

Classroom Pedagogy Notes (ICT 7th Sem)

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Unit-1

Introduction to Pedagogy

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THE LEARNERS

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1.1. Meaning of Pedagogy

Pedagogy is simply defined as the method and practice of teaching.

The word educational method used in Nepali language is an honorary word of the English word "Pedagogy". The word Pedagogy comes from the Greek language, the overall meaning of which is child and lead. It can be interpreted as to lead the child. In ancient Greek, it was called *pai*dagogus = *pai*doss (boy) + agog (guide) which meant to bring a healthy child to school, to supervise him while he was in school and to bring his materials.

In Latin, it means to teach a child. From the Latin point of view, Peda means child and Gogy means to teach.

Thus, literally, pedagogy or educational method means to teaching children. In overall, Pedagogy is the science of teaching methods that discusses how to teach learners.

Definitions of Pedagogy:

Pedagogy refers to the "interactions between teachers, students and the learning environment and the learning tasks."

Pedagogy refers more broadly to the theory and practice of education and how this influences the growth of learners.

Pedagogy is defined as the method and practice of teaching, especially as an academic subject or theoretical concept.

1.2. Behaviourist, Cognitive, Constructivist theories of learning

Learning theories are an organized set of principles explaining how individuals acquire, retain and recall knowledge. By studying and knowing the different learning theories, we can better understand how learning occurs.

The principles of the theories can be used as guidelines to help select instructional tools, techniques and strategies that promote learning.

In particular, the following approaches to learning are increasingly being discussed:

1. Behaviorism
2. Cognitivism
3. Constructivism

1. Behaviorism

A behaviourist pedagogy uses the theory of behaviourism to inform its approach. A behaviouristic pedagogical approach would say learning is teacher centered. It would advocate the use of direction, instruction and lecture based lessons.

Behaviourism is a pedagogical theory that defines learning as a process of knowledge acquisition that takes place through observation.

Behaviourist theories view stimulus, response and reinforcement as important aspects of learning.

Behaviourists believe that learning actually

occurs when new behaviours or change are acquired through associations between stimuli and responses. Thus, association leads to change in behaviour. (classical conditioning)

by Pavlov

B.F. Skinner revised Pavlov's theory of 'learning by association' by putting forward a theory of operant conditioning that demonstrated that behaviours of learners could be influenced by positive or negative reinforcements.

Behaviourism approach in classroom practice:

Teachers in classroom can ~~provide~~ utilize positive reinforcement to help students better learn a lesson/concept. Students who receive positive reinforcement are more likely to retain information moving forward, a direct result of the behaviourism theory.

Some behaviourist theorists are Ivan Pavlov, B.F. Skinner and John Watson.

Examples and applications of behaviourist learning theory:

- Drill / Rote work
- Repetitive practice
- Bonus points (providing an incentive to do more)
- Participation points (providing an incentive to participate)
- Verbal Reinforcement (saying "good job")
- Establishing ~~rules~~ rules

Characteristics of Behaviourism:

- It is based on classical condition.
- Learning comes from a series of stimuli and responses.
- Learning takes place when a strong connection is established between stimulus and response. Enforcement can be used to establish a strong relationship between them.
- The environment is more important than the foreknowledge of the learner.
- Learning is particularly affected by the relationship between the learner, the environment, the stimulus and the response.
- Clear knowledge of the receipt encourages the learner to respond.

2. Cognitivism

Cognitivism is a pedagogical theory that studies and focuses on different mental processes, including how people perceive, think, remember, learn, solve problems and direct their attention to one stimulus more than another.

Cognitive learning theories focus on the ability of students to guide their own learning using materials, mental strategies.

The learner's mind is like a mirror from which new knowledge and skills are reflected.

Cognitive approach studies the mechanisms that people use to obtain knowledge using the senses.

The cognitive approach to learning theory pays more attention to what goes inside the learner's head and focuses on mental processes rather than observable behaviour.

Cognitive learning theories are credit to Jean Piaget.

Cognitivism Approach in Classroom Practice:

Teachers can give students opportunities to ask questions, to fail, and think out loud.

These strategies can help students understand how their thought process works, and utilize this knowledge to construct better learning opportunities.

Examples and applications of Cognitive learning theory:

- Classifying or chunking information.
- Linking concepts (associating new content with something known)
- Providing structure (organizing your lecture in efficient and meaningful ways).
- Real world examples
- Discussions
- Imagery / providing pictures
- Mnemonics

Characteristics of Cognitivism :

- Knowledge for cognitivism is functional.
- Through it, you can develop plans and set goals, decreasing negative sequences.
- It focuses on the mental process of learning and how these are stored in memory.
- Explanations, examples and demonstrations form a guide for proper learning.
- Knowledge must be meaningful.
- The student is helped to organize and relate new information with the knowledge he already has.

3. Constructivism

Constructivism is a learning theory student-centered learning theory is where students learn through experiences and reflection.

The constructivist learning theory is based on the idea that students actually create their own learning based on their previous experience.

Students take what they are being taught and add it to their previous experience & knowledge and experiences, creating a unique reality that is just for them. This learning theory focuses on learning as an active process, personal and unique for each student.

Construction

Construction approach in classroom practice:
Teachers in classroom can utilize positive reinforcement construction to help understand that each student will bring their own past to the classroom everyday.

Teachers in classroom constructivist classrooms can act as more of a guide to helping students create their own learning and understanding.

This is crucial to helping many kinds of students take their own experiences and include them in their learning.

Examples and applications of Constructionism:

- Case studies
- Research projects
- Problem based learning
- Brainstorming
- Collaborative learning/ group work
- Discovery learning
- Simulations

Characteristics of Constructionism:

- Learning is interactive, building on what the student already knows.
- It is student centered approach.
- The teacher's role is one of a facilitator or guide.
- Students work primarily in groups. (Cooperative).
- Knowledge will be shared between teachers and students.

~~1.3 Teacher Centered and Student Centered~~ Comparison among Behaviourism, Cognitivism and Constructivism:

Basis of Comparison	Behaviourism	Cognitivism	Constructivism
Founders & Proponents	J.B Watson B.F. Skinner Ivan Pavlov	Jean Piaget Noam Chomsky	Jean Piaget John Dewey Lev Vygotsky
Focus	What the learner does; proper response to a given stimulus (observable)	processing of information; how the learner organizes new information within pre-existing schema (internal)	how the learner interprets the new information and applies to their own reality.
Learner PS:	Reactive; passive, responding to environmental stimuli	Proactive; information processor	Proactive; information Constructors
Type of learning	Basic definitions and explanation of concepts; Generalization and recall	higher level reasoning and information processing; emphasis on memory organization	higher level problem solving and critical analysis; emphasis on real world scenarios

Behaviour may result in reinforcement or punishment.

It focuses on inner mental activities (thinking, memory, problem-solving)

It shows students construction. They create their own perspective ideas.

Example

Pre-tests; comprehension checks; assessments that allows practice, repetition.

Corrective feedback, learning strategies like analogy, metaphor, or, concept mapping; remove irrelevant information

apprenticeships; clinics, collaborative learning; encourage application of new knowledge in a variety of contexts and perspectives

1.3. Teacher Centered and Student Centered

Teacher approach is a set of principles, beliefs or ideas about the nature of learning which is translated into the classroom.

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction.

Your choice of teaching methods depends on what fits you - your educational philosophy, classroom demographic subject areas and school mission statement.

There are various types of teaching methods but we study mainly two types in this topic:

1. Teacher-Centred Method/approach

The teacher is perceived to be the only reliable source of information in contrast to the learner-centred approach. Students are viewed as "empty vessels" who passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. Student learning is measured through objectively scored tests and assessments.

Its main approach is mentioned below:

- Emphasize on subject matter or book.
- Give importance to memorizing or covering the subject.

- Tested on the basis of individual competition.
- Teaching will be done on the basis of artificial problems.
- There will be a definite schedule.
- There will be strict discipline.
- Through written and oral examination, assessment will be done.

2. Learner-Centred Method / Approach

While teachers are still an authority figure in a student-centred teaching method, teachers and students play an equally active role in the learning process because the learner too knows something and is therefore capable of sharing something.

The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure the student learning through both formal and informal forms of assessments, like group projects, student portfolios, and class participation. In this approach, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

Its approaches are mentioned below:

- Emphasis is given on the learning process and how to learn.
- The goal is to develop analytical thinking.
- Can communicate with each other.
- There is participatory learning.

- Learning is based on the solution of official problems without artificial problems.
- Project based learning is the key to learning.
- Emphasis is placed on self-directed learning.
- Evaluation is continuous. The group is evaluated.
- Assessment is also done through exams and online.

Differences between Teacher-Centred and Learner-Centred Approach:

Teacher-Centred	Learner-Centred
1. Focus is on instructor.	1. Focus is on both learners and instructors.
2. Instructor talks; students learn/listen.	2. Instructor models; students interact with instructor and one another.
3. Students work alone.	3. Students work in pairs, in groups or alone depending upon the purpose of the activity.
4. Instructor monitors and corrects every student utterance.	4. Students talk without instructor monitoring; instructor provides feedback when questions arise.

5. Instructor choose topics. Students have some choices of topics.
6. Instructor evaluates students. Students evaluate their own learning; instructor also evaluates.
7. Classroom is quiet. Classroom is often noisy and busy.

1.4 Inclusive Methods

Inclusive teaching describes the range of approaches to teaching that consider the diverse needs and background of all students to create a learning environment where all students feel valued and where all students have equal access to learn.

Inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging.

In an inclusive education environment, all children, regardless ability or disability, learn together in the same age-appropriate classroom.

It is based on the understanding that all children and families are valued equally and deserve access to the same opportunities.

The ABCs of Inclusive Education:

A → All childrens, regardless of ability or disability, learn together in the same age appropriate classroom.

B → Based on the belief that all children are valued equally and deserve access to the same opportunities.



C → Children with disabilities, and those without

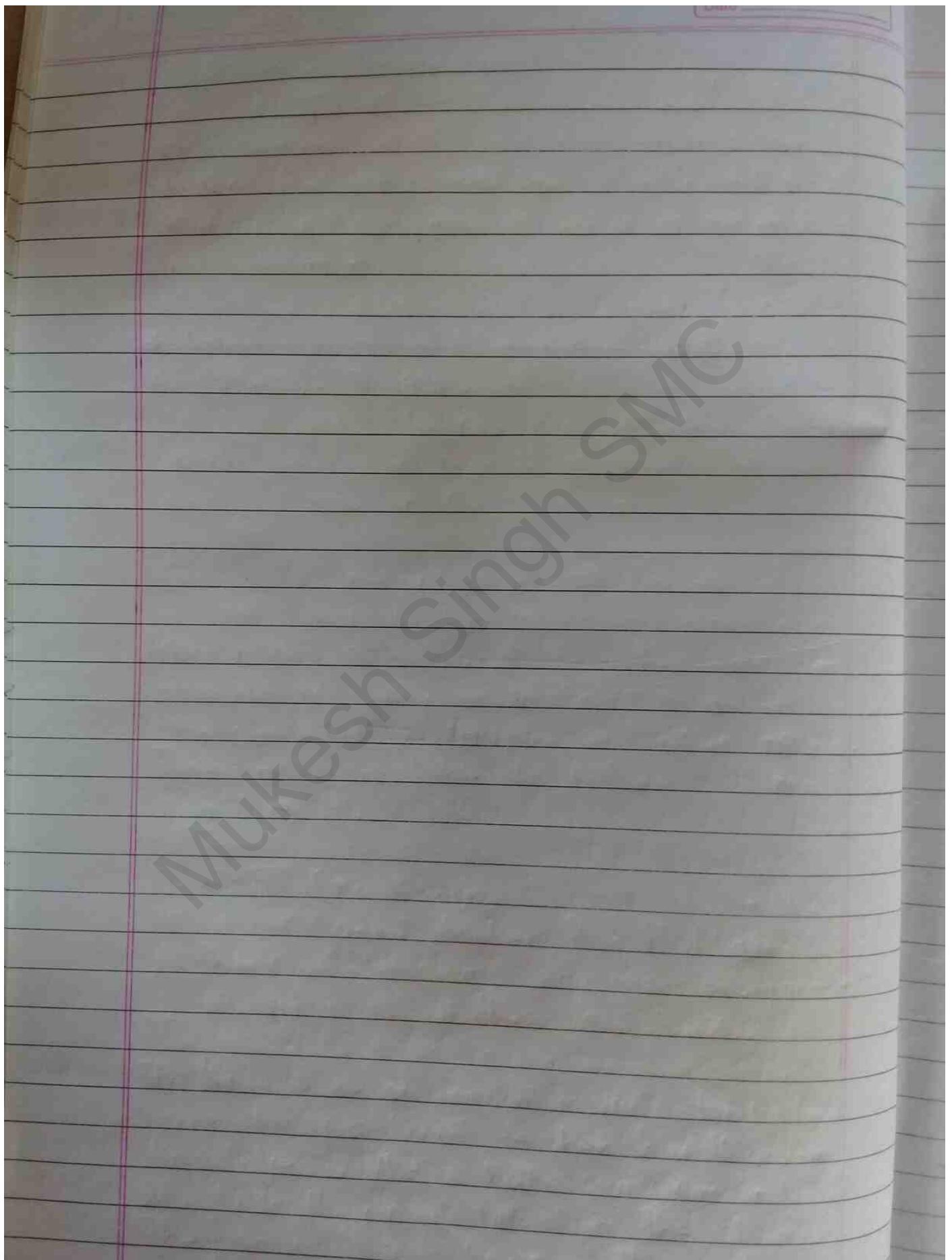
, often achieve greater academic gains in inclusive classrooms.

Inclusive approach can be described as follows-

- Teachers develop supportive relationships with students.
- Teachers decrease the potential for incivility and unproductive conflict.
- Student participation and engagement increases.
- Students are more likely to take intellectual risks, persist with difficult material and retain learning across contexts.

Benefits/advantages of Inclusive method:

- i) Create a ~~wonderful~~ welcoming, respectful learning environment.
- ii) Instructors can connect ~~with~~ and engage with a variety of students.
- iii) Students connect with course materials that are relevant to them.
- iv) Provide natural supports for learning to enhance opportunities for all learners.
- v) Use teaching methods that consider diverse learning preferences, abilities, ways of knowing and prior experience and knowledge.
- vi) Offer multiple ways for students to demonstrate their knowledge.
- vii) Promote respectful interaction among students and between you and the students (e.g. student feedback).



Unit-2

Teacher, Learners and Classroom

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2.1 Teacher

Education is imperative, and to ensure that students gain from it, the educator or teacher has to be competent and patient. Being a teacher is not easy, hence the reason everyone why not everyone is cut out for it. A teacher's responsibility is not just limited to just teaching a class; the teacher has to understand every single student, develop courses to address everyone in class, and even sometimes play the role of a parent to the students. This is why every teacher should aspire to be the best.

2.1.1 Qualities of a good teacher

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students towards greatness. To be successful, a great teacher must have following qualities:

1. An Engaging Personality and Teaching Style

A great teacher is very engaging and holds the attention of students in all discussions.

2. Clear Objectives for Lessons

A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

3. Good Classroom Management Skills

3. Effective Discipline Skills

A great teacher has good classroom management skills and can ensure good student behaviour, effective study and work habits, and an overall sense of respect in the classroom.

4. Good Classroom Management Skills

4. Effective Discipline Skills

A great teacher has effective discipline skills and can promote positive behaviours and change in the classroom.

5. Good Communication with Parents

A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline and other issues. They make available for phone calls, meetings, and email.

6. High Expectations

A great teacher has high expectations of their students and encourages everyone to always work at their best level.

7. Knowledge of Curriculum and Standards

A good/great teacher has thorough knowledge of the school's curriculum and other standards they must upload in the classroom. They ensure their teaching meet those standards.

8. Knowledge of Subject Matter

This may seem obvious, and but sometimes overlooked. A good teacher has incredible knowledge of and enthusiasm for the matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

9. Passion for Children and Teaching

A good/great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

10. Strong Rapport with Students

A great teacher develops a strong rapport with students and establishes trusting relationships.

Qualities of Good Teacher

- 1. Individual qualities
 - 2. Academic/professional qualities
 - 3. Social qualities
- a.
 - b.
 - c.
 - a.
 - b.
 - c.

2.1.2 Teacher in interactive classroom

If the classroom is functional under the teacher, learner, subject and teacher classroom, which are included in the affiliated elements of teaching-learning being effective and achievement will also increase. If the teacher-student activity are goal-oriented and the interaction is organized, the classroom becomes active. Teachers and students are living and active aspects of the classroom, so only their involvement can achieve the goal of learning.

The teacher has an ~~active role~~ important role to play in making the student active in the classroom. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom; some of them are discussed below:

i) Teaching Knowledge

The most common role of a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meet state guidelines. Teachers teach in many ways including lectures, small group activities and hands on learning activities.

ii) Creating Classroom Environment

Teachers also play an important role in

the classroom when it comes to the environment. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for social behaviour in the classroom.

iii) Role Modeling

Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model of them. This can be positive or negative effect depending on the teacher.

Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

iv) Mentoring

Mentoring is natural role taken by teachers, whether it is intentional or not. Mentoring is a way a teacher encourages students to strive to be the ~~best~~ ^{best} they can be if they can. They also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. This helps build their confidence and helps them to be successful.

V) Signs of Trouble

Another role played by teacher is protector role. Teachers are taught to look for signs of trouble in the students. When students behaviours change or physical signs of abuse are noticed,

Teachers are required to look into the problem.

2.2 Learners

The person involved in learning is called a learner. Learner means a learning person. Learner is the most important center in learning. Learner is an important aspect of learning. The rate of learner activeness indicates the outcome of the teaching-learning process. The more active the learner can be made, the more active he or she ~~will be~~ is, the more the success of teaching and learning depends.

The role of learners in overall teaching and learning can be mentioned as follows:

- i) Learners should engage actively in learning activity.
- ii) A learner should be a good listener, thinker, interpreter, constructor and generator of ideas, questioner, etc.
- iii) In teacher-centric learning situation, the learner's role is passive and learns by listening and following the instructions ~~by~~ provided by the teacher.
- iv) In learner-centric learning situation, the learner ~~should~~ learns by doing things, while the teacher becomes the facilitator of the learning process.
- v) In any type of learning, the learner should be interested, attentive and focused in a learning situation to ~~generate~~ gain a positive learning outcome.

2.2.1 Learning Style

- a) Acting as student
- b) Understanding student biography

a) Acting as student

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

The VARK Model

The learning styles of students depend on several factors, including their environment and other cognitive and emotional factors. Because every student is different, it's a good idea for teachers to develop classroom strategies that incorporate different learning styles for different types of learners. The VARK model helps teachers to do this. It is an acronym of that refers to the four learning styles: visual, auditory, reading/writing preference and kinesthetic.

i) Visual → The VARK model, a frequently used method for understanding learning styles, breaks down learners into four types:

i) Visual → Visual learners prefer the use of images, maps and graphic organizers to access and understand new information.

ii) Auditory → Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.

iii) Read & Write → Students with a strong reading/writing preference learn best through words. They enjoy reading and writing assignments. They process information by writing notes.

iv) Kinesthetic → Students who are kinesthetic learners best understand ~~through~~ information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand.

2.2.2. Diversity

Diversity is everything that makes people different from each other.

This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religion belief or political conviction. All these factors work together to inform how students (and teachers, and everyone else) encounter the world.

Why is diversity in the classroom important?

- Diversity in the classroom builds better thinkers.
- It improves academic outcomes.
- It involves more students.
- It improves cognitive skills and critical thinking.
- It prepares students for citizenship.
- It promotes creativity.
- It can improve student's satisfaction and intellectual self-confidence.
- It enhances students' leadership skills.
- It promotes more equitable access to resources.
- It prepares students to succeed in a global economy.
- It produces more productive, more effective and more creative teams.

How to bring diversity into classroom settings?

1. Get to know/understand your students
2. Maintain consistent communication
3. Acknowledge and respect every student
4. Incorporate different teaching styles
5. Equal access to opportunities
6. Celebrate diversity (or hire diversity)
7. Meet diverse learning needs
8. Support professional development opportunities

2.3 Classroom Ecology

Classroom ecology studies focus on the classroom micro-system, seeking to describe and explain the interactions of students' thoughts and behaviours with teachers' management of academic goals and learning tasks.

The ecological paradigm conceptualizes teaching-learning as a set of interrelated folk systems, all of which are influenced by the accountability strategies utilized by the teacher.

Classroom Management:

Classroom management refers to the wide variety of skills and techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behaviour from students, compromising the delivery of instruction.

Classroom management is crucial in classroom because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action.

Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use management not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction.

The Critical Role of the Teacher as Classroom Manager:

- Classroom management is one of the most important roles played by teachers because it determines teaching success.
- Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.
- Effective classroom managers are those who understand and use specific techniques.
- Even if the school they work at is highly ineffective, individual teachers can produce powerful gains in student learning.

2.3.1. Concept: Physical and non-physical aspects

Physical aspects

Physical environment refers to the overall design and layout of a given classroom and its learning centers. Teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child. To do effectively do so, teachers can apply a concept known as Universal Design for Learning (UDL) which stresses that the environment and its materials in it should be accessible to everyone. Creating this accessibility might involve providing books at different reading levels, placing materials within

easy reach on a shelf, or creating ample space so that a child who uses a wheel-chair can maneuver around the classroom.

So, teachers have to take into consideration and pay attention for managing the physical environment which includes the following:

Light: Whether it is natural or artificial light, teacher has to adjust it to be suitable for using technology like projector, and to avoid reflection on the board.

Ventilation → The teacher has to adjust it and set the rules for using windows and A.C.

The board → Consider its size, place, cleanliness, etc.

Seating style → Teachers have to adjust the seating styles according to the lesson or the activity they will give to students, and also according to the behaviour of the students, and their age.

There are many seating styles such as rows and columns, compound rows and columns, U-shape, double U shape, two double rows, etc.

Non physical aspects ~~as psychological aspect~~

1) The notion of teacher presence

When we are managing our classrooms, the kind & and amount of presence we as a teacher uphold are important in establishing and understanding the dynamics of the learning environment.

2) The notion of assertive discipline

As a teacher you might often create feel the need to maintain strict discipline in your learning environment by threatening students with some forms of punishment or other assertive techniques.

3) The notion of Learner self Control

Developing a sense of self control empowers learners and prepares them for their future lives and careers. By employing appropriate body language, making use of an incentive system and efficiently guiding learners, teachers help them learn to control themselves.

4) The notion of teacher Organization

The more organized we are as teachers, the more effective we can be in our learning environment. Learners are more receptive when the guidance given is more focused ; they behave better because they have respect for teachers, rather than because they fear negative consequences.

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2.3.2 Seating arrangement

Students:

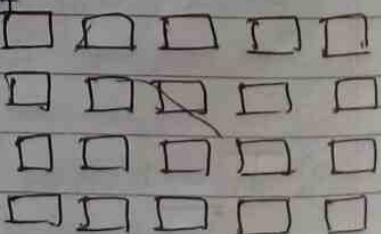
Seating arrangements impact the learning process. Students occupying the front rows are more attentive than those in the back. The students in the front are the ones who generally answer questions asked in class. Therefore, seating

arrangements can be may be a cause for the decline of student performance as attention span, Concentration, Comprehension and the retaining of information can be influenced by where the students chooses to sit.

Let's explore ~~the~~ some possibilities of creating optimal seating arrangements to advance learning in class:

1. Traditional (Rows)

The traditional arrangement typically consists of rows of fixed setting. Students face the instructor with their back to one another.



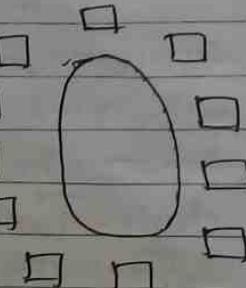
Students in the front rows have the highest rates of engagement while back rows tend to be less engaged.

2. Roundtable / Circle

Many Seminar-Course room

Arrangements may consist
of an instructor and students
sitting around a single large
table. Students and Instructor

All face one another in this
setup, which can support whole-class as
well as partner dialogue.



3. Horseshoe or Semicircle or V-shape

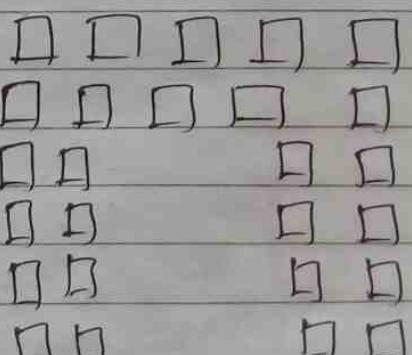
This is a modification of a round table format, where

students and teachers share one large table area (or desk area)
for discussion.

Students face each other but the teacher has space to move around the room. Students can see anything projected onto the board, which makes it great for classroom conversations.

4. Double horseshoe

This seating arrangement involves an inner and outer horseshoe, and similar to the conventional horseshoe, invite greater discussion than the traditional format. This can be good alternative if you need some additional control of student interaction or in case where you have a large number of desks in small space.



5. Pods (Groups/Teams, Pairs)

The pod or pair arrangement can be designed with rectangular, circular or trapezoidal tables or individual desks. This arrangement is used when students will work in groups or pairs with their classmates for a large portion of class time.

Factor that influence Classroom Seating arrangements:

- i) Classroom Size
- ii) Distraction
- iii) Students age
- iv) Class size
- v) Teaching Style

2.3.3 Classroom Display

The physical environment of the room has a direct effect on the learning. Classroom display means decorating the space in the classroom using appropriate and useful learning materials. Decorating classroom walls with useful learning materials can help make learning more useful and better. Now some information is mentioned below about what kind of materials to put in the decoration of the classroom and what are the uses of those materials.

Materials used in classroom display:

The design of materials used in the classroom decoration/display should be such as to support the curriculum. The content of the lesson should be kept in such a way that it can be read by showing these materials.

The nature of such materials should be as follows:

- Creating curriculum based materials;
- Formulae, charts or theme posters,
- List of different types of words for a small class,
- Animals and their names,
- Maps
- Calendars
- Alphabets and numbers in small class by writing on the walls etc.

Objectives of Classroom display

- To motivate students in learning.
- Gradually develop the text.
- Repeat the reader's summary to the student.
- To make the learning of the subject permanent through what is seen on a daily basis.
- Laying the groundwork for the next lesson.

Point Considering for classroom displaying

(material)

- Content[↑] should be kept separate thematically (separately) and should not be mixed up.
- Materials should be placed before teaching the lesson.
- There should be materials that help and motivate students in learning. Content/materials should not be viewed.

2.3.4 Class Organization; Subject, Grade, Multi-Grade Multi-level (MGML)

The school has different classes depending on the learning ability and purpose. What kind of teaching system should be adopted in those classrooms to achieve specific objectives? This is a serious and important aspect.

An educational organization is a decision that is made by a single teacher in a classroom.

In general sense, the various types of classroom management for teaching are called class organization or instructional organization. What kind of educational organization to we is determined by the plans run in the school, the available teachers and their qualifications, the classroom available in the school, the condition of the learner, etc. The number of ~~school~~ students and the school level also play an important role in them.

Thus, keeping in mind the involvement of various elements involved in teaching and learning, the planning schedule in the class organization that determines the time to be taught in which class and at what time.

Objectives of Class Organization:

Class organization is determined by the situation of the school

Objectives of Class Organization

Class organization is a matter to be determined on the basis of the situation of the school and its internal environment. The class organization is to advance the overall learning abilities of the school in a systematic manner.

As a whole, the purpose[↑] of the class organization can be mentioned as follows:

- To make teaching and learning active,
- To advance the teaching-learning process efficiently.
- To make the maximum use of means and resources.
- To teach in a productive manner
- To enhance the learning environment of the classroom
- To manage trained teachers
- To teach on the basis of learner's learning,
- To teach by making the overall educational environment of the school productive.

Type of Class Organization:

1) Subject Teaching

The practice of a teacher teaching the same subject in different classes at different times is called subject teaching.

According to this provision, teachers are appointed according to the subject.

According to the schedule, they teach the same subject in different classes. In Nepal almost in almost all lower secondary and secondary levels, teaching is done according to this system.

This is a method that has been in use for a long time. It originated in the UK and has been operating in neighbouring countries since the 1950s. In the context of Nepal, in a formal and systematic way, this type of education system came into effect only after NEPC 2028.

Conditions for Subject teaching:

- The school should have adequate number of subject teachers.
- Adequate number of teachers should be thematically appointed in the school.
- There should not be much difference in the individual differences of the learners.
- Common learning goals and objectives should be set.

Strengths of Subject teaching:

- It is easier for teacher to teach.
- Teaching and learning will be effective.
- In absence of one teacher there is not much damage to the classroom operation of the school.

Weakness of Subject teaching:

- It is difficult to understand individual differences.
- The specific problem of the student can't be identified.
- The relationship between student and teacher

may fade (may be poor).

Organization of Subject teaching:

- To arrange/arrange thematic/subject teachers in the school.
- To prepare schedule by looking at subject teacher and class subject and time.
- To set aside time by looking at the load.

2. Grade Teaching

A ~~classroom~~ organization in which a teacher teaches all the subjects in a class is called grade teaching or classroom teaching.

According to this method, a teacher is responsible for everything like teaching, evaluation, result creation of a class etc.

If necessary, it is the duty of the concerned teacher to organize the entire teaching and learning activities with the help of the principal and other friends.

At the primary level, grade teaching is considered very useful because many teachers feel uncomfortable when they enter the classroom from time to time and not all the teachers who enter the classroom may have complete information about the

At the primary level, ~~classroom~~ grade teaching is considered to be very

useful because when many teachers enter the classroom from time to time, the children feel uncomfortable and not all the teachers who enter the classroom may have complete information about the students in that classroom.

Conditions for ~~Subject~~ Grade teaching

- ~~Can~~ Condition used only in small classes,
- If there is a trained teacher ~~is~~ at the primary level of the school,
- If there are enough teachers,
- If you are an experienced and knowledgeable teacher of child psychology.

Strengths of Grade teaching:

- Familiar and family style can be taught.
- It is easy to coordinate between different subjects/topics.
- It is easy to find individual difference in learners.
- Student assessment is more objective and practical.
- Familiar relationship is established between the teacher and the student.

Weakness of Grade teaching:

- Since the same teacher teaches the teaching work can be annoying.
- Students are more likely to imitate the teacher's weakness.
- In the absence of a teacher the whole class may ~~can~~ be postponed for one day.

- If there is a weak teacher, the whole class can be weak.
- Such a system is not possible in large classes.

Class Organization in Grade Teaching:

- To clarify the number of students.
- To arrange teachers for class teaching.
- To explain what to teach at what time.
- To plan the activities for the students.

3. Multi-grade Multi-level Teaching /Instruction-

Devashish
Date: _____

The MGML teaching /instruction allows mixed groups of students of different ages, grade and performance levels to be educated together in one classroom by one teacher. Teaching and learning is accomplished by providing opportunity for self-learning from a teacher based on their individual abilities and standards.

In this type of educational system, learners with different abilities of different ages ~~stu~~ and studying in different class are busy teaching and learning from each other. In this way, the foundation for lifelong learning is laid as children learn how to acquire knowledge. This innovative methodology allows teachers to spend more time to guide children individually in their

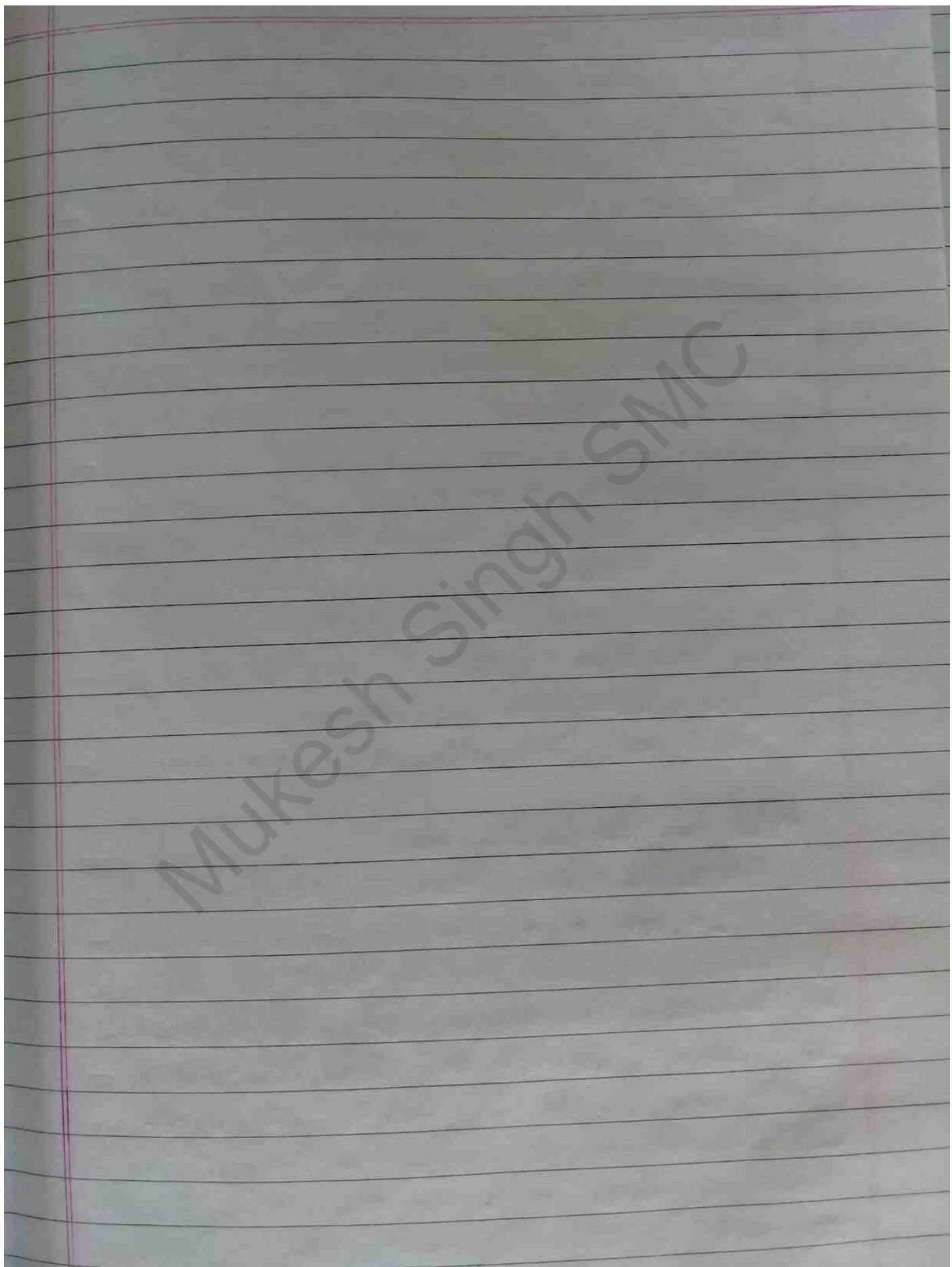
Learning process.

Characteristics of Multigrade Multilevel Teaching

- Most surprisingly there are no textbooks in the MGML classes.
- All learning is activity-based, individual and self-organized, in a heterogeneous learning environment.
- Learning takes place in groups, by learning together and from each other, independently of a teacher.
- Children learn at their own pace.
- Learning takes place in a fearless environment.
- All students complete the learning tasks.
- Learning is done in a supportive style.
- Content is relevant to the learner's needs and environment.
- Child is not at a fixed place in a classroom throughout the academic year.

Need and importance of MGML Teaching

- To teach children and youth who need MGML in learning based on their level and learning ability.
- To conduct learning based on the learner's daily behaviour and ~~to~~ their experience.
- To improve the ability and learning of learners who study in different classes at the school level but are unable to do certain types of learning.
- To conduct classes in case of lower number of ~~of~~ students and lower number of teachers in the school.
- To improve the quality by improving the weakness of students.
- To provide opportunities for experimental teaching and learning by developing learning materials according to the level and interest of the students.
- To increase learning achievement.



Unit-3 Instructional Planning

Ajanta
PUBLISHERS

Page No.
Date

Definitions

- Instructional planning is the ability of the teacher to visualize and forecast into the future of what, why and how of the teaching-learning process.
- Instructional planning is the preparation for teaching and learning, including; construction of goals, objectives, and instructional and assessment methodology.
- It is the systematic planning, developing, evaluating, and managing the instructional process based on principles of learning and instruction.
- It represents the big picture of "what to teach" and "how to teach it".

Importance of Instructional Planning

- Provides for logical sequencing and pacing lessons.
- Economizes cost-time and energy.
- Provides for a variety of instructional objectives.
- Creates the opportunity for higher level of questioning.
- Guides teachers.
- Provides directions for the teachers.
- Develops a sequence of well-organized learning experiences.
- Prepares pupils/students for the daily activities.

3.1. Need for plan and lesson structuring; preparatory, delivery and consolidation

A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal (what the students are supposed to learn), how the goals will be met (method, procedure), how the goals will be reached (and test, worksheets, homeworks) or way of measuring how well the goal was reached.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

Need for Lesson Planning:

~~FAIL TO PLAN = PLAN TO FAIL~~

Lesson plans are necessary for ~~student~~ helping students accomplish their goals within a learning environment on a short-term and long-term basis. Studies show the value of envisioning success in order to attain it.

Similarly, in a classroom setting, failing to have a lesson plan in place minimizes the prospects of envisioning certain outcomes and fulfilling your expectations.

Need for Lesson Plan

~~FAIL TO PLAN = PLAN TO FAIL~~

- Through lesson planning the subject is organized properly.
- It keeps the teacher free from the faults of thoughtless teaching.
- It makes the proper atmosphere for learning process.
- The teacher also gets clear idea about when they should start evaluation and when they should proceed to the next lesson.
- It economizes cost time and energy.
- Lesson plans allow the teacher to apply appropriate strategy.
- Teacher will be more confident and prepared and confident while teaching the lesson.

Example

Planning the structure of a small discussion group:

Step 1: Preparatory

Consider what you want the students to learn or achieve the learning outcomes.

Step 2: Delivery

Choose a suitable set of group tasks to deliver the selected outcomes.

Step 3: Consolidation

Decide how to organize the small group.

Your tasks are to:

- prepare materials,
- explain and check agreements on the tasks,
- monitor the development of the tasks,
- control time boundaries.

✓

3.2 Types of ^{Instructional} Plans - Annual, Unit and daily

There are two main types of plans:

1. Educational Plans ✓
2. Instructional Plans ✓

Here, we study only about the instructional plans:

Instructional Plans

Instructional plan is a document ~~that~~ (often a table) that serves as the outline for the organization of ~~the~~ course, demonstrates alignment among learning objectives, content, instructional strategy and activities and assessment items.

These plans are designed to focus on the strong and effective operation of the teaching and learning process.

Such plans are formulated by the teacher concerned based on the instructions provided by the education plan. ✓

Types of Instructional Plans

There are mainly two categories of instructional plans: Long-term instructional plan and Short-term instructional plan. Based on these two categories there are three types of instructional plans discussed below:

1. Annual / Yearly work plan →
2. Unit Plan ✓
3. Daily Lesson Plan ✓

1. Annual Work Plan

An annual work plan is a one-year instructional plan that includes how to teach the subject at the beginning of the academic session. This type of annual preparation is done by including how to teach any subject within an academic session. This type of plan is designed with the objective of completing the subject matter in a timely manner. In making such plans, the annual work schedule prepared by the school is taken into consideration.

This is because the school's calendar clearly sets out the days of study other than the holidays, as well as the general instructions required for teachers. Therefore, a plan is made by including what a teacher can teach a subject when it is available.

Aims of Annual Work Plans

Following are the aims of annual work plans given below:

- To guide the teacher to learn,
- To complete the teaching task successfully on time,
- To assist in raising materials for teaching in advance,
- To help in the professional development of a teacher,
- To make the educational plan/program of

the school) successful.

- To give continuity to the teaching work,
- To inform the teacher about the text,
- To keep the teacher alert to collect resources.

Materials needed to prepare Annual Work plan

Various materials are needed to / required before making a plan or planning. Planning can only be done by using that material. Following things are needed when a teacher makes an annual plan:

- Course of related subject,
- Teacher's guide based on related subject curriculum,
- Annual calendar prepared by the school,
- Other reference materials required for teaching.

Merits and importance of Annual Work plan:

- It is needed to make teaching ~~not~~ successful and systematic.
- The syllabus helps to conclude on time.
- The teacher keeps himself informed about the preparation and knowledge to be done.
- It helps in conducting educational activities of the school.
- Helps to develop the professionalism of the teacher and increase his professional skills.
- It is easy to collect necessary materials for teaching.
- Teaching helps to make learning better and easier.

Sample of Annual Plan

School name: Sukuna Sec School
Address : Sundaibazarinchha-12, Morang

Academic Session: 2077

Subject : Maths

School opening day : Days of Reading :

Teachers name: Manjay Pandit
Date : 2077/01/06
Class: 9

Month	Date	Unit title	Content	Estimated hours	Materials	Academic Strategy	Evaluation Process	Apology
Baisakh	5-12	Sets	- Review - Problems	6	Table/chart Textbook	Demonstration / Oral question Example discussion - Written exam		
Tirh	13-30	Arithmetic	- Unitary rules - Mixing - Percentage	8/20	"	"	"	"
Jeththa	1-15	Algebra	- Segmentation - Equations	10/17	- Table - Formula chart	Example, discussion, demonstration	"	
Che	15-30	Geometry	- Triangle and related problems and possibilities and problems	10/17	- Diagrams, table charts	- Experiment	"	
Aasan	1-10	Area dimension	- Concept - Carpet and color related problem	6/20	"	"	Summer vacation from 11 Apr.	
Shrawan	12-25	Statistics	- Accumulated frequency - Piechart, histogram...	10	"	"	Summer vacation up to 21	

Month	Date	Unit Title	Contents	Estimated time	Materials	Academic Strategy	Evaluation Process	Apology
Bhadra	15-30	Arithmetic	- Percentage - Discount and VAT - Simple Interest	19	"	- Demonstration, example, Observation experiment	"	1st terminal exam and result.
Ashoj	1-18	Area dimension	- Area of rectangle, square, circle, floor and road. - Cube related - Wall construction	14	"	"	"	
Kartik	-	-	-	-	-	-	-	
Falgun	1-15	Trigonometry	- Introduction - The ratio of side to angle - Problem with measurement - Triangle inclusion problem	8	- Chart - Formula Table - Example - Questions - Experiment	- Discussion - Problem solving - Weekly test	- Oral questions - Homework check	Dashain-Tihar leave through out Kartik
	15-25	Teaching joint combined problem	- is at the rate of one lemon per day.	8	"	"	"	
Chaitra								- Exam result Publication of New senior Preparation

2. Unit Plan

A unit plan is a plan prepared by a teacher based on how to teach a unit of the subject he/she is teaching.

A unit plan is a detailed plan of lesson units for teaching and learning, including how to teach and complete a unit mentioned in a lesson or curriculum in terms of teaching.

Regarding unit planning, H.C. Morrison states "Student learning is an organization of detailed, series and interrelated meaningful activities developed to achieve learning objectives that provide significant educational experience to bring about the expected change in learning" (Morrison, 1961).

The present definition also means that the unit plan is the plan made by including one unit of the subject to achieve the expected change in the learner by achieving the unitary objective (Sharma and Chhetri, 2073).

Importance and Use of Unit plan:

The need and importance of unit plans are mentioned below:

- It provides the teacher with instructions on how to complete a unit by teaching.

- With the help of unit planning, the teacher can fulfill his/her teaching responsibilities.
- It also helps in creating daily lesson plans and conducting daily teaching activities.
- Assists in collecting of various materials required for teaching.
- Helps in the formation and selection of educational skills for teaching.
- Helps to advance the learning process using learners' previous experience.
- Assists in determining teacher behaviour and teacher activities.
- Helps the teacher to complete the teaching task on time.
- Helps teachers to be more confident in their teaching and to be ~~more~~ responsible for their profession.
- Helps in the development of professional capacity of teachers.
- Helps to manage the classroom environment.

Preparation of Unit Plan: / Components of unit plan

After discussing the unit plan, another important topic is how to build the unit plan. In particular, the following points should be taken into consideration while preparing the unit plan (Sharma & Kshetri, 2013).

- One should study the purpose of the related text.
- One should get information about the estimated bell of the related text.
- One should get the information about the curriculum of the related subject and its units.
- The school should look at the calendar and the annual action plan it has created.
- Study the nature of the lesson and choose the appropriate method and content for the lesson.
- The method of assessment should be chosen.



School Name : Sukuna Sec. School
 Address : Sunderharaincha -12
 Class : 9
 Unit : 10 Unit Title: Probability

Sample Unit Plan
 Teacher Name: Rajendra
 Date: 2027/11/30

Subject: Maths
 Estimated hours : 10

SN	Subject matter Sub-unit	General purpose/ Objectives	Specific purpose/ objectives	Teaching Materials	Teaching Activities	Evaluation	Apology
1.	Addition rule of probability	To use the law of addition of probability.	- Explain the combination using addition rule of probability.	Cards, chart, poster of addition rule of probability.	- Teaching station - Cards, chart, poster of addition rule of probability. - Present examples using DFA method	- Small verbal questions - Oral questions	
2.	Product rule law of probability	- Solve problems using the product rule of probability	- To tell the condition using product rule	- Chart Example Table	- Discussion & demonstration - Problem solving methods	- Oral questions - Homework - Classwork	
3.	Creating a tree diagram of probability	- To make tree diagram problem using a tree diagram.	" " "	" " " - Classwork	- Live examples using the DFA method	- Small oral questions	

Principal

Subject Teacher

~~QUESTION~~

3. Daily Lesson Plan

A daily lesson plan is a plan that is made to effectively complete the daily reading of the subject you are teaching. This type of plan is designed to make it easier for a teacher to complete his/her daily teaching activities successfully.

There is a lesson plan as a self guide to achieve the objective. What to teach when entering the classroom? How to teach? What materials to use? What to teach first and what to teach later? ~~This~~ ^{It}

This type of plan is made by including the answer to the question, What to teach students in class? How much to teach? How to teach? What content to use? How to evaluate? A lesson plan is a blueprint for a bell.

In any case, the lesson plan is a pre-teaching blueprint for instructing the teacher about the purpose of teaching a subject in a single hour. This helps in teaching and learning to reach the specific goal while preventing it from deviating from the goal.

Need, Importance and Merits of Daily Lesson Plan

The need, importance and benefits of daily lesson plan are mentioned in the following points:

- Such a plan is necessary to achieve the objectives mentioned in the course.
- The plan should be made to facilitate the

- successful conduct of daily teaching.
- Teachers need such a plan to bring effectiveness in their teaching.
 - Helps to make classroom teaching systematic.
 - The lesson plan also helps in selecting the materials required for the lesson and choosing the educational strategy.
 - Assists teachers in choosing and organizing subjects.
 - Daily lesson plans are needed to make learning new subjects easier and simpler based on students' learning abilities.
 - Daily lesson plan also helps in search and research of teaching skills.
 - Daily lesson plans are needed to make teaching dignified and active.
 - Confidence, Timesaving

Daily Sample of Lesson Plan

Grade: 7

Subject: English

Teaching Topic: Our festivals

Unit: 1

Date: 20/7/12/20

Time: 45 min

Lesson Objective: At the end of the lesson, students will be able to:

- ① List ~~of~~ festivals by our community.
- ② Identify the activities according to festival.

Phase	Major Activities
A=Anticipation (10 min)	<p>(Think Pair Share)</p> <ul style="list-style-type: none"> • Every student think about what are our festivals and what people do in few festivals. (list in your copy) • share with your pairs.
B=Building up Knowledge (25 min)	<p>Jigsaw: divide the students into groups</p> <ul style="list-style-type: none"> • Name the groups as Dashain, Tihar, Tcd. • Tell each group to prepare the list of main activities in the festivals (within 7 minutes). • Call group leader and say to present the list within 3 minutes and teacher provide feedback for each group (if any).
C=Consolidation (10 min)	<p>(Quick Write)</p> <ul style="list-style-type: none"> • Attach the name of the festivals on the board and say to quickly write main activities which are done on that festivals separately.

4. 3.3 Individualized Education Plan (Individualized Instruction Plan / Personalized System of Instruction - PSI)

The developer of individualized education system is Profenor Fred S. Keller. He developed the method in 1963 with his colleague J.G. Sherman. He used this method in the field of psychology at Columbia University. His personalized system of instruction (PSI) is also called Keller Plan. Its historical basis is the systematic teaching developed by Profenor B.F. Skinner in 1950. Keller developed this method by adding some more material to the same method and by adding some more material to this method. It is a teaching-learning method based on learning based on one's ability and desire.

An individual learning system is a learning method that moves forward based on one's own learning pace. In this way, each learner pursues her/his studies independently based on the format or framework for learning.

It sets objectives for each unit and gives clear instructions on what to study together, what to work on, and what problems to solve. When the learner feels that he has been able to maintain his ownership of the given unit, then he is evaluated. Once the learner passes in that unit, then he is evaluated and arranged to

Study in another unit. The supervisor immediately evaluates the learner and provides points.

Objectives of Personalized Instruction (PSI)

- To teach on the basis of a person's ability and status.
- To help all students in their learning by paying personal attention to them.
- To make the learner master the subject based on the learning speed of the learner.
- To give immediate support to the learner in the work he does.
- Conducting learning through multimedia.
- To provide more facilities for students to learn/look.

Characteristics and fundamental elements of PSI:

The characteristics of individualized education system (or PSI) and its basic elements are described as follows:

→ Personal attendance → Personal attendance is one of the characteristics of teaching as it is taught individually with the help of Profs. Profs.

→ Equality learning → Apprentices are taught with more than 90% achievements in one unit, which guarantees the learner to earn own the content. He learns based on his own ability and speed.

iii) Emphasis on written work → The learner keeps a record of what he has learned in writing.

iv) Teaching Revenge facilitation → The teacher facilitates the learner by using a variety of means to make the learner readable instead of explaining the subject directly.

v) Continuous Monitoring of the Learner → It provides immediate support by monitoring the work of the learner by arranging the proctors (supervisor).

vi) Obstacles to learning will be removed → If the learner feels any obstacle in the course of learning, an attempt is made to remove that obstacle immediately.

Mechanism of Individualized education plan or PSI:

The functioning of individualized education plan is summarized below:

- First of all, all the objectives and themes are selected based on the learner's needs and abilities.
- Divide the subjects to be taught into small parts and keep those divisions as a systematic sub-unit.

→ Pay attention to the overall objectives and present the objective of the particular unit in practical terms so that the learner can understand it.

→ Give all the materials of the first unit to all the students and give instruction to move forward in the study, to provide study guidelines. Now the student begins to study at his own pace and may take help of proctors if needed.

→ When the learner feels that he/she has mastered the subject, he or she can request a proctor or teacher to evaluate it.

→ When a student can own a unit, then he can become a friend of his friends and he can help his friends in the unit to master the content.

→ In testing and evaluation, the learner is provided with the necessary support individually.

Through this process, the learner can gain ownership of all the units of the subject.

Advantages of individualized education system.

- Learners will be able to learn on their own speed and ability.
- Learning will be based on a learner centered and self-learning system.
- Students will have ~~the~~ more access to the content.
- Develop a positive attitude towards education.
- Maintain a good relationship between teacher and student.
- After success in a unit, the person is likely to become a proctor.

Difficulties and problems of individualized education system:

- As the new system, the interest of teachers may be weakened.
- Criticism from old-fashioned supporters.
- There may be a shortage of teachers and proctors.
- Teaching needs - Teachers need training.
- Since the learner ~~is~~ has more responsibility for the study, he is more likely to waste time and touch fn between.

Essential Components of Lesson Structure:

How to present a lesson or a period in the classroom? Textflipping, reading and teaching? This paraphrasing and other other widely used lecture methods, which are common in most classrooms, are methods that reduce the effectiveness and give prominence to the tendency to memorize. In paraphrasing or discourse methods, the beginning and end of the lesson are the same.

In order for effective teaching and learning to take place, the lesson must be coordinated in such a way that it is clearly spaced. To effectively combine text; the text should have three parts that can be presented easily in ABC:

1. Anticipation (A)
2. Building up knowledge (B)
3. Consolidation (C)

1. Anticipation (A) / (Preparation for the Lesson)

The English word Anticipation used to describe the preparation of the text means the analysis of complex behaviour. The lesson preparation is to analyze the learning of the learner based on the lesson he is trying to teach.

The preparation of the lesson refers to the idea of connecting the subject matter of the lesson by analyzing ~~and~~ the real situation of the learner based on the lesson sought to be taught.

Entering the subject directly of the lesson we teaching is like an unprepared relay. The student is

confused. Learning achievement cannot be good in this way.

So what can a student do before starting a lesson? What is the foreknowledge of the lesson they are trying to teach? With that in mind, they should start teaching from what they already know. So that the learner does not have to feel difficult to feel that he is reading something new. There is a lot to learn from the beginning of the lesson. It's complicated. This is very new. The perception of such things is likely to activate the mental element that hinders learning in the student's brain. Therefore, in order to minimize the possibility of activation of this barrier, the teacher needs to be very careful about the student's prior knowledge while combining the lesson.

2. Building up knowledge / Behaviour of less. (B)

It is a specific section of experience or subject matter designed to meet the objectives of the lesson or the objectives of the course.

It is a good presentation of the lesson that needs to be presented to the student by keeping the learner's multi-sense active, using different materials based on the learner's need, level and demand by meaningfully combining the learning objectives.

What do you do when it comes to presenting a lesson in the classroom is an important topic

Asking questions with clear speech and attractive facial expressions in the classroom encourages students to respond positively. Your presentation with confidence indicates that you are mature and competent in the subject matter so you should be present in the classroom with positive thinking, maturity and confidence.

In order to manage the teacher's presentation in the classroom in a positive and effective way, one should pay attention to the following:

- Directing one's behaviour with confidence.
- Controlling the voice based on the size of the classroom.
- Introducing interest in the lesson.
- Advancing one's own style in a purposeful way.
- Conducting teaching and learning activities by making eye contact with the students.

3. Consolidation

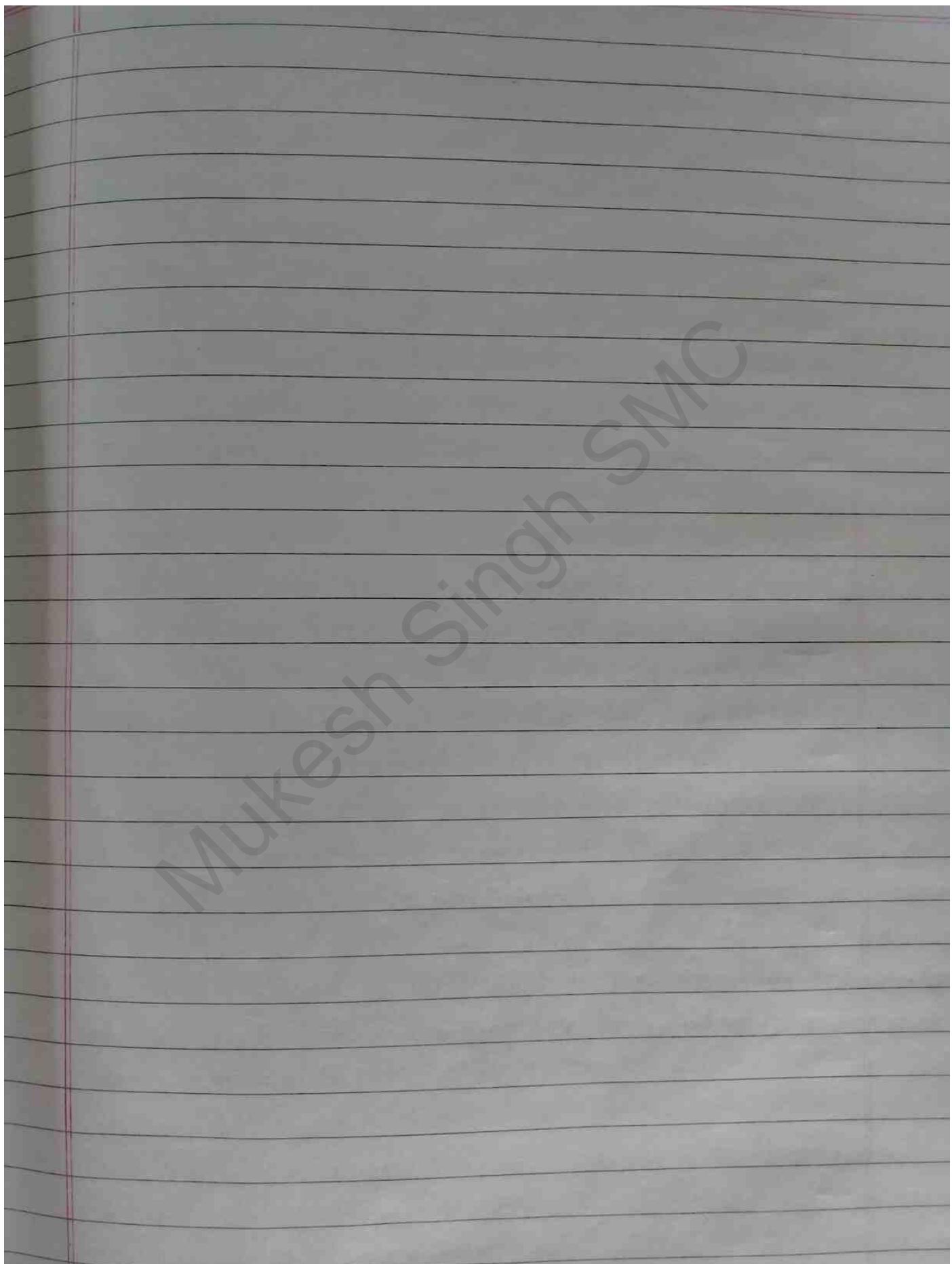
This is the last step towards teaching any lesson. Even after the learner has understood the meaning of the text based on the above steps, more work needs to be done to establish it as knowledge or permanent knowledge. What do students talk about in the knowledge building phase?

The teacher wants the students to remember what was read in the knowledge building phase, to reflect on the subject matter and to ask what their meaning is. This phase of activity is based on expectations & called Reinforcement phase. We need to

think about how to use knowledge we have learned, as well as how to replace the old ideas with new ideas or new knowledge.

This step involves the following:

- Summarize the main ideas of the various ideas.
- Explain the idea,
- Exchange ideas,
- Review individual learning,
- Ask additional questions,
- Engage in collaborative activities.



Unit- 4

Teacher Centered Methods

Ajanta

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Teacher Centered Method:

Some subjects have to be taught by teachers on their own initiative or the teacher is more active than the student then such teaching method is called teacher-centered method.

Such methods have been criticized as old or traditional. Despite such criticisms, it is best to use a teacher-centered approach based on the nature of the subject matter, the condition of the learner, the condition to be taught, the school environment and resources and amount of subject matter to be taught.

Conditions of using teacher centered methods:

There are many methods, the research in it is found to do its own kind of analysis. In this case, it is natural for the teacher to be confused about which method to use in the classroom.

Therefore, in order to guide the situation in which the teacher-centered method is used best, some of the situations are mentioned:

- The subject to be taught is new. In this regard, if the student has weak prior knowledge, we can use the teacher centered method.
- We have to teach the idea and if the idea is based on complex boundaries then we have to use the teacher-centered method.
- Even if you have to teach ~~the~~ skill, the teacher-

centered method is effective.

- A teacher-centered method is useful, even if it is to teach the basic skills of long term but experimental work.
- The teacher-centered method is useful even if the subject matter of the learning is very complex and its features are analytical.
- Teacher-centered method should be used even if the environment is not conducive to student-centered methods and school conditions.

Teacher Centered Methods are discussed below in the next page:

4.1 Direct Instruction

Direct instruction is the primary teaching strategy under the Teacher-centered Method, in that teachers and professors are the sole supplier of knowledge and information. Direct instruction is effective in teaching basic and fundamental skills across all content areas.

It is a teacher directed method, meaning that the teacher stands in front of a classroom and presents the information.

It might be a lesson in which the teacher very clearly outlines the order of all the planets in the solar system; or might be a simple explanation.

Phases / Steps in direct instruction:

Direct instruction consists of the following 5 phases / steps:

- | Phase | Teacher's Behaviour |
|-----------------------------------|--|
| 1. Clarify goal & establish set | Prepare for lessons by informing the students what they need to learn or do. |
| 2. Demonstrate knowledge or skill | Explain what you need to know or explain by demonstrating. |
| 3. Provide guided practice | Instruct the student to practice what he or she needs to learn. |

4. Check for understanding → The teacher should immediately support what the student has done, right or wrong.

If it is wrong, tell them immediately what is wrong and teach them how to correct it.

5. Provide extended practice and transformation → Help the student to acquire the skills that need to be learned by doing the practice often more.

Guidelines for direct Instruction:

The following things should be taken into consideration while adopting the direct teaching method:

- Learning should be divided into different stages by analyzing the things / skills to be learned in order to teach in a phased manner.
- Divided sub-skills should be taught one after the other in the same order.
- Perfection must be achieved by repeating over and over again.
- Students' attention and effort should be focused on the process, not on the achievement.
- Students should be taught to self evaluate

and improve themselves based on that.

Characteristics of direct instruction:

- Teacher talk exceeds students talk during instruction.
- Use of class time is largely determined by the teacher.
- Instruction occurs frequently with the whole class.
- Small group or individual instruction occurs less often.
- The teachers rely heavily on the textbook to guide curricular and instructional decision making.
- The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher's desk nearby.

Ans

4.2 Concept Teaching

Concept teaching is an important and basic aspect for the development of high level of thinking of the learner.

Concept teaching is that kind of teaching from which the learner acquires the ability to classify the learned subject on the basis of characteristics, to be able to distinguish it from other similar objects, to find the rules in any knowledge and use them.

Concept teaching involves the learning of specific concepts, the nature of concepts and the development of logical reasoning and critical thinking, may be deductive (rule to example) or inductive (example to rule).

Conceptual learning starts from the beginning of school learning and it goes hand in hand with continuous learning. Patterns of learning have also been developed in relation to the teaching of ideas. The main purpose of these models is to develop a high level of thinking in the learner, to clarify the concept or nature of the concept in the learner, to develop logical ability and to enable communication.

Characteristics / nature of Concept teaching.

- Concept can be placed into categories.
- Concepts are learned through example and non-example.
- Concepts are influenced by social context.
- Concepts have definition and labels.
- Concepts have critical and non-critical attributes.

Phases / Steps in Concept Teaching:

Below is the list of tasks that need to be done in order to conduct conceptual lessons in the classroom:

1. Clarifying aims and establishing sets

While conducting the lesson, the teacher explains the purpose of the lesson to the learner and what is being done for learning. That should be kept clear. In explaining the text, the importance of the text should be conveyed. Then in order to learn the concept, the learner has to understand whether there is prior knowledge through question and answer.

2. Presentation of Concept

While teaching a concept, its definition and class (or category) as well as the presentation of examples and opposite examples vary according to the approach chosen by the teacher for teaching. The approach used to present it in concept teaching and the activities

based on it are mentioned below:

i) Direct Presentation

Direct presentation includes the following in the internal flow of the text:

- Explain the concept of the concept and its definition to the students.
- Identify the features critical features of the concept and provide its examples and opposite examples.
- Evaluate whether the students have clearly understood the idea by asking them to present additional examples of and opposite examples of Concept.

ii) Concept attainment

If the students have already learned something about concept, the pattern of concept is used as the main means of presenting the text. When using this pattern, the teacher follows these steps:

- Present the examples and ~~and~~ the opposite examples and classify the right examples as Yes and the opposite examples as No.
- Ask the learner to compare the merits of the examples and the opposite examples.
- The teacher should continue the discussion

and interpretation using the opposite examples to realize the critical quality of the idea.

→ If the student has not got the idea to identify what is right and wrong in the example and the opposite example I ask them to set their own example ~~in H~~ and the opposite example.

3. Analyzing thinking and integrating learning

After the presentation of the text through direct presentation and concept attainment, in the final stage of both, emphasis should be placed on the teacher guided activities to analyze the learner's own thought process. Such works helps to combine the newly acquired knowledge as learning achievement or learned knowledge. It helps to concise and clarify the learners' previous experience and their assumptions in the thinking they are doing. At this stage, it is necessary to clarify how the perceptions that are being learned are related to other perceptions and how are they different.

Guidelines for planning Concept Teaching:

- a) Selecting Concept → Concepts should be chosen clearly, from the end it should be from the curriculum of the subject we are teaching and both the subject or syllabus given by the Curriculum.
- b) Selection of teaching Model → There are more than two models or approaches for teaching such as Direct presentation and Concept Attainment. We can choose one of them.
- c) Defining Concept → We can use following three steps to define a concept:
 - i) Mentioning or identifying the name of the concept.
 - ii) List the critical and non-critical features of the Concept.
 - iii) Mention a clear definition.
- d) Analyzing Concepts → One should choose the examples and the opposite examples of the said Concept. The example establishes the relationship between the learner's prior knowledge and of experience and the knowledge to be learned.
- e) Selection of example → When choosing an example, you have to choose different types of examples that explain the quality of the free mind.
- f) Selection of material → For concept teaching, materials such as visual image and graphic organizer

should be used. It helps in learning complex ideas and in the permanent memory of the learner.

g) Plan of time and place → For learning the concept, the nature of the concept, etc length and the length of time it takes to learn the condition of the learner should be clarified.

4.3 Presenting and Explaining

When teaching a lesson on any subject, both its presentation and the explanation of the lesson are teacher centered. Teaching strategies. When giving new knowledge to the students to the, the content of the lesson, activities and the expectations of the students should be briefly explained, so that the students are prepared in advance for what the new information will be and how to learn it.

In particular, presentation is a style of presenting the lesson to the students, while explaining is a teaching strategy.

This ~~if-a~~ strategy is a form of advanced organizer. There are various reasons for choosing this strategy. They are as follows:

- a) Cognitive psychology helps to connect new knowledge with students previous knowledge.
- b) It can take short time to give something new effectively.

Steps/phases in presenting and explaining:

1. Gaining student's attention.

→ Adopt the Teacher's Advanced Organizer strategy to focus the students on the lesson and set goals.

2. Linking to the students' experience related to the lesson → Connecting with their previous

knowledge and experience by considering their background, abilities, etc.

3. Provide hints to get → In case the students are not able to do the asked questions or given activities easily, the teacher will help by giving some hints without giving full explanation.

4. Provide Clarity → The teacher should be clear about the content and the purpose of the lesson and guide the students to achieve that purpose. For this, the teacher should have prepared in advance where the students may face problems and what kind of help will be provided to the students in such situations.

Presenting

In order to improve one's learning skills, one has to pay attention to its presentation. In order to make the presentation of lecture skills systematic and effective, the following things should be taken into consideration:

To make presentation effective:

→ The presentation should be such that the learner can easily achieve the learning achievement through its effect.

→ You need to control your voice during presentation and use a microphone if necessary. In any case, everyone should be able to hear.

→ Appropriate and relevant examples, illustrations e.g. interesting topics should be added during the presentation.

- In order to make the presentation interesting, the best kind of materials should be used.
- In order to make the lecture attractive, & PA technology can also be used in between.
- During the lecture, the teacher should look at the whole class students.
- The content to be displayed should be visible to all.
- External things should not be included in the presentation, the focus should be on the flow of important information throughout the received time.

Explaining

Explanation is one of the teaching skills based on authoritarian approach where the teacher's discretion and control is greater in the way and style of presenting the subject.

How to make explanation skills more effective:

To make explanation skills more effective and systematic by paying attention to the following:

- The teacher should be clear and knowledgeable about the words to be explained in the relevant text.

- The speed and process of explanation should be taken forward by understanding the potential of the learner.
- Q&A process can be taken forward on the basis of information as required.
- What seems important during the expansion should be written on the board.
- Interpretation should be objective and purposeful and not limited to interpretation and speech only.
- In the course of explanation, one should try to get as much ~~as~~ help as possible as required.
- Even in the case of explanation, efforts should be made to keep the learner as active as possible.

Importance and Uses of Explanation strategy:

- Explanation skills are mostly used in language teaching.
- It is useful in teaching subjects like Science, Geography, history, art etc.
- It helps in teaching ^{any} subject in a clear and comprehensible way.
- It is useful for teaching vocabulary not only in language subject but also in other subjects.

Limitations and defects of Explanation Strategy.

- If the learner is not active as a listener then learning cannot be successful as desired.
- Learning may not be effective without a person with expertise in extension skills.
- Learning may be affected if it is not possible to select the appropriate extension style based on the nature of the subject.
- Most of the topics are mentioned only verbally, which may interfere with learning.

Unit 5

Student Centered Methods

Ajanta

Page No.
Date

5.1 Learner engaged learning Category

5.1.1 Concept

The method of learning that keeps the student active during teaching and learning is called the learned engaged method. It belongs to the democratic learning method.

Student active method is the method of choosing not only learning style but also one's own role and keeping oneself active, students becoming aware of themselves.

Different teaching methods and skills can be used depending on the nature and need of the subject. If the subjects based on the knowledge of the past and the learner have prior knowledge, it is considered best to use the student-centered methods to teach more subjects.

Conditions for using learned engaged method:

- i) This method can be used if the learner has experience of general perception and has to teach analytical knowledge based on the same perception.
- ii) This method is useful in teaching lessons based on analytical thinking in the learner.
- iii) This method is useful if the students are at the level that they should learn.

teachers instructions and be able to work in his or her own resources for personal study.

- v) If the learners are very young, not all the methods ~~are~~ included in it are useful. This method is useful if the learner is in a position to understand the language of the teacher and follow their instructions, i.e. listen to what is being written.

5.1.2 Strategies : Brainstorming, Think Pair Share, Direct Reading Activity, Prediction from Terms, Direct Listening Thinking Activity, Text Coding, Know Want to Know Learn (kwl), What? So what? Now what?, Verbalized Learning, Learning Stations

Learner engaged strategies are explained below:

1) Brainstorming

It allows students to express their views on a given topic openly so that they can think freely, happily and from a multidisciplinary perspective. Thinking freely without hindrance can lead to the emergence of various ideas which are not possible in the activity of finding the right answer within a certain range.

Brainstorming involves following steps:

- i) Open Question problem giving
- ii) Telling the thoughts that comes to the minds of the students. At this time, do not listen to the good/bad, right/wrong and just go on saying the ideas that came without comment.
- iii) The teacher will write down the ideas on the board or chart.
- iv) To encourage more ideas, different ideas.
to say
- v) Stop this activity after the given time. It is

advisable to do this activity for 3-5 minutes.

vi) Entering or advancing the text by abbreviating the prepared list.

2) Think Pair Share (TPS)

This strategy is considerably very useful in teaching to understand the lesson.

It is also a collaborative learning strategy.

In this, the learners work with each other to solve the problem or complete the given task.

It involves thinking individually, discussing in pairs based on thoughts, and exchanging in groups,

or in the classroom. In the ABC model,

there is a pre-activity to acquire knowledge from the text with curiosity.

Steps of TPS model:

i) What is the lesson to be taught? ~~clarify~~
that and on the basis of the target perception, formulate the questions or clarify the main issues to be provided.

ii) Explain the strategy to be used and provide a base for discussion.

iii) Demonstrate how to use the strategy or its method to the student so that the student can use the skill easily.

iv) How the students are working using the TPS strategy as mentioned below? provide necessary assistance by inspecting that:

T: Think → ~~Teacher~~ Teacher tell some questions about the lesson, what the learner thinks or think about, what to hear about about the lesson.

P: Pair → See if each student is in a pair or in a group small group and provide the necessary support.

S: Share → Have the students discussed in their pair or in their small group? Now turn by turn explain your thoughts to the whole class.

3) Direct Reading Activity (DRA)

It is a teaching learning method that focuses on realization/conception. In this the learner is guided to study by asking questions to the learner himself. In this they are made to guess. They are then asked to read to make sure that their guess is correct. It motivates people who are good at reading and even helps them understand.

To use this method in the classroom, it is best for the teacher to use the following written method:

- i) Take a paragraph or lesson for learning.
- ii) Provide information about the lesson and instruct them to read.

iii) Provide a sample of how to reflect product the course of the lesson to events of the lesson, understanding the learner's reading ability should be taken into consideration while conducting this task.

D = Direct

- Instruct the students to answer the given questions by studying them from the text or paragraphs.
- Give a definite time to study and ~~for~~ to find the answer to the question.

R = Reading

After the students have ~~have~~ ~~has~~ guessed the answer to the question during the lesson, ask him/her to consider whether the given is correct and ~~for~~ make further correction if necessary. The process should be continued until the given paragraph is finished.

A = Activity / T = Thinking

After the time allocated for reading the given paragraph ~~or~~ lesson is over, go back to the specified paragraph and ask each question to think. Where did the question come from? Is your answer correct? Need to add something? After discussing about the correction as needed, but get the answer to each question from the student. After finishing

one question, go to another question and repeat the process till the end.

4) Prediction from Term

Before reading the lesson to be read, the teacher choose the main subject of the lesson (especially the story), some words (5-6) related to the main character or the important event and describes the relation to that word. Ask the couple to tell you what will happen in the story. Then the method of studying by comparing how much given is found with the story is called prediction from term.

Steps / activities of prediction from term:

- i) The teacher should say the main 5-6 words of the lesson/story/essay to be taught.
- ii) Write the words and say that these words appear in the lesson. The nature of the text and its style should be explained.
- iii) The student pair should be asked to guess the story, description, logical essay with all the terms.
- iv) After 3/4 minutes, the teacher tells some couples to guess what they have done.

v) Listen carefully to the lesson being read and how much the student guessed.

vi) After reading the lesson, you should ask them to see how much they agree.

(Note → This should be done in 5-6 minutes as it is a crucial phase).

5) Direct Listening Thinking Activity (DLTA)

The strategy of listening to a story told by someone and asking them to guess what happens next when the story comes out, to compare the disagreement and to re-guess what will happen next is called direct listening thinking activity. It is also called guided listening and contemplating activity.

~~How~~ Steps of using DLTA :

These strategies can be applied in the classroom through the following five steps:

i) Choose a story that can be guessed and told in class.

ii) When going beyond the story, where to stop, what kind of questions to ask and what the answer will be, to choose a place that is suitable to stop at five.

iii) The teacher should tell the title of the story and what kind of story it is (folklore, real story, fairy tale, ...). Then ask what happens in the story based on the nature of the chosen story, keep telling the story and with a twist what happens in the story now? Ask the students to guess, and pause for a moment and listen carefully to how much the guess is.

iv) Finish the story in the same way that the teacher will read the next part of the story and guess what will happen in the rest of the story.

v) At the end of the story, ask the student to reflect on how many guesses he got, which ones and who got more guess? How to estimate? Discuss what guessing students suggest to others.

6) Closed Reading with Text Coding (or Text Coding)

This is a method of pointing out appropriate words or phrases or sentence according to the instructions given while reading the text. Since the basics of the lesson are determined in advance, the purpose of the lesson is guided and the students focus on it. This will help in achieving the objective of the lesson.

Steps of text coding:

- i) If the text contains various ideas, information, knowledge etc.. the teacher should find out in advance what the student needs to find out by reading the text.

iii) While reading the text, you should give a definite indication in pencil on the information sought.

iii) If there is still time left for the given task, such students should be asked to keep the information in the table.

Symbol	()	()'	()
Information			

7) Know Want to know Learn (KWL)

KWL is the acronym for the English words Know / Want to know / Learn. It is understood as a strategy or method of knowing / wanting to know and learning. This method is used to convert the entire text into a specific format. Let's see what is done in this method based on these three letters:

K (Know) → It is used to teach the learner what to know about the text. The following type of questions are asked based on the text.

Questions are asked based on a brief reviewing the text.

- What do you know (including the context of the text) ?
- What do you know?
- Think again and say what you know.

W (Want to Know) → What do you want to learn from the context of the text / lesson? What do you want to learn from this lesson? The question is asked. In addition, the answers to these questions are also found.

L (Learn) → The text is applied in any way after the topic you want to know. Discussions are held. The next step is to discuss/answer questions based on what you have learned from the lesson.

This method is considered very useful method or method for active learning. The way IWL is known, this method can be operated in groups of 6-8 people and takes 15 minutes or more. Said the lecture of analytical thinking this learning method.

In short, following steps can be followed:

i) Students choose a lesson that they have already learned or can tell about something about the subject based on their experience.

ii) Tell the lesson to the class and tell the students what they know about it.

iii) Make a chart with three pens (Know / Want to Know / Learn):

Know	Want to Know	Learn

8) What? So what? Now what?

This method can be used to put into practice the knowledge or ideas gained from any text. This method is also considered important for teaching to apply the knowledge learned in school in practice. This method requires chalk, board or chart paper. Learning activities can be completed using the time available in the classroom by preparing the program in 15 minutes.

The following types of activities are performed by this method:

Steps

i) Make the student read a lesson or teacher should teach or discuss a lesson.

ii) After the general discussion or teaching, the student can decide what can be done based on the discussion or teaching. So what does the teacher do on the chart paper or on the board as follows? And show the following types of tables on what to do next:

What?	So what?	Now what?

iii) At this stage, using the table above, write down the answer under the "What" column asking what was learned from the discussion and study. Then write the answers in the column titled "So what" discussing what to do next.

Then write the answers in the column "Now what".

discussing what can be done now, what problem suggestions do students have for problem solving.

9) Verbalized Learning

This type of learning strategy is especially suitable for people with a literal learning style.

In particular, the learner is divided into groups and the teacher tells about a subject or lesson. After that some questions or issues are provided and discussed in the group and then the answer to those questions is said orally on the behalf of the learner group.

Steps

The following types of steps are followed:

- i) Decide which words or events to teach by preparing the lesson to be taught.
- ii) Make a group of learners
- iii) Give problems
- iv) Read the problem by yourself or recite it from a recorder.
- v) Solve the questions given in the group on the basis of mutual support.
- vi) Ask the group to present the answers received from the group.

10) Learning stations (or Learning centres)

Learning centres or stations are corners or places where students can keep materials in the classroom for different tasks at different levels. Learning activities should be related to

specific topic/concept or area of learning.

The learning centers help students to participate in learning activities according to their own level, interests and needs. They can participate in learning individually, in pairs or in small groups.

Steps/ process of Learning:

- i) The teacher should prepare for the work to be done in the learning center, including the collection and construction of the necessary materials.
- ii) The learner in the learning center should ~~have~~ give clear instructions to the whole class about what to do.
- iii) Divide the tasks to be completed and arrange them on the basis of difficulty level and also indicate the difficulty level by giving instructions to do another task ~~for~~ after the completion of one task.
- iv) Give instructions to move forward by completing the given task in pairs or groups.

- vii) Keep the answer in the relevant center to provide support about the work to be done in each learning center.
- viii) The teacher will monitor the activities of the students by visiting each learning center.

5.2 Cooperative Learning Category

5.2.1 Concept

Cooperative / Collaborative Learning is a learning in a group way. In the learning of this system, the learner learns the subject matter of any subject by exchanging the information and experience gained in that subject in one go.

For learning, they create cooperative environment where they exchange information and knowledge on any subject. Through such exchanges, they refine and refine their experience and knowledge.

Basic assumptions and Characteristics of Cooperative teaching and learning:

- i) Efforts are made to make the teaching-learning process student-centered.
- ii) Students are allowed to choose their own learning method and learning process.
- iii) The teacher is a helper and the learner is in the role of guide, while the learning environment is created by the students exchanging support with each other.
- iv) It gives more recognition to each other.
- v) Inclusive style is adopted against discriminatory

situation while forming groups.

v) The method of rehabilitation is provided to the group as well as the individual.

5.2.2 Strategies : Paired Reading Pair Summarizing, Reciprocal Teaching, Read Summarize Question, Jigsaw, One Stay Others Stray, Mix Freeze Pair; Pens in the Middle, Pyramid Learning, Paragraph Expert, Student Teams-Achievement Division (STAD)

1) Paired Reading Pair Summarizing

The method was introduced by Vaughn (1986). In this method, the student can be asked to read the lesson pairs. This method can be used by 2 to 200 people. This method has been developed with the intention of encouraging different thinking. Scholars have also mentioned that it takes a lot of time to conduct a text in pairs, so some of the first paragraphs can be read in pairs and summarized in pairs, and then the next paragraphs can be read separately by dividing them.

Steps

The following types of activities can be performed to complete this method:

(a) Step 1 → Select the appropriate length of informative text. Make short text.

Step 2 → Read the text in a way that the student can hear and summarize the lesson. Briefly summarize and feature the features of the paragraph that you have

read, even if they are shorter than the original text. Again, ask small questions about the text.

Step 3 → At this stage, student is asked to pair. Everyone should be given the task to read the paragraph and make summary yourself. In order to evaluate whether students have learned or not some students should be asked to summarize, and correct and suggest their answers as needed.

Step 4 → Once students are familiar with this method, ask them to read each syllable of paragraph, summarize and ask questions about the text.

Reflection → This method is useful for reading difficult text carefully.

2) Reciprocal Teaching

Reciprocal teaching is a learning strategy developed for the purpose of teaching the learner to read carefully based on the belief that the learner must read carefully to understand the content of the lesson.

It is implemented on the basis of following activities:

Program Information → Explain what we will do in how many phases.

Steps

Step 1 → The student in the class are divided into small groups and clarify what needs to be done.

While performing the role of teacher, the student should do the following :

- a) Recite a paragraph aloud.
- b) Explain what is said in the lesson in one or two sentences.
- c) Ask your friend question related to the lesson.
- d) Explain what is not clear.
- e) Guess what will happen next.

Step 2 → The teacher will recite a paragraph by himself. aloud himself, summarize it and explain how the main thing was ~~abbreviated~~. Then ask two questions about the paragraph. Clarify passages that are difficult to understand.

Step 3 → Have ^{the} students practice at each stage. Comment on the work they have done.

Step 4 → Draw attention of the teacher and ask them to voluntarily tell the summary they have made. Provide support in their review.

Step 5 → Now all the group to practice independently.

3) Read Summarize Question (RSQ)

If you can formulate questions and that summarize any topic or text and ask for answers to explain the ~~sum~~ essence/main idea of the text, it becomes clear that the text is understood. The reading summary question can be conducted in a person, in pairs and in the whole class. It consists of following steps:

Step 1: The teacher will mark the short text (3 to 6 sentences) in paragraphs.

Step 2: Divide the students in the pairs in class, making the final group of 3 if there is an odd number.

Step 3: One of the couple reads the paragraph and summarize it and asks a friend out of it and discuss the answer. The answering friend also ask and discuss if there is a question.

Step 4: Read the next paragraph by another friend to your partner and discuss the summary question in the same way above.

This method can be used in groups of 4 or 5 people and in the whole class.

4) Jigsaw

A specific type of method where students help each other in learning is called jigsaw method. This is a special kind of cooperative learning. This method helps all students to read all the materials. In this method, all the students have an active role the learner acquires logical ability through deep thinking.

Steps / phases:

Step 1 → A group of 4/5 people can be formed.

Step 2 → Divide a lesson/problem/activity into 4/5 parts as needed and assign a group to work on one part. It can be broken down into parts like introduction, strengths, weaknesses, improvement measures.

Step 3 → All the members are assigned to work on the part assigned to their group, the work brought & discussed and all are prepared together. Thus, the part of your group that fails should be that group.

Step 4 → All groups are asked to present their work in sequence, such as expert introduction, strength, weakness, improvement measures from which a complete lesson is presented. As the expert group presents its part, other groups gain more knowledge besides their work and thus the lesson is completed. In this way, a complete shape is formed by joining different pieces together.

5) One stay others stray

This is kind of strategy in cooperative learning where when working in a group, one person stays at his own group and rest go to other groups to understand the friend's opinion. When implementing this method, it is better to form a group of 4-5 people. While implementing this method, there should be a place to walk in the classroom.

Steps

The following steps are followed while implementing it:

Step 1 → Four or 5 students are placed in a mother group.

Step 2 → The teacher assigns the numbers of all the tables to the right of the room by doing 1, 2, ... respectively. The teacher tries to say his number by doing 1, 2, 3, 4 on the table.

Step 3 → The student is given a task to do.

Step 4 → After working in a group for about 5 minutes, the number 1 is asked to get up and go to table number 2 and the number 2 is asked to go to seat number 3. But students 4 and 5 sit at their own table.

Step 5 → The new student at the table ask the student what the answer was. Then they return to their group and tell it. The student who did not leave the table said that such a thing happened in his group. Return to your group and tell the other group what you know, in 3 minutes.

6) Mix Freeze Pair

The Mix Freeze Pair Method is a strategy of Cooperative Learning. This method is considered important for imparting knowledge of the subject along with social skills to the learners. This method is great for learning by working with friends in the classroom. The use of this method increases the self confidence of the learner, develops the habit of putting his ideas in groups.

Steps:

i) Organizing Gatherings → Students organize gatherings in the open in a suitable place of classroom to exchange problems and experience for learning.

ii) Asking ~~student's~~ questions or problems → At this stage, the learner puts the questions or problems openly in order to share his/her questions, experiences and interests.

iii) Mix Freeze Pair → At this stage, students are asked to walk around openly which is called Mix.

While walking, the teacher stops, which is called freeze. After stopping like this, a close friend is asked to

form a pair, which is called a pair. If no one is paired they are forced to live in another mate.

iv) Tell your story → When your partner is paired, tell your story to your partner based on the topics you need to read.

v) Re-activity → Repeat this type of activity 3-4 times.

vi) Exchange of experience → When the walk stops and pairing activities are over, then ask 3-4 people to share their experiences. Then come back to your place.

vii) Experience group → After the activity, ask 2-3 couples to tell the whole class what they have learned.

7) Pens in the Middle

This method is used to develop the clarity of a person to speak his mind with confidence. In this, the learner can speak his mind with confidence among his friends. This method is also said to be the end of my talk.

Steps:

- i) Prepare questions for each students to say something.
- ii) Make a group of 4/5 people and keep them in a circle.
- iii) Have each student hold their pen or pencil.
- iv) Each person speaks at the rate of 1 minute. When it is your turn to speak, you should place the pen among your friends.
- v) Repeat that sequence even if the subject is spoken by a friend.
- vi) After the work is done, ask them to exchange lessons or questions in the classroom.

8) Pyramid Learning

Learning strategies to create, analyze, and synthesize ideas by creating a pyramid of ideas in an individual, pair, group, entire classroom or are called **Pyramid learning**.

Steps

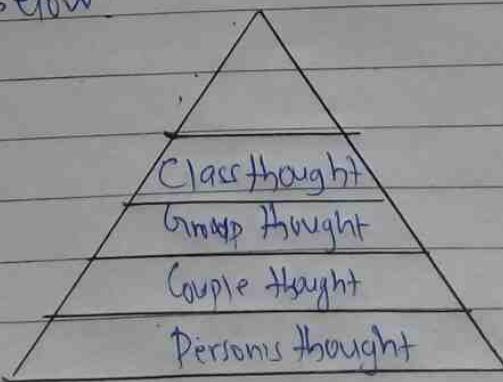
i) Provide the student with an idea or question or problem that can have a personal opinion.

ii) Deliver time according to issues and ask for ideas in time.

iii) Exchange, analyze and summarize the ideas and perceptions prepared by the person in close pairs.

iv) Discuss the ideas in groups of 3/4 in the classroom, and present the ideas in the classroom by writing a summary.

v) Keep the presented idea in the shape of a pyramid below:



g) Paragraph Expert

The paragraph expert strategy is to conduct the class with the responsibility that the student should read and understand the paragraph and also explain that paragraph to his/her peer peers.

Steps

- i) Specify a specific paragraph of the lesson to be taught to a specific student or to select a paragraph.
- ii) Give instructions a day before to prepare the paragraph as much as possible.
- iii) Use a pair or a group of students to teach a paragraph to their peers.

10) Student Teams Achievement division (STAD)
Rewards inspires motivation in teaching
and learning activities. Rewards given in a
proper and timely manner can motivate students
towards learning. It is said that the
rewards given to the students should be given
to the students as a group rather than
individually.

Steps

- i) To Form a mixed Group of Students in which there are knowing and less students.
- ii) Do group work together or work together to read and prepare.
- iii) Test as a group by adopting the strategy of finding the solutions based on the topics studied or the work done, such as quizzy, relays, pyramids, question and answer pairs.
- iv) On the basis of the marks obtained by the group, tell the class what group has achieved and reward accordingly or declare the winner.

5.3 Problem-based Learning Category

5.3.1 Concept

Problem based learning solves the problem by giving the learner a suitable problem and ~~orienting~~ orienting them to the problem by adopting the best problem solving strategy. This method provides real life related problems. Students are taught to solve problems related to life by adopting a certain process.

5.3.2 Strategies : Identify Define Explore Act Look (IDEAL), Defining Understanding Planning Evaluation (DUPE), I-search, Socratic questioning

- 1) Define Explore Act Look (DEAL)
- or (Identify, Define, Explore, Act and Look, IDEAL)

Branford outlines the problem-solving steps for the IDEAL model as follows:

I = Identify

The first step in solving a problem is to identify the problem. While it may seem natural to identify the problem, it can be difficult for learners and low-skilled students to find out if there is a problem, such as a chess player not knowing that a check is going to be made while walking.

D = Define

Students should have the ability to analyze the problem if it exists and identify the source/cause of the problem. Students who are weak in problem identification can rush to explain the cause of the problem immediately even if they think superficially without doing the required amount of research. Therefore, if the solution is found without reaching the root of the problem, the problem cannot be solved or even if the problem cannot be solved in an appropriate way.

E = Explore

This stage involves the student searching, studying and gathering the necessary information to solve the problem. At this time, various solutions to the problem are chosen and decided.

A = Act and L = Look

Once the problem is identified, ~~solved~~ defined and explored, the student will use the available resources material. They test whether the solution works or not.

If there is any difficulty in solving the problem, work is also done to solve the problem.

A = Act

At this stage, the hypothesis or strategies prepared are implemented. If there is frustration or laziness in the implementation, the result is also affected, so the strategy or solution hypotheses should be implemented with curiosity.

L = Look

At this stage, in the fourth stage, while reviewing the results of the implementation of the strategy one should decide which result is ^{the} best and learn based on the best results obtained from the implementation.

2) Defining Understanding Planning Evaluating (DUPE)
Identify the problem in DUPE model, understand the nature of the problem

The DUPE model identifies the problem, understands the nature of the problem, plans for problem solving and evaluates the plan after it is implemented.

Defining → To solve a problem, first of all, the problem must be identified correctly. Only after realizing that the problem exists can other stages of problem solving be entered. Student should be taught that there may be some problems when something has not worked or has not been achieved as expected. This situation also happens in real life. Only you realize that there is a problem, you can move towards a solution.

Understanding → Once you realize that the problem exists, it is important to understand how and where the effects can be. The nature of the problem is explained, which can be indicated by words, effects, numbers, pictures, diagrams or other means. Such representation can be both external and internal in nature.

Planning → After identifying the problem and depicting the problem in an understandable way, a problem solving plan is made. There are two main aspects to this. The first is information about the key concepts needed to solve the problem and the second is the use of appropriate strategies for problem solving.

Evaluating → After implementing the plan prepared for solving the problem, the work of evaluating and modifying how much work has been done, where and what kind of problem has come is done. This process will continue until the solution is found.

g) I-Search

I-search is a great way for the students to do research on topics related to them personally. This method helps students to find the information they need to make the curriculum relevant and create new textbooks.

Steps:

i) Title Selection → Students are encouraged to choose a title that matches the purpose of the course and the objectives of the lesson.

ii) Creating Question → What do students learn in the title they choose. The questions you want to answer should be constructed on the basis of that question. Student should be assisted in formulating such questions.

iii) Identification of Information → In this stage, information related to the questions created in the previous stage is sought. The teacher should

help the students to inform the material for different issues created by them.

iv) Feedback to information → Match the information you have received, read it, ponder the answer to the questions and become an expert on the topic.

v) Reflection → The learner reflects on everything he or she has done from the beginning.

vi) Writing → The learner prepares a short report in a simple or research style, including the information he or she has received since choosing the title and what he or she feels. Include 4 points of 'I-Search' in experience writing.

vii) Presentation → Have the text represented to the class (Recept only, 5-7 minutes).

4) Socrative Questioning

Socrative questioning is considered to be useful in the development of skills to express the thoughts of the learner in depth. It clarifies the idea, examines the context, considers the basis, discovers validity and explains the point of view. Socrative questioning develops a variety of analytical listening bases for use in oral presentation (Kaford)(Gowford).
Steps.

Step 1 → Create Socrative questions based on the topic or lesson.

Step 2 → Asking questions with friends or with the help of a question or teaching based on a project, ask the respondents to find out the facts by asking those questions.

Step 3 → Record the answer and find a solution based on that.

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Unit-6

Review and Reflection

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6.1 Concept

In teaching-learning activities, review and revision are also important tasks. Often review and revision (reflection) activities are done by reporting the subject matter, asking students to read and understand questions or giving them additional work. It is more effective for a teacher to find out where the students do not understand, what are the reasons for not understanding and to plan the teaching-learning accordingly. Review and reflection activities should be made entertaining and participatory.

Review of Lesson

Lesson review comes with a warm-up before starting the lesson. When a teacher enters a classroom to prepare a learner for learning, the activity that involves past lessons or some of today's lessons is called lesson review. In this, the teacher tries to build & how the necessary infrastructure for learning a new lesson. Reviewing the lesson taught in the previous class, how relevant (applicable) is that lesson today, how useful is it, what it does for today's test is related to the new text.

Need and Importance of Lesson Review:

- To determine the implementation activities of your learning plan by testing what learners know about today's lesson.
- To attract students in learning.
- To make general review of pre-learning.
- To inform the learner about the lesson.

Reflection & (Revision) of Lesson

If again after the end of the lesson again the action taken with the intention of reminding the reader to read the text briefly & review the text/lesson. In this by asking small questions from the lessons taught, the learner writes down what he has achieved and if there is any weakness as per the need, he will improve it and move forward. Its main purpose is to help the learner ~~and~~ to acquire knowledge and to bring maturity of the knowledge acquired by the learner.

Need and importance of Lesson Review

- To make necessary improvements by understanding how pure the knowledge learned by the learner is.
- To assist in strengthening knowledge.
- Reviewing the text for knowledge transfer.
- To expand the new student structure of knowledge to the learner.
- It is needed to find out the weakness that can be seen in education.

6.2

Strategies : Question Answer Pair, Clarify Categorize Organize, Relay, Guess who ?, Two Truths and a Lie, Snowballing, Questionball and Run to the board.

1) Question Answer Pair

This method can be used to build knowledge as well as reinforce the text. This method is especially used for reviewing the text.

Steps:

Step 1 → Write the question on one page and the answer on the other page based on the lesson that the teacher or student needs to teach or learn.

Step 2 → Distribute 3/4 cards to students in the classroom so that questions and answers do not fall on the same person.

Step 3 → Ask the students to match the pair of questions and answers, then ask the teacher to explain the pair, if the answer to the question submitted by the student is correct, return it if it is not agreed.

Step 4 → Instruct the students to make the correct answer, first, second and then answer all the questions in pairs, then discuss in the class.

2) Classify, Categorize and Organize
Reviewing, teaching and ~~revision~~ verifying
The lessons are useful methods in all three
stages. This method can be used to Curiosity,
knowledge building and to strengthen knowledge.
The method can be used to teach the learner
the concept. The method is useful for the
development of skills based on analytical thinking,
such as sorting, Combining or Categorizing
any object, substance, or event based on its
characteristics.

Steps

Step 1 → Create questions, lists, examples of
topics or ideas you want to teach, and write
them down on a flexcard.

Step 2 → Give the prepared material to the
student.

Step 3 → Give information about the ideas that
the teacher is trying to teach in the related
subject.

Step 4 → Form a group of students and ask them to
divide their own group on the basis of characteristics
class, group, etc.

Step 5 → Make the formed group sit in one place

Step 6 → ~~Prepare~~ Make them to prepare definitions,

examples of objects, perceptions, etc.

Step 7 → On behalf of the group, ask one person ~~one~~ to explain the characteristics, class, etc. of their group.

Step 8 → Ask questions in the group presentation. Teacher should facilitate them.

3) Relay Race

This method can be used for building knowledge and strengthening knowledge. This method is suitable for the development of a sense of collective responsibility, group achievement for all members of the group to do their best. Just as ones weakness is in a relay race makes a team fail, so does ones skill. So all the members of the team prepare for the success of their team by teaching each other.

Steps

Step 1 → Place the students in a group of 4/5 students in a group. Provide the order to the group members as 1, 2, 3...

Step 2 → Tell the student how to work with them this way. ~~after the teacher only the~~

Step 3 → Ask as many questions as there are in the group and follow the instructions above.

Step 4 → The teacher checks the work done by the group and give the feedback and support.

4) Guess Who ?

This method can be used not only to review the text but also to arouse curiosity, build knowledge and strengthen knowledge. But mainly it can be used in a more systematic way to review the text. Individual or character identification can be done between student-student and also between teacher-student.

Now the method required to implement this method is mentioned below:

A. Character Recognition Activity among the students

- i) The teacher selects the subject ^{topic} and writes it down on a blackboard.
- ii) The teacher informs the student about the topic.
- iii) Have a student stick a piece of paper with the person/ character written on his/her back where he/she cannot see it but other students can see it.
- iv) Now the student having paper in back will guess the answer or character. Other students have to answer yes or no. After identifying the character in this way take off the card from his back and ask him to sit in his place. And then make another student to do the same thing.
- v) How did you feel after the activity? Discuss why such questions were asked.

B. Character Recognition Activity between Teacher and Student

- i) Write or paste the content on the board.
- ii) Ask yes or no questions and ~~take~~ identify character or person turn by turn.
- iii) After identifying, stick a chart with its features below it.
- iv) Discuss the characters and their features.

5) Two Truths and a Lie

This method is considered more important for building knowledge and strengthening knowledge. So this strategy is useful for reviewing the text. This method is considered useful for the learner to clarify the concept of any subject, to identify the examples of the concept.

Steps:

Step 1 → Teach the classroom about the subject to be learned.

Step 2 → Ask the students to write ~~the~~ the example, and opposite examples in separate pieces based on the assumptions or facts taught individually, in pairs of two or in a group of 2/3/4 people.

Step 3 → Discuss written examples in pairs, in groups or in class, to separate those who agree and disagree. What is the example and opposite example given by the friend? The work of separation should be done by the students themselves.

Step 4 → With the help of the teacher, the example and opposite examples are still to be combined / discussed.

6) Snowballing, Question ball

This is more useful method for reviewing text/lesson. It can also be used for revising a lesson. It can be used in a variety of ways for lesson review and revision. This method also develops in the students the habit of answering immediate questions based on the past knowledge. In this method, the student is asked to write some questions in small pieces based on the text he has read. These pieces are then used to make small balls. They are then asked to answer the question by exchanging them in groups, exchanging them in pairs, or scattering them in the classroom. Their answers are then answered in class and given the necessary support.

Steps

Step 1 → The first step is for the teacher to teach the lesson or to prepare in advance.

Step 2 → Have the students write the short answer to the lesson based on the lesson on a piece of paper.

Then look at the situation in the classroom and adopt one of the following:

Situation 1 : If there are few students

Step 3 → Ask the student to scatter the questions in the classroom and then ask them to pick one by one.

Step 4 → Now open the ball you are holding and ask the student to read the question and answer it one by one.

Step 5 → Provide additional feedback on the teacher's answers.

Situation 2: If there are many students

Step 3 → Look at the question of your nearest pair and choose a question by consulting them (if there are many you can also choose 1 question by forming a group of 3-4 people) then scatter those balls in the class and take the balls one by one from the pair or group.

Step 4 → Now open those balls and present them in the answer in the class with the advice of the pair or the advice of the group.

Step 5 → The teacher observes the answer and provides the necessary support.

7) Run to the board

This method is useful for both ~~for lesson~~ review and revision. This method is also an activity that can be adopted when choosing a ~~Q&A~~ Q&A pair in a ~~paper~~ pair.

Steps

Step 1 → Make a pair of Q&A pieces on a separate piece of paper or ask the student to make it based on the lesson that the teacher needs to review.

Step 2 → Gather all the pieces and give the student one or more pieces.

Step 3 → Give instructions to the students.

Step 4 → Now conduct a general discussion in the classroom with the questions and answers arranged by the students.

Note → If the student fails in matching the question and answer pair, it should be emptied and another piece should be ~~described~~ attached/sticked.