

Assignment No.1

Q.1 Specify the personal and professional characteristics of good teachers.

The professional teacher is the “licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence s/he adheres to observes, and practices a set of ethical and moral principles, standards and values.” The professional teacher is one who went through four to five year period of rigorous academic preparation in teaching and one who is given a license to teach by the Board for Professional Teachers of the Professional Regulation Commission after fulfilling requirements prescribed by law such as passing the Licensure Examination for Teachers.

A professional teacher possesses the following attributes:

- Control of the knowledge base of teaching and learning and use of this knowledge to guide the science and art of his/her teaching practice
- Repertoire of best teaching practice and can use these to instruct children in classrooms and to work with adults in the school setting
- Dispositions and skills to approach all aspects of his/her work in a reflective, collegial, and problem-solving manner
- View of learning to teach as a lifelong process and dispositions and skills for working towards improving his/her own teaching as well as improving schools (Arends, 1994)

The last attribute cited by Arends highlights sense of service as badge of the professional teacher. Dedication to the job of teaching is the true essence of professionalism. Today we lament over the fast disappearing breed of teachers with a missionary spirit.

Personal Attributes

Personality is the sum of one’s personal characteristics. It is one’s identity. The teachers, more than any other professional, are momentarily subjected to scrutiny to the minutest detail and observation by those they associate with. Teachers are judged more strictly than other professionals. The personality they project determines the impressions they make upon students and colleagues. Their poise, bearing and manner of dressing create a stunning and attractive appearance. Their facial expression communicates a friendly and amiable disposition.

Personalities may be described as authoritative, weak, dynamic, or “magnetic”. Teacher’s personality must be natural and genuine, that is, devoid of pretenses and artificiality. They must be consistent, true and authentic. Some outstanding personal qualities that never fail to win their flock are worth printing in gold.

1. Passion

Passion in teaching is a compelling force that emerges from one’s inborn love for children. Passionate teachers exude spontaneity in ministering to the needs of the students especially those experiencing learning difficulties. Passion, being an overpowering feeling requires judgmental decisions, hence teachers can sense differing

reactions that must be corrected with appropriate reformative action. Passion does not die nor diminish. They feel they “will live and die a teacher.”

2. Humor

Humor stands for anything funny, which elicits a smile, laughter or amusing reaction. It is an essential quality of teachers that serves a number of purposes. Nothing will be difficult to undertake since a common feeling of eagerness exists among the students it is not a surprise that students identify and describe their teachers by the enthusiasm and warmth they enjoy with them every minute.

3. Values and Attitude

Teachers are models of values. Whether conscious of them or not values are exhibited implicitly and explicitly. Values connote standards, code of ethics and strong beliefs.

Open-mindedness is basic in promoting respect and trust between teachers and students. It opens avenues for unrestricted search for information and evidence. Problems and issues are resolved in a democratic way. Students are encouraged to consider one another's findings and explanations. Free exchanges of suggestions develop a respectful attitude among them.

Fairness and impartiality in treating students eliminate discrimination. Teachers must be unbiased and objective in judging their work and performance. Avoid preferential considerations that result to negative response and indifference. Objective evaluations are easily accepted and gratefully acknowledged. Fairness inculcates self-confidence and trust among students.

Sincerity and honesty are values exhibited in words and actions. Teachers interact with students every minute. Their mannerisms, habits and speech are watched and at times imitated. Therefore teachers must show their real self, devoid of pretenses and half-truths. Sincerity dictates that they stick to the truth, to the extent of confessing what they do not know about the lesson. Mistakes and faults are accepted and not -covered up”. In the end, students realizes that it is better to tell the truth than feign a falsehood. Sincerity and honesty are taken as openness in dealing with others.

Professionalism is highly treasured in the teaching profession. Teachers are adjudged professional if they are knowledgeable, skilled and value-laden. In addition to competence in teaching, they must have internalized the edicts of the profession, thus exhibit ethical and moral conduct. Upright and exemplary in behavior they earn respect and high esteem from students, colleagues. They catch students' attention and keep them focused on the topic, to soothe their feeling, away from tension and to develop a sense of humor among themselves. Teachers' humor connects them with their students like a magnet. They help in merging two worlds – youth and maturity. When they laugh together, young and old, teachers and students, they cease to be conscious of their age difference. They enjoy as a group, thus promote a spirit of togetherness. A clean joke will always elicit rapport in a learning environment.

4. Patience

In teaching, patience refers to a teacher's uncomplaining nature, self-control and persistence. Patient teachers can forego momentous frustrations and disappointments. Instead they calmly endure their students' limitations and difficulties. Teachers cannot help but feel impatient with students' irresponsibility and carelessness in performing classroom routine. Remembering how their teachers felt when they, as young students committed similar mistakes, they are able to alleviate such misbehavior with coolness and equanimity. The inability of students to progress, as they should in learning a concept, can likewise test the teachers' composure. The teachers' capacity to adjust their methodologies could allay the tension, at the same time save time and effort for appropriate remediation. While it is natural to feel irritated and upset at times, meeting-disquieting situations with cool-headedness is indicative of one's moral strength and fortitude.

5. Enthusiasm

Enthusiasm is synonymous to eagerness and excitement. Enthusiastic teachers are full of energy and dynamism. Their passion and love for children are easily felt and not long after their lively presence in the classroom. Everyone anticipates an interesting and enjoyable learning activity. Unfortunately, not all teachers are born with an alert and zestful disposition. With enthusiastic teachers, students look forward to any activity they can participate in with them.

Enthusiasm is a gift. It is contagious and can instantly affect children's moods and attitudes. Undoubtedly it is an irresistible feeling that intensifies the students' momentum to reach a desired goal. It connects teachers to parents. They deserve the title 'shepherd to their flocks,' and staunch protectors of their rights and privileges. Commitment is a "solemn promise" to perform the duties and responsibilities mandated by the laws and code of ethics of the profession. It is an unwavering pledge to perform all teaching and learning activities with consistency and selflessness to the best interest of the students under their care. Committed teachers are ready to carry on no matter the price.

Q.2 Define effective teaching. Discuss the factors contributing towards effective teaching

There are a number of factors that can affect how effective you are as a teacher and how successful your students are in mastering subjects. When evaluating your performance as a teacher, as well as other influences that affect your classroom, such as student behavior, it is important to track how well the changes you make improve performance over time.

Appropriate Training

Having the appropriate training to teach a specific subject is an important factor in being able to teach that class effectively. For teaching in the public school system, teachers should have taken courses in the subjects they wish to teach. For teaching college level courses, a PhD in the discipline or a related field is normally required, although many community colleges accept a master's degree and some universities allow someone with a master's to teach while pursuing a PhD. Effective teachers engage in continuing education to stay abreast of

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developments and advances in their field. Keep track of your professional development activities. Note any observable effects on student outcomes.

2Clear and Concise

Good communication skills are a must in order to effectively teach, whether you teach middle school or are a college instructor. You must be able to project in a clear way. If students can't keep up with you or have a hard time hearing you, they may also have a hard time understanding the ideas or concepts they need to master to do well on exams and other assignments. You can improve your communication skills by listening more closely, reflecting back what you heard, simplifying instructions, providing more feedback, and restating important points to remember.

3Learning Environment

Schools that offer students a positive learning environment, including the use technology in the classroom and a quality library, give students an edge in mastering math, English, science and other subjects. Up-to-date textbooks and other materials to use during lectures and other teacher presentations are also important. Students learn best in a safe, caring, welcoming and inclusive environment. Talk about the importance of valuing differences, celebrating diversity and being accepting of students from different backgrounds.

4Innovative Teachers

Teachers who are good at sparking the imagination of students through hands-on learning activities or other creative approaches draw students into the joy of learning. These students no longer see new ideas as something to dread. Educators like Jaime Escalante, a math teacher portrayed in the movie "Stand and Deliver," show that regardless of the economic disadvantages of many students and school districts, a teacher who uses a creative approach can make a difference. Note any achievement gaps between certain groups of students. Research and implement strategies for closing the gap.

5Student Behavior

Managing student behavior and maintaining discipline in your classroom is vital to creating a learning environment where each student feels he can share his thoughts and ideas with you and with his peers. It also helps you stay on track in presenting materials on schedule. This enables you to fulfill the required curriculum for that academic year, semester or quarter. Consider taking the lead in implementing an evidenced based behavioral management approach like Positive Behavioral Interventions and Supports (PBIS) in your school.

Q.3 Highlight the steps of planning “development of instructions”

In the past decade or two teaching has changed significantly, so much in fact that schools may not be what some of us remember from our own childhood. Changes have affected both the opportunities and the challenges of teaching, as well as the attitudes, knowledge, and skills needed to prepare for a teaching career. The changes have influenced much of the content of this book.

To see what we mean, look briefly at four new trends in education, at how they have changed what teachers do, and at how you will therefore need to prepare to teach:

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- **increased diversity:** there are more differences among students than there used to be. Diversity has made teaching more fulfilling as a career, but also made more challenging in certain respects.
- **increased instructional technology:** classrooms, schools, and students use computers more often today than in the past for research, writing, communicating, and keeping records. Technology has created new ways for students to learn (for example, this textbook would not be possible without Internet technology!). It has also altered how teachers can teach most effectively, and even raised issues about what constitutes “true” teaching and learning.
- **greater accountability in education:** both the public and educators themselves pay more attention than in the past to how to assess (or provide evidence for) learning and good quality teaching. The attention has increased the importance of education to the public (a good thing) and improved education for some students. But it has also created new constraints on what teachers teach and what students learn.
- **increased professionalism of teachers:** Now more than ever, teachers are able to assess the quality of their own work as well as that of colleagues, and to take steps to improve it when necessary. Professionalism improves teaching, but by creating higher standards of practice it also creates greater worries about whether particular teachers and schools are “good enough.”

How do these changes show up in the daily life of classrooms? The answer depends partly on where you teach; circumstances differ among schools, cities, and even whole societies. Some clues about the effects of the trends on classroom life can be found, however, by considering one particular case—the changes happening in North America.

New trend #1: diversity in students

Students have, of course, always been diverse. Whether in the past or in the present day, students learn at unique paces, show unique personalities, and learn in their own ways. In recent decades, though, the forms and extent of diversity have increased. Now more than ever, teachers are likely to serve students from diverse language backgrounds, to serve more individuals with special educational needs, and to teach students either younger and older than in the past.

Language diversity

Take the case of language diversity. In the United States, about 40 million people, or 14 per cent of the population are Hispanic. About 20 per cent of these speak primarily Spanish, and approximately another 50 per cent speak only limited English (United States Census Bureau, 2005). The educators responsible for the children in this group need to accommodate instruction to these students somehow. Part of the solution, of course, is to arrange specialized second-language teachers and classes. But adjustment must also happen in “regular” classrooms of various grade levels and subjects. Classroom teachers must learn to communicate with students whose English language background is limited, at the same time that the students themselves are learning to use English more fluently (Pitt, 2005). Since relatively few teachers are Hispanic or speak fluent Spanish, the adjustments can sometimes be a challenge. Teachers must plan lessons and tasks that students

actually understand. At the same time teachers must also keep track of the major learning goals of the curriculum. As you gain experience teaching, you will no doubt find additional strategies and resources (Gebhard, 2006), especially if second-language learners become an important part of your classes.

Diversity of special educational needs

Another factor making classroom increasingly diverse has been the inclusion of students with disabilities into classrooms with non-disabled peers. In the United States the trend began in the 1970s, but accelerated with the passage of the Individuals with Disabilities Education Act in 1975, and again when the Act was amended in 2004 (United States Government Printing Office, 2005). In Canada similar legislation was passed in individual provinces during the same general time period. The laws guarantee free, appropriate education for children with disabilities of any kind—whether the impairment is physical, cognitive, emotional, or behavioral. The laws also recognize that such students need special supports in order to learn or function effectively in a classroom with non-disabled peers, so they provide for special services (for example, teaching assistants) and procedures for making individualized educational plans for students with disabilities.

As a result of these changes, most American and Canadian teachers are likely to have at least a few students with special educational needs, even if they are not trained as special education teachers or have had no prior personal experience with people with disabilities. Classroom teachers are also likely to work as part of a professional team focused on helping these students to learn as well as possible and to participate in the life of the school. The trend toward inclusion is definitely new compared to circumstances just a generation or two ago. It raises new challenges about planning instruction (such as how is a teacher to find time to plan for individuals?), and philosophical questions about the very nature of education (such as what in the curriculum is truly important to learn?).

Lifelong learning

The diversity of modern classrooms is not limited to language or disabilities. Another recent change has been the broadening simply of the age range of individuals who count as “students.” In many nations of the world, half or most of all three- and four-year-olds attend some form of educational program, either part-time preschool or full-time child care (National Institute for Early Education Research, 2006). In North America some public school divisions have moved toward including nursery or preschool programs as a newer “grade level” preceding kindergarten. Others have expanded the hours of kindergarten (itself considered a “new” program early in the 20th century) to span a full-day program.

The obvious differences in maturity between preschoolers and older children lead most teachers of the very young to use flexible, open-ended plans and teaching strategies, and to develop more personal or family-like relationships with their young “students” than typical with older students (Bredenkamp & Copple, 1997). Just as important, though, are the educational and philosophical issues that early childhood education has brought to public attention. Some educational critics ask whether preschool and day care programs risk becoming inappropriate substitutes for families. Other educators suggest, in contrast, that teachers of older

students can learn from the flexibility and open-ended approach common in early childhood education. For teachers of any grade level, it is a debate that cannot be avoided completely or permanently. In this book, it reappears in Chapter 3, where I discuss students' development—their major long-term, changes in skills, knowledge, and attitudes.

The other end of the age spectrum has also expanded. Many individuals take courses well into adulthood even if they do not attend formal university or college. Adult education, as it is sometimes called, often takes place in workplaces, but it often also happens in public high schools or at local community colleges or universities. Some adult students may be completing high school credentials that they missed earlier in their lives, but often the students have other purposes that are even more focused, such as learning a trade-related skill. The teachers of adult students have to adjust their instructional strategies and relationships with students so as to challenge and respect their special strengths and constraints as adults (Bash, 2005). The students' maturity often means that they have had life experiences that enhance and motivate their learning. But it may also mean that they have significant personal responsibilities—such as parenting or a full-time job—which compete for study time, and that make them impatient with teaching that is irrelevant to their personal goals or needs. These advantages and constraints also occur to a lesser extent among “regular” high school students. Even secondary school teachers must ask, how they can make sure that instruction does not waste students' time, and how they can make it truly efficient, effective, and valuable.

New trend #2: using technology to support learning

For most teachers, “technology” means using computers and the Internet as resources for teaching and learning. These tools have greatly increased the amount and range of information available to students, even if their benefits have sometimes been exaggerated in media reports (Cuban, 2001). With the Internet, it is now relatively easy to access up-to-date information on practically any subject imaginable, often with pictures, video clips, and audio to accompany them. It would seem not only that the Internet and its associated technologies have the potential to transform traditional school-based learning, but also that they have in fact begun to do so.

For a variety of reasons, however, technology has not always been integrated into teachers' practices very thoroughly (Haertel & Means, 2003). One reason is practical: in many societies and regions, classrooms contain only one or two computers at most, and many schools have at best only limited access to the Internet. Waiting for a turn on the computer or arranging to visit a computer lab or school library limits how much students use the Internet, no matter how valuable the Internet may be. In such cases, furthermore, computers tend to function in relatively traditional ways that do not take full advantage of the Internet: as a word processor (a “fancy typewriter”), for example, or as a reference book similar to an encyclopedia.

Even so, single-computer classrooms create new possibilities and challenges for teachers. A single computer can be used, for example, to present upcoming assignments or supplementary material to students, either one at a time or small groups. In functioning in this way, the computer gives students more flexibility about when to finish old tasks or to begin new ones. A single computer can also enrich the learning of individual students with

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special interests or motivation and it can provide additional review to students who need extra help. These changes are not dramatic, but they lead to important revisions in teachers' roles: they move teachers away from simply delivering information to students, and toward facilitating students' own constructions of knowledge.

A shift from "full-frontal teaching" to "guide on the side" becomes easier as the amount and use of computer and Internet technologies increases. If a school (or better yet, a classroom) has numerous computers with full Internet access, then students' can in principle direct their own learning more independently than if computers are scarce commodities. With ample technology available, teachers can focus much more on helping individuals in developing and carrying out learning plans, as well as on assisting individuals with special learning problems. In these ways a strong shift to computers and the Internet can change a teacher's role significantly, and make the teacher more effective.

But technology also brings some challenges, or even creates problems. It costs money to equip classrooms and schools fully: often that money is scarce, and may therefore mean depriving students of other valuable resources, like additional staff or additional books and supplies. Other challenges are less tangible. In using the Internet, for example, students need help in sorting out trustworthy information or websites from the "fluff," websites that are unreliable or even damaging (Seiter, 2005). Providing this help can sometimes be challenging even for experienced teachers. Some educational activities simply do not lend themselves to computerized learning—sports, for example, driver education, or choral practice. As a new teacher, therefore, you will need not only to assess what technologies are possible in your particular classroom, but also what will actually be assisted by new technologies. Then be prepared for your decisions to affect how you teach—the ways you work with students.

New trend #3: accountability in education

In recent years, the public and its leaders have increasingly expected teachers and students to be accountable for their work, meaning that schools and teachers are held responsible for implementing particular curricula and goals, and that students are held responsible for learning particular knowledge. The trend toward accountability has increased the legal requirements for becoming and (sometimes) remaining certified as a teacher. In the United States in particular, preservice teachers need more subject-area and education-related courses than in the past. They must also spend more time practice teaching than in the past, and they must pass one or more examinations of knowledge of subject matter and teaching strategies. The specifics of these requirements vary among regions, but the general trend—toward more numerous and "higher" levels of requirements—has occurred broadly throughout the English-speaking world. The changes obviously affect individuals' experiences of becoming a teacher—especially the speed and cost of doing so.

Public accountability has led to increased use of high-stakes testing, which are tests taken by all students in a district or region that have important consequences for students' further education (Fuhrman & Elmore, 2004). High-stakes tests may influence grades that students receive in courses or determine whether students graduate or continue to the next level of schooling. The tests are often a mixture of essay and structured-response

questions (such as multiple-choice items), and raise important issues about what teachers should teach, as well as how (and whether) teachers should help students to pass the examinations. It also raises issues about whether high-stakes testing is fair to all students and consistent with other ideals of public education, such as giving students the best possible start in life instead of disqualifying them from educational opportunities. Furthermore, since the results of high-stakes tests are sometimes also used to evaluate the performance of teachers, schools, or school districts, insuring students' success on them becomes an obvious concern for teachers—one that affects instructional decisions on a daily basis.

New trend #4: increased professionalism of teachers

Whatever your reactions to the first three trends, it is important to realize that they have contributed to a fourth trend, an increase in professionalism of teachers. By most definitions, an occupation (like medicine or law—or in this case teaching) is a profession if its members take personal responsibility for the quality of their work, hold each other accountable for its quality, and recognize and require special training in order to practice it.

By this definition, teaching has definitely become more professional than in the past (Cochran-Smith & Fries, 2005). Increased expectations of achievement by students mean that teachers have increased responsibility not only for their students' academic success, but also for their own development as teachers. Becoming a new teacher now requires more specialized work than in the past, as reflected in the increased requirements for certification and licensing in many societies and regions. The increased requirements are partly a response to the complexities created by the increasing diversity of students and increasing use of technology in classrooms. Greater professionalism has also been encouraged by initiatives from educators themselves to study and improve their own practice. One way to do so, for example, is through **action research** (sometimes also called **teacher research**), a form of investigation carried out by teachers about their own students or their own teaching. Action research studies lead to concrete decisions that improve teaching and learning in particular educational contexts (Mertler, 2006; Stringer, 2004). The studies can take many forms, but here are a few brief examples:

- How precisely do individual children learn to read? In an action research study, the teacher might observe and track one child's reading progress carefully for an extended time. From the observations she can get clues about how to help not only that particular child to read better, but also other children in her class or even in colleagues' classes.
- Does it really matter if a high school social studies teacher uses more, rather than fewer, open-ended questions? As an action of research study, the teacher might videotape his own lessons, and systematically compare students' responses to his open-ended questions compared to their responses to more closed questions (the ones with more fixed answers). The analysis might suggest when and how much it is indeed desirable to use open-ended questions.

- Can an art teacher actually entice students to take more creative risks with their drawings? As an action research study, the teacher might examine the students' drawings carefully for signs of visual novelty and innovation, and then see if the signs increase if she encourages novelty and innovation explicitly

Q.4

i) Describe difference between intrinsic and extrinsic motivation-

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be - desire for money, success.

When you're intrinsically motivated, your behavior is motivated by your internal desire to do something for its own sake -- for example, your personal enjoyment of an activity, or your desire to learn a skill because you're eager to learn.

Examples of intrinsic motivation could include:

- Reading a book because you enjoy the storytelling
- Exercising because you want to relieve stress
- Cleaning your home because it helps you feel organized

When you're extrinsically motivated, your behavior is motivated by an external factor pushing you to do something in hopes of earning a reward -- or avoiding a less-than-positive outcome.

Examples of extrinsic motivation could include:

- Reading a book to prepare for a test
- Exercising to lose weight
- Cleaning your home to prepare for visitors coming over

At first glance, it might seem like it's better to be intrinsically motivated than extrinsically motivated. After all, doesn't it sound like it would be ideal if you didn't need anyone -- or anything -- motivating you to accomplish tasks? But, alas, we don't live in such a motivation-Utopia, and being extrinsically motivated doesn't mean anything bad -- extrinsic motivation is just the nature of being a human being sometimes. If you have a job, and you have to complete a project, you're probably extrinsically motivated -- by your manager's praise or a potential raise or commission -- even if you enjoy the project while you're doing it. If you're in school, you're extrinsically motivated to learn a foreign language because you're being graded on it -- even if you enjoy practicing and studying it. So, intrinsic motivation is good, and extrinsic motivation is good. The key is to figure out why you -- and your team -- are motivated to do things, and encouraging both types of motivation. Research has shown that praise can help increase intrinsic motivation. **Positive feedback** that is "sincere," "promotes autonomy," and "conveys attainable standards" was found to promote intrinsic motivation in children.

But on the other side of that coin, external rewards can decrease intrinsic motivation if they're given too willy-nilly. When children received too much praise for completing minimal work or single tasks, their intrinsic motivation decreased.

The odds are, if you're reading this blog post, you're not a child -- although children are welcome subscribers here on the HubSpot Marketing Blog. But the principles of this study are still sound for adults.

If you're a people manager, be intentional with your praise and positive feedback. Make sure that it's specific, empowering, and helps your direct reports understand your expectations and standards. But make sure you aren't giving too much praise for work that's less meaningful for your team, or they might lose intrinsic motivation.

If you're an individual contributor, tell your manager when their feedback is motivating -- give **them** positive feedback, too. By providing positive feedback to your manager when they give you praise that keeps you motivated, you, in turn, will extrinsically motivate them to keep managing you successfully. (Meta, huh?)

Extrinsic rewards don't just involve bribery (although bribery can work). In some cases, people may never be internally motivated to complete a task, and extrinsic motivation can be used to get the job done.

In fact, extrinsic rewards can promote interest in a task or skill a person didn't previously have any interest in. Rewards like praise, commissions, bonuses, or prizes and awards can also motivate people to learn new skills or provide tangible feedback beyond just verbal praise or admonishment.

But tread carefully with extrinsic rewards: Studies have shown that offering too many rewards for behaviors and activities that people are already intrinsically motivated to do can actually decrease that person's intrinsic motivation -- by way of **the over justification effect**.

In these cases, offering rewards for activities the person already finds rewarding can make a personally enjoyable activity seem like work -- which could kill their motivation to keep doing it.

If you're a people manager, use extrinsic rewards sparingly to motivate your team to take on new responsibilities or achieve lofty goals. Bonuses, commissions, recognition prizes, and promotions can be an effective way to motivate or reward your team for learning new skills, taking on new challenges, or hitting a quarterly goal. But make sure you're giving your team members the time and resources to explore skills and projects they're already excited about independently -- without making them a part of their regular responsibilities, which could demotivate them.

If you're an individual contributor, work for the rewards you want, but don't over-exhaust yourself in the pursuit of extrinsic prizes. Make sure you're taking time, in your job or in your personal life, to explore activities that you enjoy just for the sake of doing them, to keep yourself balanced.

ii) Define the term inquiry approach and enlist the methods that come under the umbrella of this approach.

There are different kinds of inquiry-based learning, which become decreasingly structured and suit different classrooms:

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- **Confirmation Inquiry** -- You give students a question, its answer and the method of reaching this answer. Their goal is to build investigation and critical-thinking skills, learning how the specific method works.
- **Structured Inquiry** -- You give students an open question and an investigation method. They must use the method to craft an evidence-backed conclusion.
- **Guided Inquiry** -- You give students an open question. Typically in groups, they design investigation methods to reach a conclusion.
- **Open Inquiry** -- You give students time and support. They pose original questions that they investigate through their own methods, and eventually present their results to discuss and expand.

As well as building skills to help students reach a high level of thinking, inquiry-based learning can deliver other benefits to students and teachers.

1. Reinforces Curriculum Content

Whereas some see inquiry-based learning as a departure from the curriculum, you can use it to reinforce relevant content and improve understanding of core concepts. **This is due to curiosity's effect on the brain.** When a concept sparks curiosity, there is increased activity in the hippocampus -- the region of the brain responsible for memory creation.

2. "Warms Up" the Brain for Learning

Running a brief inquiry activity to start class **can help students absorb information throughout the day**, according to the same study. Specifically, it states that curiosity prepares the brain for learning -- allowing students to become more proficient at understanding and remembering skills and concepts. An easy way to inspire curiosity is by **launching an inquiry activity as a surprise**. Related to a recent topic students found especially interesting, begin a lesson by playing a video or sharing a primary source document. Then, give students an open question to answer either individually or as a group.

3. Promotes a Deeper Understanding of Content

By delving into a concept through inquiry, students should see it as more than a simple rule, idea or formula. **Many of them will understand:**

- How the idea was developed
- Why the rule or formula works
- When they can properly apply the rule, idea or formula

This is because the process of asking open questions, solving them through original strategies, **empowers students to take ownership of their learning**. Barring hiccups, they should be able to build understanding of a concept through their own methods and thinking styles. The same principle applies to experiential learning, which puts students at the center of the learning experience.

4. Helps Make Learning Rewarding

Inquiry can help students see the intrinsic rewards of learning, says an oft-cited article from the Harvard Educational Review. The author states that many kids learn in an attempt to earn “the rewards of parental or teacher approval or the avoidance of failure.” As a result, they may not appreciate the inherent benefits of learning.

Q.5 What is an activity? Discuss the importance of activity method. Name the difference types of activities you would use in English.

Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains. Pine G (1989) mentions that in an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs.

So our understanding on the activity method by now should mean any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

Why do we need to use activity based learning method?

The information processing theory in psychology views learners as active investigators of their environment. This theory is grounded in the premise that people innately strive to make sense of the world around them. In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students’ analysis of the information. It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

- It enhances creative aspect of experience.
- It gives reality for learning.
- Uses all available resources.
- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
- Builds the student’s self-confidence and develops understanding through work in his/her group.
- Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- Develops happy relationship between students and students, teachers and students.

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- An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.
- Subjects of all kind can be taught through activity.
- Social relation provides opportunity to mix with others.

Kinds of activities:

The activities used in this strategy can be generalized under three main categories:

- Exploratory - gathering knowledge, concept and skill.
- Constructive - getting experience through creative works.
- Expressional – presentations.

The Activities you could focus on:-

Experiencing:

watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.

Memorizing:

Sequencing ordering, finding regularities and patterns, connect with given knowledge, use different modes of perception, depict.

Understanding:

Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.

Organizing activities:

The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affect the relation the teacher has with each child.

Steps required for Effective Organization of Activities.