

**Q.1 Identify advantages and disadvantages of discussion method. Analyze the rules to organize classroom discussion.**

After you lecture for several minutes, do you continue teaching or start classroom discussions after each topic? Some instructors have found classroom discussion benefit them and their students. In this week's post, we'll discuss the advantages of classroom discussions and see how this could keep your students motivated and engaged in class.

Classroom discussion is a practice in which the instructor and students share views on a specific topic previously lectured. Promoting and facilitating classroom discussions can not only help students learn from one another but also help students understand and retain the lecture better.

Implementing classroom discussions during a class has many benefits. The advantages include:

1. **Increases students' interests and engagement** – lectures mixed with discussions can help maintain students' focus. As they discuss their answers, they get different perspectives on the topic. Good questions and answers can get students to think deeply and make connections.
2. **Provides Instructor with Feedback** – as students answer questions, instructors can gauge whether the students understand the materials. If a student answers the question incorrectly, instructors can then help students correct their answers.
3. **Promotes Preparation** – if the instructor regularly engages students in a classroom discussion, then students are more likely to come in prepared in class such as asking questions about assigned readings.
4. **Develops Students' Speaking Skills** – in many professional settings, speaking in a group is essential. Instructors prepare students to speak confidently in front of their peers. Public speaking is a skill that improves with more practice. So when an instructor promotes classroom discussions, they are preparing their students for real-world settings.
5. **Controls The Classroom Environment** – if a student is not paying attention in class, the instructor can call upon them so he/she can focus in class better. As a result, students are more attentive to what's happening during the lecture and discussion time.

Knowing the content to be covered is not enough. Naming the chapter your students will read is not enough. If you've only thought as far as, "I want students to know ..." you haven't thought through enough what needs to be accomplished. You should be able to articulate what the students will be able to do with the information or ideas. For example, in a philosophy class for which students have read a chapter on epistemologies or theories of knowledge, you might want students to be able to construct legitimate arguments for and against any epistemology about which they have read. When assigning students to groups, consider the following questions.

- How big should the groups be: Two to six is ideal? Smaller groups (two-three) are better for simple tasks and reaching consensus. Also, students are more likely to speak in smaller groups. Larger groups of four-five are better for more complex tasks and generating lots of ideas.

- How students should be assigned to groups: Randomly assigning students to groups avoids the problem of friends wanting to get off track. For long-term groups, you may want to select for certain attributes or skills (e.g. a statistician, a geology major, and a writer) or by interest in the topic, if different groups have different tasks.
- How long should the groups meet: Just for this activity or for all semester. Stop the discussion groups while they are still hard at work; next time, they will work doubly hard. Long-term groups allow students to practice collaborative skills and make stronger bonds, but sometimes they get tired of each other.

## **Q.2**

### **i) Explain Cooperative learning principles**

There are five fundamental elements involved in cooperative learning. In fact, these five elements distinguish cooperative learning from other forms of group learning. These elements can be thought of as pieces in a puzzle. When all of these elements are present in a learning situation, the result is a cooperative learning group.

The five basic elements of cooperative learning are:

- Positive interdependence
- Individual and group accountability
- Interpersonal and small group skills
- Face-to-face promotive interaction
- Group processing

#### **Positive Interdependence**

This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group.

#### **Individual and Group Accountability**

The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group.

#### **Interpersonal and Small Group Skills**

Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to - and be motivated to - provide effective leadership, make decisions, build trust, communicate, and manage conflict.

- Completing tasks
- Communicating
- Decision making
- Managing conflict

- Appreciating group members

### **Face-to-Face Promotive Interaction**

This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal support are part of this mutual goal.

### **ii) Discuss different strategies of cooperative learning**

**Cooperative Learning**, sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments.

According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful small-group learning:

- **Positive interdependence:** Students feel responsible for their own and the group's effort.
- **Face-to-face interaction:** Students encourage and support one another; the environment encourages discussion and eye contact.
- **Individual and group accountability:** Each student is responsible for doing their part; the group is accountable for meeting its goal.
- **Group behaviors:** Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.
- **Group processing:** Group members analyze their own and the group's ability to work together.

Cooperative learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, **assessing learning**, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' **self-esteem, motivation**, and empathy.

Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, **resolving conflicts**, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

### **Q.3**

#### **i) Explain the importance and different types of set induction**

Set induction is about preparation, usually for a formal lesson. When the students are set, they are ready to learn ('are you set?'). Set induction is thus about getting them ready, inducing them into the right mind-set.

# Course: General Methods of Teaching (6400)

## Semester: Autumn, 2021

Sets are used before any new activity, from introduction of a new concept to giving homework. It is important in each set both to create clarity about what is expected happen (both what you will do and what they should do), and to create motivation for this to occur, with students being fully engaged in the learning.

Set induction can be done by such as:

- Explaining potential benefits to the learner.
- Giving clear instructions.
- Describing what is going to happen.

The STEP acronym may be used to help remember what to do:

- Start: Welcome the students, settle them down and gain attention.
- Transact: Understand their expectations and explain yours. Link with previous learning.
- Evaluate: Assess the gap between their expectations and current reality. Clarify any discrepancies for them.
- Progress: Move on to the main body of learning.

Perrott (1982) identified four purposes of set induction.

1. Focusing attention on what is to be learned by gaining the interest of students.
2. Moving from old to new materials and linking of the two.
3. Providing a structure for the lesson and setting expectations of what will happen.
4. Giving meaning to a new concept or principle, such as giving examples.

### ii) Discuss the process of identifying learning difficulties of students.

The first step in overcoming a disability is identifying it. Identifying students with learning differences can vary by state, although most processes begin with a Student Study Team. This team receives "at-risk" student referrals from classroom teachers, and then discusses potential modifications or adaptations the teacher can implement to increase the child's academic success. Should these modifications fail, the team may suggest a referral for a special education assessment. Parents are then presented with a consent form containing various standardized tests that measure ability, achievement, and processing competencies.

A learning disability is identified when a severe discrepancy exists between intellectual ability and achievement in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Mathematical Calculation
- Mathematics Reasoning.

"The discrepancy (must be) due to a disorder in one or more of the basic psychological processes and ... not the result of environmental, cultural, or economic disadvantages. The discrepancy (must) not be (correctable) through other regular or categorical services within the regular instructional program."

In simpler terms, children with learning disabilities exhibit a "statistically significant," or 20-point gap, between their intelligence (ability) and at least one area of their academic testing (achievement). They must also exhibit difficulty processing information through one or more modes (i.e., visually, auditory). When this happens, the individual is eligible for special education services, services that vary across grade levels and the country.

**Q.4 Define the term "Evaluation" and "Students Evaluation". Critically discuss different techniques of students' evaluation.**

Evaluation is a broader term than the Measurement. It is more comprehensive than mere inclusive than the term Measurement. It goes ahead of measurement which simply indicates the numerical value. It gives the value judgement to the numerical value. It includes both tangible and intangible qualities.

**Different educationist has defined evaluation as following:**

**James M. Bradfield:**

Evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon, usually with reference to some cultural or scientific standards.

**Thorndike and Hegan:**

The term evaluation is closely related to measurement. It is in some respect, inclusive including informal and intuitive judgement of pupil's progress. Evaluation is describing something in term of selected attributes and judging the degree of acceptability or suitability of that which has been described.

**Norman E. Gronlund and Robert L. Linn:**

Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupil's are achievement instructional objectives.

**C.V. Good:**

The process of ascertaining or judging the value or amount of something by use of a standard of appraisal includes judgement in terms of internal evidence and external criteria. From the above definitions it can be said that evaluations a much more comprehensive and inclusive term than the measurement and test. A test is a set of question measurement is assigning numbers to the results of test according to some specific rules on the other hand evaluation adds value judgement.

For example when we say Rohan secured 45 numbers in Arithmetic. It just indicates 'how much' Rohan has successfully answered. It does not include any qualitative description i.e. 'how good' he is in Arithmetic. Evaluation on the other hand includes both quantitative description (measurement) and qualitative description (Non measurement) along with value judgements. This relationship between measurement, non measurement and evaluation can be illustrated with the help of following diagram (1.1).

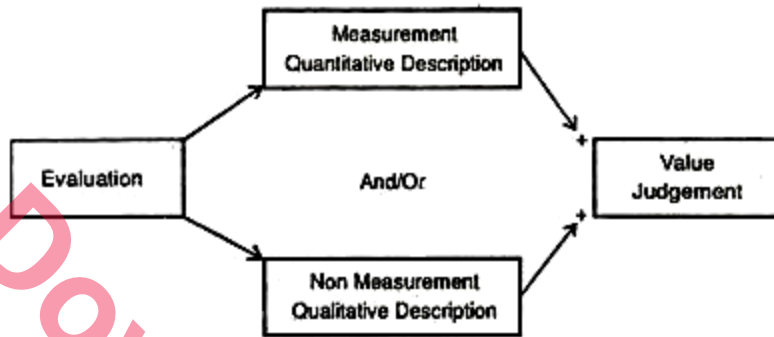


Fig. 1.1

### Principles of Evaluation:

Evaluation is a systematic process of determining to what extent instructional objectives has been achieved. Therefore evaluation process must be carried out with effective techniques.

The following principles will help to make the evaluation process an effective one:

#### 1. It must be clearly stated what is to be evaluated:

A teacher must be clear about the purpose of evaluation. He must formulate the instructional objectives and define them clearly in terms of student's observable behaviour. Before selecting the achievement measures the intended learning outcomes must be specified clearly.

#### 2. A variety of evaluation techniques should be used for a comprehensive evaluation:

It is not possible to evaluate all the aspect of achievement with the help of a single technique. For the better evaluation the techniques like objective tests, essay tests, observational techniques etc. should be used. So that a complete picture of the pupil achievement and development can be assessed.

#### 3. An evaluator should know the limitations of different evaluation techniques:

Evaluation can be done with the help of simple observation or highly developed standardized tests. But whatever the instrument or technique may be it has its own limitation. There may be measurement errors. Sampling error is a common factor in educational and psychological measurements. An achievement test may not include the whole course content. Error in measurement can also be found due to students guessing on objective tests. Error is also found due to incorrect interpretation of test scores.

#### 4. The technique of evaluation must be appropriate for the characteristics or performance to be measured:

Every evaluation technique is appropriate for some uses and inappropriate for another. Therefore while selecting an evaluation technique one must be well aware of the strength and limitations of the techniques.

#### 5. Evaluation is a means to an end but not an end in itself:

The evaluation technique is used to take decisions about the learner. It is not merely gathering data about the learner. Because blind collection of data is wastage of both time and effort. But the evaluation is meant for some useful purpose.



Functions of Evaluation:

The main aim of teaching learning process is to enable the pupil to achieve intended learning outcomes. In this process the learning objectives are fixed then after the instruction learning progress is periodically evaluated by tests and other evaluation devices.

**The function of evaluation process can be summarized as following:**

**1. Evaluation helps in preparing instructional objectives:**

Learning outcomes expected from class-room discussion can be fixed by using evaluation results.

What type of knowledge and understanding the student should develop?

What skill they should display?

What interest and attitude they should develop?

Can only be possible when we shall identify the instructional objectives and state them clearly in terms of intended learning outcomes. Only a good evaluation process helps us to fix up a set of perfect instructional objectives.

**2. Evaluation process helps in assessing the learner's needs:**

In the teaching learning process it is very much necessary to know the needs of the learners. The instructor must know the knowledge and skills to be mastered by the students. Evaluation helps to know whether the students possess required knowledge and skills to proceed with the instruction.

**3. Evaluation help in providing feed back to the students:**

An evaluation process helps the teacher to know the learning difficulties of the students. It helps to bring about an improvement in different school practices. It also ensures an appropriate follow-up service.

**4. Evaluation helps in preparing programmed materials:**

Programmed instruction is a continuous series of learning sequences. First the instructional material is presented in a limited amount then a test is given to response the instructional material. Next feedback is provided on the basis of correctness of response made. So that without an effective evaluation process the programmed learning is not possible.

**5. Evaluation helps in curriculum development:**

Curriculum development is an important aspect of the instructional process. Evaluation data enable the curriculum development, to determine the effectiveness of new procedures, identify areas where revision is needed. Evaluation also helps to determine the degree to what extent an existing curriculum is effective. Thus evaluation data are helpful in constructing the new curriculum and evaluating the existing curriculum.

**6. Evaluation helps in reporting pupil's progress to parents:**

A systematic evaluation procedure provides an objective and comprehensive picture of each pupil's progress. This comprehensive nature of the evaluation process helps the teacher to report on the total development of the pupil to the parents. This type of objective information about the pupil provides the foundation for the most effective co-operation between the parents and teachers.

**7. Evaluation data are very much useful in guidance and counselling:**

Evaluation procedures are very much necessary for educational, vocational and personal guidance. In order to assist the pupils to solve their problems in the educational, vocational and personal fields the counsellor must have an objective knowledge of the pupils abilities, interests, attitudes and other personal characteristics. An effective evaluation procedure helps in getting a comprehensive picture of the pupil which leads to effective guidance and of counselling.

**8. Evaluation helps in effective school administration:**

Evaluation data helps the administrators to judge the extent to which the objectives of the school are being achieved, to find out strengths and weaknesses of the curriculum and arranging special school programmes. It also helps in decisions concerning admission, grouping and promotion of the students.

**9. Evaluation data are helpful in school research:**

In order to make the school programme more effective, researches are necessary. Evaluation data help in research areas like comparative study of different curricula, effectiveness of different methods, effectiveness of different organisational plans, etc.

**Q.5**

**i) Discuss the use of different kinds of projected and non-projected aids during lecture.**

**Using non-projected visuals**

Teachers can use these for learners of all ages. They can involve groups to work collaboratively to prepare a presentation, with drawings and charts.



There are many types of different charts: Organization charts, Classification charts, Time lines, Tabular charts, and Flowcharts.



There are many types of graphs: Bar graphs, Pictorial graphs, Circle graphs, Line graphs.



Posters

Posters are easy to produce .They are used to catch and hold the viewer's attention at least long enough to communicate a brief message quickly for a new topic or a special event.



Cartoons

Cartoons are very popular and familiar visual design. Cartoons are also easily and quickly read and appeal to learners of all ages. You can use cartoons to reinforce a point of instruction.

**\*\*Limitation**

-Durability: It is easy to damage with regular learner use it.

There is a problem to keep non-projected visuals- Storage.



# Course: General Methods of Teaching (6400)

## Semester: Autumn, 2021

-May be too small for group viewing: non-projected visuals are not suitable for use for group because they are small.

**\*\*Using non projected visuals in the classroom**

1. Use visuals whenever possible to demonstrate ideas.
2. Present a single idea in each visual. Break down complex visuals into simpler ones or build them up step-by-step.
3. Minimize text on each visual; maximum of six words per line and six lines per visual.
4. Cover irrelevant material with plain paper.
5. Use just one visual at time.
6. Teach your learners to understand visuals
7. Provide written cues to highlighted important information contained in the visuals.



### **Advantages**

- \* Readily available
- \* Inexpensive
- \* No equipment required
- \* Easy to use
- \* Available for all levels of instruction
- \* Available for all disciplines
- \* Simplification of complex ideas.

Non-projected media can make your instruction more realistic and engaging Posters, cartoons, charts, pictures and graphs and what students produced by themselves can provide powerful visual support for learning abstract ideas. The non-projected media can be presented in the classroom or used as part of classroom activity. No need to use equipment for observation so non-projected visual are easy to use.

Projected visual are detained as media design in which still images are enlarged and displayed on a screen .The types of projected visuals that we can use in the classroom are software, digital visuals and document cameras.

**\*\* Some general guidelines for using projected visuals**

- \* Use visual variety.
- \* Rehearse your narration.
- \* Keep it moving and limit your discussion.
- \* Pause for discussion.
- \* Avoid irrelevant images.
- \* Test it visually.



### **The advantages for using projected visuals**

- Easy to create and use
- Not projected for you and your students: It helps you on track
- Supports inclusion of multimedia
- Supports interactivity: it easy to go to any slide in the presentation

Or link one to included multimedia files

- Fields multiple formats: Using the mouse to create handouts, Notes pages, and outlines.

**\*\* Limitation**

\* Just words: Many students are visual learners, so they may not learn if there are not any visuals.

\* Too much on one slide: Limit the number of words on each slide up to 36 words.

\* Too many “bells and whistles”: Irrelevant sounds can be distracting.

Educational technology is often considered, erroneously, as synonymous with instructional innovation. Technology, by definition, applies current knowledge for some useful purpose. Therefore, technology uses evolving knowledge (whether about a kitchen or a classroom) to adapt and improve the system to which the knowledge applies (such as a kitchen’s microwave oven or educational computing). In contrast, innovations represent only change for change sake. Given this distinction, it is easy to argue that educators are correct to resist mere innovation, but they should welcome educational technology. Unfortunately, the history of educational technology does not support this hypothesis.

Finally, non-projected media and materials is this time is very useful into the rural area which is not been reach into the advancement of our technology and it is very important indeed only seldom uses the projected media and materials.

On the other hand, projected media and material very often uses by rich and advance in technology countries its important to them.

These two materials both are useful for both learners and teachers indeed.

**ii) Write down the advantages and disadvantages of multimedia.**

According to Burton. **These are sensory objectives and images which stimulate and emphasis on learning process.** Carter V. Good. It is a trainable (motivation, classification and stimulation) process of learning.

Objectives of Teaching Aids

1. To enhance teachers skills which help to make teaching-learning process effective
2. Make learners active in the classroom
3. Communicate them according to their capabilities
4. Develop lesson plan and build interest

5. To make students good observer
6. Develop easy and understandable learning material
7. Follow child centered learning process
8. Involve intimation in objectives
9. To create interest in different groups
10. To make teaching process more effective

#### Types

It can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Keeping this in view, it can be classified in to three main groups:

1. **Audio Aids** examples are Radio, Tape-recorder, Gramophone, Linguaphone, Audio cassette player, Language laboratory
2. **Visual Aids** examples are Chart, Black and white board, Maps, Pictures, Models, Text-books, Slide projector, Transparency, Flash-cards, Print materials etc.
3. **Audiovisual Aids** examples are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc.

#### Advantages

1. Its helps to make learning process more effective and conceptual.
2. Its helps to grab the attention of students
3. It builds interest and motivation teaching students learning process
4. It enhance the energy level of teaching and students
5. It is even better for over burden classrooms
6. It provides students a realistic approach and experience

#### Disadvantages

1. Technical Problems
2. Students Distractions
3. Expensive
4. Time consuming
5. Need Space
6. Convenience

#### Characteristics

1. Relevancy
2. Useful and purposeful teaching
3. Accuracy
4. Interest
5. Minimize verbalism

6. Comprehensibility
7. Motivation
8. Realism

**Who can take benefit from Visual Aids**

Though every children can take benefit while using visual aids for learning. But it is more helpful for those students:

- Having Language Disorder
- Autism Spectrum Disorder
- Down Syndrome
- Those who have Learning Disabilities
- Student who have English as a secondary Language
- Those having Oppositional Defiant Disorder
- Personality Development Delay
- Have the problem of Hearing Impairment