

EDU 213 - Method Courses 1

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Course contents

- Pedagogy
- Teaching as a component of instruction
- Learning effectiveness: strategies and process
- Inter relationship among aims, goals and objectives
- Educational objectives in the scheme of work and lesson plan
- Concepts, Principle & format of lesson plan
- Communication in the classroom
- Approaches methods and Techniques of teaching
- Concept, functions and types of instructional resources
- Concept, goal, type and forms of evaluation
- Discipline in the classroom
- Techniques of classroom control
- Record keeping and classroom management
- Managing large classes
- Counseling Techniques and skills
- Hints for effective counseling practices
- Reflective practice in teaching
- Managing practical classes and safety measures in physical Education.

TEACHING AS A COMPONENT OF INSTRUCTION

Teaching

- ◆ Nwechs (1993) defines teaching as the impacting of Knowledge from one person to another and the guiding of someone to behave in a particular manner. It's as an activity aimed at bringing about meaningful learning through a method that morally and pedagogically acceptable. It involves a teacher, a learner, a content.
- ◆ The process of teaching involves a method that acknowledges the learner's cognitive Integrity and freedom of choice (Bruner,1966), a method that allows the teacher to instruct the learner without necessarily imposing anything on him or her.

Instruction

- ◆ It is the act of telling the trainee or learner what to do and what not to do. Technically, it is the act of "building into the mind, knowledge, facts, relations or principles of one kind or the other.
- ◆ In a scenario where the teacher instructs the student to do something, it portrays the instructor as a supreme commander, and the instructee as "an obedient servant",

Relationship between Teaching and Instruction

- Some scholars use teaching and instruction interchangeably. some believe that the process of teaching is a component of

instruction, while others hold that instruction is rather a component of teaching. Instruction is concerned with the development of Knowledge and understanding in the pupil, about a thing, a system or a process".

- Teaching is concerned with all the domains of pupil's behaviour. Instruction is one for the several modes of teaching (Aggarwal 2005 pg 18-19).
- According to Dictionary, instruction is teaching that you are given in a particular skills or subject: religion Instruction; driving Instruction; instruction in first aid".
- In a broader perspective, instruction is much more than teaching or training became it a systematic, specific and objective. It is the process of leading the learner through sequence of statements and restatement of a problem or body of knowledge that can increase the learner's ability to grasp, transform and transfer what he is learning (Burner, 1996).

Features of Instruction and Teaching

- Instruction could be mediated by programmed material, computer, teaching machine, radio, television, videotape, textbook and other Instructional aids (Aggarwal, 2005; and Smith and Ragan, 1999).
- One of the essential elements of teaching is the presence of a live teacher, who must know better than his students

(Abimbola, 2009) and be well acquainted with the fundamental principles and practice of teaching.

- Instruction is "an intentional facilitation of learning toward identified learning goals and that a live teacher is not essential to all instruction" (Smith and Ragan, 1999)
- It is the process whereby the environment of the learner is deliberately managed to enable him learn to exhibit certain behaviors under specified condition (s) or as a response to specified situation [Bruner, 1966).
- A live teacher is a fundamental requirement for all processes of teaching. He/ she cannot be replaced by anything.

LEARNING EFFECTIVENESS: STRATEGIES AND PROCESS

Learning is the acquisition of Knowledge, skills and values. Psychologically, it's a relatively permanent and observable change in knowledge or behaviour brought about as a result of experience. We have three paths to what and how students learn according to the Psychologist, Benjamin Bloom, which are ;

- Cognitive Learning acquisition of knowledge, or new information. It occurs through direct teaching. It involves recall or recognition, application, analysis, synthesis, and evaluation, of specific facts and concepts.

- Affective Learning deals with attitudes, motivation, willingness to participate, valuing what is being learned. It usually takes place through the process of observation.
- Psychomotor Learning- learning of practical tasks and skills which occurs through observation and practice.

Learning Effectiveness

For learning to be meaningful or effective, the three parts on how students learn must be done. However some factors must be taken to make it happen.

Factors of Effective Learning

- A Learner Characteristics: Majority of secondary school students are adolescents. They face many challenges by their nature. They need encouragement to tackle such myriad of challenges before they can focus on their learning. Example, they develop a liking for the opposite sex and feel the urge to satisfy sexual desires.
- Emotions and Learning: Emotions, positive and negative, have impact on how well students learn. Some pay full attention to learning pay attention and participate in learning activities.
- Individual Differences: All students can't have positive emotions to learning because of what's referred to as individual differences. Students differ in the approaches they

take to learn, think, remember, engage in problem solving. or how they make sense of a particular learning assignment. The difference in learning approaches occur because individual biological (Hereditary) and psychological (Environment) differences affect the ways in which students perceive events, objects, sights, sounds and feelings.

➤ Learning Styles: Students differ in their learning styles. Some are Visual, some are Auditory while some are kinesthetic learners. Usually, most students use all the three style but each learner's has preferred style.

- ✧ Visual learners: learn better if shown diagram and illustrations relevant to the subject matter,
- ✧ Auditory learners: Listen carefully and love to be provided detailed information associated with the subject matter.
- ✧ Kin-esthetic learners: learn best when they physically practice what they are learning.

Strategies for Effective Learning

- ✓ For students to be active, teacher has to work on the quality of teaching strategies. teachers make use of.
- ✓ For teaching to be effective, It must be presented in forms that will appeal to the interest of your learners.
- ✓ Include different activities into your teaching such as group work, exercises, debates, demonstration, role playing, etc.

Also be make use of instructional materials such as pictures, real objects, short video clips, etc.

The Process of Ensuring Learning Effectiveness

- ❖ Adequate Preparation; For learning to be effectively, you as a teacher must have prepare and plan ahead on what to do, what to use, when to use it and how to use it in the class.
- ❖ Set Right Learning Tone: To do this, the right classroom atmosphere must be created and the way to achieve this is to kick-start each lesson with an appropriate ice breaker or introduction rather than traditional y starting your lesson by asking students what they learnt in the last lesson.
- ❖ Set Learning Objectives: From onset of every lesson, let your students have clear understanding of what they are expected to learn so as to encourage them to develop their own personal study plans.
- ❖ Set Ground Rules: Give clear instructions to your students so that the can get informed of what they are expected to do and how they are expected to comport themselves.
- ❖ Use Integrated Teaching Strategies Your Teaching as a teacher must meet the individual needs of your students. Make learning fun for them, incorporate various activities so as to stimulate your students interest in learning. Be creative while teaching, rather than using traditional method.

- ❖ **Chunk Learning:** It will be better if you can present information to your students bits by bits than presenting massive information at ones.

INTER-RELATIONSHIP AMONG AIMS, GOALS AND OBJECTIVES

- Aims are general statement that provides direction to the interest of an educational action, usually written in formless or shapeless term and are not directly measurable. It may not be easily attainable but not impossible. It's refers to as the end product of a system. Aims require greater specification which is presented in the form of goals and objectives.
- Goals are the end toward which an effort is directed. It provides a sense of direction, but more precise. It indicates what a course or perhaps an institution is seeking to achieve. It relate a general aim to specific aspect of curriculum. They are derived mostly from the needs of the people. Goals connect aims to tangible aspects of the curriculum.
- Objectives are contract that describe as what learner's will be able to do after learning what they could not do before. They are clear and specific statements of learning of students should be able to do as a result of a course of study. They do not include the word 'Know' or 'Understand' but

include active verbs like 'state', 'explain', 'list', 'outline' or 'describe'.

The difference between Goals and Objectives

Goals are:

- ✓ Broad statement
- ✓ General intention
- ✓ Intangible
- ✓ Abstract
- ✓ Generally hard to measure

Objectives are:

- ✓ Specific
 - ✓ Precise
 - ✓ Tangible
 - ✓ Concrete
 - ✓ Measurable
- ◆ Aims are the most relevant to educational planning of an educational system.
 - ◆ Goals are most relevant to educational planning at different level of education system.
 - ◆ Objectives are most relevant to school curriculum planning, implementation, daily lesson plan, presentation and evaluation.
 - ◆ Objectives are specific and narrow, goals are broad, aims are broader, It represents outcome (purpose) at the lowest,

narrow and specific level. Goal represents outcome (purpose) at medium and at wider level. It represents outcome (purpose) at highest and the wider level.

- ◆ Objective is a description of the intended learning outcome or performance expected by the teacher from the learners in the course of exposure to, or interaction with teaching-learning activities resources in classroom situation. It can be formulated into two, which are instructional or behavioral.

- ✓ **Instructional objectives** explain what the teacher will do to achieve the objective of the lesson. They focus on instructional strategies or the teacher.
- ✓ **Behavioral Objectives:** are what learners should be able to do at the end of a lesson period that they couldn't do beforehand.

Attributes of behavioral Objectives are;

- ◆ Specific
- ◆ Measurable
- ◆ Achievable
- ◆ Realistic
- ◆ Short time bound
- ◆ Condition that will enable the learners to be able to perform the desired or intended tasks or learning outcome.
- ◆ Criteria for determining satisfactory performance.

CONCEPT, PRINCIPLES AND FORMATS OF LESSON PLAN

- Scheme of work is a guideline that defines the structure and content of a course.
- Lesson plan is a teacher's detailed description of the course of instruction or learning trajectory for a lesson. It's the teacher's guide for running a particular lesson.
- A lesson plan is a roadmap, a blueprint or a game plan. It could be written in prose/ essay format or tabular format, but the elements are basically the same.

Essential features of a Good lesson plan

- ✓ Name of school
- ✓ Name of teacher
- ✓ Subject
- ✓ Topic
- ✓ Date
- ✓ Duration
- ✓ Student's gender
- ✓ Average age of students
- ✓ Period
- ✓ Previous Knowledge
- ✓ Entry Behaviour
- ✓ Instructional materials
- ✓ References

- ✓ Main body of the lesson plan
- ✓ Set induction
- ✓ Evaluation
- ✓ Assignment.

Lesson plan sample

Name of School: Al-Kareem Secondary School, Ilorin.
Name of Teacher: Abdullateef A-Media
Subject: English Language
Class:. SSS 3
Topic: Writing
Sub Topic: Letter Writing
Date: November 3, 2021.
Time: 8:40– 9:20am
Period: 2nd Period
Duration:. 40 minutes
Average age of learner: 15 year Students'
Gender: Male and Female
Behavioural objectives: At the end of the lesson, students are expected to;
1.Explain what letter writing is
2.Differentiate the types of letter writing
3.Know how to write a letter
Entry behaviour: Students are familiar with writing and the different kind of writings that we have.

Instructional material: A hard-copy of a letter written to commissioner of police.

Reference: Fundamental of the use of English. GNS, University of Ilorin. Page 68.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	DURATION	REMARK
1.	Teacher introduces the lesson by asking the students to what they know about writing.	Students give answers to the teacher's question, list the kinds of writings that we have.	5 minutes	Students are able to explain what writing is all about.
2.	Teacher presents the lesson, explains letter writing, thus; Letter writing is a correspondence which could be formal, informal and semi formal between two parties; (a person or an organization, an establishment representing a person).	Students listen attentively to the lesson.	8 minutes	
3.	Teacher lists the types of letter writings, explains them one after the other. And shows the students	Students listen to the lesson, contribute and ask questions	16 minutes	

	<p>an example of a letter.</p> <p>They're three types of letter writing, which are; formal, informal and semi formal letter. Formal letter is an official letter between a superior and a subordinate in an establishment or correspondence done in an official setting for an official purpose(s). It features includes; the writer's address and the date, the recipient's address, salutation, the tittle or heading of the letter, the body of the letter, complementary close and name.</p> <p>Informal letter is termed a friendly letter because it doesn't carry any any element of formality, rather it uses familiarity. It features includes; writer's address and date, salutation, body and complementary close and name.</p> <p>Semi formal letter is the</p>	when necessary		
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	type that has dual nationality. It has few features of formal letter and other features of informal. The formal features are writer's address and date, recipient's address, salutation, body and complementary close and name.			
Evaluation	Teacher evaluates the lesson by asking questions on what they have been taught; what's letter writing, what are the types of letter writing, explain and state the features of each type.	Students respond to the questions,ask their own questions as well.	6 minutes	
Summary	Teacher concludes the lesson by summarizing all that have been taught. The meaning of the types of letter writing. The definition and features of each type.	Students pay attention to the teacher.	4 minutes	
Assignment	Write a letter to the principal,telling him why you missed your test.		2 minute	

CONCEPT, GOALS, TYPES AND FORMS OF EVALUATION

- Evaluation refers to the planned process of obtaining relevant data to answer specific questions, provide understanding of behaviours or take decisions to guide educational policies and actions.
- Teaching is a planned set of activities to ensure that learning takes place.
- Evaluation of teaching refers to generating data on all activities and roles of teacher's in the school system.

Goals of Evaluation

- ◆ Determining learners competence before, during and after instruction
- ◆ Assessing the impact of Instructional activities
- ◆ Selecting appropriate methods and resources for learning
- ◆ Determining the effective of teaching method
- ◆ Ensuring the objective of teaching are achieved
- ◆ Selection of appropriate Instrumentals for assigning learners
- ◆ Guiding policies of instructional materials
- ◆ Generating data for research in teaching
- ◆ Ensuring success for the teaching and learning
- ◆ Ensuring success for the school system.

Types of Evaluation

- **Placement Evaluation:** has to do with techniques of gathering data for answering questions or whether certain

instructional contents and procedures are appropriate for learners.

- **Formative Evaluation:** has to do with gathering of data to ensure problems and weakness are addressed immediately.
- **Diagnostic Evaluation:** is to discover the learning problems of learners, the sources and the causes.
- **Summative Evaluation:** takes place at the end of the Instructional process
- **Process Evaluation:** means teachers planned, classroom interaction, instructional aids, lesson, learner need to be accessed and evaluated.
- **Product Evaluation:** means the results or outcome of learning must be evaluated.

What to Evaluate in Teaching

- ✧ Quality of lesson plan
- ✧ Instructional objective
- ✧ Subject matter
- ✧ Method of teaching
- ✧ Teaching aid
- ✧ Communication skills
- ✧ Classroom management
- ✧ Participation of learners
- ✧ Personality and competence of a teacher

✧ Lesson evaluation

Major aspects of evaluation take of teacher

- ❖ Self evaluation
- ❖ Learner evaluation
- ❖ Resource evaluation

- Resources are materials, services or people that when consulted or utilized add value to life. It's something that is use to achieve specific objective.
- Human resources: are people whose wealth of experience are relevant in enriching knowledge and skills of learners.
- Non human are products of technologies that can be used to facilitate learning.

DISCIPLINE IN CLASSROOM

- Classroom management can be referred to as a wide rage of activities and interactions between the teacher, school and pupils.
- Discipline is the maintenance of orderly and accepted behavior in a given society which requires some sort of control and self respect. It's the will , within an individual which enables him or her believe according to the norms of the society and to consider the interest of others.

- According to Oyesola(2002), discipline is the general condition of order that should be maintained in the classroom to facilitate effective learning and teaching.

Types of Indiscipline

- ✓ Stealing
- ✓ Dishonest
- ✓ Disobedience
- ✓ Truancy
- ✓ Assault and insult
- ✓ Wickedness
- ✓ Disrespect
- ✓ Collective misbehavior
- ✓ Disregard for school rules and regulations
- ✓ Bad habits of individual.

Causes of Indiscipline

- The child
- The child's group
- The teacher
- The school
- The home and community
- The large social order

Factors for effective discipline in the classroom

- ◆ Teacher's personality
- ◆ Good teaching method

- ◆ Constant involvement
- ◆ Supervision
- ◆ A good physical environment
- ◆ Judicious use of punishment/ reward.

TECHNIQUES OF CLASS CONTROL

- Class control involves all aspects of what is taking place in the classroom when a lesson is going on. It is referred to as supervising according to (Nwakwo, 1981).
- It's about effective discipline, being prepared for class, motivating your students, providing a safe, comfortable learning environment, building your students self esteem and being creative and imaginative in the process of instructional delivery.
- Effective classroom managers are those who understand and use specific technique.

Things a teacher should do to ensure class control

- i. Classroom control plan, establish clear rules and procedures for students, Involve them in all aspect of classroom management plan instruct them to follow them.
- ii. Assertive discipline, behavior modification, make the consequences of misbehavior clear to students.

RECORD KEEPINGS AND CLASSROOM MANAGEMENT

- Record keeping involves receiving, processing, storing, retiring and disposal of information for accountability and quality performance that depends on accessibility of usable records.
- School records are official documents, books and files, diskettes and other electronic gadget containing vital information on actions and events which are kept and preserved in the school office for retrieval and use when needed (Osakwe, 2011).

Types of school record

- ◆ **Admission Register** - it shows the list of students enrolled each year.
- ◆ **Attendance Register** is a book used to record the presence or absence of students in class on a daily basis.
- ◆ **Log book** is an historical document that gives an insight into the history of the school.
- ◆ **Visitor's book** is used to record the particulars of all the visitors to school.
- ◆ **Punishment book** is a record of various offenses committed by students, the nature of punishment given.
- ◆ **Cash book** is a record of payment made and income received.

- ◆ **Scheme of work** is a record showing the activities that are to be done and have been done in each subject in a term, extracted from the syllabus.
- ◆ **Lesson plans** are record derived from the scheme of work serving as a guide during teaching activities.
- ◆ **School timetable-** is a detailed plan showing the time when school activities will take place and the people involved
- ◆ **Staff movement book** - is a record of movement of staff, book teaching and non teaching to and from school.

Quality of good school records

- ✓ Completeness
- ✓ Truthfulness
- ✓ Timeliness
- ✓ Usability
- ✓ Originality

HINTS FOR EFFECTIVE COUNSELLING PRACTICE

- Counselling is a professional relationship which is designed to facilitate desirable changes in clients' behaviour

Essential Ingredients for effective counselling

- ◆ Conducive environment
- ◆ Communication
- ◆ Reception of clients

- ◆ Identification of clients problems
- ◆ Motivation
- ◆ Setting achievable goals
- ◆ Understanding the client
- ◆ Realization of strength and limitations
- ◆ Develop a change programme
- ◆ Collaboration
- ◆ Evaluation
- ◆ Confidentiality

Students competences can be developed around three domains, which are ;

1. Personal/ social
2. Career/ vocational
3. Academic/ learning.

REFLECTIVE PRACTICE IN TEACHING

- Teachers professional skills are the set of Cognitive, Psychomotor and Affective skills which teachers deploy in the field of practice to ensure competent and effective teaching.
- Teachers professional values are the sets of attitude and behaviour patterns that have imbibed through professional integration of the body of knowledge, the set of skills that they have acquired to form a set of values.

- Teacher professional knowledge grows and develop slowly with experience.

MANAGING PRACTICAL CLASSES AND SAFETY MEASURES IN PHYSICAL EDUCATION

- Class management and control in physical education includes the way in which the teacher conducts his/ her class and practical lesson during the course of presentation. Outdoor class in physical education involves practical activities. Safety of equipment and safety of participants are important aspect of class management and control.
- Physical education is a subject in which the human body is the major instrument used in planning the practice programme.

Steps in managing the practical lesson in delivery spent skills.

Demonstration - explanation - practice
Demonstration - diagnosis - direction
Lecture - demonstration - practice

Managing practical skill test

- ✓ Test objective
- ✓ Test description
- ✓ Equipment
- ✓ Scoring

Safety measures in physical education class

- Safety in the classroom or on playground requires common sense, preparation and knowledge. Major keys to safety are the development of the right attitude and behavior in anticipating danger and being prepared for eventualities.

Accident occurs due to ;

- Lack of awareness
- Lack of control
- Lack of knowledge
- Lack of right attitude.

Precautions

- ◆ Be familiar with the health status of each students
- ◆ Take the individual skill into consideration
- ◆ Group students together in equal competitive level
- ◆ Be sure that both equipment and facilities are safety to use
- ◆ Administer only first aid, never prescribe
- ◆ Keep accurate accident record.

THE END.

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