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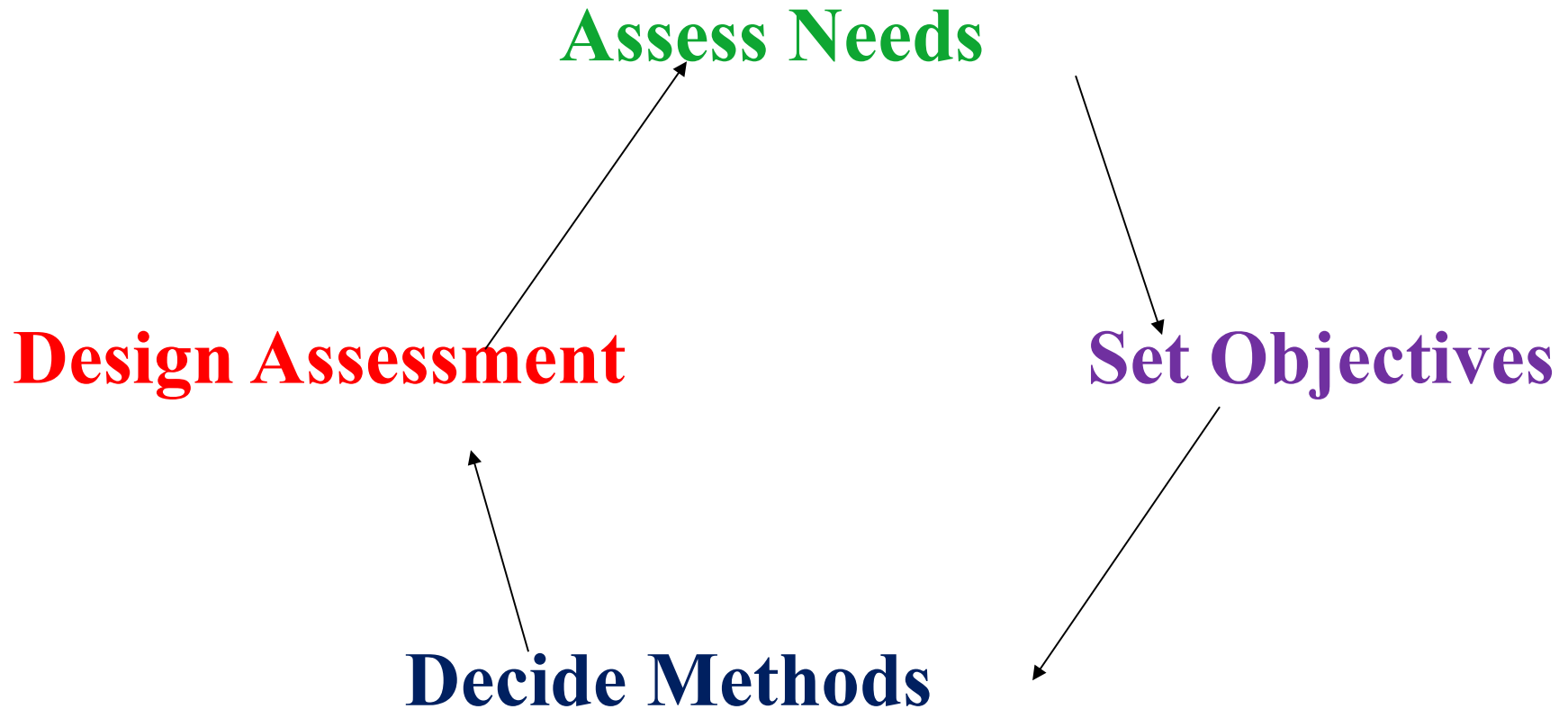
UNIT TWO

Principles and Methods of Teaching

- **What are those principles and Methods of Teaching?**
- **What is the Practice of Active Learning Methods in your institution?**
- **What do you mean by Managing Instructional Activities?**

Principles and Methods of Teaching

The Educational Cycle



Defining Aims&Objectives

- First of all, define what they need to know that will help you define the aims & objectives
- Ask them, Check lists (eg from the medical school) problem
- case analysis - things you know you don't know
- random case analysis - issues you may not have identified
- critical incident analysis - learning from mistakes and near misses, PUNs (patient unmet needs), DENs (doctors educational needs)

What are we trying to teach?

K.S.A.

- Knowledge
- Skills/competencies
- Attitudes

➤ **Knowledge**

- ✓ factual; evolving; evidence base
- ✓ Evaluating and using 'knowledge' - critical appraisal; application of knowledge

➤ **Skills & Competencies**

- ✓ Clinical, Practical, Consultation, Communication, Problem solving
- ✓ Research and audit (evaluating and doing)

➤ **Attitudes**

- ✓ ethics etc; self awareness; commitment to maintaining standards
- ✓ Personal care for patients
- ✓ Practice context - practice issues; regulatory framework
- ✓ Broader context - medico-political/legal/social; ethnic/cultural

Learning objectives

1. What is teaching?
2. What is the purpose of teaching?
3. What is the process of teaching?
4. What are the types of teaching?
5. What are the various teaching methods?
6. What are the qualities of good teaching?
7. How best to teach?
8. How to assess your teaching?

What is teaching?

- ❑ Teaching is a process intended for learning by inducing a **behavioral change** in the taught.
- ❑ It is an art of communicating a message with impact on audience.
- ❑ Pedagogy is an art or profession of teaching.

❑ Teaching is like fishing...



❑ You use different lures for different fish, You use different methods for different learners.

❑ Teaching is like beautiful music...



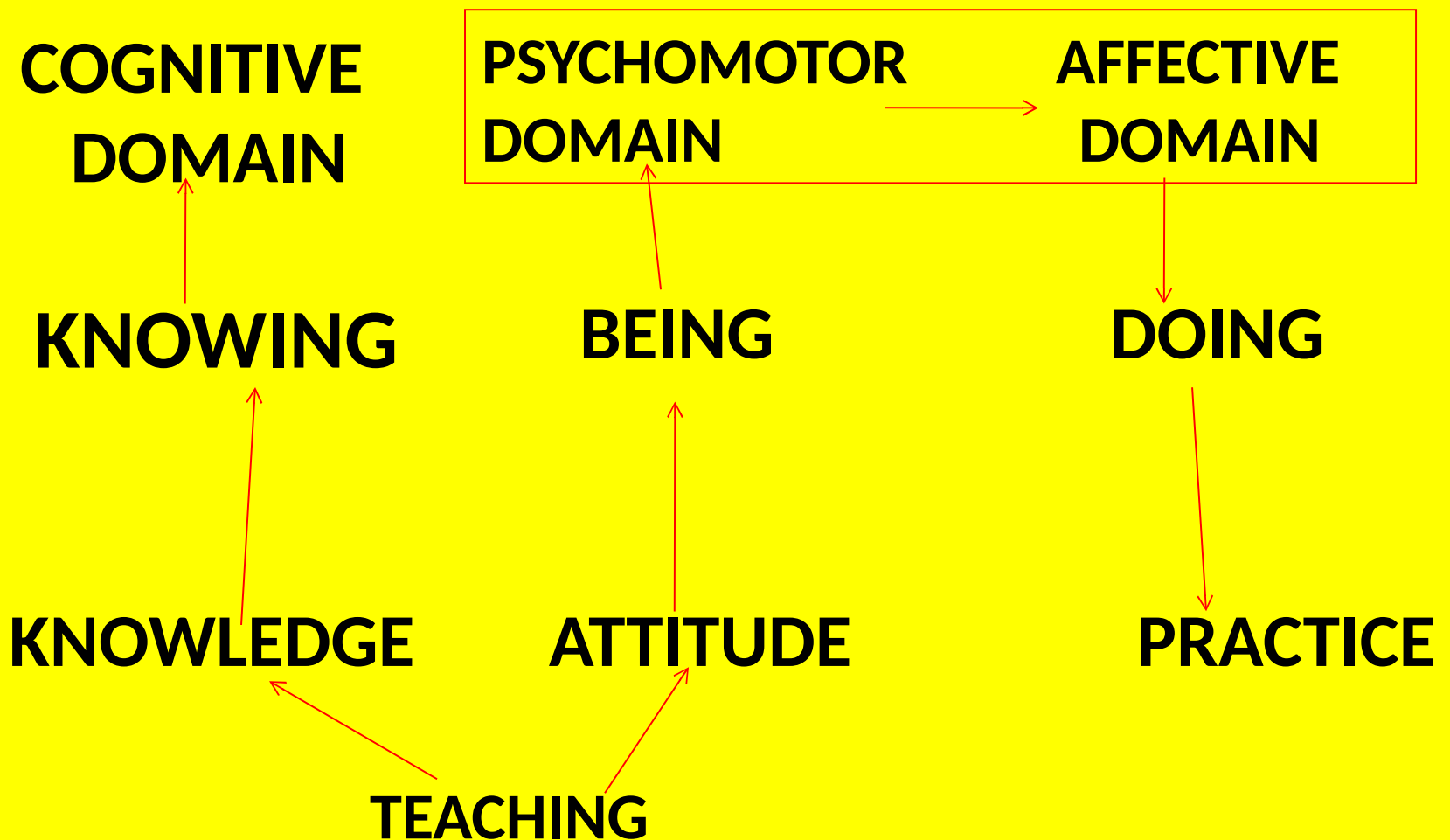
❑ Where, instructional methods are the instruments, When played alone they make sound, When played together in tune, rhythm, and feeling, they become amazing music!

Why teaching

- ❖ Teaching creates knowledge, awareness and feelings in the taught and brings about behavioral change.

Learning cycle

Teacher learns while teaching



Teaching equips

- ❖ Cognitive domain: concerned with knowledge. Methods might include lectures, small group work, problem solving tasks, research etc
- ❖ Psycho motor domain: concerned with skills. Methods might include demonstration, individual practice, coaching etc
- ❖ Affective domain: concerned with attitudes. Methods might include discussion, case studies, role play, simulation etc.

TYPES OF TEACHING

- ✓ **Active**
- ✓ **Passive**
- ✓ **Learner oriented**
- ✓ **Teacher oriented**

Teaching methods

Lecture, Lecture discussion

Seminar, Symposium, Panel discussion

Group discussion, Tutorials, Role play

Integrated teaching (horizontal and vertical)

Talking point sessions, Workshops, Conferences

Are some teaching methods bad and shouldn't be used?

Perhaps we should say: Some teaching methods are 'bad' when used with some students

Some teaching methods are 'bad' for achieving some learning outcomes

Some teaching methods are 'bad' for some subject areas or domains of learning

Some teaching methods are 'bad' when used by some teachers

or... There's no bad teaching methods just teaching methods used badly!

- ❑ ‘No one method of teaching adults will suit every occasion.
- ❑ What matters is to choose a method or methods which best help adults achieve the task in hand.
- ❑ Experience indicates that a combination of methods is likely to be more effective than any one used singly and that a variety will help maintain people’s interest and motivation.’

Principles of good teaching practice

Principle 1: Good practice encourages student-faculty contact

“Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.

Faculty concern helps students get through rough times and keep on working.

Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.”

Principle 2: Good practice encourages cooperation among students

“Learning is enhanced when it is more like a team effort than a solo race.

Good learning, like good work, is collaborative and social, not competitive and isolated.

Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.”

Principle 3: Good practice encourages active learning

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers.

They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

They must make what they learn part of themselves.”

Principle 4 : Good practice gives prompt feedback

“*Knowing* what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses.

In getting started, students need help in assessing existing knowledge and competence.

In classes, students need frequent opportunities to perform and receive suggestions for improvement.

At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.”

Principle 5: Good practice emphasizes time on task

“Time plus energy equals learning.

There is no substitute for time on task.

Learning to use one’s time well is critical for students and professionals alike.

Students need help in learning effective time management.

Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.”

Principle 6: Good practice communicates high expectations

“Expect more and you will get it.

High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated.

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.”

Principle 7: Good practice respects diverse talents and ways of learning

“There are many roads to learning.

People bring different talents and styles of learning to college.

Brilliant students in the seminar room may be all thumbs in the lab or art studio.

Students rich in hands-on experience may not do so well with theory.

Students need the opportunity to show their talents and learn in ways that work for them.

Then they can be pushed to learn in new ways that do not come so easily.”

What is Active Learning?

➤ Active learning

- Activities that engage students in doing something besides listening to a lecture and taking notes to help them learn and apply course material
- Students may be talking or listening to one another, writing, reading, or reflecting individually

➤ Collaborative learning

- Subset of active learning
- Engage students in interacting with one another

➤ Cooperative learning

- Subset of collaborative learning involving students interacting with one another under certain conditions (more structured activities)

Why Active Learning?

Confucius (400 BC):

- ✓ What I hear, I forget, What I see, I remember, What I do, I understand.

Silberman (1996):

- ✓ What I hear, I forget, What I hear and see, I remember a little,
- ✓ What I hear, see, and ask questions about or discuss with someone else, I begin to understand,
- ✓ What I hear, see, discuss and do, I acquire knowledge and skill.
- ✓ *What I teach to another, I master.*

➤ Behind every good teacher is an exhausted class!

➤ **“Tell me, I forget. Show me, I remember. Involve me, I understand.”**

Chinese Proverb

➤ **“Give a man a fish; you have fed him for today. Teach a man to fish; and you have fed him for a lifetime.”**

Author unknown

□ “What children can do together today they can do alone tomorrow.”

Vygotsky, 1965

□ **Experience + Reflection = Learning**

Co-operative group teaching

- It occurs when learners are working together in small groups helping each other to carry out individual and group assignments.

It is based on two main ideas about learning:

- 1) By **working together** learners can achieve a result that is greater than the sum of their individual effects or capacities; and
- 2) **Learning is socially constructed** which means that we learn a great deal in our immediate environments from friends, family members etc.

➤ Learners can be grouped in many different ways, e.g. according to the **same abilities**, **mixed abilities** and **same interest groups**.

➤ **Same ability groups:** Learners with comparable abilities and achievement can be grouped so the pace of instruction can be different from that of the other groups. This is necessary when there is a need for extra instruction and support.

Co-operative group teaching has four essential components:

- I. Interdependence:** all group members seek to achieve a group goal and achieve each other's achievement;
- II. Individual accountability:** each member of the group is held responsible for his/her learning, which in turn contributes to the whole group;
- III. Cooperation:** the learners discuss, problem-solve, and collaborate with each other;
- IV. Evaluation:** members of the group review and evaluate how they worked together and make changes as needed.

Co-operative learning (peer tutoring)

- ❖ It refers to the situation in which one learner (“tutor”) provides a learning experience for another learner (“tutee”) under teacher’s supervision.
- ❖ It must be emphasized that also learners with SEN can be in the position of the “tutor”, which has a positive affect on their academic achievements and self-esteem.

Self-directed learning (Self-regulated learning)

❖ Learners need to learn independently of the teacher. Self-directed learning aims to help learners to define goals for themselves, to monitor their own behavior, and to make decisions and choices of actions that lead to the achievement of their goals. The strategy is useful for all learners and in all subjects.

❑ **Learners need to be taught how to:**

- Set their own goals based on their preferences and needs;
- Develop and implement action plans to achieve the goals;
- Self-evaluate their progress toward achieving their goals; and
- Revise their goals or action plans accordingly.

The general principles of collaboration indicate that:

- ✓ Common goals for collaboration must be established;
- ✓ Joint role definition and responsibilities must be established;
- ✓ A problem solving approach: everyone involved takes the ownership of the problem and solution;
- ✓ There is an atmosphere of trust and mutual respect;
- ✓ There is willingness to learn from one another;
- ✓ Consensus in decision making is reached;
- ✓ Immediate and objective feedback for one another is provided;
- ✓ Value for others' ideas and accomplishments is accommodated;
- ✓ Procedures to resolve problems / conflicts are put in place;

Benefits of collaborative teaching:

- It creates synergy;
- Provides an opportunity for teachers to learn from one another; and
- Coordination of services for LSEN increases.

Co-teaching

- ❖ Co-teaching is one form of collaborative teaching.
- ❖ In co-teaching, two teachers, the general education and SNE / itinerant teacher work together to meet the needs of learners for part or all of the school day.

Main benefits of co-teaching are the following:

- Academic and social gains for learners with SEN become evident;
- Opportunities for professional growth for teachers is created;
- Professional satisfaction is realized; and
- Personal support for learners and teachers is embraced.

Requirements for successful co-teaching:

- Equal collaboration in joint planning, teaching and evaluation of learners; Respecting each other's expertise in order to benefit all learners in the class; Support from the schools management needed; Adequate, regular joint planning and communication needed; Agreement on procedures for handling challenging situations, lesson objectives, structures, teaching and assessment methods needed; Clear communication with parents.

Classroom climate

- ✓ The teacher is the person to create the right atmosphere in the classroom.

Self-esteem

- ✓ The teacher helps every learner to develop her/his self-esteem by giving chances for everyone to have experiences of success.

Arrangements to optimal learning environment

- ✓ The classroom environment has to be well organized and it should actively engage and motivate all learners.

Optimal assignments

- ✓ Tasks and assignments must be optimal for a learner. They may not be too difficult or too easy because then the learner feels frustrated.

Responses expected for learners, time management and transitions

- ✓ Most learners with SEN require more time to do tasks than others. For example, a learner who has visual problems needs more time to read.

Repeating

- ❖ Some learners with SEN benefit most if new information is repeated because they are usually slower at processing information than others.

Support

- ❖ Learners with SEN in the inclusive classroom need time for extra support.

Managing behavior in the classroom

- ❖ Learners in the classroom benefit if clear and essential routines, rules, expectations and boundaries are established in the classroom.

END OF CHAPTER TWO!!

