

Teachers' Guide

Concepts & Techniques



PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

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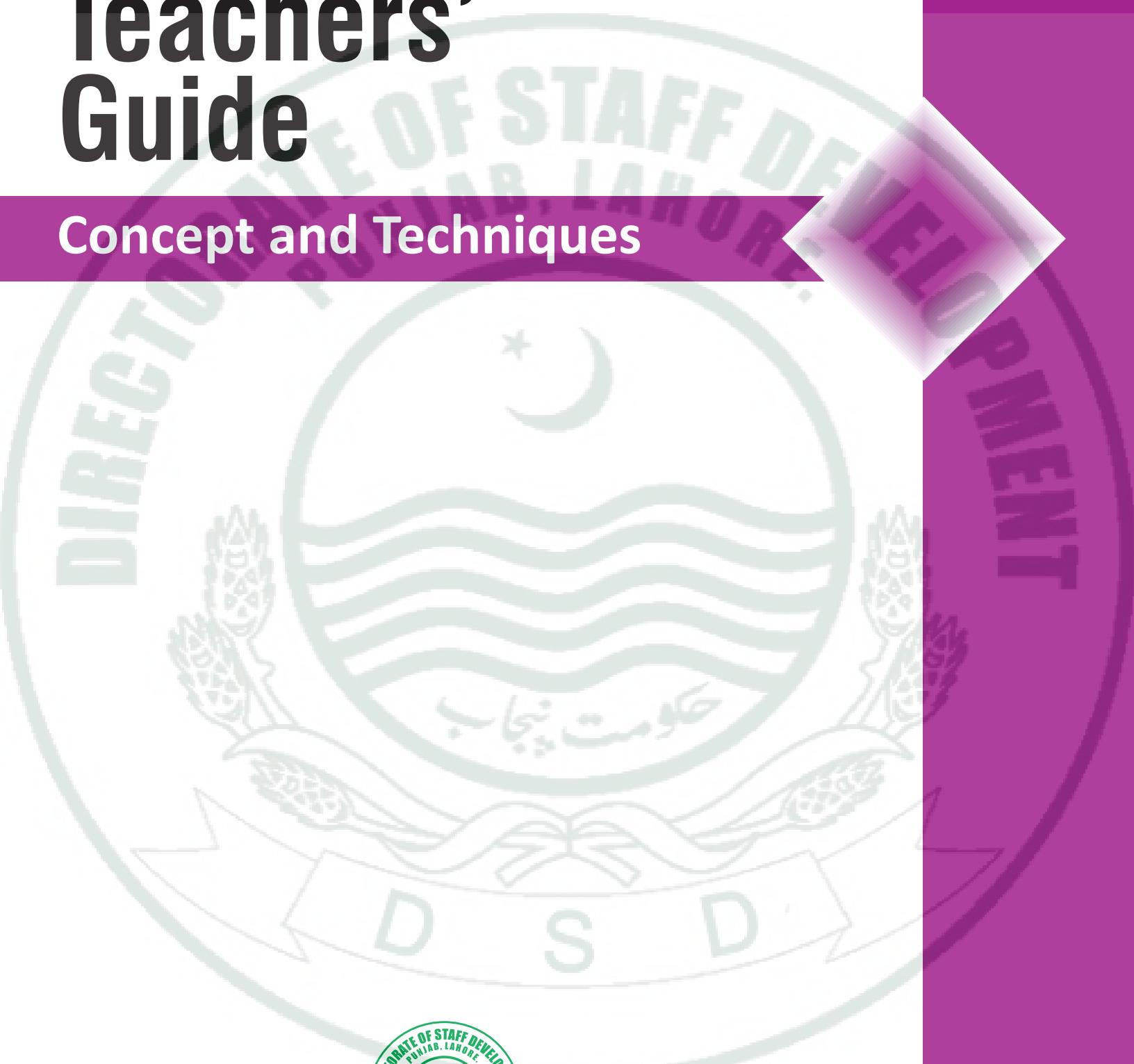
DSD welcomes all education managers and experts, heads of schools, teachers, examination bodies for their valuable suggestions / proposals for the improvement of training manuals, teachers' guides and other materials.

Contact us:

Directorate of Staff Development, Punjab Lahore
Telephone: (042) 99260108, Fax (042) 99260075
Email: info@dsd.edu.pk, Website: <http://www.dsd.edu.pk>

Teachers' Guide

Concept and Techniques



Preface

The Government of Punjab has a strong desire to improve the quality of teaching and learning in the classroom. Various initiatives have been undertaken for provision of quality education to students in the Province. Provision of quality education at elementary level is an important step towards building an education system meant to contribute meaningfully towards development of our society. To achieve the desired goal, activity oriented training for Elementary School Teachers based on modern teaching methodologies has been considered imperative and crucial.

Directorate of Staff Development (DSD) has been training in-service and pre-service public school teachers and developing educational material since its inception. Considering the quality work produced over the years, the task of development of the Teachers' Guides for Elementary School Teachers in the subjects of English, General Science, Mathematics and Concepts-and-Techniques was assigned to the Directorate of Staff Development by the Provincial Government.

DSD worked in collaboration with over three hundred professionals i.e. Teachers, Book Writers and Teacher Trainers from both public and private educational institutions in the subject of English, Science, Mathematics and Concepts-and-Techniques who worked in groups to develop these comprehensive Teachers' Guides. These Teachers' Guides with textbooks are aimed to achieve Students' Learning Outcomes (SLOs) through the teaching materials and methodologies which suit varying teaching and learning contexts of Punjab. These Teachers' Guides will help Elementary School Teachers to deliver and further plan their content lessons, seek basic information on given concepts and topics, and assess students' understanding of the taught concepts.

The DSD team acknowledges the cooperation extended by various public & private, national and international organizations in the preparation of Teachers' Guides. DSD is especially grateful to GIZ (German International Cooperation Agency), for extending its full cooperation and support in conduction of workshops, development of material, quality management, layout and designing of these Guides. DSD is grateful to UNICEF for providing photographs for the guides. DSD recognizes the contribution made by all developers and reviewers belonging to the organizations including Institute of Education and Research (IER), Punjab University, Government Science College, International School of Choueifat, Crescent Model Higher Secondary School, Punjab Textbook Board, Lahore Grammar School, Himayat-e-Islam Degree College, SAHE, PEAS, NEEC, HELP Foundation, Ali Institute of Education, Beaconhouse School System, ALBBS, The Educators, Divisional Public School, The City School, AFAQ, M.A.O College, Portal, LACAS, BUNYAD, AIOU, University of Education, Children's Library Complex (CLC) and GICW Lahore, Govt. Higher Secondary Schools and Govt. Colleges for Elementary Teachers in Punjab.

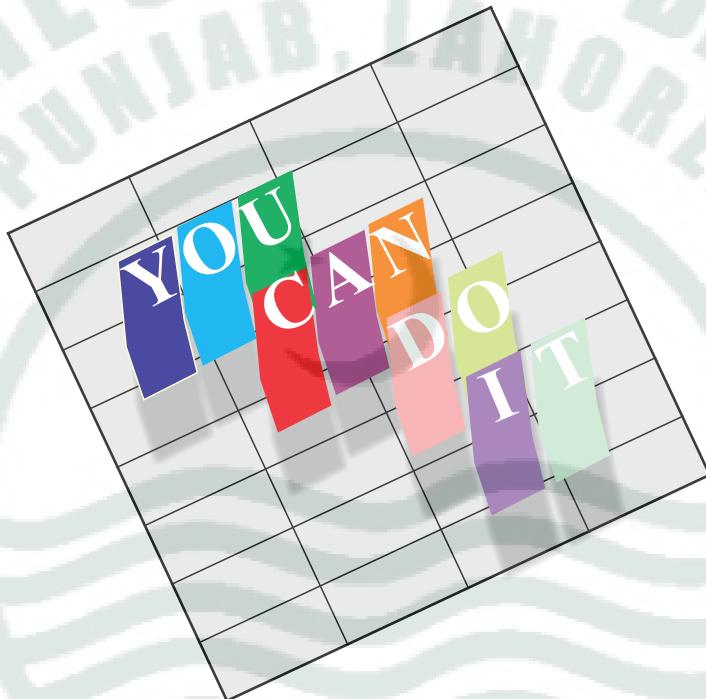
(Nadeem Irshad Kayani)
Programme Director
Directorate of Staff Development, Punjab

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**UNIT
1**

Motivation

**Summary**

Motivation is a crucial element in the teaching-learning process. Some students are highly motivated to learn, while the others are completely unmotivated by what happens in the classroom and have no interest in schoolwork. It is important for teachers to be truly effective to help their students be motivated to learn and to achieve. Teachers must go beyond the materials and processes typically used to stimulate and understand the underlying elements involved in the motivation to learn.

Case Study

Ambreen is a good student in most subjects, but she freezes on science tests and "forgets" everything she knows when she has to answer questions in class. Her parents are scientists and expect her to become one too, but her prospects for this future look dim. She does not feel herself competent. Her worry and anxiety may lead her to make poor choices and it makes her more anxious at test.

Her teacher noted her anxiety and started discussing with her what she was experiencing. She started providing her opportunity for leading in different assignments and started praising her work. She also built her confidence in science subjects through removing her shortages in that subject. Soon Ambreen started achieving good grades in science subjects too.



Objectives

The participants will be able to:

- Describe the role and importance of motivation for effective teaching.
- Explain some of the factors influencing motivation.
- State how to influence and motivate students effectively.
- Apply motivational techniques in the classroom to motivate students.



Material/Resources required

Black/white board, chalk, flip chart, flash cards, posters, chart papers, pencils



Introduction

The most fundamental educational force in the learning process is not the curriculum, nor the methods and strategies used, but the amount of motivation possessed or generated. It is an important aspect of learning. It stimulates the mind and body and generates a readiness for learning. Teaching learning process has discovered a working factor with a strong influence and has established that, “to learn effectively is to learn under true motivation.”

According to Mangle (2004), motivation is regarded as something that prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.



Importance of Motivation

In the teaching learning process, motivation:

1. Stimulates and facilitates learning activities
2. Directs activities towards the achievement of educational goals
3. Controls and directs students' attitude and

behavior

4. Incorporates spiritual and moral values in the minds of students.
5. Gives satisfaction and happiness.



Types of Motivation

1. Intrinsic Motivation

It is driven by an interest or enjoyment in the task itself. It exists within the students rather than relying on external pressure. When students are intrinsically motivated, they do not need any reward or punishment because the activity is itself rewarding.

2. Extrinsic Motivation:

It is created by the external factors such as rewards and punishments. When students do something in order to get a reward or to avoid punishment, they experience extrinsic motivation. This motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.



Factors influencing the Motivational Level of Students

Factors that can exert influence on the motivational level of students and decide their preparation to learn are:

1. Current school set-up, facilities and opportunities and the type of learning atmosphere
2. Attitude of the teacher towards teaching and students
3. The socio-economic background of students
4. The opportunities for satisfying the natural

- curiosity and chances for questions to find relevant answers
5. The extent to which students have liked the learning
 6. The use of teaching-learning material, use of technology and the advantage of learning effectiveness



General Approaches to Motivation

Although there are numerous theoretical explanations of motivation but we will include only those that have direct classroom application. If you grasp these theories, you will be in a much better position to understand motivation. For simple understanding, these theories can be studied under the heading of four general approaches related to motivation.

1. Behavioral Approach

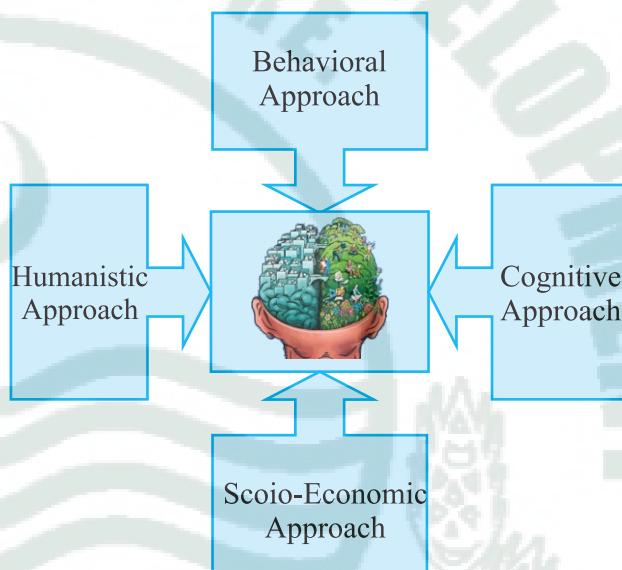
Behaviorists tend to emphasize extrinsic motivation caused by rewards or punishment. If students are consistently reinforced for certain behaviors, they may develop habits to act in certain ways.

2. Humanistic Approach

From the humanistic perspective to motivate means to encourage students' inner resources – their sense of competence, self-esteem, independence, and self-actualization.

3. Cognitive Approach

Cognitive theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished by the behavior in the past.



Approaches	Behavioural	Humanistic	Cognitive	Socio-Economic
Theorists	Skinner	Meslow	Atkinson & Weiner	Bandura
Major Focus	Achievement of task through external rewards and reinforcement	Satisfying basic needs and achieving self-actualisation	Cognitive processes and emotions, beliefs about causes of success and failure	Observation of others and self-regulation leading to personal standards
Classroom Application	Use of rewards and punishments	Know the students' needs inside and outside classroom and have positive expectations	Know the students' attributions for success or failure and provide feedback	Ensure that students are successful in new learning and perceive between effort and success
Source of Motivation	Extrinsic	Intrinsic	Intrinsic	Intrinsic

4. Socio-Cultural Approach

This approach emphasizes participation, identities, and interpersonal relations within a community. Students engage in activities to maintain their identities and their interpersonal relations within the school/community. In other words pupils learn by the company they keep.



Role of Teacher

- Avoid creating intense competition or conflict among students.
- Be free with praise and constructive criticism.
- Be honest and consistent in your treatment of students.
- Encourage students to share their ideas and comments, even if they are incorrect.
- Help students set achievable goals for themselves.
- Involve your students in your teaching. Ask for feedback.
- Move around the room as you teach. Be expressive and keep smiling.
- Pay attention to the strengths and limitations of each of your students.
- Plan for every class separately.
- Put some excitement into your speech; vary your pitch, volume and rate.
- Return assignments and tests to students as soon as reasonably possible.



- Use positive body language to show that you are interested and listening to them.
- Use questioning techniques to involve and motivate the students
- Use students' passive knowledge and a variety of teaching methods like direct method, total physical response, experiential learning, and other such methods.
- Vary your instructional strategies; use lectures, demonstrations, discussions, case studies, group-works, and more.



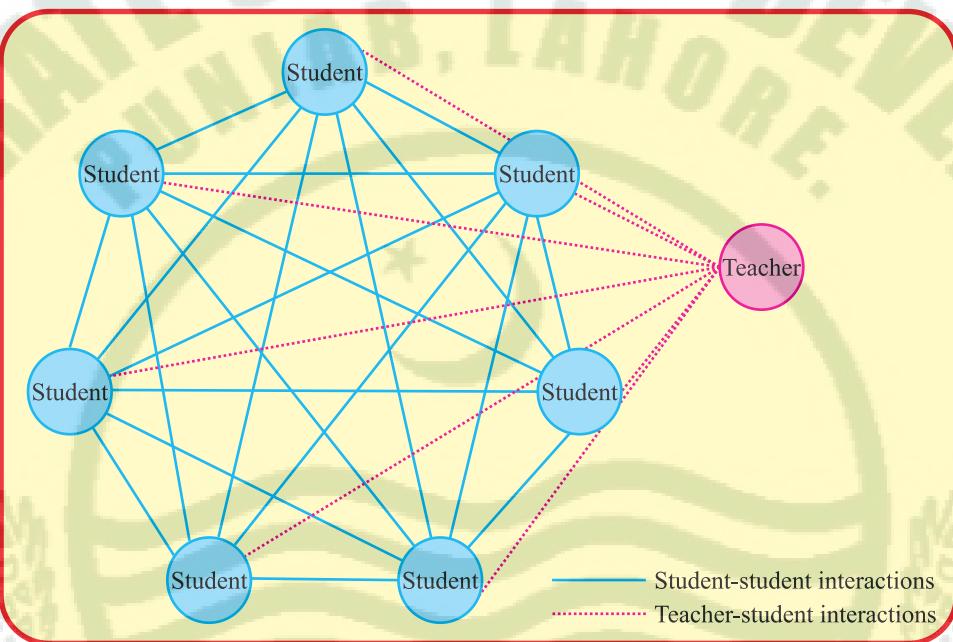
Things to do

- Practise motivational techniques during your classroom teaching, by applying behavioural, humanistic, cognitive and socio-economic approaches.

UNIT

2

Teaching Styles



Summary

This training unit focuses on developing in teachers a deeper understanding of the various teaching styles and approaches to teaching. The teachers, by the end of the training, will be able to identify their teaching style and to adapt it according to the needs of the learners. They will also be able to achieve the overall educational objectives.

Case Study

Aslam was a very bright and active student in Grade VII in a model school in Lahore. He always passed his tests with high grades. His teachers and the school principal were very proud of him. However, this year Aslam scored very different grades at the end of the session. This troubled his parents as well as the principal of the school because Aslam's previous educational record had been excellent. Mrs. Humaira, the principal of school, called for Aslam's class teacher, Miss Sabah, to discuss his result and class performance. According to the teacher, Aslam had not been showing interest in studies ever since she took over the class. Mrs. Humaira advised Miss Sabah to consult the former class teacher, Miss Parveen.

Miss Parveen was shocked to know about Aslam's grades. She promised to sit through one of Miss

Sabah's classes to get to the root of the problem. Upon observing Miss Sabah's class, she learned that not only Aslam but other students also did not respond well to her teaching. Miss Sabah delivered the lecture in a very authoritative way as no student can dare to ask any question. There was zero involvement of students and it affected their learning in the class as a whole.

The two teachers met after the class to discuss the matter. Miss Parveen explained to Miss Sabah that it is important to involve students in the learning process and that she should encourage students to ask questions, give comments and work together to explore any given topic and give her positive feedback to the students. This will develop interest in students.

Objectives

The participants will be able to:

- Describe different teaching styles.
- Highlight the importance of using teaching styles in increasing students' achievement.
- Explain factors affecting the choice of teaching styles.
- Choose and apply the appropriate teaching style during their teachings practice.



Material/Resources required

White board, chalk, flip chart, flash cards, posters, chart papers, pencils



Basic Teaching Style

All students learn according to their own style of learning. Some of them learn just by active listening (auditory learners), some learn by making their own images and seeing through the picture (visual learners), while others learn by doing things (kinesthetic learners).

It is important to remember the effect that the teacher has on the learner. Just as the learner has a specific learning style, the teacher has a preferred teaching style which has a powerful effect on the learning experience of the students. The teacher should adapt it or adopt other styles that are appropriate to the purpose of the teaching and learning of the students.

"Teaching style is the term used to describe the

way a learning experience is conducted. It is built from the behavior of the teacher and the strategy chosen to ensure that the planned learning takes place that the lesson objectives are achieved."

Teacher Behavior+Teaching Strategy = Teaching Style

1. Teacher as a Formal Authority

- It is a teacher-centered approach.
- It is not concerned with creating a relationship with the student
- The most obvious example of formal authority is lecturing.
- It is efficient in providing information
- This style uses maximum teacher talk time and gives little room for student participation.

2. Teacher as a Demonstrator

- It is also a teacher-centered but it also promotes student participation.
- The students learn through the demonstration and teacher acts as a guide to assist the students in applying the knowledge into a similar situation.

3. Teacher as a Facilitator

- Teachers believe that students learn best through activities.
- Mainly involve group work.
- Students are responsible for learning independently.
- Lessons are usually student-centered and students are encouraged to collaborate with one another.

4. Teacher as a Delegator

- Lessons are usually student-centered.
- Places more responsibility on the students, individually or in a group.
- Responsibility of designing and implementation of students' projects with little or no participation from the teacher.
- The teacher's role is to exclusively act as a counselor or consultant.
- Develops creativity, research skills and sense of responsibility in students.

5. Teacher as a Collaborator

- The teacher elicits/accept students' ideas.
- The teacher explores students' ideas
- It relates personal experiences (as a means of empathizing with the students).
- The teacher invites the learner to share case.



Adapting Teaching Style to Maximize Student Achievement

Teaching effectively is a difficult task to achieve, which is why good teachers take many different factors into account when teaching. The most important factor is to keep in mind the three types of learners when planning the lessons. When a teacher knows the learning styles of all students, he / she can design activities to help students learn effectively. In order to maximize student achievement, teacher must design extension/ additional activities to engage all types of learners in class. Having a blend of listening, doing and visual activities will make lessons interesting as they will engage all students. The framework which provides the guidance for ones' teaching style is given below:

- **Closed:** It is the more didactic and formal way of teaching with little student involvement in the material of the lesson.

Participation Dimension

	Closed	Framed	Negotiated
Content	<ul style="list-style-type: none"> • Tightly controlled by teacher • Not negotiable 	<ul style="list-style-type: none"> • Teacher controls the topic and tasks • Some discussions 	<ul style="list-style-type: none"> • Discussed at each point • Joint discussions
Focus	<ul style="list-style-type: none"> • Authoritative • Delivery of knowledge / skills • Simplified and monolithic 	<ul style="list-style-type: none"> • Empirical testing • Process chosen by teacher • Some legitimization of students' ideas 	<ul style="list-style-type: none"> • Justifications and principles • Process chosen by teacher and students • Strong legitimization of students' ideas
Students' Role	<ul style="list-style-type: none"> • Accept what is told • Routine performance • Little access to principles 	<ul style="list-style-type: none"> • Join in teachers' thinking • Make hypotheses and set up tests • Operate teacher's frame 	<ul style="list-style-type: none"> • Discuss goals and methods critically • Make hypotheses, set up tests and conclude • Share responsibility for frame and criteria

- **Framed:** The teacher provides a structure for the lesson within which students are able to contribute their own ideas and interpretations.
- **Negotiated:** The direction of the lesson is to considerable extent dependent on students' ideas and considerations.



Factors affecting the Choice of Teaching Styles

In addition to taking account of the characteristics of the students and the desired learning outcomes, the choice of teaching styles is a matter of personal and professional judgment. Any preference that is made about appropriate teaching styles is generally based on:

1. The teaching environment
2. Personal qualities of the teacher
3. Teacher's professional knowledge

1. The Teaching Environment

There are many environmental issues which affect teaching- physical and mental state of the students, school/department decisions about students' grouping (setting/streaming/mixed ability), type and layout of the room and the range and availability of teaching materials and equipment. Resources are usually limited and teachers need to adjust to the circumstances in which they find themselves. Two other influential factors are class size and teachers' assumption and knowledge about the students.

2. Personal Qualities of the Teacher

The teacher's personality traits also affect his/her choice and the inclination towards a particular style of teaching. The imagination, enthusiasm, energy, ability to form positive relationship with students as well as prejudices assumptions about gender and race all contribute to teacher's classroom behavior and thus influence his / her teaching style. Teacher's communication skills such as body language, voice and the other issues also significantly affect his / her teaching style.

3. Teacher's Professional Knowledge

Teacher's confidence and competence with the subject matter and with classroom management affect his / her behavior and hence teaching style. For example, if a teacher is not well acquainted with the subject matter, he / she will most likely adopt a formal / authoritative style allowing little room for questioning and teacher-student interaction. In contrast, if a teacher has a firm grip on the topic, he / she can adopt student-centered approach without any stress and anxiety.



Teaching Approaches

The teacher must know the following:

1. Theories of how teachers should teach and how student learn
2. Approaches of classroom management
3. Confidence and competence with the subject matter and with classroom management affecting on his / her behavior.

There are two major approaches to teaching:

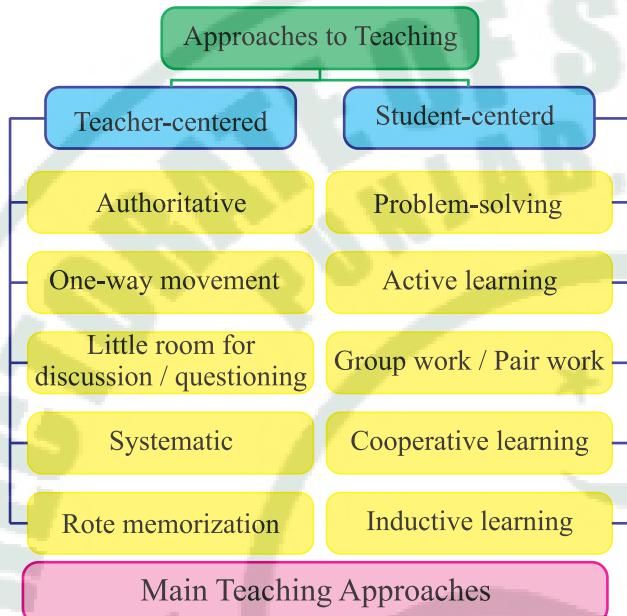
1. The teacher-centered approach

- It is the traditional style of teaching.
- It is primarily one-way movement of sharing knowledge and learning contents from teacher to students.
- The teacher determines the subjects, standards and methods.
- This approach transmits values, attitudes and ideas from teacher to students.
- Students master what is in books and in teachers' lectures.
- The teachers are in control of the learning process hence there is systematic, planned instructional design.

2. The student-centered approach

- Methods shift the focus of activity from the teacher to the students.
- It includes active learning.

- Stress is laid on cooperative learning.
- Students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.



Some teaching styles fit better than others with the various approaches to teaching and methods of learning. In order to meet the learners' needs and the educational objectives, the teacher has to broaden the range of teaching methods and learning strategies.

In considering which teaching method to use, the following questions need to be answered:

- What am I trying to achieve, what are my objectives?
- What are the students' learning outcomes (SLOs)?
- Is this the best way of achieving them?
- What other ways are there of achieving them?
- What are the strengths of the way I have chosen?

- What problems can/will I face when conducting lessons as a facilitator?
- How will I know that this way is the most appropriate way – for me and my students?
- How will I assess whether the SLOs have been achieved?

The answers to these questions will help choose a teaching style and devise teaching strategy, which will best serve in achieving desired students' learning outcome.

Moving Towards a More Student-Centered Teaching Style:

Student-centered teaching can engage and motivate students in exciting ways not seen in most teacher-based classrooms. Teachers do not need to plan big activities and projects in the beginning. They should start with small hands-on activities that can make a big difference in students' learning, students' attitudes, and class dynamics. Such activities may include making groups of three to four members each, and asking them to read to each other, or help each other understand a concept. This might sound difficult in the beginning but results in effective teaching-learning situation. Following are the few strategies which may help in moving towards respective style:

• Use Study Groups for some Discussions

Divide students in groups of up to 5 members. Conduct discussions on topics given by you. Let them know that you will be observing these discussions, and have them write a summary of their discussions.

• Use Group Assignments

Turn an individual assignment into a group assignment, and grade both the individual contribution and the whole project. This will encourage positive interdependence amongst students.

• Use Peer Review

Create a rubric for students to assess one

another's work. This will encourage students to learn from each other. It is also a great time-saving activity, as it takes away the load of the teacher and puts it on the students. This does not mean that copy checking must also be done by students. Students can only be engaged in peer review to help them learn from each other.

• Answering Questions

It is not necessary to respond to every student's question individually. You may be able to combine responses to more than one question or encourage students to respond to their classmates' questions. This will help develop their reasoning skills and critical thinking skills.

• Time Allocation

Divide the time for brainstorming sessions, questioning sessions, discussion and individual / group activities. Through this, the learning outcome can be achieved successfully without any mismanagement and behavior issues.

• Brainstorming

Brainstorming is a technique to elicit large number of imaginative ideas or solutions to open ended problems. Group members are encouraged to expand their thinking beyond the routine suggestions. Everyone's suggestions must be accepted without judgment by the teacher or class

fellows. The members begin to focus on a possible solution, when all members have shared the ideas with the group.

• Cooperative Groups

The teacher incorporates small group instruction, which often includes cooperative learning strategies and, as a result, more students talk.

The small group provides a good forum for expressing ideas. In cooperative group activities, each student is expected to learn or be responsible for a certain amount of lesson content, to instruct the rest of the group in that content, and to learn from the rest of the group members the content for which they are responsible.

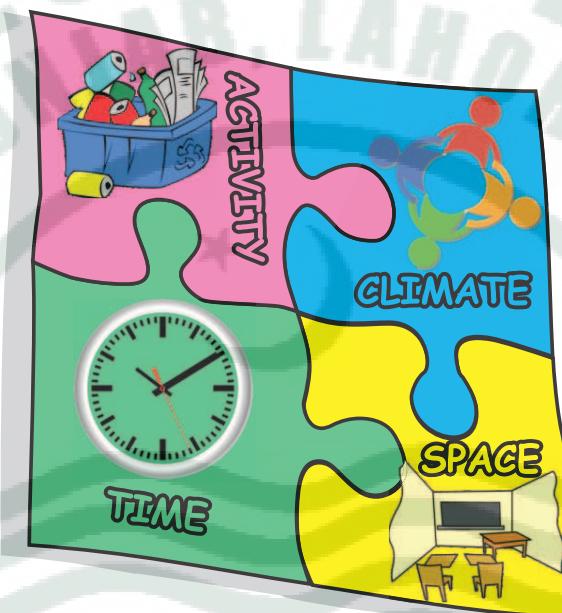


Things to do

- Observe your teaching style and compare it with the characteristics of student-centered style, described in this unit. Make changes in your style to make it more student-centered.
- Make records of students' achievements before and after you adopted student-centered teaching style.
- Discuss the difference in students' learning with your colleagues and peers.

UNIT**3**

Classroom Management



Summary

School and classroom management aims at encouraging student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficiency, and teacher and student behavior are directly linked with the concept of school and classroom management.

Case Study

The District Education Officer visited a village school. During his visit, he went to the classrooms. In a classroom, he observed that the teacher was sitting on his chair and was reading some paragraph from the textbook. There was no proper sitting arrangement for the students. There were more students sitting on the front two lines of benches while many benches in the backside area were empty. He also noticed that some students sitting on back benches were talking with each other and the teacher was not able to notice them because those benches were not in his sight.

The District Education Officer asked the students about the learning. The students sitting on back benches complained about the behaviour of the teacher. They told him that they were not given any importance in the classroom. The teacher did not give them equal attention as was given to the high-achieving students sitting on the front benches.