

# Teaching Aptitude

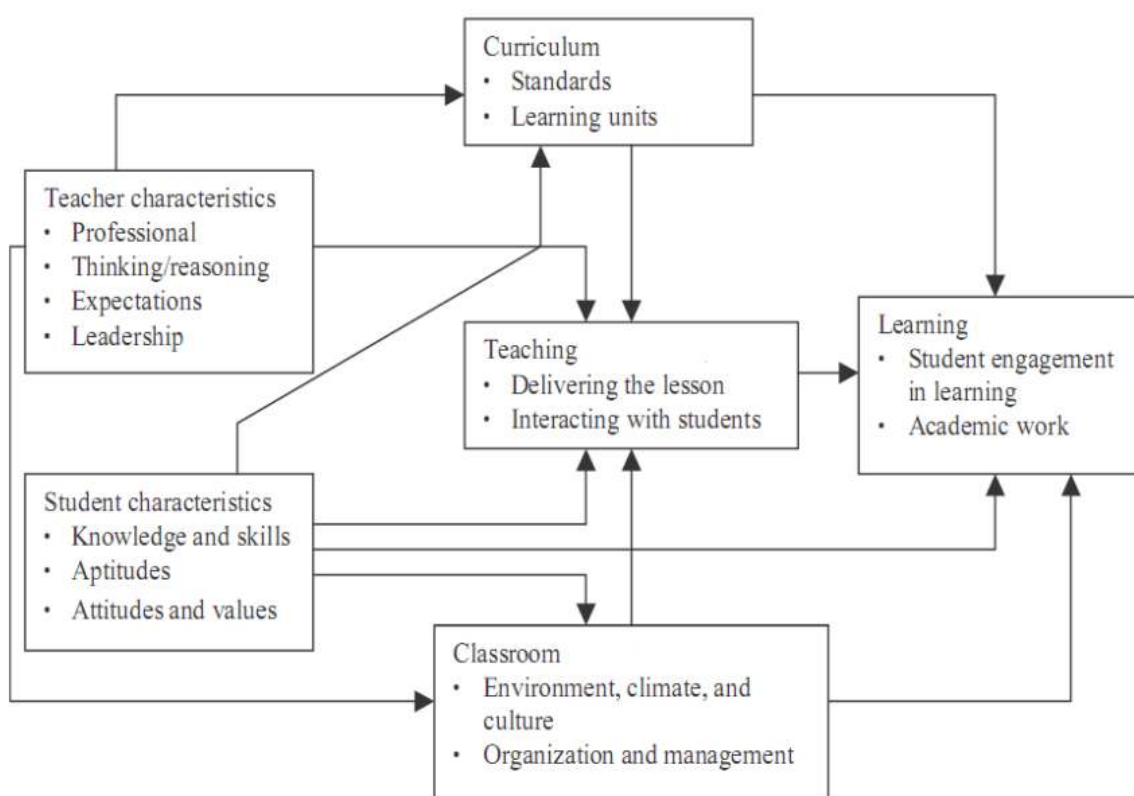
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- ❖ Chapter 1\_ Teaching Aptitude (From I to VII) \_ Notes for NET Exam - Paper I

## Teaching: Concept and Assumptions

Teaching methodology is a very important component of teacher education or instructor training within the realm of teaching as a profession. Before we venture further to look into the essentials of teaching methodology, it is necessary to define some key concepts. These concepts are teaching, learning and finally teaching methodology. The understanding of these concepts will be crucial for our overall understanding and application of teaching methodology.

**Knowledge is like a garden: If it is not cultivated, it cannot be harvested.-  
Guinean proverb.**

**Fig1: Teaching Concept**



### TEACHING – SOME ASSUMPTIONS

It is often assumed that when one knows the subject matter well, then such a person is capable of teaching the subject. For example, a highly skilled carpenter may feel that he can readily instruct others in the skills of his trade by simply showing how he does the work and explaining the ideas and purposes which are involved. This does not amount to teaching.

Many people also mistakenly think that anybody can teach. Perhaps one inordinate precedent which reinforces this thinking is the concept of “untrained teachers”. We rarely hear of untrained doctors, engineers, architects etc. What makes teaching a profession, like others, is that it has its own principles, ethics and unique practices. Therefore, not every Tom, Dick and Harry can arrogate to themselves the functions of teaching without undertaking the requisite training in teaching.

Teaching is not simply the presentation of new skills and knowledge to the trainee. It is also not the mere transferring of what the teacher/instructor knows into the hands or minds of the trainee. Furthermore, teaching, is not the same as telling nor is telling synonymous with teaching. Effective teaching means that there are certain things which the teacher must do and other things which the trainees must also do to increase the chances of learning taking place. The teacher has to go through formal, theoretical and practical training. In addition, the teacher needs to plan his/her activities in order to ensure that trainees can acquire the desirable knowledge and skills. In teaching the process is just as important as the product. We do not focus on the product alone: Both the means and end are crucial.

Planning is crucial because it involves the selection and organisation of learning experiences which will lead to meaningful interaction between the teacher and trainees.

**“Tell me and I will forget show me and I will remember do it with me and I will know”.**

This means knowledge is a result of telling, showing and doing “actively” with learners (trainees) in a teaching process.

## **FOCUS OF TEACHING**

Teaching focuses on three fundamental elements and processes. These are cognitive, psychomotor and affective processes. All the three are interrelated and it is often difficult to arbitrarily teach only one without unconsciously or sub-consciously teaching the other.

### **1. COGNITIVE PROCESS**

The cognitive process is related to knowledge. It appeals mainly to our mind or intellect. It is reflected in the acquisition of new ideas or the re-organisation of an existing body of ideas. This knowledge affects our responses and reactions to situations. We can illustrate cognitive abilities in teaching situations involving:-

- Ability to identify facts which explain the existence or absence of particular matter.
  - Ideas which can convince or persuade someone in an argument.
  - Ability to determine the interconnection between two or more things.
  - One's ability to create alternative ways of doing something.
  - One's ability to organise ideas and thoughts when making a verbal or written presentation:-
- a) Ideas, facts, figures, numbers and symbols.
  - b) Inter-relationship between such facts, ideas, figures, numbers, symbols e.t.c.
  - c) Organisation of such ideas, figures, facts, numbers, symbols e.t.c. in an orderly manner so as to reflect clear, understandable and logical meaning.

## **2. PSYCHOMOTOR PROCESS**

Refers to skills acquired through the teaching/learning situation. These skills relate to how we learn to co-ordinate and use our hands, heads, legs and other parts of our bodies. We can manipulate things using our psychomotor abilities such as:-

- Manual (Using hands) skills in Carpentry, Garment-making, Motor Vehicle Mechanics, Masonry e.t.c.
- Ability to play any or all ball games e.g. Soccer, Basketball, Netball, Rugby, Volleyball e.t.c.
- On becoming effective athletes and gymnastics.
- Undertaking any other trade, skill or craft.

All these processes will require both teachers and trainees to be practical, creative, precise and manipulative.

## **3. AFFECTIVE PROCESS**

Affective means feelings and attitudes. Our feelings and attitudes reflect the values we are associated with. Some values are positive and progressive while others are negative and archaic. Affective teaching seeks to promote positive values and attitudes while at the same time gradually, but systematically chipping at those which are negative and disruptive. Attitudes and values are important in another sense. They greatly influence not only what we do, but also how we do what we do.

## **TEACHING AND TRAINING**

What would be the difference between teaching and training? Is training the same as teaching and vice versa? The answer to these questions particularly the second one, is YES and NO. Yes because training focuses mainly on the **practical** known as “knowledge how” as differentiated from “knowledge that”, the theoretical (or philosophical knowledge). But not all training is teaching because in training, the instructor can almost determine with certainty the exact skills and expected behaviour of a learner. That is why we know how a trainee who has acquired desirable skills should behave. But teaching in general travels beyond this. It has to do with making learners creative and critical thinkers with desirable values and attitudes in addition to having requisite skills (Which is an aspect of training). But as we said earlier on, it is difficult to teach skills alone, for example without communicating (consciously or unconsciously) certain attitudes and values.

## **GUIDELINES OF TEACHING**

According to Carl Shafer, “effective learning is fostered by masterful teaching.” This means teachers should develop an ability for making complex or difficult material simple enough for their learners. Successful teachers are those who display the following abilities.

- **Good mastery of the subject they teach.**
- **Stimulate and sustain learners’ interest in what they teach.**
- **Use language which learners understand easily.**
- **Break down the content or lesson into simple manageable yet systematic blocks.**
- **Help learners to learn on their own rather than depending wholly on the teacher.**
- **Makes learners creative and critical in order to fully understand the idea, art or skill being taught.**
- **Ability to review, test and confirm, if not apply what has been taught.**

Put differently, Shafer has come up with specific guidelines which he refers to as the seven laws of teaching. These laws can be paraphrased as shown below.

A good teacher needs to:

- 1) Have a clear understanding of the content embodied in the lesson.
- 2) Makes learners develop interest in the subject matter through effective class management techniques.

- 3) Uses words and expressions which have common meaning to the learner and teacher alike.
- 4) Starts teaching the known and proceeds gradually to teach the unknown or more abstract material.
- 5) Makes learners to think, act and discover new knowledge on their own.
- 6) Encourages learners to reproduce in their own words what they have learned.
- 7) Evaluates what has been taught in order to determine its worth and correct any false impression.

See: The Seven Laws of Teaching by Carl Shafer.

### **ACTIVITY 3. FOCUS ON TEACHING**

**Procedure:** Divide the participants into three or more groups depending on their size (in numbers)

**Question:** Let each group discuss the question: What kind of broad changes are reflected in individuals after undergoing any training?

**Processing:** Each group makes a presentation in the plenary. At the end of each presentation a few minutes of question and answer, a critique or comments should be allowed.

**Facilitator:** Helps the groups after presentations on newsprint to identify issues which can go together or have common intent. Once the clusters of issues emerge the facilitator helps the whole group to identify which ones relate to any of the following:

- Knowledge
- Attitudes
- Practices

## **Teaching Nature and Objectives**

### **Nature of Teaching:**

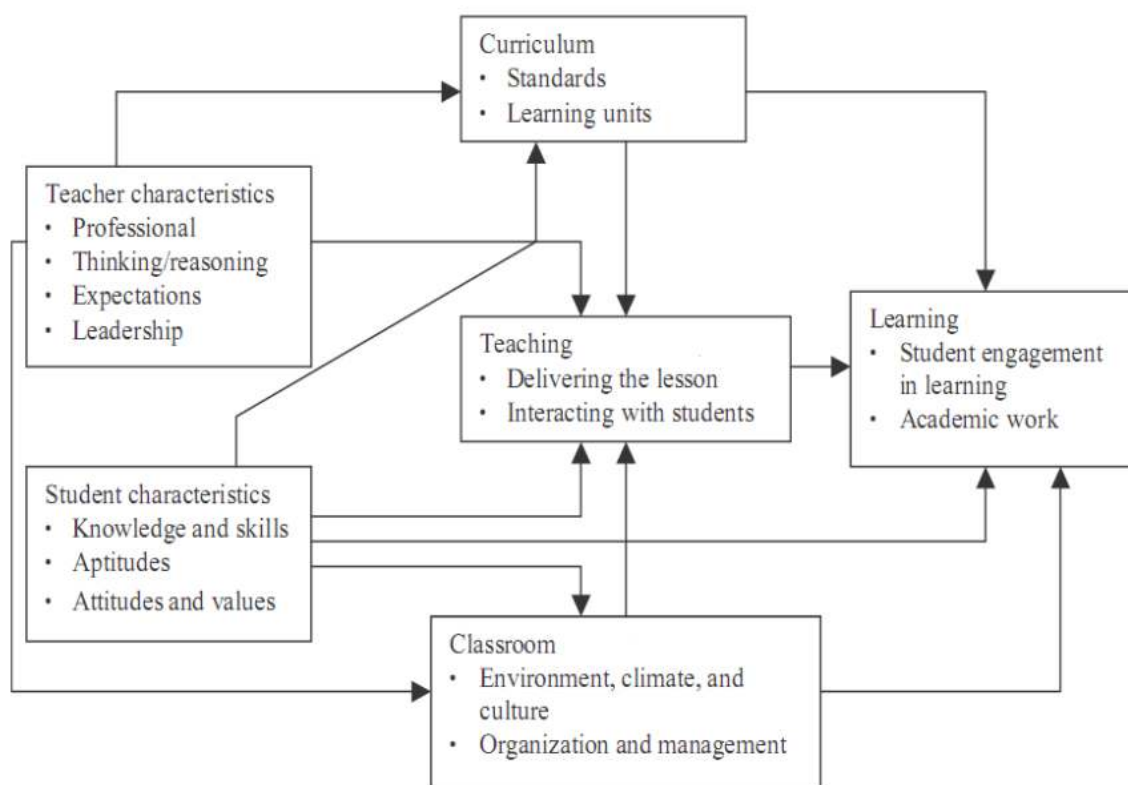
In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes

designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

- 1. Dynamic, Social & Humane:** Influenced by human & social factors
- 2. An Art & Science:** Exercise of being systematic & including talent & creativity
- 3. Diverse in Application:** There are various forms of teaching

**Fig1: Teaching Concept**



## Objectives of Teaching

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of;

Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,

An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, and social justice as also excellence

**Video: 1** (Language: Mix of English and Hindi)

<https://youtu.be/FXouYm5hDHM>

To be able to realize such expectations, TE has to comprise such features as would enable the student teachers to

- Care for children, and who love to be with them;
- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching learning and personal experience.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyse the curricular framework, policy implications and texts. Have a sound knowledge base and basic proficiency in language.
- The objectives of teacher education would therefore be to, Provide opportunities to observe and engage with children, communicate with and relate to children Provide



opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work in groups.

- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

### **The most remarkable objectives of teaching are**

**1. All Round Development of a Learner:** The prime objective of teaching is the all-round development of the learner that includes his physical, mental and spiritual or moral development. This objective is the basis of Gandhi's idea of basic education.

**2. Behaviour change:** The education should be imparted to a learner in such a way that it reflects the attitude, behaviour and personality of the learner.

**3. Development of Adjustment** The manner of teaching should be such that it makes the pupils feel at home in his class room. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large.

**4. Learner's Mental Ability** The teacher should take into account the mental ability of the pupils while teaching. This will enable the teacher to make himself more communicative with his students and in turn the students will have a better understanding of what is being taught to them.

**5. Transmission of Knowledge** The process of teaching should ensure that the knowledge is transmitted from the teacher to the pupil. For achieving this objective, the teaching need to be very communicative and the process of teaching should ensure the pupil participation in it. The more the pupil are encouraged to interact with the teacher, the more the chances of transmission of knowledge.

**6. Assimilation of Lessons** Teaching does not stop at delivering lectures and giving home tasks to the students. It has to be responsible for the assimilation of what is taught to the students. The manner of teaching should be pleasant enough to make the students grasp whatever they are taught.

**7. Friendly Environment** One of the primary objectives of teaching is to make the environment of the place of teaching more friendly and conducive to learning.

His all attention should remain focused to the teaching and he, should not get irritated with the non-conducive atmosphere of the class room.

## Teaching Characteristics and Basic Requirements

### Characteristics of Teaching:

“The aim of teaching is simple: it is to make student learning possible... To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students’ learning” (Ramsden, 1992).

The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them. Most difficult of all perhaps, it involves helping students to achieve their own aims, and adopt the notion that underlies higher education: that students’ learning requires from them commitment, work, responsibility for their own learning, and a willingness to take risks, and that this process has its rewards, not the least of which is that learning can be fun!

So what is good or effective teaching? Smith (1995) suggests that learning ‘is a consequence of experience’ (p.588). He argues that education and therefore teaching, should be focused on the creation of ‘appropriately nourishing experiences so that learning comes about naturally and inevitably’ (p.589). He states that schools should focus less on ‘talking about learning and teaching’ and ‘more about doing’ (p.589)

Alton-Lee (2003) has provided ten clearly defined and research-supported characteristics of quality teaching

1. A focus on student achievement.
2. Pedagogical practices that create caring, inclusive and cohesive learning communities.
3. Effective links between school and the cultural context of the school.
4. Quality teaching is responsive to student learning processes.
5. Learning opportunities are effective and sufficient.
6. Multiple tasks and contexts support learning cycles.
7. Curriculum goals are effectively aligned.

8. Pedagogy scaffolds feedback on students' task engagement.
9. Pedagogy promotes learning orientations, student self-regulation, meta cognitive strategies and thoughtful student discourse.
10. Teachers and students engage constructively in goal oriented assessment.

(Alton-Lee, 2003: vi-x)

These are not easy tasks, and there is no simple way to achieve them. Still less are there any prescriptions that will hold good in all disciplines and for all students. How we teach must be carefully tailored to suit both that which is to be learnt and those who are to learn it. To put it another way – and to add another ingredient – our teaching methods should be the outcome of our aims (that is, what we want the students to know, to understand, to be able to do, and to value), our informed conceptions of how students learn, and the institutional context – with all of its constraints and possibilities – within which the learning is to take place.

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**Video: 2** (Language: English)

<https://youtu.be/bPOepSNCEdo>

1. The main character of teaching is to provide guidance and training.
2. Teaching is interaction between teacher and students.
3. Teaching is an art to give knowledge to students with effective way.
4. Teaching is a science to educate fact and causes of different topics of different subjects.
5. Teaching is continues process .
6. Teacher can teach effectively, if he has full confidence on the subject.
7. Teaching encourages students to learn more and more.
8. Teaching is formal as well as informal
9. Teaching is communication of information to students. In teaching , teacher imparts information in interesting way so that students can easily understand the information .
10. Teaching is tool to help student to adjust himself in society and its environment.

## **BASIC REQUIREMENTS of Teaching**

Basic requirements of teaching include,

**I. The Teacher:** The teacher is an innovator of information and knowledge. He is the creator and transmitter of knowledge, values and ethos to our youngsters for latter's physical, mental, emotional and social development. In the process of teaching-learning, the teacher is the main vehicle, and he knows what is right and what is wrong in the society. The teacher masters over his subject and uses an effective language for the communication in order to bring a positive change in the behaviour of the learner. Since, it is the age of science and technology, the teacher ought to have a sound knowledge of science and technology. He should therefore use the latest means of media communication in the process of teaching.

**II. The Learner:** The learner is a dependent one and immature. He has to cooperate in the teaching-learning process with the teacher and try to get as much information and knowledge as possible from him. He must follow the teacher for understanding and getting knowledge. The learners may be categorized as the students of primary schools, elementary schools, secondary schools, senior secondary schools, colleges or universities.

**III. The Subject (Topic):** The subject is the main concern in the whole endeavour of teaching and learning process. The topic is generally decided by the teacher but the learner can also contribute in deciding a topic, so that, a balanced and harmonious development takes place. It is for the teacher to prepare necessary charts, maps, tables and models that pertain to the decided topic. Media based technological and scientific aids may also be made available by the teacher to make the teaching more interesting and understandable.

**IV. The Environment:** The learner's growth and all round development are the main objectives of teaching. This is possible only when there is a suitable environment for the teaching-learning process. The teacher as such creates such environment and nurtures the' learner in that environment. Learners are not passive objects. For long, the child or the learner was viewed as a natural or given category. This undermined the importance of the fact that the development of the learner is intimately linked to changes in the sociocultural and historical conditions in a given society.

## Steps of Teaching

### Steps of Teaching

In order to make teaching an effective process one needs to follow certain steps. These steps are so important that these cannot be removed from the process

of teaching. If a teacher deviates from these steps, the outcome of the teaching may be biased.

1. **Planning** Without a plan one can not proceed in a resolution. In the teaching-learning process also a teacher has to make a plan according to the strength of the students, the locality of the school the environmental conditions of the school and the contents and the subjects he is going to teach. He has to take into consideration the language that he finds suitable for teaching. The planning includes the gradation of students, as to how many are present in the class, how many are absent, how many are high achieving and how many mediocre. The teacher has to plan for the arrangement of teaching aids like maps, charts, models, overhead projector etc.

2. **Preparation** During the preparation stage, the teacher has to follow the subject or topic systematically. As the present times are times of science and technology, the presentation must also be scientific in nature for which the teacher may need overhead projectors, slides TV and video tapes etc. for making his presentation more effective and understandable.

3. **Presentation:** After preparation, the teacher is prepared to present the topic in the class to the full satisfaction of students and the observer who is there to watch his presentation.

4. **Comparison** Comparison is an important characteristic of teaching. It allows a second chance, to all the three participants, the teacher, the learner and the observer to arrange one more programme of teaching-learning in order to remove, any shortcomings found in the first attempt.

### **Seven Steps for Teaching and Learning**

1. Diagnose the needs of student and create appropriate classroom profile  
summary power standards multiple intelligence's formative assessment  
strategies instructional strategies

2. Create and maintain classroom profiles to record data identifying the standards,  
formative assessment date(s), summative assessment date(s), and student  
information reflecting performance on standards

3. Plan engaging lessons three-part lesson (opening, work period, and  
closing) essential question(s) engaging instructional activities based upon the  
identified power standards and depth of knowledge

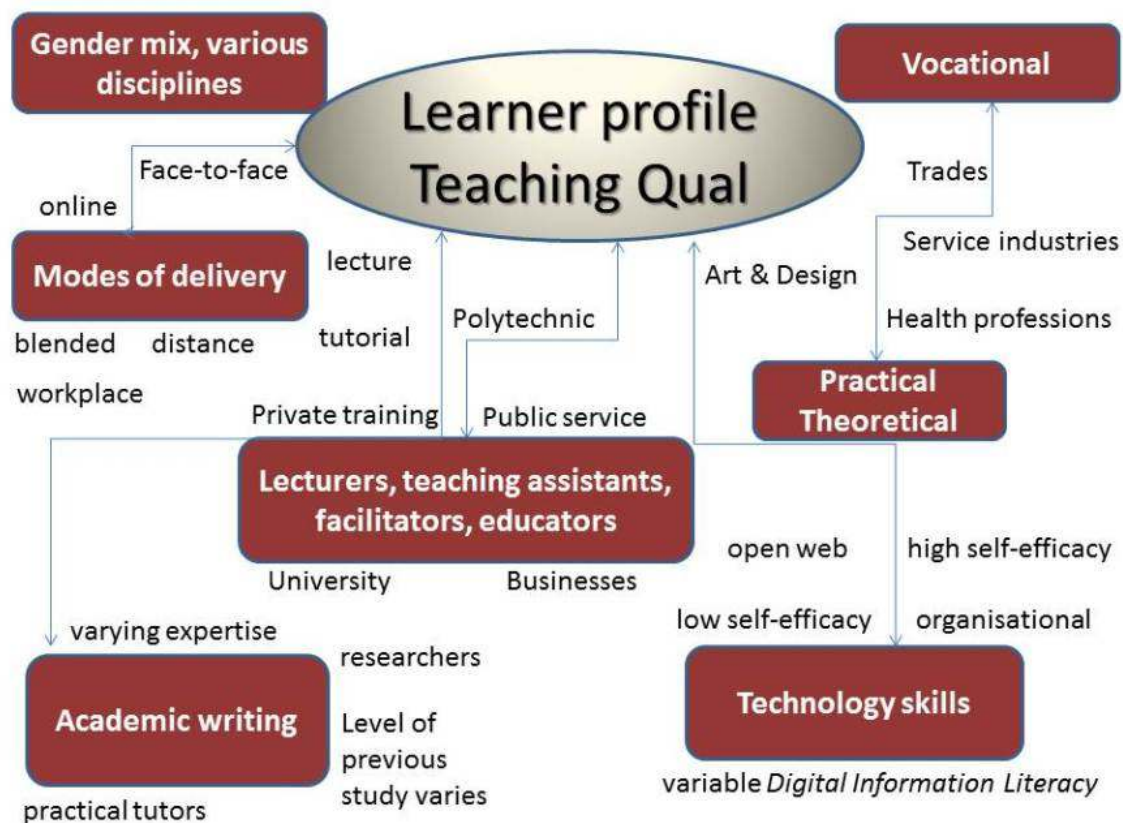
4. Teach the standards using standards-based instruction and ensure the identified  
instructional activities at the appropriate depth of knowledge level

5. Utilize formative assessment strategies to daily determine if standards taught were mastered and update the classroom profile daily
6. Re-teach, provide additional support, and document response to intervention (RTI) for students who have not mastered the standard(s)
7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record.

Repeat step two and/or three and follow the process until all power standards have been taught and mastered by all students.

## **Learners Characteristics**

Analyzing learner characteristics is essential since this will help you to determine what strategies to use in actual instruction. Identifying the characteristics of learners entails gathering information on the learners' cognitive, physiological, affective, and social characteristics (Smith & Ragan, 1999). Learner information can be obtained from surveys, interviews, observations, results of previous course performance, and assessment of their current knowledge/skill levels. The following list, adapted from Smith and Ragan (1999), may serve as a guideline in depicting the profile of your target learners. Note that depending on the learning task, it is not necessary to include all factors given below in your analysis.



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## Questions to consider

Who are my learners? How many of them will there be? Where are they going to be studying? What are their ages, their previous educational experience, their life and work experience? What kind of people are they? How do they prefer to learn? Why can some students confidently tackle the subjects they study and succeed? How do they do this?

Learner characteristics can be personal, academic, social/emotional and/or cognitive in nature. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning. Academic characteristics are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, etc. Finally, cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the

learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain.

**Video: 1** (Language: English) <https://youtu.be/bGJhvBAypv4>

## **Theoretical Background**

The theoretical roots of learner characteristics can be traced back to Witkin (1949; 1978, p. 39) who saw them as a “characteristic mode of functioning that we reveal throughout our perceptual and intellectual activities in a highly consistent and pervasive way”. In other words, learner characteristics are seen as traits (i.e., characteristic of the learner and, thus, not easily influenced) and not as states (i.e., characteristic of the situation in which the learner finds himself/herself and, thus more easily influenced). As early as 1949, Witkin published research related to field dependence/field independence. Field dependent people have difficulty separating an item from its con-text while a field independent person can easily break up an organized whole into its relevant parts.

A second driving force with respect to learner characteristics – and especially cognitive learner characteristics – was Guilford who referred to them as intellectual abilities (Structure of Intellect Model, 1967). He organized these abilities along three dimensions, namely operations (cognition, memory, divergent production, convergent production, and evaluation), content (visual, auditory, symbolic, semantic, and behavioral) and products (units, classes, relations, systems, transformations, and implications). Guilford saw these dimensions as being independent of each other yielding, theoretically, 150 different components of intelligence on which learners can differ.

With respect to the coupling or use of specific instructional approaches for specific learner characteristics, Cronbach and Snow (1977) posited their model of Aptitude-Treatment Interactions which held that certain instructional strategies (i.e., treatments) will be more or less effective for different individuals depending upon the individual’s specific abilities (i.e., aptitude). This model presupposes that optimal learning is the result of the instruction being perfectly matched to the learner’s aptitudes.

## **Cognitive Characteristics**

### **A. General characteristic**

- General aptitudes
- Specific aptitudes
- Development level
- Language development level



- Reading level
- Level of visual literacy
- Cognitive processing styles (read an article by G. Kearsley)
- Learning styles (visit the Learning Styles Resource Page by J. Shindler; read an article on Myers-Briggs' learning styles by H. J. Brightman; Read an article on Kolb's learning styles by J. Blackmore)
- Cognitive and learning strategies
- General world knowledge

#### B. Specific prior knowledge

### **Physiological Characteristics**

- A. Sensory perception (read a summary of information theory by P. E. Doolittle)
- B. General health
- C. Age

### **Effective Characteristics**

- A. Interests
- B. Motivation and motivation to learn (read an article by S. C. Tzeng)
- C. Attitude toward learning and subject matter
- D. Perceptions of and experiences with specific forms of mediation
- E. Academic self-concept
- F. Anxiety level
- G. Beliefs
- H. Attribution of success (i.e., locus of control)

### **Social Characteristics**

- A. Relationships to peers
- B. Feelings toward authority
- C. Tendencies toward cooperation or competition
- D. Moral development (read an article by Y. L. LaMar)
- E. Socioeconomic background
- F. Racial/ethnic background, affiliations
- G. Role models

Use the following questions to help you to start thinking about the characteristics and learning preferences of your learners.

- What are some of the **personal characteristics** of the learners (age, gender, cultural background, profession, background, family life, etc.)?

- What is the **educational level** of the learners?
  - Will there be any **barriers to their learning** such as literacy or numeracy issues, or lack of computer skills?
  - **Why** are they taking the course?
  - How will they **use** their knowledge?
  - What do they **already know** about the topic?
  - Are there any **prerequisites**?
  - **How will they be studying** this topic? (Face to face, distance, blended etc.)
  - Are they **novice** or **expert** learners?
- 

## Cross-References

- Abilities and learning
- Aptitude-treatment-interaction
- Knowledge representation
- Learner preferences and achievement
- Learning styles
- Role of prior knowledge in learning processes

## Factor Affecting Teaching

To know factor affecting teaching is so important because after analysis all factors which affecting teaching, teacher can improve himself and can become good teacher and create better citizen for country. If study teaching subjects, we find many factors which affecting teaching which can write in list of these factors.

- Teacher knowledge, enthusiasm and responsibility for learning.
- Classroom activities that encourage learning.
- Assessment activities that encourage learning through experience.
- Effective feedback that establishes the learning processes in the classroom.
- Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

### 1. Educational qualification of teacher

Higher qualified teacher can provide high scholarly instructions which can effect than general graduate teacher. Many teachers hold different degrees which is the sign of their higher education qualification. A teacher is just B.A. and other teacher is M.A., M.Ed., PhD, if we compare both, then is sure that higher qualified teacher can cede good teaching result.

## **2. Skills**

Skill is an ability to do any work with better way. If a teacher has teaching skill then he can provide effective teaching. Often says that teaching is God gifted but getting good education training and Psychologize best educational books, we can get this skill and create better result. In teaching talent we can include following skills

- Communication skill of teacher
- Taking teaching aids
- Technique of teaching
- Method of teaching
- Human relation skill

## **3. Experience of Teacher**

Experience of teacher affects also the teaching. After increasing teaching experience, a teacher learns many new things in teaching experience which he can employ in next time teaching. First day teacher may not effect on students but after 5 years teaching, a teacher can more effect on students.

## **4. Class – room environment**

Class room environment effects also on teaching. This environment is made both by teacher and students. Without both active participation in education, teaching never effects. If the concentration lives in class room and students listen teacher's voice and teacher also cares the activity of teacher doing interacting with students.

## **5. Economic Factor**

Economic background of teacher and student is also affected teaching. Even salary of teacher effects on his thinking level. Poor and rich students can also classify economically and sometime these factors can effect on effective teaching.

## **6. Administrative policies of school or college or university**

Administrative policies also effect teaching. Teacher wants to instruct with his way but administrative policies is not allowed, so the voice of teach can stop and effect of teaching may slow in class room.

## **7. Subject Matter**

Sometime when a teacher teaches that subject in which he is not specialize, he cannot create any effect through his teaching but same teacher can teaches his specialize subject with better way .

## **8. Parental expectations**

What are the expectations of parent on students? This factor can be defined psychologically. If parent wants to frame up his children doctor or engineer and continually stress on student, sometime student may not at that rank, so mentally he can create depression and which can stop effective teaching of teacher.

# **Methods of Teaching**

There are different types of teaching methods which can be categorized into three broad types. These are teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods.

## **(a) INSTRUCTOR/TEACHER CENTERED METHODS**

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods – which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called “closed-ended”.

## **(b) LEARNER-CENTRED METHODS**

In learner-centred methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons”. The teacher also learns new things everyday which he/she didn’t know in the process of teaching. The teacher, “becomes a resource rather than an authority”. Examples of learner-centred methods are

discussion method, discovery or inquiry based approach and the Hill's model of learning through discussion (LTD).

### **(c) CONTENT-FOCUSED METHODS**

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

### **(d) INTERACTIVE/PARTICIPATIVE METHODS**

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on either the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

**In summary, three types of methods commonly used in instruction are: –**

- **Teacher-centred methods**
- **Learner centred methods**
- **Content focused methods**
- **Interactive/participative methods**

### **The Taxonomy of Educational Objectives: Cognitive Domain**

<b>Cognitive Skill</b>	<b>Verbs that characterize the skill</b>
Knowledge	Label, list, match, recall, select, state, underline
Comprehension	Describe, explain, interpret, summarize, paraphrase
Application	Complete, organize, solve, calculate, compute, use
Analysis	Categorize, classify, find patterns and relationships, compare
Synthesis	Compose, create, formulate, hypothesize, write
Evaluation	Judge based on criteria, support, conclude

### **Four-Phase Learning Cycle**

1. **Introduction:** a question, challenge, or interesting event that captures the students' curiosity.

2. **Exploration:** the opportunity for students to manipulate materials, to explore, and to gather information.
3. **Concept Development:** With a common experience to relate to, terminology is introduced and concepts developed in class discussion.
4. **Application:** This could take the form of an enrichment activity, an opportunity to apply what has been learned, or a test to assess learning.

## **The Taxonomy of Instructional Techniques**

### **Teacher Focused**

- **Direct Instruction:** Teacher explains or demonstrates
- **Drill and Practice:** Repetition to hone a skill or memorize information
- **Lecture:** Teacher provides information to students in a one-way verbal presentation

### **Dialogue Oriented**

- **Question and Answer:** Requires reflection as information is exchanged in response to a question
- **Discussion:** An exchange of opinions and perspectives

### **Student Focused**

- **Mental Modelling:** Assists students in managing their own learning by modelling a problem-solving technique
- **Discovery Learning:** Uses students' personal experiences as the foundation for building concepts
- **Inquiry:** Allows students to generate the questions that they will then investigate and answer

## **SPECIFIC TEACHING METHODS**

We can now consider a number of specific methods which can be drawn from in the course of classroom instruction. It is however, important to note that the choice of any form of methods should not be arbitrary, but needs to be governed by the criteria we have already examined. At the same time each method is not fool-proof, but has its own advantages and disadvantages. That is why I would recommend the use of complementary methods rather than one method.

### **1. LECTURE METHOD**

A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas

and all *THEORETICAL KNOWLEDGE* about a given topic. In a lecture the instructor tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding. It is therefore teacher-centred. The instructor is very active, doing all the talking. Trainees on the other hand are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction.

The lecture method of instruction is recommended for trainees with very little knowledge or limited background knowledge on the topic. It is also useful for presenting an organised body of new information to the learner. To be effective in promoting learning, the lecture must involve some discussions and, question and answer period to allow trainees to be involved actively.

### **PREPARATION AND DELIVERY OF A LECTURE**

As stated earlier, during the lecture, the trainees merely listen to the instructor. It is therefore very important to consider the attention span of trainees when preparing a lecture. The attention span is the period of time during which the trainees are able to pay full attention to what the instructor is talking about. It is estimated to be 15-25 minutes only. It is difficult to hold the trainees attention for a long period of time and careful preparation of lectures is very necessary.

The instructor should have a clear, logical plan of presentation. He/she should work out the essentials of the topic, organise them according to priorities and logical connections, and establish relationships between the various items. Careful organisation of content helps the trainees to structure and hence, to store or remember it. When developing a theme in a lecture, the instructor should use a variety of approaches. A useful principle in any instruction is to go from the *KNOWN* to *UNKNOWN*; from *SIMPLE* to *COMPLEX*, or from *PARTS* to a *WHOLE*.

Knowing the trainees and addressing their needs and interests is very important. For example, in explaining technical processes the instructor should search for illustrations that will be familiar to the trainees. Unfamiliar technical words should be introduced cautiously. New terminologies should be defined and explained and examples given.

In order to gain and focus the attention of trainees, the instructor should be adequately prepared, fluent in his/her presentation and should use various teaching aids and illustrations such as charts, transparencies, codes and even the real objects during presentation. Question and Answer periods should be included in the lecture.

## **QUALITIES OF A GOOD LECTURE**

1. A good lecture should not be too long as to exceed the trainee's attention span (up to 25 minutes).
2. A good lecture should address a single theme.
3. In a good lecture technical terms are carefully explained.
4. Familiar examples and analogies are given.
5. A good lecture establishes fluency in technical content.
6. A good lecture uses illustrations and examples.
7. A good lecture builds on existing knowledge.
8. A good lecture employs a variety of approaches.

## **2. THE DISCUSSION METHOD**

Discussion involves two-way communication between participants. In the classroom situation an instructor and trainees all participate in discussion. During discussion, the instructor spends some time listening while the trainees spend sometimes talking. The discussion is, therefore, a more active learning experience for the trainees than the lecture.

A discussion is the means by which people share experiences, ideas and attitudes. As it helps to foster trainees involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

## **LESSON DEVELOPMENT**

In areas in which trainees already have some knowledge or experience, discussion may be used to develop the main points to be covered in a lesson. For example, in safety training many of the procedures and behaviour that should be observed can be established through discussion with trainees. Trainees can draw on their experience of working in workshops contract sites to contribute to the discussion. In discussing some issues, differences of opinion arise. The discussion can help to clarify the different points of view and may assist each trainee to define his or her own opinion. Used in this way, discussion may be more effective in motivating trainees than lectures. Trainees can see that some importance is attached to their contributions.



## **APPLICATION**

Discussion may also be used, following a lecture or demonstration, to help trainees apply what they have learned. The instructor can ask questions, that help trainees to relate concepts and principles to contexts that are familiar to the trainees or in which they will ultimately be needed. For example following a lecture on “types of wood joint”, the instructor may, lead a discussion directing trainees attention to the places or pieces of furniture where each type is found, and the reasons for using one type than the other. Used in this way discussion contributes to the transfer of learning.

## **FEEDBACK**

The discussion method also provides an opportunity to monitor trainees learning. The answers provided by trainees and the questions they ask, reveal the extent and quality of learning taking place. Instructors can use this information to repeat or modify an explanation to improve learning. They can also provide feedback to trainees, thereby helping to reinforce learning that has taken place. Discussion used in this way should follow after other methods of classroom instruction such as lectures, demonstration or practice sessions.

## **CONDUCTING A DISCUSSION**

Discussion sessions can be led by the instructor, or can take place in groups. In either case, the goal is to meet the lesson objectives by allowing the trainees to:-

- a) Relate relevant personal experiences or events which have occurred in the work setting.
- b) Contribute ideas or personal opinions.
- c) Apply what has been learned to familiar situations or solving problems.
- d) Express what had been learned.

Whether the discussion is instructor led or takes place in groups it must be guided by the instructor. It must be focused on the objectives of the lesson: it is the instructors responsibility to see that the objectives are met. If it is not properly guided, a discussion can degenerate into a consideration of inappropriate or unimportant topics adding confusion rather than clarification to the lesson.

## **3. THE DEMONSTRATION LESSON**

“The most effective way to teach an occupational skill is to demonstrate it... one of the two most essential teaching skills is the ability to demonstrate; the

other is the ability to explain. Both are vital to the success of either an operation lesson or an information lesson”. Weaver and Cencil in *APPLIED TEACHING TECHNIQUES*.

### **DEFINITION**

Demonstration means any planned performance of an occupation skill, scientific principle or experiment.

### **TEACHER PREPARATION**

1. Rehearse your presentation in advance of the lesson.
2. Anticipate any difficult steps, possible interruptions e.t.c.
3. Obtain all materials, tools, equipment, visual and teaching aids in advance and check their useful condition.
4. Have all materials within reach and conveniently arranged.
5. Time the demonstration NOT to exceed 15 minutes.
6. Remove all extraneous materials; check lighting, visibility, student grouping, and proximity to electric, gas and water outlets.
7. Plan to use a skill or method to advantage; work from simple to complex, one step at a time.

### **PRESENTATION**

1. Make sure all students can see and hear the lesson.
2. Be enthusiastic, professional, effective but not dramatic.
3. Relax; use any mishaps or humour to YOUR advantage.
4. Observe all safety rules and procedures.
5. Keep eye-contact with the class; ask and encourage class questions.
6. Explain WHY and HOW: use the techniques of SHOW and TELL.
7. Use a medial summary to strengthen your explanation.

### **PRECAUTIONS**

1. Avoid interruptions; keep demonstration smooth and continuous.
2. Never demonstrate on a student's material.
3. Work towards one aim.
4. Allow time for possible student participation.

### **CARRYING OUT A DEMONSTRATION**

1. Give a good performance. Remember that the trainees learn by your good example.
2. Explain each step or process as you proceed. Follow your lesson plan.
3. Make sure the trainees see the demonstration from the angle they will perform it themselves.
4. Be sure everyone can see and hear. Maintain eye contact.
5. Emphasise key points, and if possible prepare before hand ask key questions as you go along and allow trainees to ask questions.
6. Observe all safety rules, precautions and procedures; and emphasise them.
7. Use proper instructions, aids such as chalkboard, charts, handouts e.t.c. to support your demonstration.
8. Provide for trainees participation where possible, during and after demonstration.
9. Demonstrate the correct way only. First impressions are important, therefore, make them correct ones.
10. Always summarise the steps and emphasise key points again.

### **AFTER DEMONSTRATION**

1. Return all items used during demonstration to their storage places.
2. Make arrangements to have the trainees practice the skill as soon as possible in a practical class session.
3. Observe and analyse trainee(s) performance and correct mistakes.

4. Offer reinforcement where necessary.
5. Coach weak or slow trainees.
6. Check trainee's completed work for accurate performance and record.
7. Allow sufficient time interval before demonstrating another operation.

#### **4. BUZZ GROUPS**

Another method of instruction is the buzz group. During a longer session, the plenary group can break into sub-groups to discuss one or two specific questions or issues. The room soon fills with noise as each sub-group 'buzzes' in discussion. If appropriate, after the discussion one member of each group can report its findings back to the plenary. Buzz groups can be in pairs, trios, or more depending on the activity. People turn to their neighbours for a quick buzz, or form larger groups of three or more. This allows almost every one to express an opinion. While they are buzzing, participants are able to exchange ideas and draw on their wide collective experience. It may provide a good opportunity for trainees to reflect on the content of a lecture. A good buzz session will generate many ideas, comments and opinion, the most important of which will be reported back.

**Buzzgroups help trainers as they allow you to:**

- – **Draw your breath**
- – **Gauge the mood, by listening to some of the discussions**
- – **Change pace of the session**
- – **Encourage participants to reflect on what they have learnt and how they might apply it in their work.**

#### **DISADVANTAGES**

The main obstacle using buzz sessions lie in unfamiliarity with their use, the time required, the need for leaders or facilitators within each sub-group, and the need to have tables and chairs arranged for quick and easy discussion.

#### **5. BRAINSTORMING**

The purpose of a brainstorming session is to discover new ideas and responses very quickly. It is particularly a good way of getting bright ideas. It differs from the buzz groups discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence.

Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. No idea, however crazy, should be rejected. These ideas are listed exactly as they are expressed on a board or flipchart, or written on bits of paper. The combination of swiftly generated ideas usually leads to a very animated and energising session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts.

It is useful to collect answers to questions when you expect much repetition in the responses.

After a brainstorm session, the ideas can be discussed further and evaluated, for example listing the best options in a systematic way. Ideas can be grouped and analysed so that they belong to the group rather than individuals. Unlike a buzz session, a brainstorm session can work well with a large group and usually takes less time. It is best to limit the time for plenary brainstorms, as you might lose the attention of some participants.

## **6. ROLE PLAYS**

In role plays, participants use their own experiences to play a real life situation. When done well, role plays increase the participants self-confidence, give them the opportunity to understand or even feel empathy for other people's viewpoints or roles, and usually end with practical answers, solutions or guidelines.

Role plays are useful for exploring and improving interviewing techniques and examining the complexities and potential conflicts of group meetings. They help participants to consolidate different lessons in one setting and are good energisers.

However, role plays can be time-consuming and their success depends on the willingness of participants to take active part. Some trainees may feel a role play is too exposing, threatening or embarrassing. This reluctance may be overcome at the outset by careful explanation of the objectives and the outcome. Some role plays can generate strong emotions amongst the participants. It is therefore essential that a role play is followed by a thorough debriefing. This provides the opportunity for the trainer and the participants to raise and assess new issues.

## **INSTRUCTIONAL METHODS AND THEIR APPLICATIONS**

<b>METHOD</b>	<b>USES</b>	<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
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<b>THE LECTURE METHOD</b> A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships	1. To orient students. 2. To introduce a subject. 3. To give directions on procedures. 4. To present basic material. 5. To introduce a demonstration, discussion, or performance. 6. To illustrate application of rules, principles, or concepts. 7. To review, clarify, emphasise or summarise.	1. Saves time. 2. Permits flexibility. 3. Requires less rigid space requirement. 4. Permits adaptability. 5. Permits versatility. 6. Permits better centre over contact and sequence.	1. Involves one way communication. 2. Poses problems in skill teaching. 3. Encourages student passiveness. 4. Poses difficulty in gauging student reaction. 5. Require highly skilled instructors.
<b>THE DISCUSSION METHOD</b> A method in which group discussion techniques are used to reach instructional objectives.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure student participation. 3. To emphasise main teaching points. 4. To supplement lectures, reading, or laboratory exercises. 5. To determine how well student understands concepts and principles. 6. To prepare students for application of theory of procedure. 7. To summarise, clarify points or review.	1. Increase students interest 2. Increases students acceptance and commitments. 3. Utilises student knowledge and experience. 4. Results in more permanent learning because of high degree of student participation.	1. Require highly skilled instructor. 2. Requires preparation by student. 3. Limits content. 4. Consumes time. 5. Restricts size of groups.
<b>THE PROGRAMMED INSTRUCTION METHOD</b> A method of self-instruction	1. To provide remedial instruction. 2. To provide make-up instruction for late arrivals, absentees, or transients. 3. To maintain previously learned skills which are not performed frequently enough. 4. To provide retraining on equipment and	1. Reduce failure rate. 2. Improves end-of-course proficiency. 3. Saves time. 4. Provides for self instruction.	1. Require local or commercial preparation. 2. Requires lengthy programmer training. 3. Increases expenses. 4. Requires considerable lead time.

	<p>procedures which have become obsolete.</p> <p>5. To upgrade production.</p> <p>6. To accelerate capable students.</p> <p>7. To provide enough common background among students.</p> <p>8. To provide the review and practice of knowledge and skills.</p>		
<p><b>THE STUDY ASSIGNMENT METHOD</b></p> <p>A method in which the instructor assigns reading to books, periodicals, project or research papers or exercises for the practice.</p>	<p>1. To orient students to a topic prior to classroom or Laboratory work.</p> <p>2. To set the stage for a lecture demonstration or discussion.</p> <p>3. To provide for or capitalise on individual differences in ability, background, or experience through differentiated assignments.</p> <p>4. To provide for the review of material covered in class or to give practice.</p> <p>5. To provide enrichment material.</p>	<p>1. Increase coverage of material.</p> <p>2. Reduce classroom time.</p> <p>3. Permits individual attention.</p>	<p>1. Require careful planning and follow up.</p> <p>2. Poses evaluation problem.</p> <p>3. Produce non-standard results.</p>
<p><b>THE TUTORIAL METHOD</b></p> <p>A method of instruction in which an instructor works directly with an individual student.</p>	<p>1. To reach highly complicated skills operations or operations involving danger or expensive equipment.</p> <p>2. To provide individualised remedial assistance.</p>	<p>1. Permits adaptive instruction.</p> <p>2. Stimulates active participation.</p> <p>3. Promotes safety.</p>	<p>1. Requires highly competent instructor.</p> <p>2. Demands time and money.</p>
<p><b>THE SEMINAR METHOD</b></p> <p>A tutorial arrangement involving the instructor and groups, rather than instructor and individual.</p>	<p>1. To provide general guidance for a group working on an advanced study or research project.</p> <p>2. To exchange information on techniques and approaches being explored by members of</p>	<p>1. Provides motivation and report.</p> <p>2. Stimulates active participation.</p> <p>3. Permits adaptive instruction.</p>	<p>1. Requires highly competent instructor.</p> <p>2. Poses evaluation problems.</p> <p>3. Is more costly than most other methods.</p>

	<p>a study or research group.</p> <p>3. To develop new and imaginative solutions to problems under study by the group.</p>		
<p><b>THE DEMONSTRATION METHOD</b></p> <p>A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done.</p>	<p>1. To teach manipulative operations or procedures.</p> <p>2. To teach troubleshooting.</p> <p>3. To illustrate principles.</p> <p>4. To teach operation or functioning of equipment.</p> <p>5. To teach teamwork.</p> <p>6. To set standards of workmanship.</p> <p>7. To teach safety procedures.</p>	<p>1. Minimise damage and waste</p> <p>2. Saves time</p> <p>3. Can be presented to large groups.</p>	<p>1. Require careful preparation and rehearsal.</p> <p>2. Requires special classroom arrangements.</p>
<p><b>THE DEMONSTRATION METHOD</b></p> <p>A method of instruction is required to perform under controlled conditions the operations, skills or movement being taught.</p>	<p>1. To teach manipulative operations or procedures.</p> <p>2. To teach operation or functioning of equipment.</p> <p>3. To teach team skills</p> <p>4. To teach safety procedures.</p>	<p>1. Builds confidence.</p> <p>2. Enable learning evaluation.</p> <p>3. Reduces damages and waste.</p> <p>4. Promotes safety.</p>	<p>1. Requires tools and equipment.</p> <p>2. Requires large block.</p> <p>3. Requires more instructors.</p>
<p><b>THE BUZZ GROUP</b></p>	<p>1. To develop and express imaginative ideas, opinions.</p> <p>2. Stimulate thinking.</p>	<p>1. Help trainers to draw breath.</p> <p>2. Gauge the mood by listening to some discussion.</p> <p>3. Change pace of discussion.</p> <p>4. Encourage participants to reflect what was learnt.</p>	<p>1. Unfamiliarity in use.</p> <p>2. Time required.</p> <p>3. Need for group leaders.</p>
<p><b>BRAINSTORMING</b></p>	<p>1. Discover new ideas, thoughts and responses very quickly.</p>	<p>1. Leads to a very animated and energising session.</p> <p>2. More reserved participants feel free to contribute.</p>	<p>1. It takes time particularly if it is a large group.</p> <p>2. May consume a lot of material e.g. flipcharts or writing materials.</p>



			3. Requires high level facilitation skills.
<b>ROLE PLAYS</b>	1. Exploring and improving interviewing techniques and examining complexities and potential conflicts of groups. 2. To consolidate different lessons in one setting.	1. Good energizers. 2. Promotes empathy of trainees for other situation. 3. Encourages creativity in learning.	1. Participants might be reluctant. 2. May not work with trainees who do not know each other well.

## Styles of Teaching

No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs.

**Fig1:** Teaching Style Vs Students Learning Style – Match and Mismatch

### Teaching Style Vs Learner Style

		<i>Teaching Style</i>			
		Authority, Expert	Motivator, Salesperson	Facilitator	Delegator
<i>Learner Style</i>	Dependent Learner	Match	Near Match	Mismatch	Severe Mismatch
	Interested Learner	Near Match	Match	Near Match	Mismatch
	Involved Learner	Mismatch	Near Match	Match	Near Match
	Self-directed Learner	Severe Mismatch	Mismatch	Near Match	Match

Logically, the self-directed learner is a bad match for the “Authority/Expert” teacher, benefiting instead from a “Delegator” approach. The “Dependent Learner” needs the Authority Figure/Expert teacher, but would presumably be listless when matched with the “Delegator.”

## What are the typical styles of teaching?

The following list of teaching styles highlights the five main strategies teachers use in the classroom, as well as the benefits and potential pitfalls of each respective teaching method.

### Authority, or lecture style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

- **Pros:** This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history that necessitate memorization of key facts, dates, names, etc.
- **Cons:** It is a questionable model for teaching children because there is little or no interaction with the teacher.

### Demonstrator, or coach style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to know.

- **Pros:** This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstrations.
- **Cons:** Although it's well-suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

### Facilitator, or activity style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

- **Pros:** This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.
- **Cons:** Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

### Delegator, or group style

The delegator style is best-suited for curriculum that requires lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

- **Pros:** Guided discovery and inquiry-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.
- **Cons:** Considered a modern style of teaching, it is sometimes criticized as newfangled and geared toward teacher as consultant rather than the traditional authority figure.

### Hybrid, or blended style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teachers' personality and interests with students' needs and curriculum-appropriate methods.

- **Pros:** Achieves the inclusive approach of combining teaching style clusters and enables teachers to tailor their styles to student needs and appropriate subject matter.
- **Cons:** Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

Because teachers have styles that reflect their distinct personalities and curriculum — from math and science to English and history — it's crucial that they remain focused on their teaching objectives and avoid trying to be all things to all students.

### Teaching Styles

- **Expert:** Similar to a coach, experts share knowledge, demonstrate their expertise, advise students and provide feedback to improve understanding and promote learning.
- **Formal authority:** Authoritative teachers incorporate the traditional lecture format and share many of the same characteristics as experts, but with less student interaction.
- **Personal model:** Incorporates blended teaching styles that match the best techniques with the appropriate learning scenarios and students in an adaptive format.
- **Facilitator:** Designs participatory learning activities and manages classroom projects while providing information and offering feedback to facilitate critical thinking.
- **Delegator:** Organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve learning objectives.

### What teaching style is best for today's students?

Whether you're a first-year teacher eager to put into practice all of the pedagogical techniques you learned in college, or a classroom veteran examining differentiated instruction and new learning methodologies, consider that not all students respond well to one particular style. Although teaching styles have been categorized into five groups, today's ideal teaching style is not an either/or

proposition but more of a hybrid approach that blends the best of everything a teacher has to offer.

Here is a recap from the list of teaching methods described earlier.

- **Authority, or lecture style:** This traditional, formal approach to teaching is sometimes referred to as “the sage on the stage.”
- **Demonstrator, or coach style:** This style retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to learn.
- **Facilitator, or activity style:** This approach encourages teachers to function as advisors who help students learn by doing.
- **Developer, or group style:** This style allows teachers to guide students in a group setting to accomplish tasks and learn what works or doesn’t.
- **Hybrid, or blended style:** This approach incorporates different aspects of the various styles and gives teachers flexibility to tailor a personal style that’s right for their coursework and students.

The traditional advice that teachers not overreach with a cluster of all-encompassing teaching styles might seem to conflict with today’s emphasis on student-centered classrooms. Theoretically, the more teachers emphasize student-centric learning the harder it is to develop a well-focused style based on their personal attributes, strengths and goals.

In short, modern methods of teaching require different types of teachers — from the analyst/organizer to the negotiator/consultant. Here are some other factors to consider as teachers determine the best teaching method for their students.

**Empty vessel:** Critics of the “sage on the stage” lecture style point to the “empty vessel” theory, which assumes a student’s mind is essentially empty and needs to be filled by the “expert” teacher. Critics of this traditional approach to teaching insist this teaching style is outmoded and needs to be updated for the diverse 21st-century classroom.

**Active vs. passive:** Proponents of the traditional lecture approach believe that an overemphasis on group-oriented participatory teaching styles, like facilitator and delegator, favor gifted and competitive students over passive children with varied learning abilities, thereby exacerbating the challenges of meeting the needs of all learners.

**Knowledge vs. information:** Knowledge implies a complete understanding, or full comprehension, of a particular subject. A blend of teaching styles that incorporate facilitator, delegator, demonstrator, and lecturer techniques helps the broadest range of students acquire in-depth knowledge and mastery of a given

subject. This stands in contrast to passive learning, which typically entails memorizing facts, or information, with the short-term objective of scoring well on tests.

**Interactive classrooms:** Laptops and tablets, videoconferencing and podcasts in classrooms play a vital role in today's teaching styles. With technology in mind, it is imperative that teachers assess their students' knowledge while they are learning. The alternative is to wait for test results, only to discover knowledge gaps that should have been detected during the active learning phase.

**Constructivist teaching methods:** Contemporary teaching styles tend to be group focused and inquiry driven. Constructivist teaching methods embrace subsets of alternative teaching styles, including modeling, coaching, and test preparation through rubrics scaffolding. All of these are designed to promote student participation and necessitate a hybrid approach to teaching. One criticism of the constructivist approach is it caters to extroverted, group-oriented students, who tend to dominate and benefit from these teaching methods more than introverts; however, this assumes introverts aren't learning by observing.

Student-centric learning does not have to come at the expense of an instructor's preferred teaching method. However, differentiated instruction demands that teachers finesse their style to accommodate the diverse needs of 21st-century classrooms.

## 150 Teaching Methods

1. Lecture by teacher (and what else can you do!)
2. Class discussion conducted by teacher (and what else!)
3. Recitation oral questions by teacher answered orally by students (then what!)
4. Discussion groups conducted by selected student chairpersons (yes, and what else!)
5. Lecture-demonstration by teacher (and then what 145 other techniques!)
6. Lecture-demonstration by another instructor(s) from a special field (guest speaker)
7. Presentation by a panel of instructors or students
8. Presentations by student panels from the class: class invited to participate
9. Student reports by individuals
10. Student-group reports by committees from the class
11. Debate (informal) on current issues by students from class
12. Class discussions conducted by a student or student committee
13. Forums
14. Bulletin boards
15. Small groups such as task oriented, discussion, Socratic
16. Choral speaking
17. Collecting
18. Textbook assignments
19. Reading assignments in journals, monographs, etc.

20. Reading assignments in supplementary books
21. Assignment to outline portions of the textbook
22. Assignment to outline certain supplementary readings
23. Debates (formal)
24. Crossword puzzles
25. Cooking foods of places studied
26. Construction of vocabulary lists
27. Vocabulary drills
28. Diaries
29. Dances of places or periods studied
30. Construction of summaries by students
31. Dressing dolls
32. Required term paper
33. Panel discussion
34. Biographical reports given by students
35. Reports on published research studies and experiments by students
36. Library research on topics or problems
37. Written book reports by students
38. Flags
39. Jigsaw puzzle maps
40. Hall of Fame by topic or era (military or political leaders, heroes)
41. Flannel boards
42. Use of pretest
43. Gaming and simulation
44. Flash cards
45. Flowcharts
46. Interviews
47. Maps, transparencies, globes
48. Mobiles
49. Audio-tutorial lessons (individualized instruction)
50. Models
51. Music
52. Field trips
53. Drama, role playing
54. Open textbook study
55. Committee projects—small groups
56. Notebook
57. Murals and montages
58. Class projects
59. Individual projects
60. Quiz down gaming
61. Modelling in various media
62. Pen pals
63. Photographs
64. Laboratory experiments performed by more than two students working together
65. Use of dramatization, skits, plays
66. Student construction of diagrams, charts, or graphs

67. Making of posters by students
68. Students drawing pictures or cartoons vividly portray principles or facts
69. Problem solving or case studies
70. Puppets
71. Use of chalkboard by instructor as aid in teaching
72. Use of diagrams, tables, graphs, and charts by instructor in teaching
73. Use of exhibits and displays by instructor
74. Reproductions
75. Construction of exhibits and displays by students
76. Use of slides
77. Use of filmstrips
78. Use of motion pictures, educational films, videotapes
79. Use of theatre motion pictures
80. Use of recordings
81. Use of radio programs
82. Use of television
83. Role playing
84. Sand tables
85. School affiliations
86. Verbal illustrations: use of anecdotes and parables to illustrate
87. Service projects
88. Stamps, coins, and other hobbies
89. Use of community or local resources
90. Story telling
91. Surveys
92. Tutorial: students assigned to other students for assistance, peer teaching
93. Coaching: special assistance provided for students having difficulty in the course
94. Oral reports
95. Word association activity
96. Workbooks
97. Using case studies reported in literature to illustrate psychological principles and facts
98. Construction of scrapbooks
99. Applying simple statistical techniques to class data
100. Time lines
101. "Group dynamics" techniques
102. Units of instruction organized by topics
103. Non directive techniques applied to the classroom
104. Supervised study during class period
105. Use of sociometric text to make sociometric analysis of class
106. Use of technology and instructional resources
107. Open textbook tests, take home tests
108. Put idea into picture
109. Write a caption for chart, picture, or cartoon
110. Reading aloud
111. Differentiated assignment and homework
112. Telling about a trip

113. Mock convention
114. Filling out forms (income tax, checks)
115. Prepare editorial for school paper
116. Attend council meeting, school board meeting
117. Exchanging "things"
118. Making announcements
119. Taking part (community elections)
120. Playing music from other countries or times
121. Studying local history
122. Compile list of older citizens as resource people
123. Students from abroad (exchange students)
124. Obtain free and low cost materials
125. Collect old magazines
126. Collect colored slides
127. Visit an "ethnic" restaurant
128. Specialize in one country
129. Follow a world leader (in the media)
130. Visit an employment agency
131. Start a campaign
132. Conduct a series
133. Investigate a life
134. Assist an immigrant
135. Volunteer (tutoring, hospital)
136. Prepare an exhibit
137. Detect propaganda
138. Join an organization
139. Collect money for a cause
140. Elect a "Hall of Fame" for males
141. Elect a "Hall of Fame" for females
142. Construct a salt map
143. Construct a drama
144. Prepare presentation for senior citizen group
145. Invite senior citizen(s) to present local history to class including displaying artifacts (clothing, tools, objects, etc.)
146. Prepare mock newspaper on specific topic or era
147. Draw a giant map on floor of classroom
148. Research local archaeological site
149. Exchange program with schools from different parts of the state
150. In brainstorming small group, students identify a list of techniques and strategies that best fit their class.



# Teaching Aids

Teaching aids assist students in learning. These aids consist of video, audio and hands-on tools to help involve the students and enhance the learning experience.

Students tend to get more involved when learning if teaching aids are implemented into the curriculum. Hands-on aids, such as computers, maps and other tools that require some sort of interaction from the students, have the highest levels of effectiveness.

The tools are designed to involve the students, promote interaction, and promote faster learning and better comprehension. Being able to see, hear or get involved in a topic creates a much better method for learning.

How a teacher chooses to use learning aids in a classroom can vary dramatically. The main factor in the effective use of teaching aids is that a skilled teacher is behind the tools being used.

## Need of Teaching Aids

- 1) Every individual has the tendency to forget. Proper use of teaching aids helps to retain more concept permanently.
- 2) Students can learn better when they are motivated properly through different teaching aids.
- 3) Teaching aids develop the proper image when the students see, hear taste and smell properly.
- 4) Teaching aids provide complete example for conceptual thinking.
- 5) The teaching aids create the environment of interest for the students.
- 6) Teaching aids helps to increase the vocabulary of the students.
- 7) Teaching aids helps the teacher to get sometime and make learning permanent.
- 8) Teaching aids provide direct experience to the students.

**The teaching aids used in the teaching can be classified into the following ways:**

- a. **Traditional Aids:** Blackboard/chalkboard, books, periodicals.

- b. **Visual Aids:** Objects, picture, map, figure, chart, posters, model, bulletin board, flannel board, globe, graph or any other type of graphics such as diagrams, cut-outs, cartoons, etc.
  - c. **Mechanical Aids:**
    - i. Audio: Radio, tape recorder, teaching machine.
    - ii. Visual: Projector, epidiascope, film strips, motion picture, etc.
    - iii. Audio-Visual: Films, television, video, cassettes, etc.
- Visual Material Aids: Use of Chart: The most commonly used types of charts include outline charts, tabular charts, flow charts and organization charts. Flip charts and flow charts are also being used.

## Types of Teaching Aids

There are many aids available these days. We may classify these aids as follows-

1) **Visual Aids:** The aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones.

2) **Audio Aids:** The aids that involve the sense of hearing are called Audio aids. For example :- radio, tape recorder, gramophone etc.

3) **Audio – Visual Aids:** The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example :- television, film projector, film strips etc.

## Importance of Teaching aids

Teaching aids are important because they create a visual and interactive experience for the students. As the students become more engaged, they are more likely to understand the topic being taught.

Teaching aids play an very important role in Teaching- Learning process. Importance of Teaching aids are as follows :-

1) **Motivation:** Teaching aids motivate the students so that they can learn better.

2) **Clarification:** Through teaching aids , the teacher clarify the subject matter more easily.

3) **Discouragement of Cramming:** Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming.

4) Increase the Vocabulary: Teaching aids helps to increase the vocabulary of the students more effectively.

5) Saves Time and Money

6) Classroom Live and active: Teaching aids make the classroom live and active.

7) Avoids Dullness

8) Direct Experience: Teaching aids provide direct experience to the students

# Evaluation System

Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in Education. (National Policy on Education, 1986).

Evaluation is a wider concept than testing and measurement and is supposed to judge the worth of all the educational outcomes brought about as a result of teaching-learning process.

Evaluation, actually is a continuous appraisal of the achievement of the aims of education as well as the methods of teaching and learning with a view to continuous improvements so that education becomes dynamic and self-developing. It also involves the self-appraisal by the student of their success and failures from time to time.

This way, the students come to know their own drawbacks and try to improve. Thus, it helps the teacher in diagnosing the pupil's difficulties.

Because it is a continuous assessment of the pupil's day today progress in all spheres, it helps in determining the potentialities, and interests of every student, on the basis of the day-to-day records of pupil it becomes easy to know present status of a student and his growth towards the desirable goal. In this way, evaluation provides information essential for effective guidance programme.

Thus, evaluation may be defined as a systematic process of determining the extent which educational objectives are achieved by pupils.

Quillen and Hana quotes as, "Evaluation is the process of gathering and interpreting evidence on changes in the behaviour of the students as the progress through school."

Kothari Commission Reiterated as, "Evaluation is a continuous process. It forms an integral part of the total system of education, and

is intimately related to educational objectives. It exercises a great influence on the pupils study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are means of collecting evidences about the students development in desirable directions."

Basically, evaluation is a term which has overtones that distinguish it from measurement. The latter implies only a precise quantitative assessment of outcomes of instruction, where as evaluation signifies a wider, more comprehensive and continuous process of assessing students progress.

According to the approach, evaluation is thus integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievement.

In its higher senses, evaluation brings out the factors that are inherent in student growth such as proper attitudes and habits, manipulative skills, appreciations and understanding in addition to conventional acquisition of knowledge.

## Scope of Evaluation

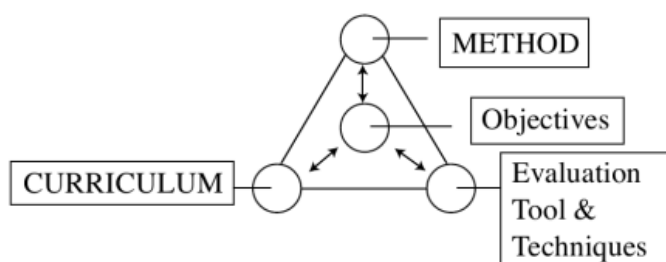
Evaluation covers a wider purpose than the testing. The testing only aims at knowing the achievement of the pupils in a particular subject during a specified period. Again, testing confines to the memorisation of knowledge only and does not test the application, skills, abilities, interests and other objectives of teaching of a subject. On the other hand, evaluation not only aims at knowing the achievements but helps in improving curriculum and methods also. It is never static but is dynamic and its methods and materials changes according to the changes in needs of the individual and society. Because education is a process of growth and development and its aims are changing from time to time it is essential that own

evaluation techniques should also change. So evaluation aims at improving the whole educational process in the following way :

1. Evaluation tests the genuineness of objectives and helps in their modification. It does not test the content learnt but the objectives. If the objectives are not achieved, it tries to find out the reason for that. It may be that the objectives are ambitious or below the standard. It is, therefore, necessary to modify the objectives in the light of the needs of the individual and of the society.
2. Evaluation helps in judging the effectiveness of the methods of teaching in terms of the objectives of teaching. The methods of teaching are also modified if they do not help in achieving the objectives.
3. Evaluation also helps in finding out the psychological and logical soundness of the material. Because curriculum is the base for success of the education process, it is essential that it should be dynamic and broad based and should be modified according to changing objectives.
4. It test the allround development of the child and helps in predicting the future success of the student in a particular field. So it serves the diagnostic and prognostic purpose and thus serves as a basis for guidance to the teacher and the taught.
5. Evaluation helps in the improvement and modification of the evaluation tools and techniques which should not be static but should change from time to time.

## Scope of Evaluation

The scope and interrelation of evaluation with objectives, methods and curriculum can be shown in the following diagram :



### Triangular Process of Evaluation

Evaluation procedure should not delimit its scope to only paper and pencil aspect for this may

not reveal most of the inherent qualities of the child's personality and his participation in the day-to-day activities of the school programme. So it is essential to maintain the systematic records of the pupil's progress in theoretical studies, practical work and the various co-curricular activities which form an integral part of educative process. This will give a true picture of the child's progress throughout the year and will thus give reliability and validity to the evaluation programme which is based upon the objectives of the teaching subject.

For this, every school should maintain diaries of pupils, anecdotal records and cumulative records. Children's diaries throw much light to their appreciations, attitudes and interests and attitudes and their personal and social problems. Anecdotal records is the teacher's description of significant pupil behaviour in an incident on critical behaviour.

Cummulative Record assist the teacher to discover the growth of students in different directions. Every type of information regarding each child is entered in this card from time to time. This will reveal the whole history of the child and the assessment done in this way should be counted at the time of final assessment. Cumulative records will also help the vocational guidance services in determining the future vocations of the pupils.

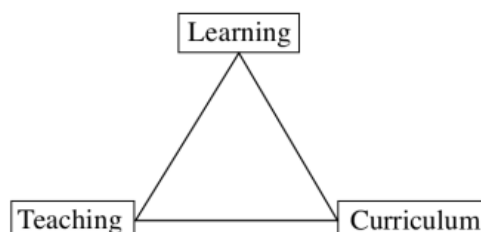
## Purpose of Evaluation

In broad sense, the purpose of evaluation can be classified into two categories :

1. Educational Purpose
2. Administrative Purpose

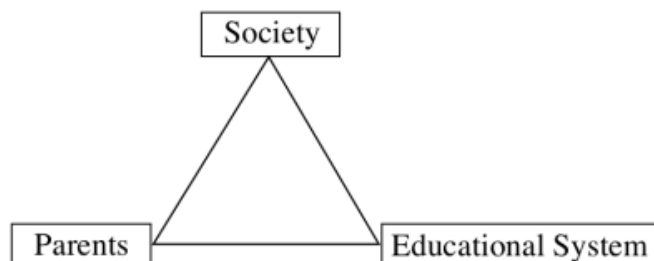
### 1. The Educational Purpose of Evaluation

The educational purpose of evaluation is basically **with Quality Control** in relation to :



## 2. The Administrative Purpose of Evaluation

The administrative purpose of evaluation is concerned with the accountability to :



### Types of Evaluation

Evaluation can be classified into 3 groups as :

1. **Diagnostic Evaluation**
2. **Formative Evaluation**
3. **Summative Evaluation**

1. **Diagnostic Evaluation**—This type of evaluation is generally done in the beginning of teaching-learning process in order to find out the specific weaknesses, either at an individual or at class level, and also to find out particular strengths. It helps to design the courses and curricula according to the capabilities of the learner to help him overcome his deficiencies in knowledge, skills, and abilities.

2. **Formative Evaluation**—It is concerned with making decisions relating to forming or development of students as well as of the courses. It provides feedback at appropriate stages of teaching-learning process which helps in making changes in the curriculum, teaching strategies and the learning environment, formative evaluation is done during the process of teaching-learning with the following purposes :

- (i) To monitor student learning for the purpose of providing individualized instruction.
- (ii) To evaluate teaching effectiveness.

- (iii) To evaluate courses and curricula with the purpose of modification, updating or replacement, if necessary.
- (iv) To evaluate curriculum materials.
- (v) To evaluate the learning environment with a view to improving it.

3. **Summative Evaluation**—It is concerned with making judgements about a finished product or process. Terminal examinations—whether internal or external—are a good example of summative evaluation. But summative evaluation must not necessarily be terminal in nature. Cumulative assessments, where they are undertaken solely for the purposes of selection, promotion, prediction, recording and such other administrative purposes, should be considered as a series of summative evaluation.

### The Evaluation Process

The process of evaluation has the following stages :

- |    |  |
|----|--|
| 1. | Formulating and selecting worthwhile objectives of teaching in a subject.  |
| 2. | Classifying and defining objectives in terms of expected learning outcomes or behavioural changes in the pupils.                         |
| 3. | Developing appropriate Learning experiences or activities.   |
| 4. | Devising and adopting suitable assessment procedures to collect adequate and trustworthy evidences about the pupil's achievement.        |
| 5. | Evaluating the outcomes on the basis of evidences collected and modifying the necessary aspects of the entire system for better results. |