

Title /Course Code

Teaching Strategies (0846)

Q.1

Explain the various activities occurring in each phase of teaching while throwing light on the different phases of teaching.

Teaching is a complex task. We need systematic planning to perform this task. Teaching has to be done in steps. The different steps constituting the process are called the **phases of teaching**. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three phases/stages.

1. Pre-active phase – refers to planning
2. Interactive phase – refers to the conduct and management
3. Post-active phase – refers to the follow-up and consolidation

The pre-active phase of teaching:-

- It is the phase of planning for teaching.
- Good planning makes the task of teacher smooth, functional and successful.
- There one two major steps involved in this phase.
 1. Establishment of some kind of goals or objectives.
 2. Discovering ways and means to active these objectives.

Operation of teaching at pre-active phase:-

Before classroom teaching, a teacher has to perform many tasks. This phase includes all these activities which a teacher performs before entering the classroom. This stage involves the following activities.

(1) The formulation or fixing up of goal:-

- The teacher formulates in detail the instructional objectives in behavioral terms by using the taxonomy of educational objectives.
- Objectives one determined according to student's psychology and needs of the society and the school.
- Objectives are determined according to what changes teacher expects in students by achieving these objectives.

(2) Selection of content or subject matter to be taught:-

- After fixation of teaching objectives teacher decides about the content to be presented before learners.
- For content selection following points should be kept in mind.
 1. The demand of syllabus/curriculum.
 2. The entry behavior of the accepted learners.
 3. Level of the motivation of learners.
 4. Teacher's preference for assessment related to the content.

The interactive phase of teaching:-

This phase refers to the execution of the plan made during the pre-active phase. This is actual classroom teaching. In this phase, the teacher gives students the learning experiences through some suitable modes.

In this phase, teachers give learners a pre-determined environment. The teacher interacts with students so that desired changes can be brought in the learner.

So learning is directed in pre-determined directions to achieve pre-determined goals. In this process, the teacher provides learners with verbal stimulation.

This stimulation can be of various kinds. Few examples are:-

- asking questions
- listening to student's response
- providing guidance
- making explanations etc.

Operations of teaching at interactive phase:-

This phase of teaching

- includes all those activities which a teacher uses after entering the classroom.
- includes actual teaching done in the classroom.

In this face to face encounter with learners. Here the teacher uses some of the techniques, aids, and material planned in the first phase. This helps the teacher in achieving the relevant objectives that were already set. Here the following operations are undertaken by the teacher.

(1) Setting up the class:-

It refers to the activity of perceiving the due size of the class, getting the feel of the mood of learners. here teacher should be aware of

- how many in the group are looking attentive
- how many are negligent and disinterested
- who are sharper ones
- who are troublemakers etc.

(2) Knowing the learners:-

Knowing the learners means to know about the previous knowledge of the new learners. It is done after preserving the class size. For this teacher can start by knowing the abilities, interests, attitudes and academic backgrounds of the new learners.

(3) Starting teaching:-

At this stage, the teacher starts teaching. This is done after diagnosing by questioning. Here, two types of activities are involved.

1. Initiation
2. Response

The initiation and response are known as 'verbal interaction'

The interactive phase of teaching is the classroom interaction between teacher and students. The interaction may be verbal or non-verbal. Interaction is the most important at this stage. This is the interchange between teacher and student by initiation or response operations.

In this phase, all the activities performed by a teacher when he enters the classroom are combined together. These activities are concerned with the presentation of content in the class.

The post-active phase of teaching

It is the evaluation phase of teaching. It arises when the teacher has left the class and tries to have a look back into what happened in the class. This phase is concerned with the following activities.

(a) Evaluation Activities : –

These activities are performed in various ways, e.g.,

- tests or quizzes
- by observing student's reactions to questions,
- instructional situations and comments etc.

(b) Summing up teaching tasks:-

To sum up, the teacher asks the questions from the learners, verbally or in written form. The behaviors of the students are also measured in order to evaluate their achievements.

Activities/operations at the post-active phase

(1) Determining the exact dimensions of behavior changes:-

Here the teacher compares the actual behavioral changes in students with their expected behavioral changes. If desired behavioral changes are observed in maximum students then it means that teaching strategies are very effective.

(2) Selection of testing devices and techniques:-

For comparing desired and actual behavior changes, the teacher has to select appropriate, testing devices which are valid and reliable. For this criterion, tests are more preferred than the performance tests.

(3) Changing strategies of testing:-

The student's testing result is also used for evaluating the effectiveness of instructions and teaching strategies. It should provide a base for improving the teaching and changing strategies of teaching.

Q.2

What is the need of writing objectives in behavioral terms? Explain with detail.

Purpose and Function of Behavioral Objectives

- Guide for the teacher relative to the design of instruction
- Guide for the teacher for evaluation/test design (e.g. written tests, OSCEs, etc)
- Guide for the learner relative to learning focus
- Guide for the learner relative to self assessment

- Statements of objectives tell others what we value.
- Causes careful thinking about what is to be accomplished through instruction.
- Helps relationship between teacher and learner because with explicit objectives the instructor is viewed less in an adversarial role because students are not forced to guess what is to be learned.
- Enhances possibility to create focused independent learning materials.
- Makes teaching more directed and organized.
- Communicates to colleagues what you are teaching thus enhancing collaboration and teamwork with colleagues.
- Helps facilitate those situations in which we want students to demonstrate competency (The objectives can be specified in such a way as to specify competency.)
- Aids in program evaluation
- Forces teacher to think carefully about what is important
- Helps avoid unnecessary repetitions in teaching
- Helps bridge the gap between vague, but relevant, and important, institutional goals and actual instruction
- Provides visibility and accountability of decisions made by teachers and learners.
- Provides models for the creation of objectives by students
- Helps students make decisions regarding prioritizing
- Provides feedback to learners as objectives are accomplished.

3 Domains for Behavioral Objectives

Cognitive Domain

- Refers to intellectual learning and problem solving
- Cognitive levels of learning include: knowledge, comprehension, application, analysis, synthesis, and evaluation
- Example objective: The student will construct a treatment plan for a teenager newly diagnosed with IDDM. The treatment plan must contain the following:

Affective Domain

- Refers to the emotions and value system of a person
- Affective levels of learning include: receiving, responding, valuing, organizing, and characterizing by a value
- Example objective: The student will demonstrate a commitment to improving case presentation skills by regularly seeking feedback on presentations.

Psychomotor Domain

- Refers to physical movement characteristics and motor skill capabilities that involve behaviors requiring certain levels of physical dexterity and coordination

- These skills are developed through repetitive practice and measured in terms of speed, precision, distance, procedures, or execution techniques. Psychomotor levels include: perception, set, guided response, mechanism, complex overt response, adaptation, and origination.
- Example objective: The student will calibrate instrument X before performing procedure Y.

The Kemp Model is circular as opposed to linear. Many teachers like this instructional design model because the circular design is closer to the way they actually go about the design of instruction. The Kemp Model gives them permission to be intuitive but it also has a structure that is systematic. For example, an instructor might write a set of learning objectives as the first step in the instructional design process, then develop content based on those objectives but in the process of developing/planning content he/she would revisit and modify the learning objectives. On the other hand, an instructor might prefer to work on the content as the first step in the instructional design process and then write the learning objectives. To develop the optimal instruction, all components of the Kemp Model should receive attention and ideally, most of the components should be visited more than once before instruction is delivered.

Q.3

Why a teacher uses the teaching strategies in teaching? How these teaching strategies help the teacher in organizing effective teaching?

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!

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.

One set of characteristics of good teaching, extracted from research studies and summarised from the individual lecturer's point of view (Ramsden, 2003) includes:

- A desire to share your love of the subject with students
- An ability to make the material being taught stimulating and interesting

- A facility for engaging with students at their level of understanding
- A capacity to explain the material plainly
- A commitment to making it absolutely clear what has to be understood at what level and why
- Showing concern and respect for students
- A commitment to encouraging independence
- An ability to improvise and adapt to new demands
- Using teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively
- Using valid assessment methods
- A focus on key concepts, and students misunderstandings of them, rather than covering the ground
- Giving the highest quality feedback on student work
- A desire to learn from students and other sources about the effects of teaching and how it can be improved.

A similar set of characteristics has been derived from feedback from students at UTS, and is summarised in the following section. The most frequent comment made by students in feedback on the qualities they value in teachers was that highly rated lecturers explained in a way which was clear and helped students to understand. They made difficult work comprehensible without oversimplifying, and used simple language. If technical language was used, it was clearly defined. In lectures, visual media, such as overheads, slides, handouts and blackboard diagrams were used to assist in explanation or clarification where appropriate. Abstract concepts were illustrated with examples, and the distinction between concept and example was made clear.

Highly rated lecturers were well prepared, structured their lecture content effectively, and communicated the structure to students. They clearly defined the subject objectives and emphasised important points. They spoke clearly and at an appropriate speed and allowed adequate time for students to both take notes and listen, indicating when note-taking was and was not required. They often provided handouts to assist students to take notes without furious copying. They used questions and activities to engage students' thinking and interest.

They were highly knowledgeable and up to date in their subject area, but did not pretend to "know it all" and were willing to learn from their students, recognising that work experience makes many part-time and senior students a valuable resource. The lecturers tried to make the work interesting. They related new concepts to students' experiences by means of case studies, relevant examples or anecdotes, and placed a high priority on varying student activities during lecture sessions.

Student participation was encouraged, in lectures as well as tutorial or laboratory sessions. These lecturers knew that most students gained a better understanding from active involvement than from passive note-taking. They therefore made a conscious effort to release time from "lecturing" for student analysis, problem solving, questioning, discussion or "buzz group" activities relevant to the topic for the lecture. During lectures, they made frequent opportunities for questions from, or discussion by, students, and attempted to answer all questions

promptly and clearly. They treated all student questions seriously and did not intimidate or ridicule. They also asked direct questions of students in order to check understanding before or during a lecture.

Giving time for students to actively engage with the subject matter means reducing time available to cover new content. The lecturers' most frequent strategies for gaining time without compromising course objectives were:

- Providing students with printed subject notes and/or summary handouts, thus reducing note writing, and encouraging students to highlight key points, add comments and note insights generated during class interactions.
- Thoroughly explaining key concepts and examples in short lecture segments, and encouraging students to access texts and references for further details and multiple examples.
- Reducing the content covered in lectures to central areas, and encouraging wider reading and/or the integration of work experience through carefully designed assignments and tutorials.

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