Wollo University
Institute of teachers' Education and Behavioral Sciences
Department of Curriculum & Instruction
COURSE OUTLINE

**Course Titles/Codes General Methods of Teaching**

**Course Code** TECS3096

**Course Credit 2**

**Course Information Target Group EdPM  third year**

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**IMPORTANT NOTICE**

 **Please, do all the  assignment   questions  presented**

**in the last  pages of this material  after the last**

**Reference part**

**Course Description**

This course is intended to equip trainees with the fundamental essence of methods of teaching and learning processes.

Furthermore, the course focuses on the practical applications of teaching methods in general and active learning strategies in particular. The course also deals with aspects of instructional planning, techniques of classroom organization, and management.

**Learning Outcome**

☐ Support teachers in instruction delivery

☐ Review various instructional Plans and instructional methods (Active Learning Methods) and apply them in particular setting.

☐ Develop a comprehensive lesson plan for their respective lesson.

☐ Apply appropriate classroom management techniques.

☐ Differentiate the distinctions of the various approaches/methods of teaching

☐ Support the application of different methods of teaching in schools

☐ Supervise the proper management of classrooms

### 1. The Concept of Teaching and Learning

☐ The What of Teaching- Learning process.

☐ Theoretical Foundations of the Teaching-Learning Process.

☐ Qualities and Responsibilities of an Effective Teacher

Teaching principles

Characteristics of teaching principles

Main principles of teaching

### 2. The Concept of Teaching Methods

☐ Definitions of instructional method

☐☐ Classifications of Instructional Methods

### 3. Active Learning methods

☐ Introducing Active Learning

☐ Concerns about Active Learning

☐ A-Z of Active Learning methods

☐ Points to Consider While Selecting Instructional

Methods

**Instructional Planning**

☐Concepts and Importance of Instructional Planning

☐Basic Questions of Instructional planning

☐Classification/Taxonomy/ of Educational objectives

☐Types (levels) of Instructional Plan

Types or levels of instructional plan

4. **Classroom Organization and Management**

☐Classroom Organization

☐Classroom Management:

☐Definition, Purposes, Classifications and Causes of

Classroom Misbehaviors.

Approaches and Techniques to maintain classroom discipline

☐Preventive techniques

☐Curative techniques

**Final Exam week**

**Assessment**

**Methods**

**Continuous**

**Assessment**

**(50%) & Final**

**Exam. (50%)**

# Chapter One

## The Concept of Teaching and Learning

**Learning outcomes: After the completion of this unit, the trainees will be able to:**

- Define the terms, "Teaching" , "Learning" , principles  and "methods"

- List down the major features of teaching, learning, and the actors' roles

- Identify the responsibilities and the expected  qualities of teachers

- Identify the major principles of teaching

- Write active learning  methods that are suitable to primary school  students

- Apply the active learning methods in their respective fields of specialization

- Discuss the advantages and limitations of each method of teaching

- Select the appropriate method of teaching using specific criteria

## Section 1.1: Definition of Terms

**Teaching is defined as:**

• Any form of interpersonal influence aimed at changing the ways in which other persons can or will behave" (Gagne: 1963a)

•An interactive process, primarily involving classroom talk, which takes place between teacher and pupils & occurs during certain definable activities"(Amidon& Hunter: 1967)

•Teaching denotes action undertaken with the intention of bringing about learning in another" (Robertson: 1987)

**Teaching denotes:**

- An activity or action: You can see teaching taking place
- A process :  It involves a series of actions and decisions of the teacher
- An interpersonal activity: Interpersonal refers to the fact that teaching involves interactions between a teacher and one or more students

- Intentional: There is some purpose or set of purposes for which teaching occurs. This purpose is bringing about learning on the part of the learner.

**Sub-section one: Characteristics of effective teaching**

- Clarity of the teacher's explanations and directions.
- Establishing a task-oriented classroom climate.
- Making use of a variety of learning activities.
- Establishing and maintaining momentum and pace for the lesson.
- Encouraging students' participation and getting all of them involved.
- Monitoring pupils' progress and attending quickly to pupils' needs.
- Delivering a well-structured and well organized lesson.
- Providing pupils with positive and constructive feedback.
- Ensuring coverage of the educational objectives.
- Making good use of questioning techniques

**Learning is defined as:**

1. A persisting change in human performance or performance potential . . . (brought) about as a result of the learner's interaction with the environment (Driscoll, 1994)

2. The relatively permanent change in a person's knowledge or behavior due to experience (Mayer, 1982, p. 1040).

3. An enduring changes in behavior or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Shuell, 1986, p. 412).

4. It is the lifelong process of transforming information into knowledge, skills, behaviors and attitudes.
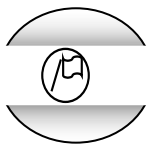
**Activity one**

Argue in group on the following two statements through citing tangible examples and share to the whole class.

1. There can be teaching without learning.
2. There can be learning without teaching.

**Sub-section two: Characteristics of effective Learning:**

- It is meaningful to the students

- Students can use it, connect it to their lives, or actively participate in it

- It allows students to move further than memorization of facts and bits of knowledge

- It prepares the students to understand and participate in a complex world.

- It encourage students to investigate, to understand the world around them, to analyze, to draw conclusions & to communicate – in other words, TO THINK.

**Principles** are defined as fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community and it helps in determining the rightfulness or wrongfulness of it action, Principles are more basic than policy and objectives, and are meant to govern both.

**Teaching Method is defined as:** A systematic order imposed up on teaching activities. These teaching activities can be expressed in terms of the teacher activity and students' activity in a given lesson. Methods are ways by which the teacher imparts (conveys the facts, ideas, concepts, etc. to the learners to help them acquire the necessary knowledge, develop skills and values. They are how teachers transmit lesson content to facilitate information to students. They are the means by which the teacher attempts to bring about the desired learning. Instructional methods are not **ENDS** by themselves by **MEANS** to achieve the intended objectives of instruction. The different methods that are available to teachers are varied and many in their **nature and values.**

**Sub-section three: What is active learning?**

- ➢ A situation where students are active participants in their own learning rather than passive receivers of knowledge
- ➢ Students engage in some activity that forces them to think about and comment on the information presented
- ➢ The focus in active-learning is on generating knowledge through a process of inquiry, observation, analysis and problem solving
- ➢ Active learning is defined as learning in which the child, by acting on objects and interacting with people, ideas, and events, constructs new understanding.
- ➢ No one else can have experiences for the child or construct knowledge for the child. Children must do this for themselves.
- ➢ Active Learning refers to techniques where students do more than simply listen to a lecture.
- ➢ Students are doing something including discovering, processing, and applying information (McKinney 2007).

**Sub-section four: Characteristics of Active Learning**

- Engages students beyond reading, listening, and note-taking
- Promotes deep learning, not just acquisition of facts
- Develops higher order thinking skills (e.g. analysis, synthesis, evaluation) through intentionally designed activities
- Often involves interaction among students
- Requires students to take greater responsibility for their learning
- Teachers help students to monitor their own learning and discover what they do and do not understand
- Helps students build competencies (e.g., problem-solving, critical thinking, communication) as well as content knowledge

## Section 1.2: Major Kinds of Teaching Principles

**There are nine principles of teaching as discussed below:**
1. **The principle of uniting instruction with the political, economic and social policy of the country:** This indicates that instruction must be related with the life of the learners.
   The curriculum of a country will not be different from a reflection of the socio-political realities in the society. Hence the teacher has the responsibility to create the link between the contents of instruction and the political, economic and social expectations sought to be developed.
2. **The Principle of connecting instruction with social life:** The main purpose of this principle is preparing students for productive work. This is in other words interested in linking theory with practice like for instance; extracurricular (clubs) activities at schools.
3. **The Principle of integrating instructions of different subjects:** The main objectives of school instruction are to enable the students to use facts of the different subjects (horizontal relationship) jointly in social life. Subject integration leads to students' unity of thinking, outlook, skills, attitudes etc. the application of the principle requires analysis of the syllabus in their points of contact with other subjects (their interrelations) and using the relations to elaborate basic terms, concepts and ideas of general importance. This principle assists students develop a unified view of the issue under discussion.
4. **The Principle of guiding the activities of learners (the principle of teacher's leading role and students' independent work):** The leading roles of the teacher are planning, organizing, guiding students, encouraging, stimulating, facilitating, which are the basic for successful learning. Learners' self-activity is so important for the development of initiation, creativity, etc. the principle tells us that the learners in our classrooms are not passive recipient of knowledge.
   **The application of the principle requires:**
   - Proper planning, organizing, directing, controlling and evaluating students' tasks;
   - Conscious guidance of students learning (motives, attitudes, knowledge, capacity, conviction etc.)
   - Initiating and stimulating students' activities/practice.
   - Developing step-by-step students-self activity.

5. **Principle of marking instruction comprehensive:** The main educational aim of this principle is to make the instructional process suitable for student's demands, knowledge, capacity, abilities, will power etc. Some of the rules in making instruction comprehensive are to proceed from concrete to abstract, from known to the unknown, from easy to difficult, from nearer to further, etc.

6. **The principle of vividness in instruction (the principle of giving clear ideas in instruction):** Successful learning always depends on the learner's clear perception of all important parts of the content. Instruction should be clear so that knowledge is based on sufficiently clear and lively perception and conception. It takes into account the connection between sensual and theoretical and between cognition and practice in the organization of the instructional process. This is because the elements of cognition (sensation, imagination/thinking) are fundamentals of man's understanding. Its application requires the use of instructional aids as much as demonstrating to students the concrete parts, aspects, problems or phenomenon by means of real objects, models, charts, maps or explanations and descriptions etc.

7. **The principle of understanding individual difference in instruction (the principle of approaching students personality based upon collective activity):** The teacher should know the cognitive abilities and physical maturity of students.
Its application requires considering students' individual difference (ability to perform a certain task or operate a given machine) and applying different approached to address the difference. Remember individuals greatly differ in comprehending the same thing.

8. **The principle of applicability and durability of the results of instruction (the principle of stabilizing the results of instruction permanently):**
The quality of instruction is measured by its results and these results must be applicable and durable. Instruction requires planned repetition, summary, exercise and various applications of knowledge, abilities and skills. Its application requires keeping in mind the importance of stabilization (repetition, summarizing, applying) to gain a solid and applicable knowledge and to prevent forgetting. And this influences all steps of teaching like having interesting beginning, planned repetition, and summary, intensive exercise, checking and evaluation, etc.

9. **The principle of shaping instruction systematically according to the curriculum:**

The implementation of this principle requires the study of the curriculum materials (the syllabus, textbook, teacher's guide and instructional materials), the development of clearly defined objectives in all levels of planning, organization of the subject matter in line with the students ability, maturation interest and background.

## Section 1.4: Major Categories of Instructional Methods

There are two major categories of instructional methods. These are teacher-centered.

**Sub-section one: Teacher-Centered Method**

This is a teacher-dominated approach. The teacher monitors both their rate of classroom activity and the pattern of classroom interaction, which will result in the immediate disappearance of the knowledge acquired. Some educators call this method as the authoritarian method for one person, the teacher, set the task, prescribes procedures and judge results without permitting others to chare in the decision process. In other words, free time for independent work is given no room, as the teacher's presentation of new information is a highly monitored and governed session.

In sessions of this sort, the student is an individual who passively absorbs the learning and the teacher pours into her/him. That is to mean, in such an approach, less emphasis is given in creating situations where by students will find answers for them and do their own learning. And we are likely to create situations where by we think we can direct and control and be sure they learn what they are supposed to. The teacher will do most of the talking and it is the student's duty to listen to what the teacher has to say, commit into memory and repeat it during recitation periods or in examinations.

❖ **Some characteristics of the teacher-centered methods**
- There is high percentage of academic learning time;
- The teacher engages the students on the task promptly and keeps them on the activity until its completion;
- The teacher is active in explaining, monitoring and describing;
- Interaction and socializations among or in between students is kept to the minimum as the students are awfully busy with the tasks given by the teacher;
- Mastery learning is highly stressed;
- Use of extrinsic reward-praise, good grade;
- Use punishment-usually hard punishment;
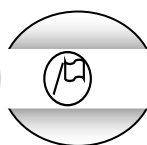- Use of assessment and feedback-terminal or summative

**Sub-section two: Student- Centered Method**.

In the student-centered instructional method, students are active participant in their own learning instead of passive receivers of information. Their previous knowledge and experience are so crucial and valued since they help to construct new knowledge. And the role of the teacher is creating conducive environment for learning and offering a guide, stage settings facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher as a facilitator and co-worker is not expected to only give information, but also to design instructions that would lead students learning for understanding through debating, interrogating, discussion, creating exploration, etc.

In general, the guiding principle of the student- centered instructional method adheres that learning should be focusing on quality rather than on quantity and on understanding rather than on memorization.

❖ **Some Characteristics of the Student-Centered Methods**
- Learners are actively engaged in solving problems in lieu of being receivers of knowledge;
- Teachers produce conducive environment to learn via facilitation and guidance;
- Prior knowledge and experience of learners is integrated to the learning process;
- Students learn through the integration of theory and practice;
- Use of intrinsic reward-students motivates themselves and which in turn makes to have effective learning;
- Use of some punishment-using reasons rather than power;
- Use of assessment and feedback any assessment is formative.

**Activity two**

Bring to your mind your primary and secondary school teachers. How many of them did use teacher – centered and student-centered methods? Reflect first individually and then in pair, lastly in group. Your reflection should consider different subjects. In addition, make a comparison among female teachers and male teachers.

## Section 1.5: Types of Instructional Methods

### 1. The Lecture Method

A face-to face teaching approach where the teacher explains, elaborates, tells the facts, events, ideas, etc. It refers to one way flow of information (from the teacher to the student). It is a verbal presentation about materials to be learnt.

**Conditions necessitating the use of lecture method**

1. The need to explain, elaborate, simplify materials, which the students are not familiar.
2. The need to cover a lot of material in a short time.
3. When there is no sufficient material for students and if it is to be covered by teacher's detailed preparation.
4. When there is lack of teachers.

**Types of lecture methods**

a. **Formal (Unmodified)**: This is characterized by the lack of discussion or interaction in between the teacher and the students. The teacher lectures continuously for a long time being uninterrupted. This method is not suitable for first and second cycle students. Because the students have less retention power and cannot concentrate for a long time.

b. **Informal (Modified)**: Takes into account the participation of students like asking giving suggestions and answering to questions. Here, there is an interruption. It is possible to use such an approach in the lower grades together with other methods.

**2. The Demonstration Method**

It is carried out by showing some natural phenomena, real objects, models, and processes to the learner. The method combines a verbal explanation with practical illustrations, handing or operation of equipment or materials. It develops both mental and motor skills of the learners for it involves observation participation and practice.

**The demonstration method has the following steps:**

1. Explanation
2. Demonstration
3. the students performance
4. The instructor's supervision.
5. Evaluation of the demonstration process.

**To make this method effective, the teacher needs to:**

- Determine the right time for demonstration
- Prepare the necessary materials in advance
- Make students clear with the aim of the demonstration.
- Make sure that the sitting arrangement is in order all students can see and hear.
- Be certain that the safety rules are observed
- Summarize what she/he has demonstrated.

**Types of demonstration method**

**a. Formal demonstration:** This is the case where the teacher demonstrates the lesson to his students. It is used.

1. When there is lack of materials for each student.
2. When the materials are dangerous to be handled by students.
c. Informal **Method:** In such a method the learners do the demonstration themselves. The role of the teacher will be supervising the demonstration conducted by the learners and offering some help when the need arises.

## 3. The Group Discussion Method

It is a method that encourages students' active participation in exchanging their views.

It is used for gaining new knowledge, solving problems, forming attitudes, developing the ability of arguing interpreting, discussing gaining linguistic abilities and skills.

There are four methods of grouping students as listed below:

- **Arbitrary** → according to lists of names or sitting arrangements.
- **Ability** → students having similar abilities sit together.
- **Mixed** → deliberately composed group.
- **Compatibility** → students who like each other or one another and work well.

The type of discussion could be in **large group or small group**. In the case of small group discussion, the students are divided into small groups and make a brief discussion of a certain issue. It helps to get the view of every student without any hesitation. **Procedures:**

- Divide the class in to small groups of 3-6 pupils.
- Arrange the chairs in circle to face each other.
- Ask them to elect a chairperson and a secretary.
- Tell them the question for discussion (it should be under stood).
- Tell the amount of time they will have for discussion possibly 5-10 minutes.
- Inform them that "X" minutes are left before the time is up.
- The secretary must summarize and report the main points on the chalkboard.
- Avoid repetition.

**4. Panel discussion method:** It is discussion between a group of people who have a special knowledge and interest in the topic to be discussed. It has a chairperson, panel members and the audience. And

there is a give and take with the class. It helps in facilitating learning through sharing of knowledge and experience.

**5. Debating method:** Debate is a very formal approach consisting of sets of speeches by participants of two opposing teams and a rebuttal by each participant.

Debating requires skills of:

- Critical analysis
- The art of persuasion
- Rapid rebuttal

## 6. Brainstorming Method

This is a discussion in which the members of the group are encouraged to generate different ideas on a given problem or a topic. The members relax and give their opinions freely and without self-censoring.

### Four basic Rules for Brain Storming Session:

1. Criticism is forbidden and adverse judgments of ideas must be held until the end.
2. No matter how unworkable and unacceptable the idea may seem it should be accepted.
3. Quantity is wanted. That is the greater number of ideas; the greater will be devising solutions for problem.
4. Combination and improvements are sought. Besides to contributing ideas of their own, participants should suggest how others ideas could be improved.* A secretary (other than the teacher) notes all suggestion that are advanced and later the judging committee screens.

**7. The Questioning Method:** It is a method, which is conducted by asking questions. The students ask and the teacher responds or redirects the questions. This method can be used at any grade level if it is planned and conducted properly.  **The classification of questions could be:**

**a. Cognitive memory questions-** these are narrow and need little or no thinking e.g. when operation sunset' was started?

**b. Convergent questions:** they are narrow though they may require some thinking. But, ones thought out; there is a correct answer and usually one correct answer.

E.g. If the area of a triangle is 12cm$^2$ and one of the sides is 4cm, find the other side.

**c. Divergent question-** these are wide open questions. No one can predict what the answer will or should be. They do not have one best answer. E.g. what are the advantages of learning in one's mother tongue language?

**d. Evaluative Questions-** these are questions that ask students to put a value on something. These are questions in which students pass judgments on some actions.

E.g. how do you evaluate the implementation of the new curriculum in Ethiopia?

**Factors that are to be considered during questioning are:**

1. The question to be asked should be as precise and clear as possible
2. The question should be thought provoking and involve vital aspect of the lesson.
3. It should be in line with the level of the knowledge of the students.
4. It should not be of the type of be answered by a 'yes' or 'no'
5. Prepare the question to be asked in advance.
6. Ask the question before naming the student.
7. Give time for though. Do not use a machine gun approach.
8. Involve as many students as possible.

**8. Dramatization:** refers to the acting out of any situation either spontaneously or with a prepared script. The situation may be real or fictitious. It can be divided into **Miming** and **Acting.**

- **Miming:** In this form of dramatization, the actor or actress speaks no word but communicates to his/her audience thoughts and actions through movement of his/her body gesture with his/her hands, face, and head.
- **Acting:** In here, there is movement and dialogue. The actor or actress utters something accompanied by his/her physical movements in order to convey his/her message effectively.
9. **The Role Playing Method:** is a deliberate acting out of a role in a classroom. It is unrehearsed dramatization but differs from dramatization in that it does not require the study of a script and memorization of the parts of the play. In role playing the spontaneous action comes directly from the actor's or actress's creative use of his/her own experience. This method enables the learners see the reality through the eyes of others and is followed by discussion. The role-

playing method enables the learners to see the reality through the eyes of other. The following are examples of role-play for the purpose of training skills inhuman relations.

**Prerequisites for Good classroom Role-playing**:

1.  The class should have a common interest in the issue or the problem under discussion
2.  The participant's actor's knowledge of the issue.
3.  It should be regarded as a means of learning, not as an entertainment.

**10. The Problem Solving Method:** encourages students to learn through finding solutions for problems. Individuals or group of student can do it. Problem solving involves:

1.  Identifying the problem.
2.  Thinking of possible solutions (hypotheses or approaches to take in solving the problem).
3.  Testing (verifying) the tentative solutions or approaches.
4.  Rejecting the tentative solution or approaches that do not meet the requirements and trying other new ones till the solution is achieved and this is the reason why this method is called trial and error learning. The problem should be higher than the present levels of the students' knowledge so as to make students fill the gap.

**11. The project Method:** is an assigned activity in which a student or group of students work on some specific task so as to produced tangible product. It is a natural and life related learning activity that involves investigation and problem solving. This method is more applicable in the practical fields such as technical education, agriculture and etc.

**12. The Field Trip Method:** In this method, students are taken out to visit places, historical sites, factories, farms, workshops, service giving institutions, geological areas etc. and get knowledge. It requires pre-visit arrangement (plan), the visit and after trip discussions. It helps students to get acquainted with the actual environment.

**13. Active Listening method:** You give your students an activity or "job" to perform as they listen. Sometimes this may involve an activity they need to complete as they "listen", or it could be a handout to fill in, a series of questions to answer, or objectives to target. Basically, the teacher guides the students to what they should be listening for, and prepares them for what they are about to hear, so they can listen actively.

**14. Balloon Game method**

The students are given the names of a number of important people who are in an imaginary "balloon". The balloon is sinking, so the only way to keep it from falling to the ground is to throw out one of the people. They have to discuss which person they would throw out first, which second, and which third…etc. You can do this with famous scientists, modern inventions, historical figures, formulas, medicines…whatever you can think of! This forces the students to make a decision and argue their position.

## 15. Experimentation method
An experiment is when students put a hypothesis to the test. Basically, an experiment involves taking a theory or idea, and testing to see if it is true. It usually involves a very specific and controlled method of procedure, and results are usually recorded. From these results, a conclusion is derived. An experiment can also answer the question "What if?" Experiments can take many forms. They can be scientific explorations, laboratory experiments, behavioral experiments, educational experiments, pilot projects, and field experiments. Sometimes it can just be trying something new and seeing if it works

## 16. Goldfish Bowl method:
This is a very useful exercise to use when you want to discuss a "hot topic". Select two students (one male and one female if possible) to sit back to back in the center of the room with other students grouped around. Each student is assigned a particular view (or side of the issue). They have to debate the view. If another student wants to join in, he/she goes to the center and taps the person they want to replace on the shoulder and takes their seat. Each person should be replaced in turn. The teacher can also intervene to get other students involved. Sometimes it is good to let the students know the topic before so that they have time to form opinions and arguments

## 17. Hot Seating method
Either one member of the class is assigned to be a character or one member of each small group. These can be from literature, a person from history, a famous scientist, or a famous politician…any famous personality! The member is placed in the center of the room/ group to role play the character. Other members of the class/ group direct questions to the person in the center who has to respond as that person After 10 minutes, change the person in the center and the character.

## 18. Interview method
This is a great way to get experts into your classroom. Invite a guest speaker to attend your class who is an expert in your field of study. Tell the students ahead of time, and have them research that topic and prepare questions to ask the guest speaker. Then, when the guest arrives, allow the guest to do a short introduction about their area of expert. Follow this by allowing the students to intensively interview the person. This is a great way of connecting the actual reality of your subject to enter the class. You can interview scientists, historians, politicians, personalities within the school surrounding!

## 19. Investigation method

To investigate is to search. With this activity, you give your students a topic, theory, issue, or idea to "investigate". They then spend some time researching this subject in detail. You might guide them and push them to look at the issue from every angle. Then after, they can provide feedback about their investigation in a number of ways: an essay, a presentation, a demonstration, a report, or any other idea they can come up with.

**20. ICT Method**
This is simply allowing the students to use computers to either complete an activity or to find information. You may give them an internet search as an activity. Or you may design resource materials for you class, with an assignment and put it on the university network so they can complete it.

**21. Jigsaw Method**
You divide the class into groups. Letter name is assigned to each member. Each group is given a "specialist" topic and each member of that group has to become an expert in that topic. You can do this as a homework activity, or as a multi lesson activity. After they have become an expert, you separate the "specialist" groups and form new groups. The new groups are made up of one specialist from each of the original groups. They then work together to teach each other the information they learned in their original group.

**22. Mastery Learning method:** Mastery learning is when the instructor pushes the students to master or perfect the learning. You are designing activities that push the students to perfectly know the information, skills, or attitudes you are teaching. In a way, you are setting the students an achievable challenge that will make them think and master the concept.

**23. Microteaching method:** This is when the students model or try out different teaching methods with a small group. There is usually a time limit of 10 to 15 minutes for the teaching to take place. The students then give the "teacher" feedback on their mini lesson and the methods used.
The feedback includes some positive points about the teaching, as well as constructive feedback. This can be done in any subject and is ideal to use with students training to be teachers.

**24. Mind Map method:** A mind map is a visual representation of ideas on any given topic. The students write the topic to be explored in the centre of the page, using three colors and an image attached to the topic. Then, they branch out on sub topics, which are then broken down into smaller sub topics. Each branch should be a separate color, with one word written above indicating the sub topic. From these main branches, smaller branches will go off in different directions, each with a different piece of information about that subtopic. Mind maps should be colorful and can include pictures to help the students remember the information.

**25. Pair Discussion method:** This is an activity when you put your students into pairs. This can be done with the person they are sitting beside, or you can put them in pairs with people they haven't worked with before. In the pair, they will complete a task, discuss a topic, and/or prepare feedback to

the large group. This is a good activity to do before a large group discussion because it will give shy students a chance to voice ideas with a friend before they speak in front of the whole group.  It also leads nicely into a pyramiding activity.

**26. Peer Assessment method:** Peer assessment is when you have your students assess each other. This may involve them marking each other's work, giving feedback on teaching, editing or checking work before submission, grading presentations, and giving comments on each other's performance.

**27. Presentation method:** A presentation is an activity where students present a topic in front of their class.  This can be done individually or as a group. Students need good public presentation skills.  With a presentation, you are not just teaching the topic, but are also teaching the students HOW to present. When giving the presentation assignment, also give clear criteria about what makes an effective presentation. Explain about the WAY they are to deliver the information (organization, visual aids, voice, clarity of expression, and body language).
 Also give criteria about the content of the presentation (evidence of research, originality of ideas, effectiveness of argument, ability to answer questions).

**28. Reflection method:** Reflection is a great activity because it allows the students to take some quiet, personal time to "reflect" or think over what they have learned in the lesson. This can take many forms. Reflection can be done as a thought bubble, where they write one or two things they've learnt from the class on a piece of paper or yellow stick to be put on a bubble.  It can be also being done as a diary entry with questions supplied by the teacher.  It might be done as a brainstorm, or as a mind map.  In any case, a reflective activity should allow the students 5 – 10 minutes to quietly look at themselves and what they learned in your lesson.

**30. Self Assessment method:** Self-assessment is when learners evaluate themselves and what they have learned.  One way to do this is to have the students mark their own work.  The purpose of doing this is so that the students become aware of what they know and what they don't know! They become owners of their own learning. Another way to do self-assessment is to have them complete a questionnaire about themselves and their learning.  Lastly, you can also have your students grade their own performance in your lessons.  Have them grade their work and then compare it with the mark you give them.

**31. Storytelling method:** Storytelling can take two forms:  either the instructor tells a story, or the students tell a story.    In some cases, the instructor might start the story, and have each student contribute to the tale.  It is a great way to practice language, and makes the students use their listening skills!  Another way to use storytelling is for the instructor to read a story and then ask the students questions after to test understanding and listening.

**32. Pyramiding method:** Pyramiding is a method of teaching where you start with the individual and move to the whole group. Give your students a task to finish, a problem to solve, an assignment to complete, or an issue to think about. They are to do this individually for a specified amount of time. Next, have them get into pairs and compare what they have written.

As a pair, the students come up with a new answer together or verify that they have the same answer. Have the students move into groups of four. Again, they compare their answers and discuss. Last, get feedback from the whole class. You do not have to get every group to give an answer. Instead, pick specific students to share important points their group raised. If it is a problem that is solved, have one, two or three groups put their answer on the board. This can be a great introductory activity, taking 20 minutes, or it can be expanded to last an entire class. You can also do stages of it as homework.

**33. Case Studies method:** You provide the students with two or more different situations or scenarios and the students have to study the situation and describe how they would deal with that situation. These studies should be based on real life, and force the students to make a decision on how they would deal with the situation.

**34. Creative Writing method:** Creative writing is when the students use their imagination to create a piece of writing. This can take the form of story writing, drama presentations, poetry, imaginary newspaper articles, magazines, creative research papers, and other fiction and nonfiction forms of writing. It is a good way for students to put knowledge into a creative context

**35. Crossover method:** Students are divided into groups to discuss a specific topic (in any subject). After 5 minutes, 2 members of the group move to another group to share ideas from their original group. From their sharing, more discussion is developed. After 5 minutes, they will cross-over or "move" to another group.
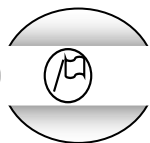
This will ensure that the information you want the students to learn, travels through the entire class. This avoids the need for a lot of feedback.

**Sub-section three: Qualities of an effective teacher**

The positive behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Several specific characteristics of teacher responsibilities and behaviors that contribute directly to effective teaching are listed for each of the following categories:

- Has excellent subject knowledge or mastery

- Provides work that is challenging for students

- Has smooth relations with students

- Manages the class well

- Plans his/her lessons well

- Adopts a variety of teaching methods and media

- Considers the needs of the different ability groups within the class

- Makes good use of a variety of questioning techniques

- Is friendly, with a sense of humor

- Gives feedback within an appropriate timescale.

  - Organizing and orienting for instruction
  - Implementing instruction
  - Monitoring student progress and potential
  - Professionalism

- Is confident, open to suggestions, other viewpoints, etc?

**Activity three**

1. Identify one female model teacher and one male model teacher either from your primary school or secondary school who fit the above mentioned criteria.
2. Classify the above mentioned types of instructional methods into teacher-centered and student-centered.

**Sub-section four: Major Criteria used for Selecting Instructional Methods**

- Objectives of the lesson;
- Content of the lesson;
- Time of the lesson;
- Availability of instructional media;
- Background of the learners, etc.

Dear learner, analyze the following concepts critically. Insert tick mark in the following table to indicate your level of understanding. Finally, go back to the literature part whenever you feel less mastery of any concept.

| S.no | Main points | Yes | No |
|------|-------------|-----|-----|
| 1 | Teacher-centered method | | |
| 2 | Student-centered | | |
| 3 | Active learning method | | |
| 4 | Intrinsic reward | | |
| 5 | Extrinsic reward | | |
| 6 | Effective teacher | | |
| 7 | Jigsaw method | | |
| 8 | Brain storming method | | |
| 9 | Methods of grouping students | | |
| 10 | Micro-teaching | | |
| 11 | Demonstration method | | |
| 12 | Effective learning | | |
| 13 | Principles of teaching | | |
| 14 | Game method | | |
| 15 | Pyramiding method | | |

**Unit Summary**

There are nine principles of teaching

1. **The principle of uniting instruction with the political, economic and social policy of the country:** This indicates that instruction must be related with the life of the learners.
   The curriculum of a country will not be different from a reflection of the socio-political realities in the society. Hence the teacher has the responsibility to create the link between the contents of instruction and the political, economic and social expectations sought to be developed.

2. **The Principle of connecting instruction with social life:** The main purpose of this principle is preparing students for productive work. This is in other words interested in linking theory with practice like for instance; extracurricular (clubs) activities at schools.

3. **The Principle of integrating instructions of different subjects:** The main objectives of school instruction are to enable the students to use facts of the different subjects (horizontal relationship) jointly in social life. Subject integration leads to students' unity of thinking, outlook, skills, attitudes etc. the application of the principle requires analysis of the syllabus in their points of contact with other subjects (their interrelations) and using the relations to elaborate basic terms, concepts and ideas of general importance. This principle assists students develop a unified view of the issue under discussion.

4. **The Principle of guiding the activities of learners (the principle of teacher's leading role and students' independent work):** The leading roles of the teacher are planning, organizing,

guiding students, encouraging, stimulating, facilitating, which are the basic for successful learning. Learners' self-activity is so important for the development of initiation, creativity, etc. the principle tells us that the learners in our classrooms are not passive recipient of knowledge.

**The application of the principle requires:**

- Proper planning, organizing, directing, controlling and evaluating students' tasks;
- Conscious guidance of students learning (motives, attitudes, knowledge, capacity, conviction etc.)
- Initiating and stimulating students' activities/practice.
- Developing step-by-step students-self activity.

5. **Principle of marking instruction comprehensive:** The main educational aim of this principle is to make the instructional process suitable for student's demands, knowledge, capacity, abilities, will power etc. Some of the rules in making instruction comprehensive are to proceed from concrete to abstract, from known to the unknown, from easy to difficult, from nearer to further, etc.

6. **The principle of vividness in instruction (the principle of giving clear ideas in instruction):** Successful learning always depends on the learner's clear perception of all important parts of the content. Instruction should be clear so that knowledge is based on sufficiently clear and lively perception and conception. It takes into account the connection between sensual and theoretical and between cognition and practice in the organization of the instructional process. This is because the elements of cognition (sensation, imagination/thinking) are fundamentals of man's understanding. Its application requires the use of instructional aids as much as demonstrating to students the concrete parts, aspects, problems or phenomenon by means of real objects, models, charts, maps or explanations and descriptions etc.

7. **The principle of understanding individual difference in instruction (the principle of approaching students personality based upon collective activity):** The teacher should know the cognitive abilities and physical maturity of students.
Its application requires considering students' individual difference (ability to perform a certain task or operate a given machine) and applying different approached to address the difference. Remember individuals greatly differ in comprehending the same thing.

8. **The principle of applicability and durability of the results of instruction (the principle of stabilizing the results of instruction permanently):**
The quality of instruction is measured by its results and these results must be applicable and durable. Instruction requires planned repetition, summary, exercise and various applications of knowledge, abilities and skills. Its application requires keeping in mind the importance of stabilization (repetition, summarizing, applying) to gain a solid and applicable knowledge and to prevent forgetting. And this influences all steps of teaching like having interesting beginning, planned repetition, and summary, intensive exercise, checking and evaluation, etc.

9. **The principle of shaping instruction systematically according to the curriculum:**

The implementation of this principle requires the study of the curriculum materials (the syllabus, textbook, teacher's guide and instructional aids), the development of clearly defined objectives in all levels of planning, organization of the subject matter in line with the students ability, maturation interest and background.

Instructional methods are classified as **Teacher-Centered Method and Student- Centered Method. In** a teacher-centered method, the teacher monitors both their rate of classroom activity and the pattern of classroom interaction, which will result in the immediate disappearance of the knowledge acquired. Some educators call this method as the authoritarian method for one person, the teacher, set the task, prescribes procedures and judge results without permitting others to chare in the decision process. In other words, free time for independent work is given no room, as the teacher's presentation of new information is a highly monitored and governed session. The student is an individual who passively absorbs the learning and the teacher pours into her/him.  The teacher will do most of the talking and it is the student's duty to listen to what the teacher has to say, commit into memory and repeat it during recitation periods or in examinations. In the teacher-centered method, the objective of the teacher is to get as much information to the students as possible. This usually achieved by writing as many notes as possible and little or no time is given for practical activities, discussion, etc.

 However, in the student-centered instructional method, students are active participant in their own learning instead of passive receivers of information. Their previous knowledge and experience are so crucial and valued since they help to construct new knowledge. And the role of the teacher is creating conducive environment for learning and offering a guide, stage settings facilitating, observing and evaluating his/her students in a more objective way. In other words, the teacher as a facilitator and co-worker is not expected to only give information, but also to design instructions that would lead students learning for understanding through debating, interrogating, discussion, creating exploration, etc. In general, the guiding principle of the student centered instructional method adheres that learning should be focusing on quality rather than on quantity and on understanding rather than on memorization.

Some of the  types of instructional methods are lecture method, demonstration method, buzz-group discussion method, debating method, dramatization, role playing, field trip, project, problem-solving, active listening, jigsaw, brainstorming, goldfish, reflection, presentation, storytelling, game, etc.

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- ❖ **General approaches/methods/strategies:** Teaching methods that involve active learning methods shall be employed

- ➢ Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ **Instructor's activities**

- Makes brief presentations on the daily topic(s)

- Groups students and make them discuss on selected items

- Makes a follow-up while they are doing their tasks

- Helps students present their discussion results group by group

- Provides short notes on selected contents

- Assesses each group's presentation and gives feedback as well as a summary.

❖ **Students' activities**

- Attend the presentation and taking notes

- Participate in group discussion and presentation

- Make self-assessment and peer-assessments

- Ask questions for elaboration while they are working in small group or whole class.

- Receive feedback and take action for improvement.

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# Unit Two: Instructional Planning

**Learning outcomes:** After completing this unit, the trainees will be able to:

- Discuss why teachers need to plan.

- Relate the fundamental questions of instructional planning to the actual lesson plans

- Identify the core levels of instructional planning

- Plan their lessons at different level

- Design appropriate lesson plans in their respective fields of specialization

- Assess the merits of instructional planning

- Implement lesson plans effectively

## Section 2.1: Definition of a plan?

Some of the definitions of the term plan are:

- A plan is a guide map for action;
- A plan is an experience in anticipatory teaching;

- A plan is a blue print;
- A plan is a direction for future activities, etc.

**Activity one**

1. Create your own definitions for the word Plan.
2. What would be the challenges of teaching in the classroom without lesson plan?

## Section 2.2: Merits of an instructional plan

Different scholars have forwarded some of the following merits of having a plan

- Helps ensure subject mastery;
- Enables to select appropriate instructional methods;
- Avoids crisis in the classroom;
- Develops more confidence;
- Enables to use different instructional media;
- Realizes wise usage of time;
- Fixes the direction of teaching-learning process;
- Helps avoid needles repetition;
- Gives substitute teachers a basis for presenting real lesson;
- Gives outline to follow as one teaches a lesson;
- Enables to anticipate the implementation of activities;
- Assures the attainability of instructional objectives, etc.
1.1 Major characteristics of instructional plan

## Section 2.3: major criteria that a quality plan should fit

A. Objectivity: denotes that a lesson plan should be based on the existing reality of the country;
B. Logical Sequence: implies that contents and activities in a lesson plan should be arranged in logical order. In other words, lesson contents should proceed from simple to difficult, from near to far, from known to unknown, from concrete to abstract, etc.
C. Flexibility: expresses that a lesson plan should be open to make necessary amendments when unpredictable problems face and when there is transfer of teachers.
D. Comprehensiveness: a lesson plan should include the major elements such as objectives, contents, methods, media, time, activities, evaluation mechanisms, etc.
E. Clarity and Simplicity: an instructional plan should be written in clear and simple languages.

## Section 2.4: Fundamental Questions of Instructional Planning

There are seven fundamental questions of instructional planning as recommended by Ralph Tyler (1949).

- **Why to teach?** Understanding the objectives to be achieved
- **What to teach?** Knowing and mastering the contents to be taught.
- **How to teach?** Selection of appropriate methods and media
- **Whom to teach?** Identifying the grade level and background of the learners.
- **When to teach?** Knowing the solid number of working days and total allotted periods for the subject.
- **How much to teach?** Checking the harmony among the contents in the textbook and the total number of periods.
- **Where to teach?** Understanding the environment such as climate, location of the school and the reality of the country.

**Sub-section one: Types of Instructional plan**

There are different types of instructional plans as mentioned below:

- Annual lesson Plan;
- Semester plan;
- Unit plan;
- Course plan;
- Periodic (daily) plan

**Sub-section two: Types of instructional objectives**

**General Objectives:** are used in preparing the annual plan. We use some of the following action verbs:

- To know, understand, comprehend, devote, grasp, enjoy, appreciate, have faith in, believe in, admire, develop, be familiar with, be aware of, acquire, etc.

Examples: at the end of this unit, the students will be able to know the English alphabets.

**Specific Objectives:** are used in preparing periodic lesson plan. Some of the action verbs used here are listed below:

- To compare, design, infer, identify, differentiate, construct, write, debate, define, solve, select, evaluate, draft, change, list, arrange, practice, locate, match, plan, separate, draw, measure, express, perform, calculate, explain, etc

Examples: at the end of this lesson, the students will be able to write the first six English alphabets.

At the end of this lesson, the students will be able to pronounce the first six English alphabets.

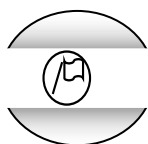At the end of this lesson, the students will be able to pronounce the first six English alphabets.

**Sub-section three: Guidelines for Writing Instructional Objectives**

- Objectives should be stated in terms of students' performance;
- Objectives should be written in term of the learning outcome not in terms of the learning process;
- Statements of objectives should be an amalgamation of subject matter and desired behavior;
- Avoid the use of the more than one objective in one statement.

## Section 2.5: Taxonomy of Behavioral Objectives

Several decades ago, as interest in defining educational objectives was increasing, a group of experts in education led by Benjamin Bloom studied the idea of defining objectives very systematically. They developed a taxonomy, or classification system in to ordered group or categories, of educational objectives. Based on this classification educational objectives are divided in to three domains such as cognitive domain, affective domain and psychomotor domain.

Each domain is comprised of hierarchical levels which proceed from basic to more complex learning. In real life, of course, behaviors from these three different domains occur simultaneously. While students are writing in a psychomotor domain, they are also remembering or reasoning cognitive, and they are likely to have some emotional response to the task as well (affective). Therefore, many objectives are an amalgam of cognitive, affective and psychomotor. But it often makes senses to recognize a given objectives as falling primarily into one category or another. One reason for considering these areas separately is to accentuate the affective and psychomotor areas, because schools often focus on cognitive changes alone.



**Activity**

1. What is taxonomy and why is it important in education?

2. What is the difference among the sub-levels of the cognitive domain?

**Sub-section one: The Cognitive Domain**

Work on the cognitive domain was completed in 1956 and is commonly referred to as Bloom's Taxonomy of the cognitive domain. This domain refers to behavioral objectives which involve intellectual or mental abilities ranging from simple remembering of learnt materials to highly creative way of combining (synthesizing) new ideas and evaluation. This is the most common type of

instructional objectives since it focuses on the transmission of knowledge and intellectual skills, which is the most prevalent view of the role of school both today and in the past (Jacobsen, et al; 1989:85). The same authors have mentioned their intimacy that 80 to 90% of the average elementary and secondary students' school time is devoted to the achievement of cognitive goals, of course, to the lowest level of cognitive learning. The cognitive domain has six components.

i. **Knowledge:** is the lowest level of the cognitive domain. At this level students are expected to remember, recall recognize, retrieve information such as facts, terminologies, problem solving strategies, rules, etc. Knowledge is easiest of thinking levels, where need to describe and identify things to show as we have remembered or learned. It is distinguished from the remaining five which are together called intellectual abilities for the simple reason that the later requires organized mode of operations and generalize techniques for dealing with materials of problems. Some action verbs that describe learning outcomes at this level include define, list, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, select, outline, state, recite, match, recall, etc.

Example: The students will be able to define terms such as diffusion and osmosis.

ii. **Comprehension:** This level requires that students not only remember information, but also understand it and be able to explain or express it in their own words. At this level, students are expected to be able to change the form of communication; translate and restate (paraphrase) what has been read, seen, etc, connecting or making relationships among parts of a communication, interpret, see consequences from information (inference) and extrapolate a piece of communication. Action verbs that can be used at this level include: summarize, interpret, associate, predict, convert, estimate, infer, defend, explain, paraphrase, discriminate, distinguish, generalize, contrast, discuss, differentiate, etc….

Example: the student will be able to give his/her own examples of recent Supreme Court decisions on man's protection under the law.

iii. **Application:** refers to the ability to use learnt material in new and concrete situation. At this level, students are expected to use previously acquired information in a setting other than the one in which it was learnt. Some of the action verbs are: change, modify, solve, demonstrate, organize, transfer, develop, prepare, use, apply, produce, implement, construct, conduct, perform, etc.

Example: when provided with known numbers, the students will be able to apply the formula necessary to solve geometry problems.

iv. **Analysis:** refers to the breaking down of informational materials in to their component parts, examining such information to develop divergent conclusions by identifying motives or causes, making inferences and/or finding evidence to support generalizations. Therefore, students are

expected to identify logical errors/e.g. point out a contradiction or erroneous inference/ or differentiate among facts, opinions, assumptions, hypothesis and conclusion. Students are expected to draw relationships among ideas and to compare and breakdown, distinguish, point out, deduce, illustrate, relate, diagram, infer, separate out, differentiate, outline, subdivide, analyze, order, classify, arrange, divide, compare etc.

Example: the students will be able to breakdown the components of the compound in to its constituent elements.

    **v.**    **Synthesis:** is creatively or divergently applying prior knowledge and skills to produce a new or original whole. Therefore, at this level students are expected to produce something unique or original; here, they are expected to solve some unfamiliar problems in a unique way. Some action verbs that describe learning outcomes at this level are; categorize, create, formulate, compile, design, compose, produce, etc.

Example: the students will be able to create an environment for a hypothetical animal

    **vi.**    **Evaluation:** Objectives written at this level require the students to form judgment and make diction about the values of methods, ideas people, or products that have a specific purpose. Students are expected to state the bases for judgment (e.g. external criteria or principles they drew up on to reach their conclusion). Some action verbs that describe learning outcomes are: appraise, criticize, justify, compare, defend, support, contrast, judge, validate, assess, evaluate, rank, grade, test, measure, recommend, conclude, etc.

Example: The student will be able to evaluate objectively the best of two students' essays on HIV/AIDS.

**Sub-section two: The Affective Domain**

This domain focuses on attitudes, values and feelings, (e.g. rules of respect and relationships, getting along in groups, appreciating art and nature, sense of confidence, positive self-esteem, and resolving moral/ethical dilemmas). Affective goals are seldom made explicit and then consciously translated into teaching procedures. This domain consists of the following five levels.

**Receiving:** The key feature at this level is that of students exhibiting a degree of open mindedness for without this trait they may not be willing to receive the information under study. Hence, awareness, willingness to hear, and selected attention are very important. At this level students are expected simply to listen or be attentive. Some action verbs that describe outcomes at the receiving level are attend, discern, be aware, hear, notice, listen, ask, choose, follow, hold, locate, etc.

Example: the students will illustrate an awareness of the importance of ecology by supplying pertinent newspaper clippings.

**Responding:** is active participation on the part of the learners. Students attend and react to a particular phenomenon may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation). For example, students participate in class discussions; give presentation, question new ideals, concepts, models, etc. in order to fully understand them. At this level, students are exhibiting some, interest, involvement, or even commitment. Some action verbs at this level at this level are applaud, follow, play, comply, particle, discuss, participate, volunteer.

For example: the students will demonstrate enjoyment of the subject by volunteering to join in the role-playing of Ras Alula Aba Nega.

**Valuing:** the worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. For example, one demonstrates beliefs in the democratic process, is sensitive towards individual and cultural differences (value diversity), shows the ability to solve problems, proposes a plan to social improvement and follows through with commitment and informs management on matters that one feels strongly about.

Objectives at this level require the students to display behavior consistent with a single belief or attitude in situations where she/he is neither forced nor asked to comply. Here, behavior is initiated by the students who is committed to particular position and is willing to openly discuss and support that position. Some action verbs used here are: Act, debate, help, argue, display, organize, convince, express, prefer, complete, demonstrate, differentiate, follow, form, initiate, invite, join, justify, propose, read, report, select, etc.

Example: The students will demonstrate a continuing desire to learn to use the microscope by volunteering to work after school.

**Organization:** Organizes values into priorities by contrasting different value, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, recasting, and synthesizing values. Organization requires a commitment to a set of values. It involves two important issues.

1. Forming a reason why one values certain things and not others;
2. Making appropriate choice between things that are valued and are not valued.

Students are expected to organize their likes and preferences into a value system and then decide which one will be dominant. Some action verbs that describe learning outcomes at the organization level are adhere, alter, arrange, compile, compare, complete, formulate, generalize, abstract, decide, select, balance, systematize, theorize, etc.

Example: the student will freely express her opinion to her class mate about the importance of sex education.

**Characterization**: Individuals have a value system that controls their behavior. The behavior is pervasive, consistent, predictable and most importantly characteristic of the learner. Instructional objective are concerned with the student's general patterns of adjustment (personal, social, emotional). In general, this level allows the students to develop personal yet global views about such things as the nature of universe or a philosophy of life. Some action verbs that describe learning outcomes at this level are avoid, internalize, resist, display, manage, resolve, exhibit, require, revise, act, discriminate, display, influence, practice, etc.
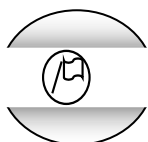
**Activity two**

1. Discuss briefly about the hierarchical levels of the affective domain.
2. Give your own concrete examples for each level. Identify how one level is different from the other level and why these levels are arranged in the given way.

**Sub-section three: The psychomotor Domain**

It refers to skill development. For instance, kicking a ball, measuring in sciences, drawing shapes in Mathematics, handwriting, using tools or equipment are psychomotor domain. No matter how much information we have, without appropriate skills, we will not be able to use it. The psychomotor behavior concerns itself with levels of attainment on neuro-muscular coordination. As the level of coordination goes up, the action becomes more refined, speedy and automatic. Each level is presented in the following way.

**Imitation:** Learners observe a skill and attempt to repeat it, or see a finished product and attempt to repeat it while attending to an exemplar. Objectives at this level require that the student be exposed to an observable action, and then overtly it, such as when an instructor demonstrates the use of a microscope by placing a slide on the specimen tray. Here, students are expected to observe and be able to repeat it (although imperfectly) the action being visually demonstrated. This level is usually lacking neuromuscular coordination. Some of the action verbs that describe learning outcomes at this level are copy, replicate, repeat, align, grasp, balance, hold, rest on, follow, place, step, etc.

Example: the students will be able to familiarize themselves with soccer kicking techniques.

**Manipulation:** the student is required to perform selected actions from written or verbal directions without the aid of a visual model or direct observation. Students are expected to complete the action from reading or listening to instructions, although the behavior still may be performed crudely and without neuromuscular coordination. The action verbs used here are the same as that of the limitation level except they are performed from spoken or written instructions.

Example: Students will use the power saw safely to cut out a desired form for a bookstand.

**Precision:** At this level, learners independently perform the skill or produce the product with accuracy, promotion and exactness; at an expert level. Few errors are apparent. Here the students are expected to perform an action independent of either visual model or a written set of directions. Proficiency in reproducing the action at this level reaches a higher level of refinement. Students are expected to reproduce the action with control and to reduce errors to a minimum. Expressions that describe outcomes at this level include performing the behavior: accurately, with control, independently, errorless, proficiency, with balance, refine, succeed, surpass, etc.

Example: Students will be able to blow the trumpet skillfully to produce a high "F" Nota for one minute.

**Articulation:** The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation. Here, the students are expected to display coordination of a series of acts by establishing the appropriate sequence and performing the acts accurately with control as well as with speed and timing. Some of the action verbs used here to describe outcomes include confidence, integration, speed, coordination, proportion, stability, harmony, smoothness, timing, adapt, alter, change, excel, rearrange, etc.

Example: Students will be able to head the soccer ball forwards, to the left and to the right.

**Naturalization:** At this level, response is automatic. The individual beings to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. One acts "without thinking". Therefore, objectives at this level require a high level of proficiency in the skill or performance being taught. The act is performed with the least expenditure of energy and becomes routine, automatic, and spontaneous. Students are expected to repeat the behavior naturally and effortlessly. Some of the action verbs here are arrange, combine, compose, construct, create, design, originate, etc. and some of the expressions that describe this level of behavior dare automatically, naturally, effortlessly, professionally, with perfection, roughly, with posies, with ease, spontaneously, etc.
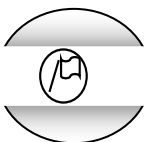
Example: Students will be able to catch and pass the ball accurately while on the move during a ball game.
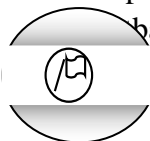
**Activity three**

1. Discuss clearly about the hierarchical levels of the psychomotor domain.

2. Give your own concrete examples for each level and try to relate each level with your practical life.

3. Evaluate the balance of the cognitive, affective and psychomotor domains in your respective major areas by referring to the primary school textbooks.

### Activity four

1. Discuss the characteristics of any plan
2. Why do we say that teaching without written plan is sloppy and ineffective?
3. Why should objectives be stated in what the students do?
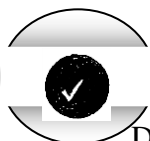
Dear learner, make self assessment on the following main points. Please, put tick mark on the following table.

| S. no | Important concepts | Yes | No |
|---|---|---|---|
| 1 | Instructional pan | | |
| 2 | General objectives | | |
| 3 | Cognitive domain | | |
| 4 | Affective domain | | |
| 5 | Psychomotor domain | | |
| 6 | Specific objectives | | |
| 7 | Comprehensive lesson plan | | |
| 8 | Merits of a plan | | |

### Summary

An instructional objective is an intent communicated by a statement describing a proposed change in the learner: a statement of what the student is to be able to do upon completion of the learning experience. Once teachers have decided the type of objectives required, they must express them in such a way that they are clearly understood by all. Objectives should also be expressed in behavioral terms that can guide teaching and enabling the teacher to assess whether students have or have not attained them. Since objectives play such an important role it is essential that they be written in a clear manner. If there is any doubt about what an objective implies, teaching and learning will be adversely affected. Clarity is, thus, the name of the game. For this reason, great emphasis is placed upon the verb that is used verbs like "to understand" to learn" to know' are ambiguous. They are alright for an aim or goal, but not for the more specific objective because they can be interpreted in a number of the more specific

objective because they can be interpreted in a number of ways. They do not suggest what to look for in a students' behavior. It is better to use verbs that exactly identify what you want the student to do. These are called action verbs.

A teacher who does not have a lesson plan will create the following problems:

- Omission of important elements;
- Inaccurate facts taught or accepted as correct;
- Poor timing;
- Lack of logical presentation;
- Lack of interesting details, illustrative materials;
- Boredom and restlessness in class, etc.
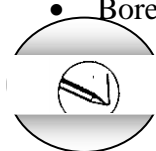
**Assignment**

1. Prepare annual plan in group of four persons and then prepare a periodic lesson plan individually.
2. Make analysis on the quality of lesson plans by taking sample from nearby primary schools.

- ❖ **General approaches/methods/strategies:** Teaching methods that involve active learning methods shall be employed
- ➢ Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.
- ❖ **Instructor's activities**
    - Makes brief presentations on the daily topic(s)
    - Groups students and make them discuss on selected items
    - Makes a follow-up while they are doing their tasks
    - Helps students present their discussion results group by group
    - Provides short notes on selected contents
    - Assesses each group's presentation and gives feedback as well as a summary.
- ❖ **Students' activities**

- Attend the presentation and taking notes

- Participate in group discussion and presentation

- Make self-assessment and peer-assessments

- Ask questions for elaboration while they are working in small group or whole class.

- Receive feedback and take action for improvement.

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# Unit Three: Classroom Management

**Learning outcomes:** After completing this unit, the trainees will be able to:

- Define classroom management
- Demonstrate some indicators of effective teaching at primary schools
- Organize their classroom for different tasks
- Identify the major causes of classroom misbehaviors
- Assess the classroom management techniques
- Major types of seating arrangements
- Manage their classes using appropriate classroom management techniques
- Apply preventive techniques of classroom management.

## Section 3.1: Definition of Classroom Management

Classroom management is the art of carefully preparing, presenting, discipline and controlling class activities. Classroom management is also the process of organizing and coordinating a class so that there can be efficient and effective learning. Students are composed of diversified attitude, values, maturity, age, family background, etc. Thus the teacher is highly expected to manage such varieties of behaviors. Classroom management is also defined as the methods and strategies. An educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.
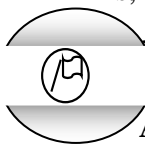
### Activity one

1. How do you evaluate the classroom management of your primary and secondary school teachers? Did they treat female students and male students equally?
2. Identify some teachers who were effective in their classroom management using their characteristics.

**Sub-section one: Approaches to Classroom Management**

The teacher's personality, philosophy, and teaching style will directly affect his/her managerial and disciplinary approach. There are different approaches to class management, all based on a mixture of

psychology, classroom experience and common sense. Their difference is only in the relative importance given to prevention and intervention, degree of control and importance given to prevention and intervention, degree of control and supervision exercised by the teacher. Some of them are listed below.

1. **The Assertive Approach:** This approach expects teachers to specify rules of behavior and consequences of misbehaving or disobeying and communicate them to the students clearly. Teachers hold students accountable for their actions. The idea is for teachers to respond to a student's misbehavior quickly and appropriately.

2. **The Behavior Modification Approach:** Such an approach involves a variety of techniques and methods, ranging from simple rewards to elaborate reinforcement training. The assumption in this approach is that behavior is shaped by environment and little attention is given to the causes of the problem. The basic principles are:

- Behavior is shaped by its sequences not by the causes of the problems;

- Behavior is strengthened by immediate reinforces;

- Students respond better to positive reinforces than to punishment.


3. **The Group Managerial Approach:** This emphasizes on the importance of responding immediately to group behavior among students that may be inappropriate or undesirable in order to prevent problems rather than having to deal with problems after they emerge. The idea is, if misbehavior is not noticed, is ignored, or is allowed to continue for too long, it often spreads throughout the group and becomes more serious and chronic.

**Activity two**

Which of the above approaches do you support? Why?

**Sub-section two: Organizing the Classroom**

One of the vital factors is learning the environment. This implies that the teacher has to create homely atmosphere at his/her classroom. For doing so knowledge of the different seating arrangements is so important. In any discipline, every classroom is a mixed ability group. Whether dealing with high flyers, or low achievers, teachers must allow for the fact that some learners will work more rapidly and accurately than others. On the way to the ideal of individualizing educational programs for all their

learners, teachers can start by splitting their class into groups. The amount and difficulty of work demanded from each group can then be related to their abilities in that particular subject. There are three ways of doing this: by Rota, quota and branching.

**Rota**: as in rotation of crops, refers to groups moving round the classroom from one activity to another.

**Quota:** similarly requires the teacher to work out an appropriate amount of work to be completed during a session by each group. Each learner has an assignment card or booklet, which becomes a record of work, completed as the teacher check it.

**Branching:** involves starting all the class together on a particular activity, doing an exercise from the board, or working together from a textbook.

## Section 5.2: Types of Seating Arrangement

There are four most popular seating arrangements that we observe in most classrooms.

A. **Row type of seating arrangement**: where the students sit in rows, facing the teacher and the chalkboard. Usually learners are arranged in accordance with their height where the tallest seat at the back and the shortest in the front. In situations where you have students with short-sighted, hard or hearing you need to place them in one of the front seats.
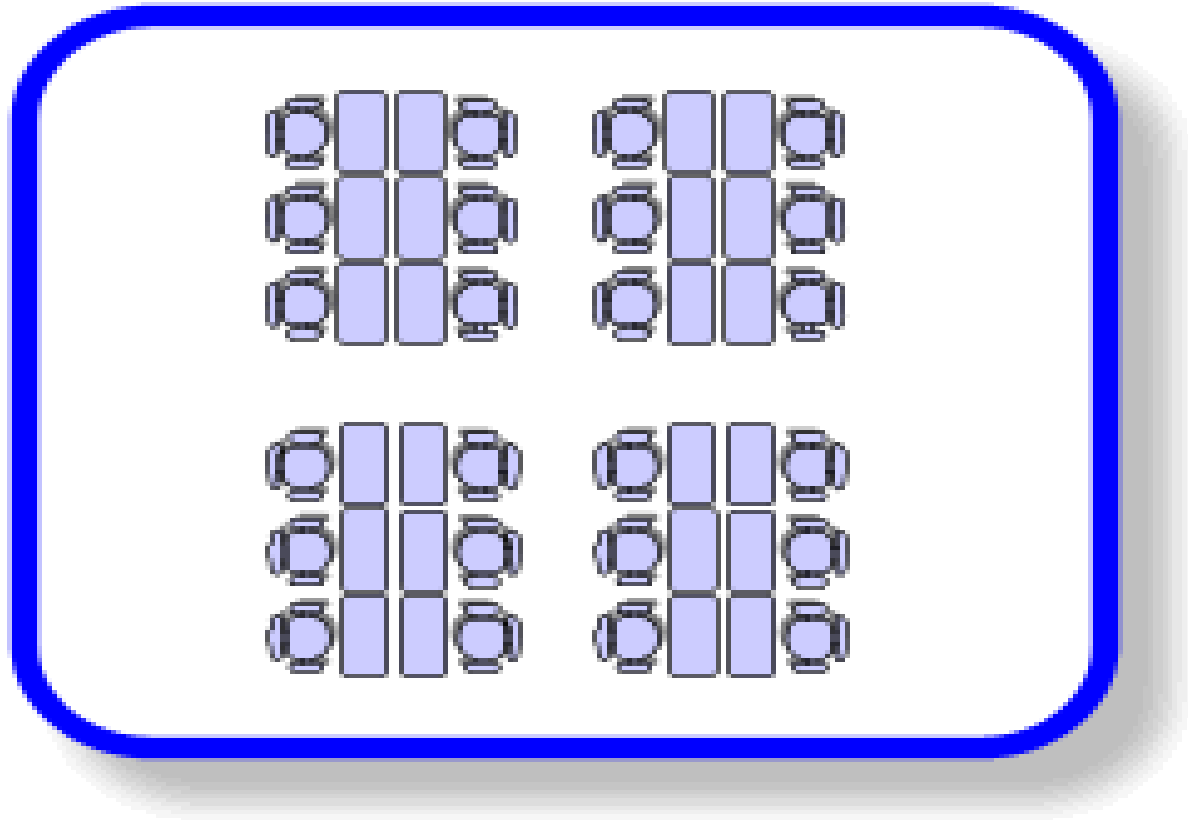
**Merits**

- This type of seating arrangement seems to be convenient for formal lecture.
- It helps to have easy movement in between rows and orderly collection and distribution of materials.

B. **Cluster Pattern of seating arrangement**

This is characterized by the formulation of little cluster of students in different positions in the class. This type of seating arrangement is very convenient for buzz group discussion.

**Merits**

- Students communicate easily with each other;
- Easier for students to work as a team;
- Movement from one cluster to another is not too difficult.

C. **The horse shoe pattern of seating arrangement:** A seating arrangement in which students are arranged in the form of "U" shape. In here the teacher sits at the centre.
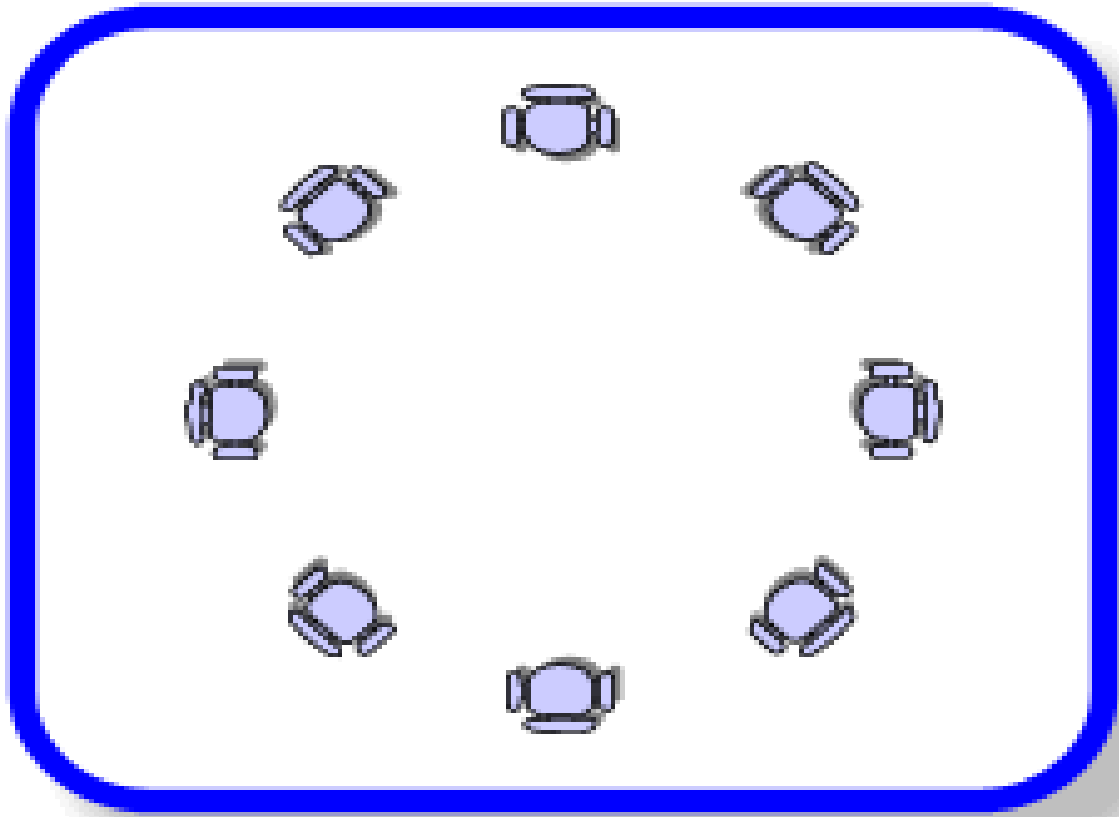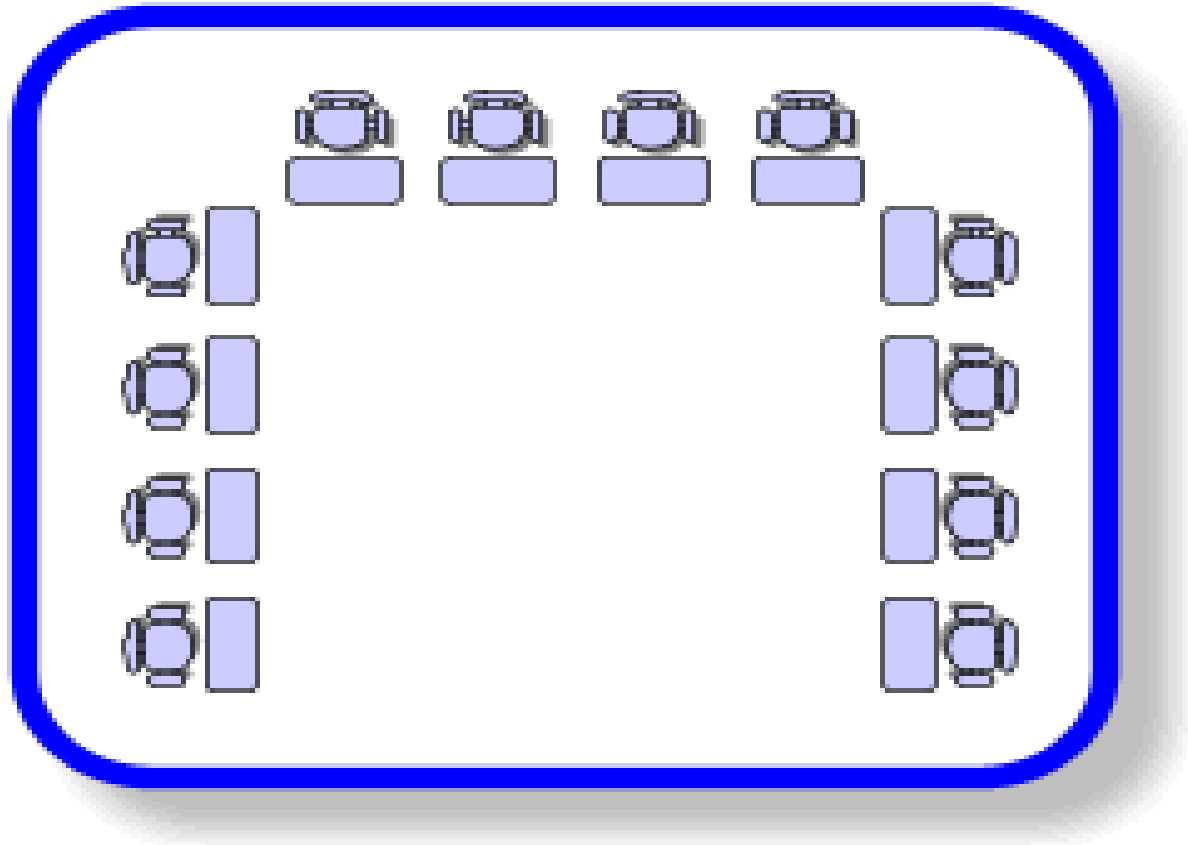
**Merits**

- Used when the lesson requires a lot of discussion among the students and with the teacher as well;
- Easy for students to consult each other.

**D. The Round table Pattern/ Circular seating arrangement**

   Is also good formation of groups' discussion lessons? Unlike the horseshoe, the authority of the teacher is completely decentralized. In sum, although many teachers may not find it too easy varying their students seating arrangements, they should try to vary them as much as they can.

## Section 3.3: **Effective Classroom Management**

Effective class managers make use of one or a combination of the approaches mentioned above. They have a well-planned and relevant lesson which they encourage students to take seriously, who make it clear what the class rules are and teach disciplinary skills with as much care as they teach academic skills, who realize what kind of things stimulate student attention, and who know and enjoy each one of their students. Being an effective class manager is not a talent, which some people just have, and others do not-it is a set of skills and an attitude learned though patience and practice. There are a number of things we know about effective class managers. For instance, effective managers have a workable system of rules and procedures which the students follow and do not 'turn them loose' without careful directions. They do not appear to treat inappropriate behavior differently from the less effective managers, but they stop it sooner.

We also know that good class managers establish classroom with routines and procures which ensure that teaching and learning take top priority, and that the students are informed about their

responsibilities for performing the work, as well as about the importance of the work to the teacher. These good managers seem to consider the task of controlling student behavior as an instructional challenge, which requires the same approach taken to instruction in other curriculum areas. They analyze the task at hand, deciding what skills are necessary for the students to perform as desired. Class management, then, involves things such as routines, beginning a lesson, planning for instruction, lesson presentation, rapport with students, response to questions and proper use of the chalkboard, to mention only some.

**Sub-section one: What kind of learning atmosphere is ideal?**

A busty class is usually a happy class. Provide activities, which stretch the students' abilities and afford sufficient work to keep them busy. Develop a sense of timing-know when to speed up, slow down, or change the activity, but avoid creating pressure. In addition, rules for behavior should grow out of the purposes of the group and should be developed jointly by the classes and the teacher. Easily recognizable rewards should follow approved behavior without delay. Give recognition whenever possible for superior work or behavior. Try to respond to poor work with encouragement rather than scolding. This is possible if you as a teacher are prepared in terms of outlines, material, equipment, and activities. Start and end on time.

**Sub-section two: How should you approach Individual Differences?**

**Providing for individual difference** is a major class-management concern, regularly cited by teachers. Perhaps you also consider it as you major concern. Teachers always recognize and obvious manifestation of a problem relating to individualization. Solving this critical management problem requires understanding of both the nature of the concept of individual differences and the attempts to devise suitable educational arrangements.  Individuals differ from each other physically, temperamentally, intellectually, and in their special aptitude. Those individual differences are naturally obvious in physical attributes, psychological attributes: subject-matter knowledge, intellectual development, motivation, intellectual curiosity, study habits, ability to think independently, creativity, and so on.

In order for teachers to make working units of instruction for individual students, therefore, they must fully concentrate on teaching small groups and individuals. only if they have organized the program in such a way that other students are fully self-directive, responsible for their own behavior and for the

completion of assignments, will teachers be able to concentrate on individual students-hence respond to individual differences. Independent activities are ones that students do without continual supervision from the teacher. While the teacher is engaged in instructing individuals and small groups of students, the rest of the students are doing independent activities. The following points help to create a good classroom environment if practiced by a teacher.

1. Know your students. Learn their names immediately;
2. Be aware of students' feelings. Pay attention to attitudes revealed in writing and discussions. Respect the personalities of the students. Don't talk down to them.
3. Student's participation is necessary for good morale. Help the students to become members of the group.
4. Emphasize the strengths of each student. Always look for the good points in a student. Build up the confidence of each student-help him/her feel important to the group. All people, young and old, like praises. Use it.

   **As a teacher you are supposed to do the following in order that you can have a good classroom environment:**
1. If you make a promise, keep it. Students expect to be, and should be, treated fairly by their teacher. If you make a mistake, apologize. Share with the students the fact that everyone makes mistakes.
2. Be willing to try out ideas. A teacher must be flexible. Be as creative and innovative as you know how to be.
3. Employ a procedure, which is friendly and informal but businesslike and consistent. Treat all students with the same degree of fairness, impartiality, and consideration
4. The teacher should posses a good sense of humour.
5. Establish a good rapport with students so that they feel confident in approaching you with problems or questions. Be as courteous as you expect them to be with you. Never act in anger, or use threats as a deterrent.
6. Teacher example will set the stage for many things. Be well groomed and speak and act like a lady or gentleman.
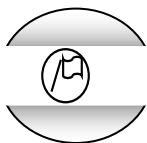
**Activity three**

Were your primary and secondary school teachers gender sensitive in managing the classroom?

**Sub-section three: Principles of Class Discipline.** Here are some principles that may help the teacher under the concept discipline clearly.

**Principle 1:** the aims of education and class discipline are the same: to help students become self-directing people.

**Principle 2:** Discipline should be dynamic, helping students to channel their energies towards learning goals.

**Principle 3:** Discipline is inseparable from teaching

**Principle 4:** Discipline should change with the learners' stage of development and help them move to the next stage

**Principle 5:** Behavior is determined by rational demands of the specific situations.

**Principle 6:** teaching effectiveness, as perceived by learners, gives the teacher classroom authority.

**Principle 7:** Discipline is the ability to attend to a task.

**Principle 8:** No matter what the classroom design or how learners are organized for instruction, the principle for effective teaching and discipline apply.

**Principle 9:** By identifying and dealing effectively with the factors under their control and influence, teachers can, in most cases, tip the balance in favour of discipline.

**Principle 10:** principle of redirection: Socialization requires the redirection of destructive behavior into socially useful behavior.

**Principle 11:** Principle of agreement: ways of dealing with misbehavior should be in agreement with developmental goals.

**Principle 12:** Basic disciple can be achieved only when basic needs, such as food and safety, are met. Schools should recognize that all students need to be valued and respected as people-which they need to have some measure of control over their lives and activities, in school and out.

**Sub-section four: Leadership Styles**

Teaching style is viewed as a broad dimension or personality type that encompasses teacher stances, pattern of behavior, mode of performance, and attitude toward oneself and others. It also refers to the choice of instructional activities and materials and methods of involving the students in the process of instruction. A teacher and his/her students communicate under three types of teaching styles. There are:

i. Visual: charts, demonstrations and other things that can affect the sight of the learners assist learners.

ii. Auditory: learners are assonated by explanations of what is to come next. Brainstorming, questioning, and debriefing allow students to make links between what they have acquired. And

iii. Kinesthetic: the learners do their best when they touch and move. They show fewer tendencies to learn if there is little or no external stimulation or movement.

A teacher and his/her learners communicate through various styles of classroom leadership. And the presence or absence of relationships between or among the learners and the teacher are influenced by the teacher's styles of guidance. The following are some of them.

**Authoritarian style**: The teacher who subscribes to this style of classroom management determines school policy alone and assigns duties out without question in prescribed manner. Such teachers centralize all powers in themselves and teaching is completely teacher-centered. Students are the followers of the orders of their teacher and does the teacher impart passive discussion listeners of the information. This type of teaching style has no place for free discussion and expression on the part of the learners.

Where people are coerced, controlled, threatened, individuals' initiatives may be stifled and self-motivation may be discouraged. This may lead to low morale amongst both the staff and the learners, which may become the root causes of strikes, riots.

**The students taught by the authoritarian teachers:**

- Lack the capacity for initiation and group action;
- Show no interest in their work in the absence of their teacher;
- Develop hostility and aggression towards other follow members.

**Laissez-faire style**: The teacher believes that there should not be rules and regulations since everyone has an "in born sense of responsibility. Such a situation may well exist amongst mature, experienced teachers. But how would it work with new, young teachers fresh from "freedom years of university or college?" this is a mismanagement where the head sits back and allows everyone to do as they please. This may lead to anarchy, and chaos, which would hardly be conducive to them provision of quality education. But, as the laissez-faire (literally let-do) style is opposite to the autocratic style In other words, this often considered as unorganized or ineffective teachers. They don't direct or guide their students' activities. Rather they provide no (or few) goals and directions for group of individual behaviors leave them free to do what they like. Students taught by these teachers:

- Feel insecurity;
- Show dissatisfaction against their teachers;
- Are cooperative.

**Democratic style**: in the head or teacher believes that the staff or students should be involved in decision making process. Decisions are arrived at after consultation with the staff or and with the students. This person allows freedom of thought and action within the frame work of the mission and objectives of the school. This style is based on the belief that where people are committed to the services of ideas, which they helped to frame, they will exercise self-control, self-direction and be motivated. In sum, a teacher of this style respects the individuality of their students and don't impose orders or restrictions on their learners. They create such an environment in which students freely communicate with each other. Teachers work as leaders of the group. The teachers and students work on the principle of give and take and respect each other and let the students share in the decision making process.

The following characteristics are developed in a democratic classroom.

- Friendliness and more cooperative atmosphere.
- High level of efficiency and habit of independent work.
- Initiative of working effectively in the absence of their teacher
- Mutual cooperation and recognition.

These three types of leadership (characteristics) overlap in the process of classroom instruction, because teachers could not always show authoritarian, laissez-faire or democratic behavior in their teaching. Thus, the specific conditions should be considered.
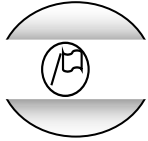
**Activity four**

Which style of leadership do you support? Give rationales for your preference.

**Sub-section five: Controlling student-related misbehavior**

There are times, however, that students may create problems that disrupt the classroom discipline no matter how the teacher is without any of the problems listed above. This could be because the students may have some problems related to inattentiveness, or other problems they might have at home. The following are some of the general or classic preventive measures that you as a teacher can use so as to help the students develop self-control.

**Sub-section six: Guideline for Effective Classroom Management**

- ❖ Have a good plan;
- ❖ Have good subject mastery;
- ❖ Use rewards;
- ❖ Apply better methods of teaching;
- ❖ Respect professional code of ethics;
- ❖ Respect the students;
- ❖ Evaluate your students fairly;
- ❖ Encourage students participation;
- ❖ Keep your promise;
- ❖ Use humor, etc.

There are eight factors that provide the foundation for an effective classroom management and discipline strategy. Each is discussed below. Addressing these enables a teacher to use the "winning ways" in classroom management that help create an environment in which the teacher is respected the classroom is peaceful for all and learning proceeds unhindered.

1. Letting students know classroom rules and consequences for not following them:

This critical factor, described further below, is the step through which clear and specific classroom guidelines are established. There are three components to this. The first is establishing classroom rules-the set of standards that all students will follow. The second is determining the consequences if these standards are not met-the things that occur in the situation that rules are not followed. The third is the identification of rewards those ways in which adhering to standards is recognized and rewarded.

2. Providing instruction that matches students' abilities

Instruction should be at a level that is not too easy for students, leading to boredom, and not too difficult, leading to frustration. The ideal instructional level is that which is somewhat challenging to the student and which the student can attain-consistent with the principle of the zone of proximal development. If instructional materials are not at the appropriate level  for a student, there is a good possibility that the student will be frustrated and misbehaved. Hence, assessing students' knowledge levels and identifying instructional materials that will enable them to learn in challenging ways is a key to effective classroom management.

3. Varying the instructional approaches used in the classroom

Research shows that elementary grade children tend to be able to attend carefully to one style of presentation for approximately 10 minutes, and secondary school students for approximately 15 minutes. When students are no longer paying attention, behavior problems occur. Hence, a valuable strategy for preventing classroom management problems is for a teacher to vary the style of classroom presentation and of classroom activities. If there is a change of pace with some frequency and if students have the opportunity to move from one type of learning to another during any class session, it is most likely that inattentiveness and restlessness will be minimized.

4. Providing a number of learning choices: Giving students a number of choices for undertaking a class assignment enables them to choose the one that is most personality meaningful to them and makes clear that they do have influence on what occurs in school. It can prevent the difficult situation in which, with only one learning path, some children do not succeed, with the result that they act out because they feel like failures. We know from the work of Howard Gardener that children learn likelihood of a well-managed classroom.

5. Expecting students to be responsible for their own learning and behavior

We know that the best way to foster responsible behavior is to give students responsibilities, and the way to foster irresponsible behavior is to deny students responsibility. Teachers need to remember that if they "demand a lot," they will get a lot. If they "expect a lot," they will get a lot. But, if they "ask for little," that is exactly what they will get. Students should be expected to complete and turn in their homework. They should be expected to be in class on time and ready to learn. They should be expected to try hard and apply themselves in every assignment. And, they should be expected to help create a well-managed classroom, free of discipline problems. If they know they are responsible for these things, there is a far greater likelihood that they will consider them meaningful, personal priorities than if they consider them someone else's responsibility.

6. Listening to what students are thinking and feeling

One of the most important things a teacher can do is to listen empathetically to students' needs. This has the potential for preventing or eliminating misbehavior. We need to recognize that behavior problems occur when students feel anxious, hurt, afraid, and angry or rejected. If a teacher listens to a child who is having negative feelings, the need to resort to misbehavior is eliminated. This means more than simply letting the child or adolescent talk. It means having a teacher communicate with empathy the concern the teacher feels for the student. It means having a teacher communicate with empathy the concern the teacher feels for the student. It means helping the student try to find an avenue to solve he student try to find an avenue to solve the problem that is causing the negative feelings.

7. Legitimizing behavior that cannot be stopped

There are some behaviors, such as conservation among adolescents that is difficult to keep away from the classroom. With peer culture of great significance to adolescents, they continually want to interact with one another. There are many ways that teachers can build learning environments that recognize the traits of students and build on the behaviors that are characteristics of groups of learners at particular stages or of various backgrounds.

Collaborative learning, for example, enables adolescents to work together, turning their need for peer interaction into an asset rather than a liability. Similarly, young students want to be active. Creating learning environments that require them to be active, moving about the classroom as they solve problems, for example, builds upon the characteristics they bring to the educational environment.

8. Recognizing that there are some students who have serious behavior problems

It is often stated that you can best understand the patterns of behavior in a classroom if you recognize the 80-15-5 rule. The rule states that approximately 80% of students will not be a behavior problem in a well-managed classroom. If instruction is matched to their level of ability, they are likely to adhere to the expectations for them and will rarely if ever be a behavior problem. Approximately 15% of students will be a discipline problem some of the time. These are children who may be experiencing difficulties at home or in learning, thus feeling frustrations that they deal with by misbehaving. Their behavior is acceptable some of the time, but not acceptable other times. The remaining 5% are students who are under serious stress, who have learned in the past to misbehave, or who are involved in non-school behaviors in the past to misbehave, or who are involved in non-school behaviors (drinking, taking drugs, etc.) that lead to significant non-school behaviors (drinking, taking drugs, etc.) that lead to significant problems in school behavior. It is very important that teachers not develop a sense of failure due to difficulties in dealing with this type of student. Rather help needs to be sought from administrators at the school or from a psychologist to give the student the kind of assistance beyond the classroom necessary to identify and address the problem.

## Section 3.4: Major Causes for Classroom Misbehavior

There are two major causes for classroom misbehavior

**Sub-section one: Teacher-Related Problems**

Teachers can be sources for classroom misbehavior in the following aspects:

❖ Poor preparation;
❖ Ineffective style of presentation;
❖ Poor handling of questions;
❖ Nagging;
❖ Hasty judgment;
❖ Overreacting;
❖ Lowering academic marks;
❖ Corporal punishment, etc.


**Sub-section two: Students-Related problems**

Some of the aspects at which students can be cause for classroom misbehavior are mentioned below:

- ➢ Cheating ;
- ➢ Lack of clear rules;
- ➢ Unclear instruction;
- ➢ Not doing assignments, home works, etc;
- ➢ Coming late;
- ➢ Quarrelling each other;
- ➢ Breaking rules and regulations;
- ➢ Changing Seats without permission, etc.
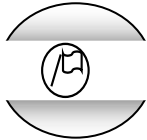
**Activity five**

Discuss in pair to what extent your primary and secondary school teachers were effective in managing disciplinary problems in the classroom.

## Section 3.5: Preventive Techniques for Classroom Misbehavior

**A) Some of the preventive techniques are listed below:**

- Use sign;
- Approaching towards the misbehaving student;
- Boosting students interest;
- Use humor
- Reprimand;
- Placement;
- Tolerance;
- Focusing, etc.

**B) In addition, teachers should apply the following preventive techniques so as to make effective classroom management:**

1. **Create a warm and nurturing classroom climate.**

The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the golden Rule is the key for maintaining this climate.

2. **Democratically develop a set of rules and consequences.**

Teachers and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

3. **Develop a daily routine, yet remain flexible**

Students will often misbehave if they don't know exactly what they should do and when. Teachers can avoid this dilemma by installing class routines and procedures, which allow the students to begin and complete work expeditiously.

4. **Make learning more attractive and fun for the student;**

Schools exist for the students, and not for the teachers. It is important for the teacher to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

5. **Deal with misbehavior, quickly, consistently, and respectfully.**

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences.

**C) Techniques for Better Classroom Discipline**

1. **Focusing**

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

2. **Direct Instruction**

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to being each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

- An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activites with: "And think we have some time at the end of the period for you chat with your friends, go to the library, or catch up on work for other classes."

3. **Monitoring**

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. He/she checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers.

The delay is important. She/he wants her students to have a problem or two finished so she/he individualized instruction as needed.

### 4. Modeling

"Values are caught, not taught." Teachers who are counters, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use voice in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

### 5. Non-Verbal Cuing

Non-Verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

### 6. Environmental Control

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

### 7. Low-Profile intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She/he monitors the activity in her/his classroom, moving around the room. She anticipates problems before they occur. Her/his approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

There are times, however, that students may create problems that disrupt the classroom discipline no matter how the teacher is without any of the problems listed above. This could be because the students may have some problems related to inattentiveness, or other problems they might have at home. The following are some of the general or classic preventive measures that you as a teacher can use so as to help the students develop self-control.

a) Signal interference:- in some cases a subtle signal can put an end to budding misbehavior. The signal or body language, if successful, can stimulate the student to control him/or herself.

b) Proximity control: place yourself close to the misbehaving student. This makes a signal more apparent.

c) Interest boosting:- convey interest in the incipient misbehavior, directing such students so that they will concentrate on the school work.

d) Humor:- humor is an excellent influence, especially in tense situations. However, remember that it should not convey any irony or sarcasm.

e) Retribution:- when efforts at prevention and subtle control fall, you may occasionally have to resort to forms or retribution. If the misbehavior is an accomplished fact, you have no choice but to require the guilt party to suffer consequences. This is because retribution teachers the students that they should not break rules. Retribution can have such forms as withholding privileges, detention, putting them in a quite room for some time, discussing in private, and sending them to the principal.

f) With-it-ness: means teacher's knowledge and understanding of what is occurring in his/her classroom. This refers to the ability to demonstrate that the teacher knows what was going on. That is it is defined as a teacher's communicating to the students by his/her actual behavior that she/he knows what the students are doing, or has "eyes in the back of his/her head"

**D) The Least Approach:**

**Where:**

"L" stands for leave it alone. Many actions may simply be left out.

"E" stands for end the action. Many teachers can simply end the misbehavior without undo emotion.

"A" stands for attend more fully. i.e. a teacher must take further steps beyond merely ending the disruption at the moment, and then it is time to get into the root of the problem.

"S" stands for spell out direction. If the procedures listed so far do net work, it is time to clearly tell the student what to do.

"T" stands for track (follow up). The student's progress as she/he moves along specified measures.

b. **Planned ignoring:** if it appears that the behavior will not spread to others, it is sometimes best to ignore it.

c. **Engaged time;** enough work is assigned to f ill the scheduled time. This is also named as "time on task". As there is students work involvement exhibit fewer disciplinary problems as there is Less chance for boredom.

The "time on task" has been known as a critical factor in learning. Active student engagement in learning provides valuable clues as to adjust what teachers are doing with their time.

d. **Placement:** the teacher has to put noisy student with a well-behaved student.

e. **Hurdle lesson:** due to frustration, with a particular assignment, not understood, etc then they translate their frustration into disruptive behavior and the remedy is re-teaching.

f. **Antiseptic bouncing (time out):** removing the student from the rook for a few minutes (this happens when the student becomes uncontrollable)

g. **Reprimands:** talk with the misbehaving student in private rather than in front of the class.

h. **Stop troubles before it starts:** knowing the right moment to interrupt behavior is a valuable asset.

i. **Praise:** needs to be natural and sincere and should never become dull and routing. It is a good idea to try to think of at least different but similar synonyms for "good" like "great", fine", "splendid", "remarkable", are some examples. The way the teacher talks to the class reflects his/her attitude to them not only in what is said, but how it is said.

j. **Facial expressions and tone of voice:** are as important to communication as making sure that attention is gained, by getting the class to stop work and listen carefully to what has to be said.
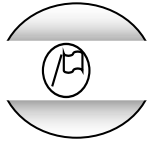
**Activity six**

1. Compare and contrast the above mentioned preventive techniques for classroom misbehavior.
2. Identify some preventive techniques for classroom misbehavior which had been used by your primary and secondary school teachers.

Dear learner, assess your level of understanding about the following concepts. Insert tick mark in the following table for your own decision.

| S.no | Main points | Yes | No |
|------|-------------|-----|-----|
| 1 | Classroom management | | |
| 2 | Misbehavior | | |
| 3 | The LEAST approach | | |
| 4 | Causes of classroom misbehavior | | |
| 5 | Preventive techniques of classroom misbehavior | | |
| 6 | Modeling | | |
| 7 | Styles of leadership | | |
| 8 | Principles of classroom management | | |
| 9 | Humor | | |
| 10 | Types of seating arrangement | | |

**Unit summary**

Classroom management is a way of creating conducive environment for students' learning. In a class where there is disciplinary problem, the attainment of instructional objectives is questionable. Therefore, the teacher has to be skillful in managing whatever disciplinary problems may arise in his/her class. The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the golden Rule is the key for maintaining this climate. Teachers and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

Students will often misbehave if they don't know exactly what they should do and when. Teachers can avoid this dilemma by installing class routines and procedures, which allow the students to begin and complete work expeditiously. Schools exist for the students, and not for the teachers. It is important for the teacher to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences. Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to being each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks. An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activites with: "And think we have some time at the end of the period for you chat with your friends, go to the library, or catch up on work for other classes."

❖ **General approaches/methods/strategies:** Teaching methods that involve active learning methods shall be employed

➢ Gapped lecture, buzz group discussion, case studies, field observation, role playing, Mind map, Games, debating, panel discussion, Dramatization, Experimentation, Jigsaw, storytelling, etc.

❖ **Instructor's activities**

• Makes brief presentations on the daily topic(s)

- Groups students and make them discuss on selected items

- Makes a follow-up while they are doing their tasks

- Helps students present their discussion results group by group

- Provides short notes on selected contents

- Assesses each group's presentation and gives feedback as well as a summary.


❖ **Students' activities**

- Attend the presentation and taking notes

- Participate in group discussion and presentation

- Make self-assessment and peer-assessments

- Ask questions for elaboration while they are working in small group or whole class.

- Receive feedback and take action for improvement.

❖ **Modes of assessment: Continuous assessment and summative assessment will be implemented.**

- Every student needs to attend for not less than 80% of the course work.   Project work at individual level **(20 %),** Group work and presentation **(10%),** At least two **tests (20%),** Individual's contribution in the presentation and discussion session response **(10%)** and Final written exam **(40%).**

**Grading System: Criterion referenced**

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# ASSIGNMENTS/30%/

**I. Instruction**: Write **"True"** if the statement is correct and **"False"** if the statement is incorrect./2pts/

1. Instructional methods are ends to achieve educational objectives.

2. Miming as type of dramatization method expresses communication using dialogue.

3. Cognitive memory questions require higher thinking.

4. Field trip method implies journey to historical sites.

**II. Instruction: Choose the best answer from the given alternatives and circle the letter of your choice./5pts/**

5. Identify the **wron**g idea.  A. Lecture method solves shortage of teachers

B. Questioning method is helpful when the topic is new

C. Brainstorming method develops verbal skills

D. Student-centered method uses formative assessment

6. Which one of the following instructional methods refers to experimental   activities?

 A. Dramatization        B. Questioning        C. Goldfish        D. demonstration

7. The grouping of students based on their potential is called_____.

 A. Mixed            B. Ability            C. Arbitrary        D. Compatibility

8. Identify the concept that **is not** characteristics of teacher-centered methods:

 A.  It integrates theory with practice            B. It uses hard punishment
 B.  It focuses on mastery learning            D. It makes students passive

**9.**   Which one of the following characteristics of instructional planning requires the teacher to consider the economic level of a country?

 A. Comprehensiveness     B. Simplicity            C. Objectivity        D. Flexibility

10. Which one of the following **cannot** be classified as the major component of a plan?

 A. Name of the school    B. Methods    C. Objectives    D. Contents

11.. Which one of the following action verbs is different?

   A. Explain   B. Identify   C. Appreciate   D. Compare

12.. Identify the third level of the affective domain.

A. organization   B. valuing     C. responding   D. characterization

13. Identify the concept that **cannot** be classified as preventive technique for disciplinary problems in the classroom:

 A. Eye contact   B. Over-reacting     C .Signal interference    D .Humor

14. Which one of the following concepts can be defined as the process of creating conducive environment for better learning?

   A. Instructional planning   B .Communication   C. Classroom management    D .Instructional media

**III. Instruction: Give short and precise answers to the following questions.**

15.. List five major characteristics of active learning methods./2.5pts/

16. What are the major causes for classroom misbehaviors?//3pts/

17.Explain some indicators of effective classroom management./2pts/

## 18.   Categorize the following lists either under superficial or deep learning/3.5/

**A. Involve an excessive amount of course material**

**B. Offer little opportunity to pursue subjects in depth.**

**C.Create a motivational context**

**D. Stimulate active learning**

**E. Encourage interaction with others**

**F. Provide little choice over topics and method of study**

**G. Employ an anxiety-provoking assessment system**

# 19.Match the methods with the correct average retention rate/3.5pts/

| | |
|---|---|
| a.Lecture | A.75% |
| b.Reading | B.90% |
| c.Audio-visual | C.5% |
| d.Demonstration | D.30% |
| e.Discussion Group | E.20% |
| f.Practice by doing | F.10% |
| g.Teach others/ Immediate use | G.50 |

20.Read the descriptions carefully and write the correct name from the list below in column 2. /4.5pts/

BUZZ GROUP;  MICROTEACHING;  JIGSAW GROUPS;

HOT SEATING;  DECISION LINE;  COOPERATIVE LEARNING;

CASE STUDY; BALLOON GAME; CROSSOVER GROUP

| Description of active learning method | Name of method |
|---|---|
| Student teachers have been asked to prepare a lesson on teaching an aspect of the grade 4 Environmental Science curriculum. You ask them to prepare a 15 minute lesson, with objectives, activities and resources using materials easily found in the surrounding environment. They present this lesson to their peers. You and their peers evaluate the effectiveness of the lesson and provide feedback on the quality of the teaching. This method can be used in any subject. | |

| | |
|---|---|
| You have divided the class into 10 groups. The topic for the next 4 sessions is child psychology. Each group is given a different aspect of child psychology to research over the next 3 sessions. In the fourth session, each group brings the materials that they have collected and you help to bring all the pieces of the topic together. This method can be used in any subject. | |
| During your session on curriculum, you stop every few minutes and ask students in a group of 4 sitting closely together to brainstorm their ideas on a particular aspect of the topic; e.g. their understanding of the word curriculum, which subjects are essential in the school curriculum, the relative value of different subjects, the abilities developed through different subjects. They are allowed a short period of time for each period of discussion (about 2 minutes). There is a 'hum' of activity in the room during these periods. This method can be used in any subject. | |
| In History, students are given the names of 10 important characters in Ethiopia who are floating in the basket of a hot air balloon in the sky above the Indian Ocean. The balloon is sinking, and the only way to keep it from falling into the sea is to 'throw out' one of the characters. Which character would you throw out first? Second? Third? Etc. This method can be used in any subject, for example with famous scientists, modern inventions, characteristics of good teachers etc | |
| Students are divided into groups to discuss a given topic in any subject. After 5 minutes, 2 members of each group move to the next group to share ideas from the first group and to join a new discussion. After another 5 minutes they move again, so that during the course of the lesson all students have been able to share information. This avoids the need for a lot of feedback. | |
| One member of the class is assigned to be a character from literature, history, science etc. This member is placed in the centre of the room to role play the character. Other members of the group direct questions to the person in the centre who has to respond in role. After 10 minutes, change the person in the centre and the character. | |

| You organise students into groups for a particular topic, give clear instructions and explain how you want them to work together. You may assign different group behaviours to each member of the group eg facilitator, note taker, time keeper, leader, observer, reporter. Students are expected to interact, share ideas and ask their peers first if they need help. They are all responsible for the outcomes, which are evaluated against agreed criteria. Over a series of sessions, each group member can be asked to take on different responsibilities so all students are encouraged to develop different skills. | |
|---|---|
| You are planning a lesson on the characteristics of good teaching. Instead of giving students a list of these characteristics, you provide a description of six different teachers and what they do in their classrooms. The students have to identify the positive and negative characteristics of each teacher. The whole class then comes to an agreement of the characteristics of good teaching | |
| You want to encourage students to think about a topic and form an opinion that they can defend. E.g. genetic engineering can help in food security. Students are asked to physically move an stand in a line that represents a continuum from strong agreement with the statement to strong disagreement with the statement. Students then have to find a partner and explain why they chose to stand at a particular point on the line. | |

21. **Group behaviors :**Match the following names to the group behaviours described below:/4pts/

PROBLEM SOLVER   DIVERGER   FACILITATOR   SABOTEUR

LEADER   DOER   DOMINATOR   SILENT LISTENER

Takes responsibility when given it, quickly identifies the nature of other group members, has a clear view of how best to achieve the task objectives, wants the group to succeed, is able to sum up main points, is able to bring discussion back to the point, may have personal hidden agenda, will be prepared

"The main point for consideration/agreement is …"

"One way to do this is…"

"What do people think?"

"Let us hear everyone's opinion"

Accepts personal responsibility for enabling the group to succeed, understands the group members and the task, listens carefully and can clarify/expand the statements of others, recognises areas of agreement and where agreement can be reached, understands where differences and misunderstandings lie and can expose these in a non personal way, is able to bring a discussion back to the point.

"I think you are both saying…"

"Do you mean…?"

Assumes responsibility, thinks s/he knows best, has a low opinion of other's knowledge and experience, does not listen to or take account of other people's points of view, interrupts (usually with a contradiction) other speakers.

"Well I think…"

"Oh no, that's not going to work."

Feels responsible for wider issues than the immediate one, can see connections with many other issues, brings other issues into the discussion, can be persuasive and entertaining when speaking, is reluctant to let go of an idea/issue.
"We can't ignore…"
"What about…?"

Takes no responsibility for the success of the group, has no interest in the task, may have an interest in causing the task not to succeed, does not listen, makes 'asides', does not complete allocated tasks, can make other members of the group disaffected, may offer to do something and then not do it.

"Who chose him/her as leader?"

"She doesn't know as much as you"

Says nothing at meetings, probably through shyness, low self confidence, or poor understanding of the language, when spoken to outside of meetings has interesting ideas, suggestions as to how to move projects forward.

Is able to understand the nature of a problem quickly, is not put of by complex problems, can think creatively and radically when coming up with solutions is able to find more than one solution to a problem.

"How about trying…"
"Couldn't we …"

Will take responsibility for the tasks no one else wants to do, will do other things that need doing without being asked, is able to think ahead and attend to details that others might forget.

"Why don't I…?"

"I thought someone should…so I did it."