Republic of the Philippines

**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES**

College of Industrial Education

Ayala Boulevard cor. San Marcelino St. Ermita, Manila 1000

Telefax (02) 523-2293, Tel Nos. (632) 521 – 4063, Website: [http://www.tup.edu.ph](http://www.tup.edu.ph/)

SEM 3 Seminar in Professional Education

**Methods and Strategies of Teaching**

Written Activity NO. 4

BACLA-AN, JOHN DAVESON D.

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1. **Research on the following and answer the given question:**

Explain/Discuss comprehensively the following Taxonomy of Objectives. Illustrate and explain each domain.

1. **Cognitive Domain-** The development of our cognitive capacities information acquisition is under the cognitive domain. Six areas make up this domain

Knowledge which is the capacity to recall facts and information

* 1. **Affective Domain-** Learning objectives in the emotional domain highlight a feeling tone, an emotion, or a level of acceptance or rejection. Affective objectives span from simple attention to specific events to complex yet internally consistent character and conscience traits.
  2. **Psychomotor Domain-** The psychomotor domain includes physical movement, coordination, and the use of motor skills. These talents take time to develop and are measured in terms of speed, precision, distance, processes, or techniques employed in execution.

1. Describe/Discuss the following Teaching approaches/methods/strategies
   1. Direct/Teacher Centered Approach
      1. **Deductive method-** A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centered.
      2. **Demonstration or Showing Method**- A method demonstration is a teaching approach that uses visuals such as flip charts, posters, and power point to express an idea. A demonstration is the step-by-step process of teaching someone how to manufacture or accomplish something. You "inform" what you're doing as you demonstrate how.
      3. **Lecture Method-** The lecture technique involves the teacher presenting the pupils with the learning topics. Teachers must first learn various concepts and then explain them in the classroom. The teacher will actively participate in the lecture style, while the students will quietly listen to the lectures.
   2. Indirect/Learner Centered Approach
      1. **Concept Development Method-** Concept Development focuses on the tactics used by teachers to help students develop higher-order thinking skills and cognition. It is not rote instruction. Instead, it is a technique used by teachers to get students to consider the how and why of learning.
      2. **Discovery Method-** Discovery learning is an inquiry-based learning method that takes a constructivist approach to education, encouraging students to develop their own knowledge through a self-directed learning process—basically "instruction less" learning.
      3. **Inductive Method**- Inductive teaching and learning is a catch-all phrase for a variety of educational methods such as inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching.
      4. **Laboratory Method-** Laboratory instruction assumes that firsthand observation and manipulation of scientific materials is preferable to other techniques of generating comprehension and appreciation. Laboratory training is also commonly utilized to improve abilities required for advanced study or research.
      5. **Problem Solving Method-** Children learn through working on issues in a problem-solving technique. This allows pupils to get new knowledge by confronting challenges to be solved. Students are expected to observe, comprehend, analyze, interpret, discover answers, and carry out applications that lead to a comprehensive comprehension of the topic.
      6. **Project method-** The teacher serves as a guide in the project method of teaching, and the activities in the classroom are carried out by the students themselves. This helps students develop self-reliance and responsibility. It enables students to learn on their own and develop their own learning style.
   3. Other Models/Teaching Strategies
      1. **Brainstorming-** Brainstorming is a problem-solving exercise in which pupils practice or improve their higher order thinking skills. Encourages imaginative thinking. Brainstorming helps kids to think creatively (outside the box), and it encourages all students to contribute their ideas, no matter how "out there" they appear.
      2. **Constructivist Teaching-** Teachers in a constructivist classroom create settings in which students challenge their own and each other's preconceptions. Similarly, a constructivist teacher creates scenarios in which he or she can challenge the assumptions that underpin traditional teaching and learning.
      3. **Cooperative Learning-** Cooperative Learning is a teaching style in which students cooperate in small groups to achieve a common learning goal while being guided by the teacher.
      4. **Distance Learning**- Distance learning refers to any learning that occurs while students are not physically present in the classroom. (However, in other cases, this could also apply to the teacher.) Historically, this referred to correspondence courses in which students communicated with their schools or teachers via mail.
      5. **Dale Cone of Experience**- Dale's Cone of Experience is a paradigm that includes numerous instructional design and learning process ideas. During the 1960s, Edgar Dale proposed that learners retain more information by doing rather than hearing, reading, or observing.
      6. **Field Trip-** Field trips are events or activities in which students leave the school premises for curriculum-related research (part of the classroom experience) or outdoor education. These excursions range from a few hours during the school day to overnight stays and even journeys out of state or country.
      7. **Metacognitive Teaching-** It entails knowing when you know, when you don't know, and what to do when you don't know. To put it another way, it entails self-monitoring and correcting your own learning processes.
      8. **Multiple Intelligence-** People's IQ levels can vary, and they can fluctuate over time. Teachers can employ different intelligences in the classroom to assist their students by tailoring classes, classroom layouts, and tasks to each intelligence.
      9. **Panel-** A panel discussion is a format used at conventions, conferences, and meetings in which a group of experts on a certain issue converse in front of an audience.
      10. **Peer Tutoring-** Peer tutoring is an instructional technique that involves student partnerships that pair high achievers with lesser achievers or kids with equivalent achievement for scheduled reading and math study sessions.
      11. **Problem Based Learning-** PBL is a student-centered approach in which students learn about a subject by collaborating in groups to solve an open-ended problem. This issue is what drives motivation and learning.
      12. **Reflective Teaching-** Before, during, and after a course is taught, reflective teachers examine their core beliefs about teaching and learning, as well as their alignment with real classroom practice. When teaching reflectively, teachers examine their own teaching critically and look for signs of effective instruction.
      13. **Role Playing-** Role play exercises allow pupils to act out a specific event or adopt the role of another person. Individual students, in couples, or in groups can play out these roles in a more sophisticated scenario.
      14. **Simulation-** Educational simulation is a training strategy that places participants in circumstances where they must actively solve challenges to measure their knowledge and skill levels. The restrictions are set by the instructor in order to establish a safe atmosphere for hands-on learning experiences.
      15. **Small Group Instruction**- When you teach in small groups of 2-6 students, you are using small-group instruction. It is frequently done after whole-group training. Small-group education has numerous advantages. It is effective because the instruction is tailored to the students' requirements, with the purpose of improving their academic skills.
      16. **Socratic Method-** The Socratic Method, developed by the Greek philosopher Socrates, is a dialogue between instructor and students, prompted by the teacher's constant probing questions, in a determined effort to uncover the underlying assumptions that influence the students' thoughts and opinions.
      17. **Symposium-** The symposium technique consists of a chairman or symposia leader, as well as a group of four, five, or six people, each of whom presents one phase of the major issue selected for discussion in a succinct, ordered, more or less formal manner.
2. Explain the following multiple intelligences and cite example.
   1. **Verbal Linguistic-** Poetry, metaphors, similes, grammar, literature, tongue twisters, and abstract reasoning are all handled by verbal-linguistic intelligence.
   2. **Mathematical-Logical-** Excellent problem-solving abilities are among the characteristics of logical-mathematical intelligence. Thinks about abstract concepts. Enjoys carrying out scientific experiments.
   3. **Musical-** People with musical intelligence may readily hear and detect patterns. They are acutely aware of rhythm and sound. They can tell the difference between the sounds of a clarinet and a flute, for example. Patterns are important to those with musical intelligence.
   4. **Visual-Spatial-** For fun, read and write. Are proficient at putting puzzles together. Understand how to interpret drawings, graphs, and charts. Draw, paint, and enjoy the visual arts.
   5. **Bodily Kinesthetic-** Dancers and athletes have bodily-kinesthetic intelligence. Enjoys working with his or her hands. Have superb physical coordination. Instead of hearing or seeing, remember by doing.
   6. **Interpersonal-** Interpersonal intelligence is demonstrated by teachers, social workers, actors, and politicians. Young adults with this level of intellect are leaders among their peers, are skilled communicators, and appear to comprehend the sentiments and motivations of others.
   7. **Intrapersonal-** People with high intrapersonal intelligence, like Einstein, are self-motivated, introverted, spend a lot of time alone, and work autonomously. They also like keeping journals, as Anne Frank did during horrific circumstances.
   8. **Naturalist**- Activities in the classroom can develop naturalist intelligence. Some examples include habitat development, animal and plant care, and collecting and identifying natural objects and species such as rocks, insects, and snails.
   9. **Existential-** The ability to see the larger picture is the most distinguishing feature of children with high existential intelligence. These children have a comprehensive awareness of the world. As a result, they go beyond their physical senses to explain themselves and understand their surroundings.
3. Illustrate and Explain “Dale Cone of Experience” or “Dale Cone of Learning”.

CONE OF EXPERIENCE

Verbal Symbols

Visual Symbols

Recording, Radio Still Pictures

Recording, Radio Still Pictures

Motion Pictures

Television

Exhibits

Field Trips

Demonstration

Dramatized Experiences

Contrived Experiences

Direct, Purposeful Experiences

The cone of experience is a graphical tool used to demonstrate the interrelationships of various forms of audio-visual media, as well as their particular "positions" in the learning process. • The cone's use in selecting educational resources and activities is as useful now as it was when Dale invented it. Dale's research shows that learning from information conveyed by verbal symbols, i.e., listening to spoken words, is the least successful way at the top. At the bottom, the most successful approaches incorporate direct, targeted learning activities, such as hands-on or field experience. Direct, intentional encounters depict reality or the closest thing to genuine, daily life. The cone depicts the average retention rate for various instructional approaches. The farther you move down the cone, the more you learn and the more knowledge you are likely to remember. It also indicates that while selecting an educational approach, keep in mind that integrating students in the process improves information retention. It demonstrates that "action-learning" strategies achieve up to 90% retention. Perceptual learning methods help people learn effectively. Sensory learning modalities characterize perceptual learning styles. The more sensory channels available for interacting with a material, the more pupils may benefit from it. Dale believes that educators should create educational activities that draw on more real-world experiences. Dales' cone of experience is a tool that assists teachers in making resource and activity selections.

1. Identify the parts or components of lesson plan. Design a lesson following the format in lesson planning.

**The basic lesson plan outline given below contains the direct instruction element:**

1. **objectives-** A lesson plan's main point is an educational objective. Objectives serve as the framework for developing lessons, evaluations, and instruction that meet the overall course or lesson goals. Consider objectives to be tools that help you achieve your goals.
2. **standards-** Standards are the knowledge and skills that students must have by the end of the school year. Learning Objectives are the knowledge and skills that students must have by the end of a lesson. Perhaps most importantly, a Learning Objective defines the purpose of the lesson, providing it with direction right from the start.
3. **anticipatory** set- Anticipatory sets are activities that connect with student learning goals (SLOs) and lay the groundwork for imminent learning opportunities. These exercises, also known as hooks, bridges, and attention grabbers, engage students' prior knowledge and interest at the start of a class hour.
4. **teaching [input, modeling, and check for understanding]-** The body of knowledge and information that teachers teach and that students are expected to understand in a certain subject or content area, such as English language arts, mathematics, science, or social studies, is referred to as content knowledge.
5. **guided practice-** Guided Practice is a form of interactive instruction in which the teacher and students work together. Following the introduction of new learning, the teacher initiates the student practice process by engaging students in a task similar to what they will complete later in the lesson independently.
6. **closure-** Closure allows students to summarize key ideas, evaluate class processes, respond to questions posed at the start of the lesson, and connect to both the past and the future, or in other words, MAKE MEANING.
7. **independent practice-** Independent Practice is the portion of the lesson cycle in which students are given the opportunity to practice the concept presented during the Introduction to New Learning and is a time for students to work towards mastery of the knowledge/skills presented in the lesson prior to an assessment.
8. Discuss the importance of preparing Lesson Plan.

Lesson planning ensures that teachers approach the classroom each day fully prepared to teach new concepts and conduct important conversations, rather than winging it. Without a lesson plan, children can easily lose concentration, and teachers may find themselves grasping for ideas on what to do next. A well-designed lesson plan: Assists students and teachers in comprehending the objectives of an instructional module. The teacher is able to translate the curriculum into learning activities. The educational materials are aligned with the assessment.

1. Describe a Good classroom management.

Good classroom management is more than simply keeping everyone seated and silent. Building close relationships with your students, encouraging them to participate in their own learning, and sharing a little of yourself are all important. A positive classroom culture benefits both students and teachers. Awareness, patience, good timing, boundaries, and instinct are all required for effective classroom management. It's not easy leading a large group of easily distracted young people with varying skills and temperaments on a meaningful learning journey.

1. Explain the Following Constructivist Teaching Approaches:
   1. **Interactive-** The term interactive conjures up images of people with whom the learner engages in order to gain knowledge. Collaborative engagement can result in collaborative teaching and learning. Interactive teaching is a two-way street; first, there is the teacher, and second, there are the other students in the class.
   2. **Collaborative-** Collaborative learning is founded on the notion that learning is a naturally social behavior in which participants converse with one another. Learning takes place through conversation.
   3. I**ntegrative**- This validates disciplines' "boundarylessness." There are no dividing lines between the disciplines taught.
   4. **Inquiry-Based-** Inquiry is also used in constructivist teaching. This type of instruction focuses on inquiry or questioning. It promotes inquiry, exploration, searching, questing, research, pursuit, and study.
2. Design an activity using the Problem based learning and Project Based Learning.

Another collaborative, learner-centered instructional technique is project-based learning (PBL), in which students collaborate in groups to create their knowledge and gain mastery of the course content. Project-based learning is frequently mixed up with problem-based learning. One source of misunderstanding is that they both use the term PBL. Looking at the outcome is one approach to think about the distinction between the two. While students in Project-Based Learning must create an artifact to demonstrate their knowledge of content, students in Problem-Based Learning must present a solution to a clearly defined authentic problem.

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| Project-based Learning | Problem-based Learning |
| The assignment of tasks that will result in the creation of a final product or artifact is the first step in project-based learning. The focus is on the finished product.   * Students work on open-ended assignments. These could be more than one problem * Students analyses the problems and generate solutions. * Students design and develop a prototype of the solution * Students refine the solution based on feedback from experts, instructors, and/or peers | Problem-based Learning starts with a problem that decides what students will learn. The issue stems from an observed phenomenon or event. The emphasis is on gaining new knowledge, and the solution is secondary.   * Students are presented with an open-ended, authentic question. * Students analyses the question * Students generate hypotheses that explain the phenomena. * Students identify further follow-up questions * Students seek additional data to answer the questions. |

1. Identify at least 5 appropriate teaching strategies for “Teaching of Edukasyong Pantahanan (EPP) and Technology and Livelihood Education (TLE)”. Describe or explain each teaching strategies.

Teaching strategies for EPP- Foundations, content knowledge, pedagogy, holism, experience, assessment/reflection, dispositions, research/inquiry, and collaboration/leadership are among the guiding concepts shared by all professional education programs. Finding a common approach that can be utilized to excite small learning groups based on multiple collaborative learning approaches is a smart strategy in TLE education.

(1)Take into account students' prior knowledge while organizing class program for TLE lesson, which is graded 3 or "Always."

(2) Improve students' knowledge of TLE principles.

(3) Connect the principles of Technology and Living to other disciplines such as Science, Mathematics, Languages, and so on.