METHODS OF TEACHING

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COMMON METHODS OF TEACHING IN ALL PEDAGOGIES

- Project based learning
- Co-operative learning (Jigsaw, Think-pair- share, Round table , Gallery Walk, Buzz)
- Inductive Deductive
- Lecture-cum-discussion
- Lecture cum Demonstration
- Techniques of teaching- expository (narration, dramatization, concept mapping) & Interactive techniques (discussion, questioning, brainstorming)
- Ways of appreciation of poems

The Concept of Lecture Cum Discussion Method

- As the title indicates,“lecture cum discussion method”is not a single method .It is acombination of two methods i.e., discussion method as well as lecture method.
- Lecture cum discussion
  method is a useful strategy in building an active verbal interaction between the teacher educators and the teacher trainees .
- Mostly teachers deliver their lectures and leave the classes it is desirable to give at least some time(10 minutes) after the lecture for discussion among the students and the teacher in the classroom so that student's experiences , comments , views and difficulties in understanding any point or portion of the lecture may come to the fore which a teacher can reply to and clarify the doubts.

The Concept of Lecture Cum Discussion Method

- It is an important strategy in stimulating the student's interests and assessing their understanding of the course content.
- It involves interaction between both the teacher and learners where question and answers are asked and given by both the teacher and the students making the activity interactive ,stimulating and effective.

Lecture cum discussion method is based on certain principles.

- 1) The learner should meaningfully and willingly react to the stimuli of the teachers so that learning can take place.
- 2) The teacher should be aware of the needs of the learners.
- 3) The content material for lecture cum discussion method of teaching must be organized and presented in a preplanned sequence for a specific group.
- 4) It is necessary for the teacher to arouse interest in the subject. This will ensure good discussion after the lecture.

Lecture cum discussion method is based on certain principles.

- 5) Since attention span of students is not too long, the teacher should keep up the interest by humorous comments and by giving interesting examples, modulating his voice, and summarizing the topic.
  6) The teacher should have a realistic idea of his own teaching ability and the learning capacities of the students..

Lecture cum discussion method is based on certain principles.

- 7) As this method uses an auditory medium each concept is converted into mental pictures by the students and then understood. The teacher should take time to build these mental pictures, connecting the new concepts with the previous knowledge, moving from simple to difficult ideas, He/She should banking on his/her communication ability to come to the level of students.

- 8) The lecture cum discussion method can be an effective method of instruction due to its versatility. It is virtually limitless in application, either to situation, subject matter and learning ability.

Lecture-cum-Demonstration Method

- It is one of Traditional method. This is also known as Chalk and talk method. Teacher cantered method.
- In this method Teacher is active and learners are passive. The essentials qualities in learning science such as independent thinking, power of observation and reasoning can be developed in this method.
- Demonstration method is a teacher- centred method as the teacher demonstrates the pictures/ charts/models/experiments and explains the principles, concepts involved in these demonstrated materials or processes.

Criteria of a good lecture demonstration method

- The demonstration should be planned and rehearsed well in advance. Planning and rehearsing of the experiment is very essential for it gives confidence in the demonstrator. he find out the difficulties involved in the experiment. so that the lesson will go smoothly and systematically.
- The teacher should be clear of the purpose of demonstration. He should know the aims and objectives of the demonstration.
- Demonstration should be the result of the active participation of pupils and teacher. Teacher helps the students in arranging and fitting and performing the experiment.

Characteristics of good demonstration:

- Visibility
- One major idea at a time
- Clear cut
- Convincing
- Rehearsal
- Supplemented with other teaching aids
- Asking relevant questions ☒ Neat, clean and tidiness Simple and speedy
- To write observation
- Teacher to act as performer
- Sufficient time

Steps involved in the demonstration method:

- a. Planning
- b. Introduction
- c. Demonstration
- d. Blackboard usage
- e. Concepts compilation

Planning

- 1. Ensure whether the lesson is suitable for this method.
- 2. Collect necessary tools, equipments, and materials for demonstration.
- 3. Rehearse the experiment before demonstrating before the class as it will help to build confidence to demonstrate.
- 4. Be ready with explanatory notes and questions to be used during and after the demonstration.

• Introduction:

- 1. Motivate the students to arouse interest in observing the experiment keenly and to accept new concepts after the demonstration.
- 2. Introduce the lesson as a ‘problem’ or an issue, so that the students understand the importance of the lesson.

Demonstration:

- 1. Keep the curiosity of the students alive during the demonstration.
- 2. Take care to ensure that the students are able to follow the demonstration.
- 3. Relate the demonstration with the life experiences of the students.
- 4. Handle the instruments safely, and arrange them in their respective places for the demonstration.

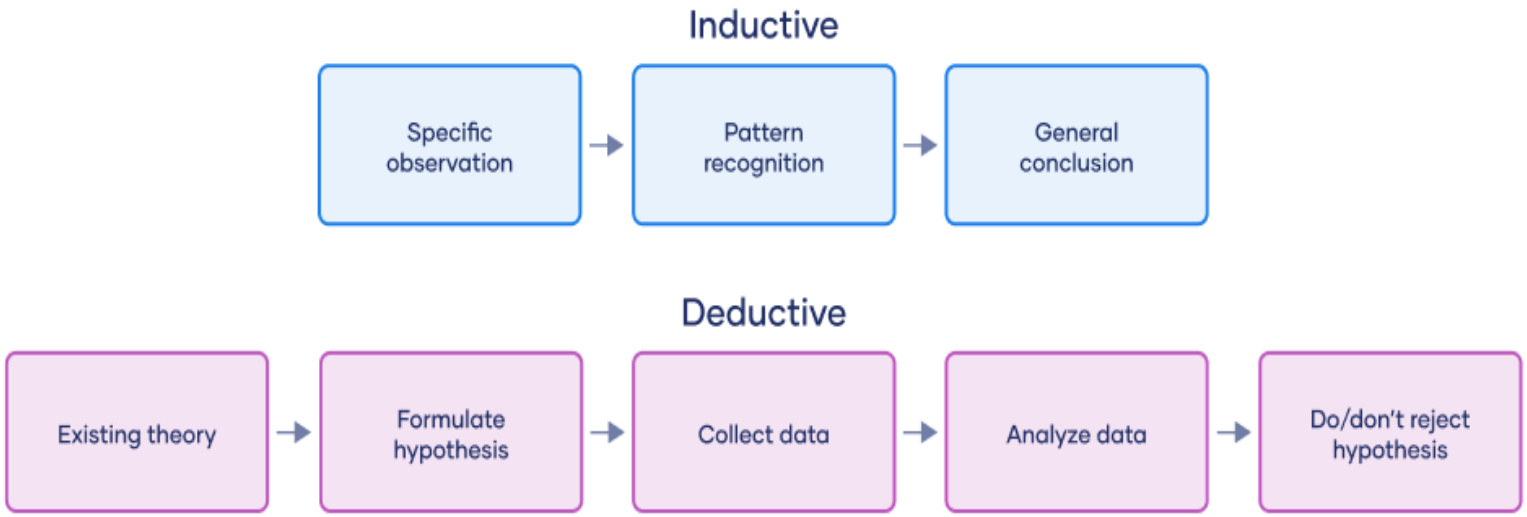
• Blackboard Usage:

- 1. Write the objectives clearly on the black board to make the students understand the significance of the demonstration method.
- 2. Draw relevant pictures and write the key concepts and the results of the demonstration immediately on the black board.
- 3. Ask the students to write the key points, draw the diagram and finally the results in their notebooks.
- 4. Check their notebooks while they are writing

Besides the above mentioned points, you need to take care of the following aspects:

- Do tell the purpose of the demonstration to the students but do not tell the inferences or conclusions in advance.
- Seek the help of students in arranging, and performing the experiment. Quality of demonstration is better when you along with your students actively participate in it.
- Be well versed in the handling of apparatus and arrange those for the demonstration in a definite order which the students can clearly observe.
- Check that the demonstration is clearly visible to all students in the class.
- Ensure that the demonstration is simple and according to the mental level of the students.
- Supplement the demonstration with other teaching aids to make it more real and interesting.

Inductive vs. deductive reasoning



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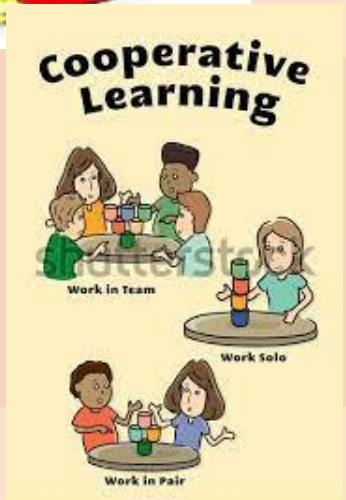
Co-operative learning



Tell me I forget
Teach me I remember
Involve me and I learn

Benjamin Franklin

What is cooperative learning

Cooperative learning is defined as students working together to "attain group goals that cannot be obtained by working alone or competitively" (Johnson, Johnson, & Holubec, 1986).

What is cooperative learning

- The main purpose of cooperative learning is to actively involve students in the learning process; a level of student empowerment which is not possible in a lecture format. The underlying premise is founded in constructivist epistemology.
- It is a process which requires knowledge to be discovered by students and transformed into concepts to which the students can relate. The knowledge is then reconstructed and expanded through new learning experiences.
- Learning takes place through dialog among students in a social setting.

There are three phases of the implementation of cooperative learning.

Pre-implementation phase,

determining group sizes and assigning students to groups, arranging room, planning instructional materials to promote interdependence, assigning group roles, assigning tasks

Implementation

monitoring behavior, intervening if needed, assisting with needs, and praise.

Post-implementation

summarization, evaluating students' learning, and reflecting on what happened.

Reviews

RICHARD ROE, 24	“Despite being red, Mars is actually a cold place”
JENNA DOE, 30	“Jupiter is the biggest planet in the Solar System”
JAMES GREEN, 45	“Saturn is composed mostly of hydrogen and helium”

Cooperative learning srtegies : Jigsaw

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- Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Think-pair- share

- Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to
- (1) think individually about a topic or answer to a question; and
- (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading

Think-pair- share

Round table

Round table

- Roundtable is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content.
- Students pass a paper around, adding an item according to the criteria you designate. It is similar to Round robin, which is an oral chain activity.
- In Roundtable, each student says a response, writes it on the page, and passes it on. You may want to brainstorm possible substitutions first.

Procedure:

- Divide the class into rows or groups.
- Prepare a sheet of paper for each group with the target language or question on top.
- The teams use the cooperative structure Roundtable to substitute words or phrases for the underlined word, or to add words or phrases to a list.

Why Gallery Walk

- During a gallery walk, students explore multiple texts or images that are placed around the room. You can use this strategy when you want to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

1.Select Texts

Select the texts (e.g., quotations, images, documents, and/or student work) you will be using for the gallery work. You could also have the students themselves, working individually or in small groups, select the texts.

2.Display Texts around the Classroom

- Texts should be displayed “gallery style,” in a way that allows students to disperse themselves around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

3.Explore Texts

- Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose is for students to take away particular information, you can create a graphic organizer for them to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts on display.

4.Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the texts around the room, debrief the activity as a class. Depending on the goals of the gallery walk, this debrief can take a variety of forms. You might ask students to share the information they collected, or you might ask students what conclusions they can draw about a larger question from the evidence they examined.

Language Teaching Techniques

- Techniques of teaching- expository (narration, dramatization, concept mapping)
- & Interactive techniques (discussion, questioning, brainstorming)
- Ways of appreciation of poems

Expository teaching

- Expository teaching is a teaching strategy where the teacher presents students with the subject matter rules and provides examples that illustrate the rules. Examples include pictorial relationships, application of the rules, context through historical information, and prerequisite information. Examples are provided to give contextual elaboration and to help students see the subject matter from many different perspectives.

Narration

Narration

To narrate is to **tell a story or to recount a series of events**. Whenever you relate an incident or use an anecdote (a very brief story) to make a point, you use narration.

In its broadest sense, **narration is any account of any event or series of events**.

We all love to hear stories; some people believe that sharing stories is a part of what defines us as human beings. Good stories are interesting, sometimes suspenseful, and always instructive because they give us insights into the human condition.

Although most often associated with fiction, **narration is effective and useful in all kinds of writing**.