

## **UNIT 2.2: METHODS OF TEACHING**

### ***TEACHING EXPERIENCE AND OBSERVATION***

#### **ACTIVITY 60: TEACHING EXPERIENCE**

- Prepare a lesson on a topic or skill and teach it to a class at St Dominics.
  - Look back at Summary Sheets 2 and 3 to help you to prepare the lesson.
  - Consult your tutor and the teachers at St Dominics for any materials or equipment you need.
  - Consult the teachers so that your lesson fits into what St Dominics' students are learning.
  - Look back at Summary Sheet 3 on how to teach content and skills.
  - Find out from the teacher about the background of the students.
1. Think about all you have learnt in Unit 2.1 on how people learn.

#### **ACTIVITY 61: TEACHING OBSERVATION**

1. Watch some of the other students teaching and, if possible, watch some lessons taught by the St Dominics staff.
2. As you watch, think about the different *kinds* of methods which are used in teaching. Think about the methods you use also.
3. Make a list of all the different *kinds* of methods or activities you saw in your observations or used yourself.

## **TEACHING METHODS**

### **ACTIVITY 62: DIFFERENT METHODS OF TEACHING**

The following is a list of some of the methods of teaching likely to be used in RTCs.

1. Read the description of each method, which will also be explained by your tutor.
2. Did you include the method in your list for activity 61?
3. Discuss each method in your groups.
4. In the table below fill in some of the advantages and problems of using each method. These may be advantages or problems to you as a teacher or to the students.
5. Decide on **one** topic or skill from your subject area for which each would be a good method.
  - a. **Demonstrations:** Teacher showing a skill to the students while they watch.
  - b. **Practicals:** All or some of the students practicing a skill which they have learnt or are learning.
  - c. **Experiments:** These are related to practicals and are mainly used in science-related subjects, including Agriculture and Home Economics or Life Skills. Students are asked to do something, observe and record the results of what they do, and try to explain these. Sometimes the teacher may do an experiment as a demonstration.
  - d. **Lecturing:** Teacher telling the students information or ideas while they listen.
  - e. **Note-giving:** Writing notes on the board for students to copy or giving handout for students to read.
  - f. **Questioning:** Teacher asking questions to individuals or whole class.
  - g. **Discussion:** Students talking to each other and sharing their ideas either in small groups or as a class. Teacher may or may not take part.

- h. **Brainstorming:** Students asked to throw out as many ideas as possible in a short time either in groups or whole class. Usually someone writes the ideas down.
- i. **Seminars:** One student asked to present a topic or teach a skill to the rest of the class. They must prepare this in advance.
- j. **Group work:** Students work in groups on an activity. This may include making something; looking after a garden; or finding out about a particular topic. This may be for one lesson or for a group project lasting days or weeks.
- k. **Other methods:** On the table below, add any other methods you thought of.

<b>METHOD</b>	<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>	<b>TOPIC / SKILL</b>
<b>Demonstrations</b>			
<b>Practical</b>			
<b>Experiments</b>			
<b>Lecturing</b>			
<b>Note-giving</b>			
<b>Questioning</b>			

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<b>Discussion</b>			
<b>Brainstorming</b>			
<b>Seminars</b>			
<b>Group work</b>			
<b>Other methods</b>			

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**Read summary sheet 15, *Methods of teaching***

**ACTIVITY 63: USING DIFFERENT METHODS**

Your tutor will give you **one** of the above methods of teaching. Prepare a teaching session of about 10 – 15 minutes on any topic using that method.

Teach this **either** to the rest of the class **or** to a group of St Dominics students.

**ACTIVITY 64: PREPARING AND TEACHING EACH METHOD**

Make a list of the main points you had to think about in preparing your session, and the main successes and problems you encountered in teaching it.

You may be asked to present some of your ideas to the rest of the class.

**Read summary sheet 16, *Advice on teaching different methods.***

### ACTIVITY 65: USING THE RIGHT PLACE

It is important to carry out each method in the right place with the right arrangement of furniture, if any.

Look at the list of places and arrangements below, and the list of methods in Activity 62. Suggest one or more suitable methods for each place.

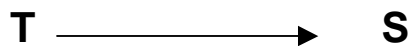
<b>PLACE / ARRANGEMENT</b>	<b>METHODS</b>
A field in a farm.	
A classroom with rows of desks and chairs facing the front.	
A classroom with desks and chairs arranged in circles.	
A workshop with a limited number of benches.	
A workshop with individual benches.	
A Home Economics room with one stove.	
A classroom with chairs arranged in many small circles.	
A dining hall used as a classroom.	
A building site.	
A computer room with 4 computers.	

**ACTIVITY 66: CLASSIFYING TEACHING METHODS**

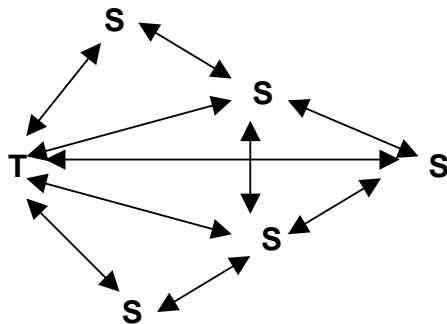
There are two ways of classifying methods of teaching.

**1. Classify according to how the material is learnt:**

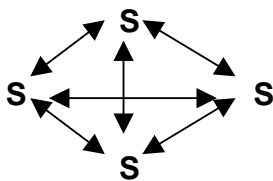
**Presentation** is when the teacher is presenting something to the students: communication is mainly one-way, from teacher to student.



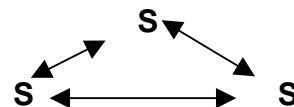
**Interaction** is the sharing of knowledge or ideas between teacher and student or amongst the students. Communication is two-way, from teacher to students and students to teacher or from students to students.



**Search or practice** is when students are finding out something or doing something for themselves, individually or in groups, with only guidance from the teacher.



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Put each of the methods of teaching in Activity 62 under the correct heading below.

PRESENTATION	INTERACTION	SEARCH / PRACTICE

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**2. Classify the activities according to their suitability for different sized groups of students.**

This means that, if your class is large, you will have to break it down into smaller groups or individuals for some activities.

**L = Large groups – more than 10.**

**S = Small groups – less than 10.**

**I = Individuals working on their own.**

Decide which size of group each kind of teaching is suitable for. Some may be suitable for more than one size of group.

<b>LARGE</b>	<b>SMALL</b>	<b>INDIVIDUALS</b>

## **UNIT 2.3: SESSION OR LESSON PLANS**

### ***LESSON OR SESSION?***

In schools, units of teaching are usually called *lessons*. These usually take place in a classroom, laboratory or workshop in a period of 45 minutes or less than 2 hours.

*Lesson* may not be the most appropriate word to use in RTCs because much of our teaching will be done through activities which take longer than normal school lessons. These may include activities when the teacher is not present, and may be done outside in a farm, on a building site or even on the beach. As part of their learning, students may be looking after a chicken farm; keeping bees in hives; demonstrating to villagers how to cook different kinds of vegetables; or repairing an outboard motor on the beach. Students are also learning when they take part in work sessions on the RTC farm, or grow vegetables on their own plots.

All of these activities are part of teaching and learning and all need planning, but many do not fit into the normal idea of a lesson.

We suggest, therefore, that the word *session* is better than *lesson* to describe what we do in RTCs. A session can be any kind of activity by which students learn, and can last for any length of time.

### **ACTIVITY 67: WHY PLAN SESSIONS?**

**All** sessions must be planned, including those when a teacher is actively teaching, those when the students are working and the teacher is supervising, and those when the students are working on their own. Planning should normally be done in writing, not just in your head.

In your groups, suggest reasons why it is important to write a plan for all sessions.

**Read summary sheets 18, *Why plan sessions* and 19, *Planning a session*.**

## **WHY ARE YOU TEACHING? AIMS AND OBJECTIVES**

You can express the reasons for teaching or organising a session in terms of **aims** and **objectives**.

**AIMS** are **general** statements of what you as a **teacher** are trying to achieve in the session.

**OBJECTIVES** are **detailed** statements of what you want the **students** to achieve or be able to do as a result of the session.

### **ACTIVITY 68: AIMS AND OBJECTIVES**

a. Read the following statements. Using the definitions above, decide which are **aims** and which are **objectives**.

- To help students to understand the importance of a balanced diet.
- To be able to select the best foods for a diabetic person.
- To be able to measure the level of oil in a motor vehicle.
- To know names and uses of three types of saw.
- To teach students how to sharpen a saw.
- To understand the need to keep saws sharp.
- To encourage students to appreciate that traditional weaving techniques are still valuable.
- To be able to cut pandanus into the correct thickness for weaving mats.
- To recognise different materials from which mats may be woven.
- To teach students the ways that soils may be classified.

**Read summary sheet 20, *Aims and objectives*.**

## ACTIVITY 69: AIMS, OBJECTIVES AND TYPES OF LEARNING

A helpful way to think of aims and objectives is to look back at Activity 40, *Types of Learning*.

We saw that there are four types of learning:

**Knowledge**  
**Understanding**  
**Skills**  
**Attitudes**

Try to divide the aims and objectives given above into these four types of learning.

Read summary sheet 21, *Aims, objectives and types of learning*.

### **DETAILED OR SPECIFIC OBJECTIVES**

Sometimes, especially when teaching a skill, it is useful to break your objectives down further into **detailed or specific objectives**, sometimes called **learning outcomes**.

These will be actions you can see the students doing. For example:

**Objective:** To be able to measure the level of oil in a motor vehicle.

**Specific objectives:**

- Find** the dip stick.
- Pull out** the dip stick.
- Wipe** the oil off the stick.
- Check** that the dip stick has no dirt on it.
- Put** the dip stick back into the engine.
- Press** it firmly down.
- Pull** it out again.
- Observe** the level of the oil on the stick.
- Check** against the 'full / empty' marks.
- Replace** the stick.

These are all verbs of action, so we can test by observing whether the student can do them.

## ACTIVITY 70: AIMS, OBJECTIVES, LEVELS AND MATERIALS

Choose any **two** topics from your subject area which you might teach in one session of about an hour. **One** should be based on teaching a **skill**; **the other** should be based on teaching **knowledge, understanding or attitudes**.

Decide what **level** of students you might be teaching e.g. first year RTC: mainly standard 6 leavers.

- For each one state
  - the **aims** of the session;
  - the **objectives** of the session.
  
- For **two** of the objectives in the skill session, break the objective down into **specific objectives or learning outcomes**.
  
- After deciding on your aims and objectives the next thing is to plan
  - **where** your session will take place;
  - **what** equipment, tools and materials you will need.

For each of the above sessions

- state the best place for the session;
- list the equipment, materials and tools you will need. Remember even classroom teaching needs chalk and perhaps other things!
- Imagine you do not have everything you need, as is common in RTCs. Is there anything you could substitute, or would the session prove impossible?

Read summary sheet 22, *Materials, tools and equipment*.

## **SESSION STRUCTURE**

Sessions usually have three parts:

### **1. INTRODUCTION**

**2. MIDDLE OR BODY** – called this because it is the main part of the session.

### **• CONCLUSION**

## **ACTIVITY 71: INTRODUCTIONS**

Below are some aims of sessions of about 45 minutes. Choose **one** of these sessions, or your tutor may allocate one to you.

Write down briefly how you would **introduce** the session, that is what you would do or say in the first few minutes of the lesson, or what you would ask the students to do or say.

### **Aims**

- To help students to be able to design a dress to fit a 12 year old girl in a Solomon Islands village.
- To help students to appreciate the need to have proper toilets in a village.
- To help students to understand the causes of diabetes.
- To teach students to be able to make a food safe.
- To help students to be able to diagnose the faults in an outboard motor which will not start.
- To teach students to be able to transplant rice.

**Read summary sheet 23, *Introductions*.**

## **ACTIVITY 72: INTRODUCTIONS**

After reading the ideas on introductions, look at the introduction you planned for activity 71 and decide how you could improve or change it to make it better.

## ***PREPARATION OF CONTENT AND SKILLS***

Before you can plan any part of the session you must make sure **you** know the content of the session; the knowledge, understanding, skills or attitudes **you** want to teach. The more familiar you are with the topic the better you will teach it.

This may mean:

- using your own notes, text books or other sources to gather the knowledge and understanding of the topic;
- practicing skills yourself;
- deciding yourself what attitudes you want the students to learn.

Make sure the content and skills fit the **level** of the students.

## ***SELECTION OF CONTENT AND SKILLS***

You will have a limited time during any session. You have to **select** the content you think you can teach in the time available. If you are teaching a skill you must give the students time to practice it.

In selecting, always remember the **aims** of RTCs: to teach skills, knowledge, understanding and attitudes which students will find **useful** after they leave. Always ask what **use** the students might make of what you teach them. If you cannot think of any use, you may have chosen a topic or skill which is not worth teaching.

## **CONTENT AND SEQUENCING**

### **ACTIVITY 73: CONTENT OF SESSIONS**

A useful way of looking at the content – topic and skills – of a session, is to use the **topic / skills target** shown on the diagram below.

**On the inside of the target** is what the students **MUST** know or be able to do. Without this they will not understand the topic or be able to do the skill.

**Further out** is what the students **SHOULD** know or be able to do. Useful knowledge or skills but not essential.

**On the outside** is what the students **COULD** know or be able to do. Knowledge or skills which might be introduced as extras, or to create interest if you have time.

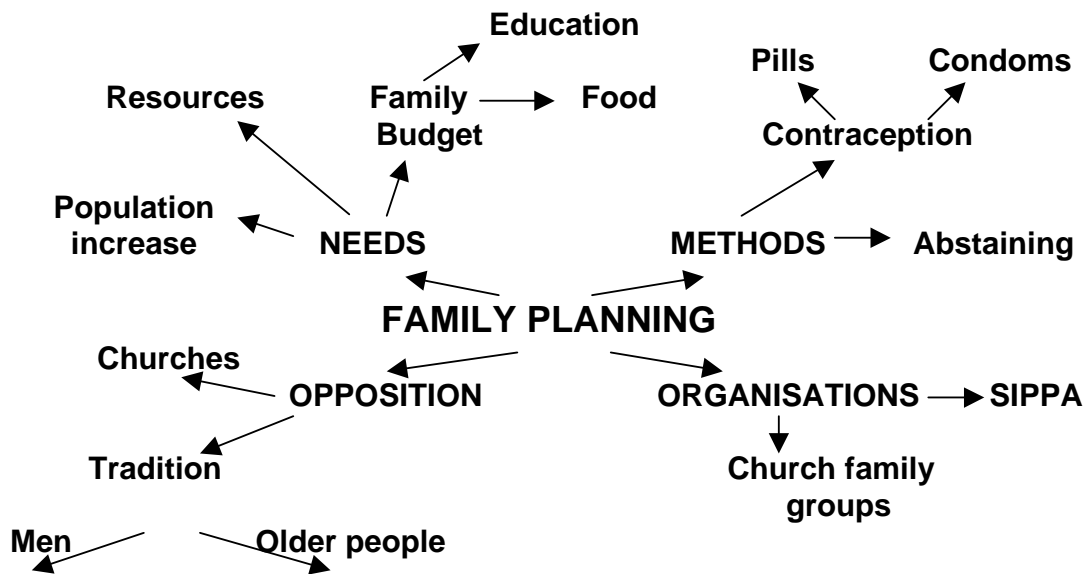
Look back at the sessions you decided on for activity 70. For each, write down what the students

- must** know or be able to do;
- should** know or be able to do;
- could** know or be able to do.

## **PROCEDURES**

One way to decide on and sort out the content of a session is:

1. Brainstorm the topic or skill i.e. write down the knowledge, understanding or skill steps which are involved in the topic or skill. Write these in any order as they come to you. For this you might use a branching diagram like the one below.



2. Alternatively, if there is a logical order for the topic or skill write down the steps.
3. Mark each point or step with **must** do or know; **should** do or know; or **could** do or know.

### ACTIVITY 74: SEQUENCING

Look at the content you wrote down for activity 73.

- Decide which of the **should** and **could** parts you would want to use if you were teaching a 45 minute session.
- Put these and the **must** points in the best order for teaching / learning.
- Group the steps together into sections, each taking 10 to 15 minutes at most.
- How did you decide on the order?

Read summary sheet 24, *Sequencing*.

## **ACTIVITY 75: SEQUENCING**

Look at the following topics and activities which might be used in teaching about the causes of soil erosion. Put them in a sensible order for teaching, and group them into three or four stages.

- Leaching means dissolving of soluble chemicals out of the soil, including much of the humus.
- Soil is bound together by humus.
- Send all students outside to collect soil samples.
- Soil consists of small particles.
- If rain hits soil without humus it will be washed away.
- Students look and decide what is in the soil.
- Humus is the remains of dead plant and animal matter.
- Look for black colour in the soil - this may be humus.
- Rain water causes leaching.
- If soil does not contain much humus it will easily be washed away.
- Look at your soil sample – are the particles bound together?
- Take students outside to look at an example of soil erosion.

**Read summary sheet 25, *An example of sequencing.***

## ***METHODS OF TEACHING***

### **ACTIVITY 76: CHOOSING TEACHING METHODS**

Look back at the session content and order of presentation you wrote for activities 73 and 74.

Read the passages below on *Methods of teaching, Audio-visual materials and Maintaining attention*, then do the following:

- You may decide to re-order these after what you have learnt about sequencing.
  - Divide your sessions into three or four sections, taking about 10 to 15 minutes at the most.
3. Decide the best methods to use in teaching each part of the session.

## **METHODS OF TEACHING**

After deciding the order of presentation, you need to decide what teaching methods you will use for each part of the session i.e. **how** are you going to teach it?

In unit 2.2 we looked at a variety of teaching methods. In choosing from these remember:

- Some topics may naturally require certain methods e.g. demonstration, practicals, discussion.
- The best sessions keep students interested by using a variety of methods.
- Methods where the students are largely passive such as lecturing, watching demonstration, copying notes or even being questioned should not go on for too long. Attention will decline and students will be thinking of what they are going to do that evening. 10 to 15 minutes should normally be the maximum before varying the methods, except in practicals.
- It is good to summarise each section of the session as you finish it, as this makes the session easier to follow.
- Try to choose as many methods as possible which actively involve the students.
- RTC teaching should involve the maximum amount of practical work.

## **AUDIO-VISUAL MATERIALS**

**Audio** means hearing. **Visual** means seeing.

In your session you may use the following for students to see and hear.

**Visual aids:** blackboard or wall chart diagrams; pictures; photos; graphs; samples; handouts; video.

**Audio:** Tape recorders, although most RTCs do not have these, or videos.

### **MAINTAINING ATTENTION**

Many students have a short attention span of about 10 to 15 minutes before their mind wanders. As we saw in activity 52 students attention decreases rapidly after the beginning of the lesson and only picks up slightly again at the end. The graph of attention looks like this:

How can we change the graph?

- An interesting introduction may motivate the students so the graph starts at a higher level.

- An activity to involve the students after 5 or 10 minutes will wake them up again.

- Doing something surprising or interesting may raise the graph again
- More varied activities may help to keep the graph at a high level.
- Summarising the session so far after each section may also increase attention.
- A final summary may raise the graph at the end, so the final graph may look like this.

### ***CONCLUDING YOUR SESSION***

## **ACTIVITY 77: CONCLUSIONS**

The final part of a session must be a conclusion.

Describe how you would finish off or conclude the sessions you planned in activities 70, 73, 74 and 76.

**Read summary sheet 26, *Guide to conclusions*.**

## ***FORMATS FOR SESSION PLANS***

### **ACTIVITY 78: WRITING UP SESSION PLANS**

You have now practised all the steps which go into planning a session. As a revision, quickly write down the steps in a numbered list of about 10 to 12 stages.

**Read summary sheet 27, *Writing-up session plans*.**

### **ACTIVITY 79: MAKING A PLAN**

**Read the information below on *Formats for writing session plans*.**

1. Use the format given to write plans for the sessions you planned in activities 70, 73, 74, 76 and 77.

## **FORMATS FOR WRITING SESSION PLANS**

The plan can be written in many different ways but, however you write it, your plan should always contain the following:

**CLASS OR GROUP** to whom you will teach it.

**LENGTH OF TIME** of session.

**TOPIC OR SKILL** to be taught.

**AIM** of session.

**OBJECTIVES** of session.

**MATERIALS OR EQUIPMENT** needed.

**INTRODUCTION:** Content, methods and timing.

**MAIN BODY:** Content, methods and timing, usually broken down into sections,

each with their own content, methods and timing.

**CONCLUSION** of session.

**EVALUATION:** Space for comment or whether the lesson was successful and any ways to improve next time.

The following is one format you might use, but there are many others. You can use any you find suitable, as long as it contains all the above information.

The three columns in the main part of the plan are for:

**Time:** either the number of minutes you estimate for each section, or the actual clock time you aim to start each section.

**Content:** *What* you are going to teach: the knowledge understanding, skills and attitudes you want students to learn. This should normally be divided into **sections** or **steps**.

**Methods/Activities:** *How* you are going to teach each part of the content. Remember to vary your activities as much as possible. One activity should not last more than 10 to 15 minutes, unless it is a practical activity done by students.

At the end remember:

**Assessment:** How will you find out if the students are learning what you are trying to teach them? This may be done by questioning, asking students to **do** something, or by written testing.

In writing your plan you must keep thinking back to your aims and objectives, and ask whether your content **and** methods will fulfil these. For instance, if your aim is to teach a skill, the **method/activities** column **must** include demonstration and practicals. If your aim is to teach attitudes your **method must** include discussion and feedback from students.

**SESSION PLAN**

<b>CLASS/GROUP</b>	<b>DATE</b>	<b>TIME</b>
<b>TOPIC OR SKILL</b>		
<b>AIM</b>		
<b>OBJECTIVES</b>		
<b>MATERIALS AND EQUIPMENT</b>		

<b>TIME</b>	<b>CONTENTS/SKILLS</b>	<b>METHODS/ACTIVITIES</b>	<b>ASSESSMENT</b>
<b>INTRODUCTION</b>			
<b>MAIN BODY</b>			
<b>CONCLUSION</b>			

## EVALUATION

Your methods column should mainly show what **students** will be **doing**, so another format is:

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
<b>INTRODUCTION</b>  <b>MAIN BODY</b>  <b>CONCLUSION</b>		

In this case most of the content goes under teacher activity.

Your plan should be as **brief** as possible, while including all the information you need. Do not use sentences but **notes** e.g not, “ I will (or teacher will) give out the cloth and show the students how to measure it “, but “Give out materials, show measurement”.

The amount of detail you put in the **content** or **teacher activity** column depends on how well you know your subject. You may have enough in your head to teach without notes, or you may need information in this column e.g definitions of words or brief explanation of topics.

You **may** put in this column any notes you are going to write on the blackboard, but, if these are long, it is better to write them separately.

**Read summary sheet 28, *A sample plan*, and compare with your plan.**

### **WILL YOU ALWAYS PLAN LIKE THIS?**

**NO!** Teachers do not do such detailed plans after they have been teaching for sometime. But planning like this for the first year at least will help you to start teaching well.

## **DOES THIS MEAN THAT EXPERIENCED TEACHERS DO NOT PLAN?**

Some don't! I am sure you have had many teachers who came into the classroom with nothing and made up the lesson as they went along. But were they good teachers? Did you learn from them? Were you involved in the sessions? Probably not!

These are the kinds of teachers who come in and say, "O.K where were we yesterday?" They carry on from there, write notes on the blackboard and ask a few question until the bell rings, when they are often half way through a topic. They end by saying, "O.K we'll finish that next time".

The students are passive. There is no involvement. If it is a skill session, students have not practiced the skill. And students may be confused by a session that starts and ends half way through a topic.

Experienced teachers may not use this detailed format to plan sessions, but the good ones **do** plan. They ask themselves what they want to teach and why, how they will start, what methods/activities they will use, how they will finish. They may keep some of the plan in their head and just have a few notes on a piece of paper, but they **do** plan.

So, ask yourself: Do you want students to consider you a good teacher? Do you want your teaching to be effective! If so, **plan**.

Here is a slogan given in many teacher training courses:

**TO FAIL TO PLAN IS  
TO PLAN TO FAIL**