited in their ability to 'decanter', or appreciate someone else's point of view, as Piaget has for many years maintained." Donaldson, (1978, p.30)

It is important to note that constructivism as a theory of learning was developed after Piaget's work and for some time, the issue of whether Piaget should be considered a constructivist was a matter of debate. However, as has been argued, Piaget's central theory is based on the child's mental processes as the key to cognitive development, this being also the basis of constructivism.

### **8.1.3 Constructivism and Education**

The theory of Constructivism is based on scientific principles of observation and acquisition of knowledge that primarily focus upon learning and its nature. It considers that individuals construct their understanding of world and knowledge by interacting with the environment and the society. When new situation arise the individuals, think in the light of their pervious knowledge and experience, if it is aligned with the existing knowledge, it strengthen skill and experience, if it is totally against the previous experience, the individuals readjust ideas and if there is minor adjustment then it is accommodated in previous experience. Whatever is the case the individuals is constructing his/her own knowledge.

It plays very important role while imparting instructions in actual classroom setting, the teachers relying constructivism try to implement by asking questions, exploring information and assess students in real time setting. This theory maybe implemented by following different teaching practices. Some of these are listed below; the prospective teachers may use these practices as per situation.

1. Encouraging learners to use active techniques like problem solving and experimentation.
2. Active role of learners whereas teachers role is of facilitator.
3. Teacher understands the learners existing level of knowledge and conceptions and assign activities as per level and the guide them to build upon it (Oliver, 2000).
4. Teachers should know that learners are coming with some knowledge and they have to build on it. The important responsibility is to use their previous knowledge.



5. Teachers should know that construction of knowledge is based on concepts of assimilation and accommodation.
6. It provides learner direct interaction with the situation and context of learning.

#### **8.1.4 Basic Characteristics of Constructivist Learning Environments**

Many educationists have listed the characteristics of constructivists learning environment, but Tam (2000) lists the following four basic characteristics that we think are more comprehensive in its nature.

1. Knowledge is shared between learners and facilitators.
2. Authority is shared by both learner and facilitator of learning.
3. The role of teacher is of facilitator.
4. Groups of learners should be small and heterogeneous.

Therefore, while implementing constructivist based instructions, teachers should remember to follow the characteristics listed above.

#### **8.1.5 Pedagogical Goals of Constructivist Learning Environments**

There are seven major objectives that may help to create constructivists learning environment.

1. To expose learners and provide real world experience that help in knowledge construction.
2. To involve learners in activities and appreciate them in multiple perspectives for motivation.
3. To create knowledge by exposing learners to real world context.
4. To create learning environment that revolve around learners needs and interests.
5. To enhance collaboration for creation of knowledge.
6. To encourage and appreciate for use of multiple modes of learning and presentation.
7. To provide opportunities to reflect upon own and peers views and ideas.

#### **8.1.6 Benefits of Constructivism**

Some of the major benefits of use of constructivists learning environments are listed below. The benefits are listed in comparison with other approaches and may depend upon the situation and context of learning. Prospective teachers may use the strategies as per their situation.

1. Learners enjoy learning when they are actively involved in learning process.
2. It focused upon understanding and thinking processes that is more engaging as compared to rote memorization.
3. Learners create their own principles of learning and can be replicated to other learning settings.
4. Learning is more authentic and students own their learning.
5. Learning is embedded in real world context so it is easy to implement and real life.
6. It enhances communication and collaboration skills that are more important in future world.

### **8.1.7 Implications of Constructivism for Teaching and Learning**

Implementing constructivism in its true sense is most of the time is difficult, due to the reasons like, provision of time and space, sometimes material for teaching. So we could not tag it as constructivist teaching rather we judge it on the basis of some characteristics as listed above. The major concern is active process of learning and role of teacher as facilitator. In literature we can found the following descriptions of constructivists teachers, so if someone is exhibiting these we may consider him/her as constructivist teacher. They conceive of a constructivist teacher as someone who will:

1. Encouraging learners' initiatives and autonomy to knowledge.
2. Using different kind of material as per needs and interests of the learners.
3. Having complete context and information about learners understanding of the concepts before sharing his/her ideas or giving suggestions.
4. Asking and motivating learners to initiate dialogue with peers and teacher for clarity of the concepts.
5. Encouraging learners inquiry by asking thoughtful, open-ended questions and encourage them to ask questions to each other.
6. Provide counter examples to experiences that initially shared by the learners to enhance discussion.
7. Providing enough time for learners to construct relationships and create metaphors.
8. Assessing learners using application and higher ability tasks.

Hence, from a constructivist perspective, the primary responsibility of the teacher is to create and maintain a collaborative problem-solving environment, where learners are allowed to construct their own knowledge, and the teacher acts as a facilitator and guide.

### **8.1.8 Constructivist Approach to Teaching in Pakistani Context**

Whenever the teacher educators have focused to use constructivist approach in actual classroom setting there are number of issues raised by the teachers and administrators. Therefore, there is a need to address issues and problems first in order to make it feasible to use this approach in Pakistani teaching learning environment. The first problem highlighted most of the time is of resources and availability of the material, so in this regard there is a need that teacher s must be provided hands on practice training for the development of low cost material and reuse of the material, once they will do themselves in during training they will have more positive attitude towards material development and its reuse. The second most important issue is of crowded classes, definitely this is serious problem, when we are having more than 40 students in the class, it's difficult to monitor the progress of all the students. the problem may be handled by making groups and assigning task to group leaders, teacher may facilitate the groups during work. Again training to cope the problem is best strategy. Importance of group work and managing group learning and its pros and cons may be disused with the prospective teachers. Habit of rote memorization is also an important problem of student. They are normally very good verbally but reluctant to take initiative, therefore there is a need that teacher may assign individual tasks to be performed and initially the easier one.

By using these strategies the constructivists environment may be created, this will help to develop teachers attitude and also to create school culture, that consequently will be beneficial for the students. This approach is more useful for social learning at higher education level, so higher education may be addressed first.

**Activity:**

Observe at least one classroom and analyze how a constructivist teacher encourages students to gain understanding about different concepts. Also suggest practical ways to improve this strategy.

## **8.2 CASE-BASED TEACHING (CBT)**

When the students read and discuss real life experiences in class, they built critical thinking and judgment. Through case based teaching, students practically apply their knowledge on real experiences. It actually combines problem based learning with typical lecture. It engages the students, makes them creative and they learn to organize and fill the gaps in their knowledge. Case based teaching involves some key concepts on which the students focus. It is better to work in groups because it helps to discuss and evaluate each other's work.

This type of teaching also help to enhance communication with students and increases their capabilities to work as a team. Suggested solutions are given after studying the case. The teacher asks the participants to evaluate, suggest other possible solutions and arranges a useful discussion through questioning. It has been proved that this teaching is more useful to provide a context for abstract material. Thus, it teaches to analyze, question and criticize. In future courses and careers, it helps in a better and reflective learning.

Being a versatile type of learning, many configurations can be used by instructor. However, the preparation goes as following:

**1. Preparatory Stage:**

- First of all, the students have to prepare their case. They should know each and every detail and content of their cases and they must spend time on it.
- They should identify main problems.
- They should be able to link their course with those main problems.
- They should also be able to suggest solutions.  
If the instructor has provide guide lines, must be studied before class discussion.

**2. Discussion Stage:**

The instructor arranges the class in small or large groups. According to teaching objectives, he frames the discussion and matches the problem with suggested solution.

### **3. Analytical Stage:**

After class discussion, the students submit written analyses based on the observations and insights which they have learnt from their initial preparation. This can be modified after class discussions.

#### **8.2.1 Case Based Teaching in Pakistan**

Throughout the world, case based teaching is being used as a reliable tool by teachers. It is also becoming popular in Pakistan as well in order to gain accurate results, a variety of challenges must be considered. Still, this method has many advantages, especially when it gives contextualized nature of teaching.

Discussing the advantages of case based teaching, it involves active student participation. It teaches learners to analyze and apply, to build arguments and discussions and to make unexpected decisions. Developing decision making skills in students, the student are not merely devoted to lectures. With the help of a professor or instructor, the student learn to interact with each other on their cases. Thus the role of teacher is also not limited to just a lecture. Once a case is presented in class, the students become the decision maker in various situations. They are divided into study groups who work in a Discussion Room prior to joining their peers in the classroom. Case study teaching method improves student performance and perceptions of learning gains. The case method encourages active learning and student participation. It develops a remarkable ability to analyze and apply theoretical frameworks, to debate and develop arguments, and to make quick decisions in challenging, uncertain situations.

#### **Activity:**

Devise your own case study using the topic for exploration that interests you and employing the case based study procedure for it.

### **8.3 TEACHING IN A GLOBAL VILLAGE**

Globalization has affected the way we teach and learn, therefore is need to understand the concept of global village and its affect on teaching learning process. Once the prospective teachers will be aware about the changing nature and context of education they will be more capable of adjusting their techniques and strategies as per demand of environment and learners. Globalization has been defined by many educationist and social scientists, Hill (2009) and Shane & Glinow (2008) were of the view that cultural, social and economic ties with more interdependent and integrated approach is the gist of concept of globalization. Here people living in different countries interact with each other and technology has made this interaction more easier. Therefore, it provides opportunities to learn from each other also it has made difficult to survive without getting required abilities compulsory to live in this interconnected world. If an individual is not equipped with the skills and abilities so he/she maybe considered illiterate as The International Literacy Association (ILA) defined literacy as “the ability to identify, understand, interpret, create, compute and communicate using visual, audible and digital materials

across disciplines and in any context”. Therefore there is a need that every education institution should focus on the abilities and skills defined in the above mentioned definition of Literacy. Because, literate person can connect and help others to achieve objectives, exhibit their abilities, and interact with the world and other people. In this information rich society people have to interact with other cultures and societies as well therefore there is a need that they should know the norms and values of those societies as well and need to develop global literacy. In an increasingly globalize society, it’s crucial that our learners understand the world around them. Global literacy has multiple dimensions and concepts that may overlap with each other. Let's have an overview of some of these concepts.

- UNESCO viewed literacy as core human right and also has been addresses in Sustainable Development Goals SDGs.
- King & Thorpe (2012) highlighted historical and contemporary issues in global perspective as key concepts to be considered.
- Rae, Baker & McNicol (2008) have focused responsibility of citizenship both living in locality and as a part of global world.
- Farmer (2015) considering diversity as key issues emphasized need of cultural and linguistic awareness.

Overall literacy is viewed as a multiple construct, that is based upon social, cultural, political, and historical practices and encompassing critical, media, visual, digital, and information literacy. Therefore, there is a need to equip the future teachers with these skills and abilities, without these skills, may be survival in future world is not possible.

### **Importance of Teaching in Global Perspective**

The movement of the people from country to another is becoming more frequent along with enhancement of interaction due to use of technology, therefore it demands that teachers should teach tolerance to the workforce. It is more important for a worker to adjust in the environment or company/organization where people of diverse background are being employed. The students who have acquired knowledge of global social, cultural and economics have more job opportunities as compared to the ones who are taught for the one specific environment. Therefore, it is more important that the educators should rethink curriculum to align it with the global needs. Some people are taking only the economic perspective of globalization, but it's not limited to business only, it covers almost all the disciplines of higher education. So it is mandatory that educators should consider the horizontal and vertical alignment of the curriculum with the constructs of globalization. Also classroom teachers for all disciplines must shift their teaching philosophy from a domestic one to a global one.

#### **Activity:**

Identify a country and make a list of concepts and constructs that are compulsory for a teacher of that country. How teacher educators may help to improve these constructs and concepts.

## **The Global Teacher**

The teacher having exposure to other cultures and have visited other countries have broader vision and often teach by bringing different experiences into classrooms. They are aware of different food preferences, practices and dispositions of other cultures, normally it has been witnessed that they teach different from the textbooks. They often reflect upon what is written in the textbook on the basis of their experience and exposure, that consequently help learners to expand their mind set. These artifacts brought in by the teachers seem to be the real one for the students in the classroom, and becomes like firsthand experience by the students. Some of the artifacts like pottery, clothes, artwork and currency shared by the teacher contribute towards the knowledge of the students. And may motivate the learners to seek more knowledge about that country.

- In twenty first century the teachers have a global role as the world is changing, the role of teachers is also on flux. But the key is that it should meet the demands of the students. Therefore, teachers training institutions has to provide all the possible experiences to prospective teachers so that they may provide mandatory knowledge, skills, and abilities to their students to compete and work in the global economies. Some of the abilities and skills are listed below that seems compulsory for a teacher to be a global teacher.
- Teacher should be a dynamic learner.
- Teacher should have knowledge, skill and dispositions to work in other cultures.
- Exposure to the practices of diverse cultures is compulsory for future teachers.
- Teacher should be curious and have ability to investigate the world with open mind.
- Teacher should be empathetic, creative, innovative and imaginative.
- Teacher should have knowledge and ability to analyze global issues.
- Teachers should be equipped with the skills to collaborate and conduct intellectual dialogue with people living in other countries.
- Teachers should be broad minded to honor human diversity and accept the practices of other cultures.
- They should be empowered to active participation with same level of ethical standards as of that country.

Achieving all these seems difficult, but not impossible. Many of the digital tools and social media tools have enough potential. Teacher educators may integrate these technologies in their curriculum to inculcate above listed skills and abilities in prospective teachers. However, if our goal as educators is to enable prospective teachers to be globally literate, we need to ensure that we engage them in authentic instructional experiences. Further, we need to employ instructional practices to teach them to use technology effectively to become more skillful in accessing, analyzing, critiquing, and synthesizing information and communicating with a diverse audience.

### **8.3.1 Global Village Teaching and Pakistan**

School strives to raise student's achievement by improving teacher quality. In turn, teacher quality can be improved by giving skillful pedagogical training to the teachers,

assessing their needs for professional development and by making them answerable for quality in teaching learning process in schools. So teacher education programs should be developed in global perspective. Raising the achievement of all students is a major objectives of all the countries and therefore is of Pakistani educational setup as well. This objective may be achieved by identifying and actively working around the factors that are significant in this regard. Pakistan may consider the examples of developed economies and learn from their experiences and evidence. Training teachers with the aim to develop good teaching skills compatible with global requirement is the key for success. The challenges of how to equip so as to improve their quality and learning outcomes for all students has transpired to a varied and dynamic landscape of policy analysis in global perspective. Evidence on an effective and universal teacher evaluation system is at best mixed and evolving. For a country like Pakistan teachers face many challenges. Now the teacher has to play a role of a universal teacher in a global perspective not only in a local perspective as local teacher. As much as possible, teachers need to be made part of a process that aims at developing a viable teachers training and evaluation system for the county. This process should served to assist teachers develop their competencies and enhanced learning out comes for students.

**Activity:**

Propose a teachers training model for effective teaching in a global village as a universal teacher. OR conduct a discussion on teaching in a global village.

## 8.4 REFLECTIVE PRACTICES

So far we have discussed the importance of modern pedagogies, but how these skills and capabilities be achieved is a big question still to be answered. For professional development most of the educators think that reflective practice is basic building block. It helps prospective teacher and teacher to rethink and formulate strategies that may work in the situation and context in which he/she is working. It improves personal mindset and has large impact on organizational growth. It involves integrating activities into daily life on a routine basis which raise awareness, prompt critical analysis and aid self-management and decision-making. That tries to inculcate the abilities:

- Listening to self and paying attention to own point of view.
- Challenging own assumptions
- Identifying patterns and creating relationships
- Developing observation skill

During teaching learning process we are trapped with the concept that learning is taking place by direct interaction of study material and facilitators of learning, but actually we are learning in the entire situation and all the time. Everything we encounter during the life we are learning. Therefore, reflective practice helps us to recognize and articulate whatever we learn by our real life experience at every moment of life. Young learners create connections and develop sequence with the concepts already learned, whereas adults already have so many connections in their mind, so they most of the time

reorganize the connections and sequences on the basis of new situations. They normally unlearn and relearn on the basis of reflection. Every individual comes with his/her own assumptions and mental models, he/she tries to readjust in to new situation by relating the previous ideas and knowledge with the new one. This most of the time happens by reflecting on concepts and happenings. Personal experience plays vital role in implementation of reflective practice for teaching learning process.

Overall we can say that reflective practice is process in which individuals develop their level of self awareness to improve their performance, It is considered as mean for professional development. It is dynamic and active process that engages the minds of individuals to make decisions in real time and settings.

#### **8.4.1 Reflective Practices and Professional Effectiveness**

As we discussed earlier reflective practice is key pedagogical approach to develop new skill and reach the positional of the individual. As we are practicing it grows the capacity to address the challenges and make appropriate decisions in real time setting. It also helps to control emotions and manage the stress. When an individual cope stress and manage to control emotions at his/her work place it improves effectiveness. So we can say that reflective practice comes with practice. As a teacher educator we have to expose the prospective teachers to the new situations, give them time to reflect and make their own decisions. This will consequently to master the skills associated with their professions. On the other hand reflective practice may help improve neuronal connections responsible for development of new habits/skills/mindsets.

For the development of habits reflective practice may help in:

- Enhancement of self-awareness, emotional intelligence and to inspire initiatives & motivate emotional regulations.
- Increased level of ability for making judgments and appropriate decisions.
- Motivating to ask open ended questions for personal growth and answering the questions by open mindedness.
- Mobilizing to be compassionate to self and others and inspire trust through demonstrating trustworthiness.

So we can say that reflective practice integrates ability to be aware of the ‘theory’ or assumptions involved in professional practice, aiming to bridge the gap between what is already known and how it is being practiced. This helps to improve the practice as well. In this sense also, reflective practice can be seen as a process of researching practice theory, by developing it directly from concrete practice. The researchers have listed three basic reflective practices with different assumptions behind, teachers may use any of it or combination of any of these practices for their professional effectiveness.

- An academic version, which focuses on teacher’s skills in disseminating discipline content and presenting in such a way as to maximize its accessibility for students.
- A social efficacy version, which is based on research findings and focuses on evidence-based practice.



- A social efficacy version, which primarily considers age and developmentally appropriate teaching strategies.

#### **8.4.2 Reflective Practices for Teaching in Pakistan**

Reflection is considered as key principle for improvement of personal teaching. West has focused more on the note that teachers should be reflective practitioners but it is less focused in our country. From few years teacher educators have focused and considered it as an important component of teacher education in Pakistan but need to be integrated in the pre-service and in-service trainings of the teachers.

Reflective practice is linked with professional effectiveness of the individuals so it should be included in teacher education curriculum. It has many reasons for integration like:

1. Pre-service masters level programs aims to develop teacher leaders and change agents for the society.
2. Many of the teachers are having lot of teaching experience and they are reluctant to accept change, so the only possible way to adopt change is reflection.
3. It provides opportunities to reflect on own decisions and assumptions and is helpful in resolving the issues and problems. Hence, stepping back and thinking of how this can be done is quite an important step in their adoption of the propagated practice.
4. Last but not least, continually engaging students in reflection is intended to get them into the habit of reflecting, making it a part of their practice and thereby, reflective teachers for life.

From the foregoing, it can be seen that developing reflective practices among students is a complex process in Pakistan and is impacted by such factors such as individual language skills, predispositions of the individual teacher as well as the practices of the teacher education program. So there is a need to develop environment where prospective teacher can reflect on their, thinking and decisions.

#### **Activity:**

Explore the effectiveness of reflective practices in teaching as perceived by the teachers, through a mini survey of at least two secondary schools in your area.

## SUMMARY

In all the above discussion about emerging trends in pedagogy shows that world is changing rapidly so the teaching trends and pedagogical skills are changing accordingly. Most importantly the way, we teach students, are changing into emerging pedagogical skills. Change in society, student's expectations, and technology are motivating teachers to rethink pedagogy and teaching methods. Some of the emerging trends in pedagogy are; constructive approach to teaching, case-based teaching, teaching in global perspective and reflective practices.

In constructive approach of teaching and learning, children have their own way of thinking. Every student is unique so he/she should be treated as individual and the child should have the freedom to learn through their own thinking, observation and discussion. A teacher who uses constructivist approach pose problem and question before students, then facilitate to guide and facilitate students to search the solution or answer. Teacher inquires student's understandings and concepts before sharing his/her own concepts.

The basic responsibility of the teacher is to facilitate and help the learner to maintain collaboration between previous knowledge and the new one. As a result students construct their own knowledge, concept, understanding, and to facilitate them at every step.

If we talk about case based teaching, it is also an emerging trend in pedagogy. In fact it is the blend of knowledge and practice. In this method students are exposed to the real life problems. This method is very useful in teaching of science subjects. Through case based teaching the students becomes self based learner.

Teaching in global village is another emerging trend in teaching. We are living in a global village. The world is so connected that it affected the teaching methodologies and pedagogical skills also. Therefore it is important that all teachers should have an awareness of the program so that they can make link between global perspective and the subject(s) they teach. They should have information that what is in practice in rest of the world in teaching methodologies and skills. They should have the skill to cover the gap between local and global learning environment.

Today world is progressing rapidly in the field of education, so the teachers are encouraged to take up reflective practice because of its perceived effectiveness in improving teaching and learning, but this method has mostly limited to developing countries only. It has also been wide spread in under developed countries like Pakistan. Reflective practice is basically an integration of learning activities in the daily life situation. Teacher helps students to create self management and decision making in them.

## SELF ASSESSMENT QUESTIONS

### MCQs

1. “The learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment.”  
a. Reflective Practice    b. globalization    c. case – based teaching    d. constructivism
2. Case based teaching is considered a useful way to combine traditional lecture method with;  
a. problem based learning    b. inquiry method    c. question answer technique    d. role play
3. In global perspective, literacy connects and empowers people to interact with;  
a. technology    b. world    c. school    d. knowledge
4. Students require the “cosmopolitan dispositions and habits of mind:  
a. globalization    b. constructivism    c. reflective practices    d. Knowledge
5. A dynamic action based and ethical set of skills placed in a real time and with real and complex situation is;  
a. cased-based teaching    b. problem solving    c. reflective practice    d. constructivism

### Answer these Short Questions:

- Q.1 Is teacher’s role evolving towards that of a guide and facilitator?
- Q.2 What today’s learner requires from a teacher?
- Q.3 What are the two key concepts of constructivism learning theory which create the construction of an individual's new knowledge?
- Q.4 Describe basic principles of constructivism.
- Q.5 How a teacher can improve student’s understanding of the subject by using case-based teaching?
- Q.6 Social media platforms enable educators and their students to connect across time, space, and cultures.
- Q.7 What do you know about teaching in global village?
- Q.8 What may be the outcomes of developing a regular habit of reflective practice?

### Write Detailed Answers to Questions Given Below:

- Q.1 When students are allowed to make their own choices, they own their learning. Discuss.
- Q.2 Discuss the nature and importance of constructivism in education with special reference to Pakistan.

- Q.3 Researches have shown that the Piagetian model is not the best framework on which to assess children's thinking. Discuss.
- Q.4 Critically examine how case study teaching method improves student performance and perceptions of learning gains. Discuss its scope in Pakistani Society.
- Q.5 How does global changes effect teaching learning process? Highlight the relationship of global village and education system with special reference to Pakistan.
- Q.6 Rreflective practices are useful and important in formative assessment of self assessment. Discuss in detail.

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**Unit-9**

**INTEGRATING TECHNOLOGY  
IN CLASSROOM TEACHING**

**Written by: Dr. Munazza Ambreen**  
**Reviewed by: Dr. Muhammad Tanveer Afzal**

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## **INTRODUCTION**

Computer invention changed the world into a global village and Information and communication technology (ICT) has significantly altered the ways we live. With the advent of computer and its use in all walks of life, use of technology in teaching learning process became inevitable. Teachers started using computer in assisting instruction in the previous century. But with advancements in technology, use of technology in education is becoming more and more crucial. Technology integration in education is now at the heart of every educational reform throughout the globe. Younger generations of the present era are the digital natives in true sense and they are growing up surrounded by the technology and particularly by digital devices. It has become inevitable to integrate technology in today's teaching and learning process. There are numerous benefits of technology for the sector of education. Ismail, Almekhlafi and Al-Mekhalfy (2010) argued that most of the studies of last two decades related to use of technology in education, share common findings about the usefulness and numerous positive outcomes of integrating technology in the process of teaching and learning. Most of the studies have proven that technology use in the classroom significantly assists teachers in designing and applying better instructional techniques, it also helps students in effective learning and broadening their knowledge.

Technology integration in education is essential for preparing human resources who are capable enough to cope with the changing demands of world that are not only well educated but also skilled and competent in using new technologies and thus able to face global challenges. Integrating technology in teaching learning process not only helps learners to learn in more effective and convenient way but it also helps to strive advanced knowledge. But integration of technology in education is not as simple as it may sound to be. Technology itself is a dynamic and developmental phenomenon and is rapidly evolving. For a teacher to integrate technology, his/her own continual learning of technological developments and demands is essential. It is only after effective integration in teaching learning process, that it extends learning in influential ways and helps significantly in achieving designated learning goals.

This unit intends to give in depth knowledge to the prospective teachers about technological trends, various innovative tools and the ways to implement them in classroom teaching.

## **OBJECTIVES**

After study this unit you will be able to:

1. Define new technology trends in education
2. Explain blogging and other web tools
3. Develop PPT with applying custom animation
4. Describe concept map
5. Review the effects of social networking on education

## **9.1 BEING FAMILIAR WITH THE LATEST TECHNOLOGICAL TRENDS**

One of the most dominating roles of education is to prepare human beings who are capable enough to productively live and work within a society (Nelly & Arkorful, 2014). The education field is undergoing innovative trends and numerous issues due to influence of various factors like expansion of technologies, diversity in societies, students' mobility and so on. The most influential factor is becoming integrating technology in classroom learning environment due to increased connectivity and mobility. While deciding about the integration of technology in education, mostly teachers take decisions on the basis of local realities instead of global trends. They decide about adoption of a particular technology, often emerging technology keeping in view their context.

Today teacher will have to modify their ways of teaching adding with utilization of technology in the betterment of their learners according to the requirement of new era of technology. So they should have some level of familiarity with new technological trends. Here we are going to discuss some aspects of being familiar with latest technology such as:

- Awareness about educational technology
- Skills for utilizing technology
- Facilitating conditions for technology usage
- Latest technological trends for education

### **9.1.1 Awareness about Educational Technology**

As a matter of fact most of the emerging technological innovations are not adopted in the classroom because technical product-related features are given too much attention, without considering the most significant aspects of user acceptance (Pieter & Lieven, 2011). Many studies related to technology integration in education support the notion that success or failure of technology usage in the classroom depends upon teachers' awareness of and will for use of that particular technology (Noor, 2012).

It is also very interesting to note that studies showed that even when educational technologies are accessible to both teachers and students and teachers are trained and confident in use of technologies even then they might not be using technology in the classroom and if they are using they might not use it effectively (Bauer & Kenton, 2005; Choy, Wong, & Gao, 2009; Shapley, Sheehan, Maloney, & Caranikas-Walker, 2010 and Woolf, 2010). Eric (2011) argued that more efforts and stronger will on the part of teachers is required to adopt and implement emerging technologies in education. In the opinion of Kilpo (2008), implementation of technology in the classroom mainly depends upon teachers as in schools, despite organizational support and access to technology, final decision about whether or not to use a technology for teaching and learning purpose is made by the teacher.

### **Skills for Utilizing Technology**

This is a fact that along with the will and awareness about emerging technologies; teachers need to possess variety of skills to ensure appropriate use of technology. As Jones (2011) was of the view that in the present era, teachers are need to have different skills to enable them to use emerging technologies in teaching process. Technology has promoted the quality of education and changed the techniques of teaching and learning. In order to make teachers competent enough to integrate technology into their teaching strategies; there is a dire need for training and professional development of teachers even for the well experienced teachers regarding how to integrate technology in teaching effectively. Prospective teachers should be helped by teacher educators in applying proper online etiquette; by providing leverage access to technology in and outside the classrooms and by sensitizing them to use technology for maximizing learning.

For integration in education, technologies should first be made an integral part of teacher education. There is a need to develop positive attitude of prospective teachers towards use of technology. Improving teacher education curriculum; motivating prospective teachers for adopting technology and embedding the pedagogical skills with appropriate use of technology would lead towards better integration of technology in education in future.

#### **9.1.2 Facilitating Conditions for Technology Usage**

Another important factor in integration of technology is facilitating conditions. The term facilitating conditions here refers to availability of sufficient physical and technical resources, for example computers, smart boards and internet; availability of sufficient time for technology usage and provision of technical assistance. With easy access to internet and smart phones and increasing trends of social networking, e learning has become a must future in the field of education. A teacher finds it really challenging and sometimes impossible to integrate technology in teaching when the specific technologies of his/her choice are not available or not easily accessible to himself/herself or to his/her students. Luckily, in all most every country by one means or the other, the availability of technology in schools has increased significantly. This means teachers today have many opportunities to use technology for students learning.

#### **Activity 9.1:**

Visit any local public secondary level school and observe the facilitating condition for technology usage in educational process.

#### **9.1.3 Latest technological trends for education**

One of the major concerns for integrating technology in teaching learning process is to develop insight among teachers about the latest technological trends and how they may apply them in their available and limited resources. Some of them are given below:

- Smart class rooms
- Blogging
- LMS
- Digital copy rights

- Mobile learning
- Concept mapping software
- Students' engagements with social media

Now we will discuss these trends one by one.

### **Smart Class Rooms**

Now we are living in an era of technology. Technology is everywhere in all walks of life. Therefore, in education technology cannot be neglected at all. Without accepting and using modern technologies, teachers can never create a learning environment that is attractive for the students of today. Now-a-days students belonging from all age groups are in the habit of excessive use of technology for their personal joy. Teacher should be capable to satisfy and guide the students in right use of technology that is according to their learning requirements. A smart classroom is therefore the need of the hour. **Smart Classrooms** are technology embedded classrooms. Where different technologies are available like computers, audience response technology; specialized software, networking etc to enhance learning opportunities and teaching effectiveness.

### **Blogging**

It is an interesting and innovative source of online publishing that produces opportunities for creating knowledge, sharing ideas, and enhancing the level of personal and professional development. Great blogs are attractive and affective for target audience. Every post matters for generating and holding attention. Students may publish posts and participate in academic discussions within a secure teachers control over student blogs and user accounts.

### **Learning Management System (LMS)**

Learning management system refers to a networking software for delivery of educational programs and other administrative activities of educational institutions. In learning management system (LMS) social media includes various mechanisms for interaction like instant chat functions, discussion forums and video conferencing etc. Most LMS's come with built in social media that strengthens student participation and makes team projects easy to collaborate. **Moodle** is a one example of Course Management System (CMS), or a Learning Management System (LMS).

### **Digital Copy Rights**

Like in traditional systems of education, copy rights issues are there in technology integrated education as well. Some common examples academic dishonesty in technology based education are plagiarism, fraudulence, learners privacy issues, falsification and unauthorized help. Many researchers have discussed that use of technology may even increase these behavior of academic dishonesty. For example technology provides easy access to information, giving students more opportunities to cheat. While using technology for teaching learning purpose, we need new definitions and practices about academic ethics. Rather ethical must be taken into account even before implementing technology in classroom.

### **Mobile Learning**

Mobile has become inevitable for communication in this era. This device has a lot of potential for enhancing communication skills, using motivational techniques and experiencing new ways of teaching. For effective use of mobile learning teachers need to be competent in using and managing Mobile learning technologies including MP3 players, notebooks, mobile phones and tablets. Teachers are expected to be on the frontline of M-learning focuses on the mobility of the learner, interacting with portable technologies in formal setting of classroom.

### **Concept Mapping Software**

**CMap** is type of software using for concept mapping. This software is becoming very helpful in designing and presenting of concept maps. It allows user to add visual resources and web addresses to individual concepts. First developed in the 1960s, **CMap** allows user to produce knowledge models or representations in a visual manner, typically using arrows and links. It is useful for explaining complex and complicated concepts through easy, simple and understandable way of expression. It gives an insight about the deep and vast meanings of concepts by making different and unique relationships in from of flow charts. Furthermore, **IHMC's CMap**, **Freemind** and **XMind** are three desktop applications for creating concept maps. All are free for educational use. You may search them through using internet.

### **Students' Engagements with Social Media**

The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Students are motivated more by using social media thus increasing academic engagement time, while working in more depth with the content, students are able to move beyond knowledge and comprehension to application and analysis of information.

#### **Activity 9.2:**

Conduct an interview session with at least four teacher belonging from private and public sectors equally identifying their familiarity about new trends of technology utilization in class room teaching.

## **9.2 BLOGGING AND OTHER WEB TOOLS**

It is an interesting and innovative source of online publishing that produces opportunities for creating knowledge, sharing ideas, and enhancing the level of personal and professional development.

### **9.2.1 Blogging**

The word "blog," is derived from "web log". It is forming of web page comprised different type of informative sequential posts. Blog posts are summarized the tough and difficult concept in easy and understandable manner. The topics of Blogs are expression of writer's personal, artistic, academic, or professional domains. The Blogs are personal

views of writers and do not reflect the approach of whole particular web forum. Blog Writers take full responsibility of their blogs whether it is inform of words or added with picture, audio or video Great blogs are attractive and affective for their target audience. Planning a theme and draft of blog is required expert level knowledge and skills for writing and graphic designing to present different innovative ideas in form of Blog.

### **Consider the following principles when composing a Blog**

A blog is knowledge economy of writer, so firstly he/she should have ability of creative writing. The blog writers should have considered following principles before writing a blog.

- **Definite purpose**  
One core theme or purpose of blog should be clear in mind of writer before writing or planning its graphic designing.
- **Target audience**  
Writer should have definite knowledge about target audience of his/her blog.
- **Ease to read**  
The selected words for blog should meaningful and easy to read.
- **Attention seeker**  
Selection of words and visual effects in blog should be attention seeker of reader.
- **Updated continuously**  
Blogs should be updated regularly according to the readers' interest.
- **Innovative ideas**  
Innovative and unique ideas should be focused in writing a blog.
- **Avoid grammar mistakes**  
Writer should avoid grammar mistakes. It will decrease the credibility and image of writer.
- **Visual effects**  
Visual effects are big source of enhancing the attraction towards blog. So write should add visual effects wisely and efficiently.

#### **Activity 9.3:**

Write a blog on the topic of integrating technology in teaching learning process at school level and then discuss it with your tutor or course coordinator.

### **9.2.2 Other Web Tools**

Doing so would require understanding the technological tools themselves, as well as the specific affordances of each tool that would enable students to learn difficult concepts more readily, hopefully resulting in greater and more meaningful student outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

#### **Ample of Web 2.0 Tools**

**MPS Google Drive** is used for share and archive documents. With Google Drive we have no need of MS Office. It enhances working with others collaboratively.

**Edmodo** provides teachers and students a secure place to connect and collaborate, share content and educational applications, and access homework, grades, class discussions and notifications.

**Twitter** is a real-time information network that connects you to the latest stories, ideas, opinions and news about what you find interesting.

**YouTube** allows billions of people to discover watch and share originally created videos. YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers large and small.

A **wiki** is a space on the Web where we can share work and ideas, pictures and links, videos and media. **Wikispaces** is special because it has a visual editor and a bunch of other tools to make sharing all kinds of content as easy for students as it is for their teachers.

**Activity 9.4:**

Read any three research articles on utilization of technology in class room and then compare the findings whether they may apply in Pakistani educational setup or not.

### **9.3 POWERPOINT SLIDES AND USING ANIMATION**

Multimedia software has now become an essential part of classroom teaching and learning. There are many interactive multimedia programs and software that can be used for teaching in a better way. PowerPoint is the most widely used program in today's classroom and sufficient empirical support is there to prove that students find PowerPoint-based teaching better and more interesting as compared to traditional teaching. PowerPoint program is very user friendly and the format can be easily adapted as per students' needs and content requirements.

It can be used for both teacher-led presentations and student-led presentations like digital storytelling, presenting reports and for showing instructional gaming etc. PPT can help in organizing and enhancing the content delivery across curriculum and facilitates accommodating students belonging to various ages, backgrounds, cultures.

#### **9.3.1 Purposes for using PPT and Animation**

The use of PowerPoint and animations is becoming more and more in many educational institutions across the globe. Research studies show that animations are more effective than static images particularly for teaching dynamic events. Animations when designed properly can attract and maintain interest in a presentation. The purposes for using PPT and animation are many such as:

- More informative
- More explicit
- More explanatory

- Motivational learning tool
- Tackle different learning styles easily

### **9.3.2 Key Rules for Creating Effective Animated PPT**

PowerPoint is a powerful and versatile presentation tool that can accommodate intelligences and can present content very effectively to learners. There are so many rules for making an effective PPT presentation but some of them are given below:

- Define the Target audience
- Be consistent with effects and transitions.
- For bullet points, use the  $7 \times 7$  Rule: One main idea per line with no more than seven words per line and no more than seven lines per slide
- Use a font and a font size that are appropriate and clearly legible
- Do not use capitals except for occasional emphasis
- Avoid italicized fonts
- Check spelling and grammar
- Use graphics where appropriate
- Use the limited number of colors
- Use sound and video from within PowerPoint very sparingly
- Use backgrounds that enable the audience to read the text with ease
- Use Dark text on a light background
- Use a slide menu and buttons to navigate your presentation
- The content of slides is for the audience not for presenter

### **9.3.3 PowerPoint Custom Animations**

Designing an animation in PowerPoint to contain a number of multimedia elements, including text, graphics, and sound, can add interest and excitement for students learning a particular concept. The Custom Animation feature in PowerPoint provides a list of effects that users can apply to objects such as pictures, text, and other graphics to animate them during a slide show. Teachers can even add a music soundtrack to create different sound effects to attract students or to reinforce key points. There are many ways to design an animation slide for specific content, but a well-designed animation slide should include: a title, information on the topic, animation to reinforce the concept, and a hyperlink to additional information on the topic.

### **9.3.4 Common Barriers to its Use**

There are several risk factors and many challenges associated with using the PowerPoint in general and animations in particular. Teachers sometimes are reluctant to invest time on preparing appropriate PowerPoint. Some other challenges are:

- Equipment failure
- Incompatible media
- File corruption
- Lack of appropriate training



## 9.4 CONCEPT MAPPING WITH CMAP

A concept map is an expression of organized knowledge in form of flow chart and hierarchal representation. We can make a concept map by indicating key words and then drawing arrows among the inter related ideas with the help of paper and pencil. Key words can be written sometimes enclosed in various shapes like circles, boxes and triangles etc for more clarity.

Concept maps are mainly represented the organized knowledge in form of map or chart. This knowledge organization is content dependent and associated with affection and feelings. It is compulsory for effective teaching learning process. In concept map, the different concepts are labeled with colorful symbols and catchy words to seek attention of reader more for organization of knowledge, projects or tasks. The concepts are expressed in hierarchy to explain interlinking among different segmented ideas.

**CMAP** is type of software using for concept mapping. This software is becoming very helpful in designing and presenting of concept maps. It allows user to add visual resources and web addresses to individual concepts. First developed in the 1960s, **CMAP** allows user to produce knowledge models or representations in a visual manner, typically using arrows and links. It is useful for explaining complex and complicated concepts through easy, simple and understandable way of expression. It gives an insight about the deep and vast meanings of concepts by making different and unique relationships in from of flow charts. Furthermore, IHMC's **CMAP**, **Freemind** and **XMind** are three desktop applications for creating concept maps. All are free for educational use. You may search them through using internet.

### **Activity 9.5:**

Make a PPT of 12 to 15 slides on the topic of concept mapping with applying custom animation and then share it on your any social media account.

## 9.5 USING SOCIAL MEDIA FOR LEARNING

Social media is a complex phenomenon with a variety of platforms. Social media undoubtedly is the most dynamic and evolving space with unlimited opportunities available to enhance student learning. The list of social media channels is very long but some of the most widely used channels are discussed here:

### **9.5.1 Facebook**

Facebook as a way to interact and communicate socially has become widespread. Facebook can provide unlimited room for learning but the associated risks are many too. However a specific page on Facebook like a classroom page or a closed group can be safely used by teachers to streamline communication with students and parents. Facebook groups or pages can be used by teachers to distribute and deliver course content, to manage thought-provoking discussions and to provide additional materials to enrich

student learning. List of the benefits goes on as Facebook allows teachers to efficiently answer student questions, make announcements, and give reminders about important deadlines.

### **9.5.2 Pinterest**

Pinterest is also a good channel for learning socially. A Pinterest page of a class may help both teachers and students in creating and sharing various useful resources for effective learning. Pinterest is also used for students to present their practical work by uploading presentations and projects, and by posting photographs and videos of classroom activities or school excursions etc.

### **9.5.3 Social Wikis**

In today's digital and social media age, social wikis for example Webyl, EditMe or Moodle etc can play an effective role in education. These tools help learners in enhancing their digital competencies and technological learning. Teachers may guide students in developing various informative wikis as their projects to demonstrate their learning of certain topics. Encouraging learners to create wikis, independently or collaboratively, or writing a blog or discussion points for an assignment can prove to be very helpful in developing students' language, analytical and research skills.

### **9.5.4 Twitter**

Twitter is another social channel that can be used to facilitate learning in many ways. Particularly twitter can be an effective platform for generating and stimulating class discussions. Moreover teachers may use twitter for content learning by selecting specific topic hashtags and use Twitter to announce important dates of upcoming events like reminding them due dates of assignment, quiz etc. Teachers, by using Twitter can also provide recaps to important lessons. In order to ensure positive use of twitter teachers should encourage for setting up group account so that they can moderate and manage who joins and what is being posted.

### **9.5.5 YouTube**

YouTube is one of the most commonly used social media channel and the most popular video sharing platform. YouTube is often regarded as an entertainment channel and quite distracting medium for learning. As a matter of fact, YouTube can be as a tool in classroom to deepen and strengthen students' learning. Teachers may not only show YouTube videos related to different concepts being taught but may also share videos made by teacher or students to provide deeper insights and extend students learning about certain topics. Students may be given assignments for example to create some informative video and share on YouTube, these sorts of assignments will not only challenge learners but will also help them to interact more deeply with content and learning materials and to strategically think about creating social media content.

#### **Activity 9.6:**

Select any three friends of your age group who have any type of social media account and then observe how much time span they spend for productive collaboration or just

wastage of time through using social media. Analyze the findings of observation with the help of your tutor.

### **9.5.6 Benefits of Social Media**

Social media can be a good channel for promoting learning in many ways: These include but are not limited to the followings:

- **Increased Students' Participation**  
Social media is a means to stimulate engagement, encourage discussions and promote understandings. By using social media students may find and create connections between the content and their everyday life experiences. These connections make the content more relevant and meaningful for students.
- **Better Collaboration**  
Social media can foster students' collaboration as it helps them to contribute and share ideas easily and facilitates interaction and communication among students. Teachers can use social media to monitor students' participation and involvement in learning. By using social media students find it more interesting and easy to work on group projects thus it enhances students' teamwork and interpersonal skills.
- **Development of 21st Century Skills**  
With social media the development of important skills that are referred as 21<sup>st</sup> century skills have become very easy. When social media is being used for learning, besides providing content related information, students master in technological and creative skills, they develop multi cultural skills proper online etiquette. They grasp the skills related to safely and responsible use of information and communication technology, and come to know about cultivating and maintain a positive online reputation.
- **Low Cost**  
Most of the social networking tools used in the classroom or for learning purpose are low cost or even free. Thus these tools can be used as low cost, no cost learning aids in the classroom.
- **Connecting with Experts on Topics via Social Media**  
Social media is useful to follow the experts of different fields. When one starts to follow these experts, their updated knowledge is shared continuously.
- **It helps in Research Process**  
This can help students compile and produce useful content for research. Whether students are working on an assignment, working on a project or trying to gain more insight on a subject, some of the best information and results can be extracted from social media.

### **9.5.7 The Drawbacks of Using Social Media for Education**

There are many benefits of using social media for learning but social media, definitely, is not free of drawbacks. Some drawbacks of social media for classroom learning are:

- **Distraction**  
One of the most common limitations of social media is distraction from studies. While social media is available in classroom some students may take advantage and may engage in personal interactions and activities not relevant to content being taught. In order to minimize distractions and misuse, there must be continuous monitoring by teachers while using social media in classrooms.
- **Privacy**  
Whenever someone is connected to some social site there is always a risk to privacy. As privacy issues can cause serious concerns, schools must develop and follow robust policies about social media use in schools; this will protect privacy of students, teachers and organization. Measures must be taken by the schools to keep social media accounts and the information secure.
- **Exposure to inappropriate content**  
One serious drawback of social media is availability of inappropriate content. If used without careful control, social media may expose learners to unethical and/or inappropriate content. In order to minimize this risk schools should control and manage social media accounts on daily basis.
- **Cyber bullying risks**  
Unfortunately, the interactive nature of social media can raise issues of cyberbullying. Educators must actively monitor social media conversations, set up safeguards to protect students' safety and well-being, and ensure accountability in cases of cyber bullying.

#### **Activity 9.7:**

Write merits and demerits of using social media in daily life and then start a debate on your any social media account with your social networking friends.

## **SUMMARY**

With advancement and popularity of Information and communication technology, educators and parents have a good opportunity to foster learning through use of technology in general and social media in particular. Evidences are there to support the notion that with appropriate use of social media for learning, teachers can develop critical skills like creativity, critical thinking and teamwork etc.. Teachers can use social media for the development of knowledge and skills but the use of social media will need a teacher-supported environment. All of these uses of social media in education have their controversies. The easy sharing of images and content creates opportunities for copyright violation and plagiarism. Students can get distracted or fall into shallow thinking when they are using social media during class time or while studying. Social media can also expose learners to inappropriate content. In short there are numerous benefits of social media for teaching and learning process but for fostering learning in appositive way, social media use should be supported by a school social media policy and proper guidelines

## **SELF ASSESSMENT QUESTIONS**

1. Describe the new educational trends of technology in Pakistani context?
2. Suggest improvements in educational usage of social networking at secondary level classrooms?
3. Elaborate the guidelines for writing a blog? And how a blog is writer's knowledge economy?
4. Evaluate the role of CMAP software in concept map?

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