

Course Title: **Classroom Pedagogy**  
Course No.: Ed. 471  
Level: B. Ed.  
Semester: Seventh

Nature of course: Theoretical  
Credit Hours: 3  
Teaching Hours: 48

## 1. Course Description

This course is designed to equip students with pedagogical methods which can be applied across the school level subjects. It intends to provide students with knowledge and skills of pedagogical methods for making classroom teaching learning child/student centered, interactive and joyful. The instructional approaches stated in this course, viz. teacher centered, learner centered, review and reflection can be smoothly transferred in the classroom of Nepalese schools. It also deals with classroom ecology to improve quality of teaching and learning.

## 2. General Objectives

The general objectives of the course are as follows:

- To familiarize the students with various concepts of pedagogy.
- To clarify roles of teacher and learners for improving classroom teaching learning.
- To enable the students to prepare various instructional plans.
- To enable the students to use lesson plans for classroom delivery.
- To help the students to conceptualize and use relevant methods: teacher and students centered.
- To enable the students to develop sample lesson plans using variety of teaching strategies.

## 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Define pedagogy.</li><li>• Explain theories of learning.</li><li>• Relate theories of learning with classroom practices.</li><li>• Explain different approaches of teaching methods.</li><li>• Compare and contrast different approaches of teaching methods.</li><li>• Exemplify inclusive methods.</li></ul>	<b>Unit 1: Introduction to Pedagogy (5)</b> <ul style="list-style-type: none"><li>1.1 Meaning of pedagogy</li><li>1.2 Behaviorist, cognitivist, constructivist theories of learning</li><li>1.3 Teacher centered and student centered</li><li>1.4 Inclusive methods</li></ul>
<ul style="list-style-type: none"><li>• Elaborate and analyze roles of teacher and learners in teaching learning.</li></ul>	<b>Unit 2: Teacher, Learners and Classroom (7)</b> <ul style="list-style-type: none"><li>2.1 Teacher</li></ul>

<ul style="list-style-type: none"> <li>• Discuss classroom ecology and its importance in quality teaching and learning</li> <li>• Explain different forms of class organizations</li> </ul>	2.1.1 Qualities of a good teacher 2.1.2 Teacher in interactive classroom 2.2 Learners 2.2.1 Learning style 2.2.2 Diversity 2.3 Classroom ecology 2.3.1 Concept: physical and non-physical aspects 2.3.2 Seating arrangement 2.3.3 Classroom display 2.3.4 Class organization: Subject, Grade, Multi-grade multi-level (MGML)
<ul style="list-style-type: none"> <li>• Justify the need of teaching plan and structuring lesson in terms of students' learning.</li> <li>• Describe different types of instructional plans.</li> <li>• Prepare sample of different types of plans.</li> <li>• Prepare a sample of individualized education plan.</li> </ul>	<b>Unit 3: Instructional planning (4)</b> 3.1 Need for plan and lesson structuring: preparatory, delivery and consolidation 3.2 Types of plans – Annual, unit and daily 3.3 Individualized education plan
<ul style="list-style-type: none"> <li>• Explain when teacher-centered methods are best to use.</li> <li>• Describe various teacher-centered methods.</li> <li>• Prepare sample lesson plan using teacher-centered methods.</li> <li>• Present sample lesson plan in the classroom.</li> </ul>	<b>Unit 4: Teacher Centered Methods (5)</b> 4.1 Direct instruction 4.2 Concept teaching 4.3 Presenting and explaining 4.4 Preparation of sample lesson plan
<ul style="list-style-type: none"> <li>• Explain when student centered methods are best to use.</li> <li>• Elaborate various categories of student centered methods.</li> <li>• Describe various strategies of student centered approaches under different categories of learning and their use.</li> <li>• Prepare sample lesson plan using different strategies of student centered approaches</li> </ul>	<b>Unit 5: Student Centered methods (20)</b> 5.1 Learner engaged learning category 5.1.1 Concept 5.1.2 Strategies: Brainstorming, Think Pair Share, Directed Reading Activity, Prediction from Terms, Direct Listening Thinking Activity, Text Coding, Know Want to Learn Know – KWL, What? So what? Now what?, Verbalized Learning, Learning Stations 5.2 Cooperative learning category 5.2.1 Concept 5.2.2 Strategies: Paired Reading Paired Summarizing, Reciprocal Teaching, Read Summarize

	<p>Question, Jigsaw, One Stay Others Stray, Mix Freeze Pair, Pens in the Middle, Pyramid Learning, Paragraph Expert, Student Teams-Achievement Division (STAD)</p> <p>5.3 Problem-based Learning category</p> <p>5.3.1 Concept</p> <p>5.3.2 Strategies: Identify Define Explore Act Look (IDEAL), Defining Understanding Planning Evaluating (DUPE), I-Search, Socratic Questioning</p>
<ul style="list-style-type: none"> <li>Describe importance of review and reflections.</li> <li>Explain various strategies of review and reflections.</li> <li>Discuss reflective approaches.</li> </ul>	<p><b>Unit 6: Review and Reflection (7)</b></p> <p>6.1 Concept</p> <p>6.2 Strategies: Question Answer pair, Classify Categorize Organize, Relay, Guess Who?, Two Truths and A Lie, Snowballing, Question ball and Run to the Board</p> <p>6.3 Reflective approaches</p>

*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### 4. Instructional Techniques

##### 4.1 General Techniques

- Direct Instruction followed by discussion/sharing/interaction
- Analyze and relate Nepalese school practices with various concepts to improve classroom practices
- Student preparation and sharing of relevant samples/models
- Sharing, review and discussion in the group and whole class
- Home assignment and self study.

##### 4.2 Specific Instructional Techniques

Teachers are required to use different instructional strategies while teaching the contents of this course from unit 1 to 4. Teachers can adapt and use the following strategies contextually.

Unit	Activity and Instructional Techniques
Unit 1	<ul style="list-style-type: none"> <li>Use appropriate strategies such as direct instruction, presenting and explaining, DRA, KWL, PRPS, Reciprocal Teaching as stated in unit five.</li> </ul>

Unit 2	<ul style="list-style-type: none"> <li>• Use direct instruction in most of the content parts of this unit.</li> <li>• What? So what? Now What?, Pens in the middle, One Stay Others Stray, RSQ, IDEAL, DUPE strategies as stated in unit five</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• Jigsaw, Mix Freeze Pair, Text Coding strategies can be used as stated in unit five.</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• KWL and RSQ family strategies can be used as stated in unit five.</li> </ul>
Unit 5-6	<ul style="list-style-type: none"> <li>• Students will work individually, in pair and in group using the strategies to prepare model lesson plans and present them followed by discussion and feedback.</li> </ul>

Note: Figures within parenthesis indicate approximate number of teaching hours

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teacher based on following activities:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on school visit- unit III)	10
4) Second assignment (Based on reports on Nepalese education system Unit IV)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

### 5.2 Final/Semester Evaluation 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

Objective type question (Multiple choice 10 x 1pnts)	10
Short answer questions (6 questions x 5 points)	30
Long answer questions (2 questions x 10 points)	20
Total	60

## 6. Recommended Books and References

### Recommended Books

- Arends, R. I. (2013). *Learning to Teach (8<sup>th</sup> edition)*. New Delhi: McGraw – Hill Education Indian Edition. (Units 1, 2, 4, 5)
- Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: Open Society Institute. (Also available in Nepali translation). (Units 2, 5)

- Elliott, S. N., Kratochwill, T. R., Cook, J. L. and Travers, J. F. (2000). *Educational Psychology: effective teaching, effective learning*. New York: McGraw – Hill. (Units 1, 2)
- Karmacharya, D. M. (2070 BS). *Teacher and Teaching. (In Nepali)*. Kathmandu: Makalu Publication House. (Units 3)
- Singh, G. B. (2071 BS). *Active and Thinking Teaching Learning Methods (2<sup>nd</sup> edition)*. (In Nepali). Kathmandu: Jupiter Publications. (2, 3, 4, 5, 6)

## References

- Ashman, A. F. and Conway, R. N. F. (1997). *An Introduction to Cognitive Education: Theory and Application*. New York: McGraw – Hill International Edition.
- Cotton, J. (2004). *The Complete Guide to Learning and Assessment: Learning Vol. 2*. New Delhi: Crest Publishing House.
- DOE. (2010). *Framework of Child Friendly School for Quality Education*. Sanathimi: Author.
- DOE/SC. (2005). *Child-friendly Schooling Teachers' Training Manual, 2062*. Kathmandu: Author.
- Joyce, B., Weil, M. and Calhoun, E. (2009). *Models of Teaching (8<sup>th</sup> edition)*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Pollard, A. (2006). *Reflective Teaching (2<sup>nd</sup> Edition)*. London and New York: Viva-Continuum.
- Udvari-Solner, A. and Kluth, P. (2008). *Joyful Learning – Active and Collaborative Learning in Inclusive Classrooms*. California: Corwin Press. (Units 5, 6)
- UNESCO. (2004). *Changing Teaching Practices*. Paris: UNESCO.
- UNESCO. (2015). *Transforming Teaching and learning in Asia and The Pacific: Case Studies from Seven Countries*. Paris: UNESCO. (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).
- UNICEF. (2003). *Happy Learning! A Guide to Best Practices for Achieving the Potential of Children*. Kathmandu: UNICEF.
- Westwood, Peter. (2008). *What teachers need to know about Teaching Methods*. Victoria: Acer Press.
- NCED teacher training packages