

Q.1 Give answer to the following short questions.

(i) The personal and professional qualities of 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 realize 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 their 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.

(ii) What is a case method?

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Often seen in the professional schools of medicine, law, and business, the case method is now used successfully in disciplines such as engineering, chemistry, education, and journalism. Students can work through a case during class as a whole or in small groups.

In addition to the definition above, the case method of teaching (or learning):

- Is a partnership between students and teacher as well as among students?
- Promotes more effective contextual learning and long-term retention.

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- Involves trust that students will find the answers.
- Answers questions not only of “how” but “why.”
- Is effective: It employs active learning, involves self-discovery where the teacher serves as facilitator.
- Builds the capacity for critical thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates.
- Exercises an administrative point of view: Students must develop a framework for making decisions.
- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.
- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.
- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

Choose an appropriate case

Cases can be any of the following (Indiana University Teaching Handbook, 2005):

- Finished cases based on facts; these are useful for purposes of analysis.
- Unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and conclusions.
- Fictional cases that the teacher writes; the difficulty is in writing these cases so they reflect a real-world situation.
- Original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

Develop effective questions

Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

Get students prepared

To prepare for the next class ask students to think about the following questions:

- What is the problem or decision?
- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?

Set ground rules with your students

For effective class discussion suggest the following to your students:

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- Carefully listen to the discussion, but do not wait too long to participate.
- Collaboration and respect should always be present.
- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

Suggestions

- Try to refrain from being the “sage on the stage” or a monopolizer. If you are, students are merely absorbing and not engaging with the material in the way that the case method allows.
- Make sure the students have finished presenting their perspective before interjecting. Wait and check their body language before adding or changing the discussion.
- Take note of the progress and the content in the discussion. One way is by using the board or computer to structure the comments. Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the teacher makes two columns: “For and Against” or “Alternative A and Alternative B.” All arguments/comments are listed in the respective column before discussions or evaluations occur. Don't forget to note supportive evidence.
- In addition to the discussion method, you can also try debates, role-plays, and simulations as ways to uncover the lesson from the case.
- If you decide to grade participation, make sure that your grading system is an accurate and defensible portrayal of the contributions.

In conclusion, cases are a valuable way for learning to occur. It takes a fair amount of preparation by both the teacher and the students, but don't forget these benefits (Bruner, 2002):

- The teacher is learning as well as the students. Because of the interactive nature of this method, the teacher constantly “encounters fresh perspective on old problems or tests classic solutions to new problems.”
- The students are having fun, are motivated and engaged. If done well, the students are working collaboratively to support each other.

(iii) Define and compare active learning and cooperative learning.

ACTIVE LEARNING

Exercises for Individual Students

Because these techniques are aimed at individual students, they can very easily be used without interrupting the flow of the class. These exercises are particularly useful in providing the instructor with feedback concerning student understanding and retention of material. Some (numbers 3 and 4, in particular) are especially designed to encourage students' exploration of their own attitudes and values. Many (especially numbers 4 - 6) are designed to increase retention of material presented in lectures and texts.

- **The "One Minute Paper"** - This is a highly effective technique for checking student progress, both in understanding the material and in reacting to course material. Ask students to take out a blank sheet of

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paper, pose a question (either specific or open-ended), and give them one (or perhaps two - but not many more) minute(s) to respond. Some sample questions include: "How does John Hospers define "free will"?", "What is "scientific realism"?", "What is the activation energy for a chemical reaction?", "What is the difference between replication and transcription?", and so on. Another good use of the minute paper is to ask questions like "What was the main point of today's class material?" This tells you whether or not the students are viewing the material in the way you envisioned.

- **Muddiest (or Clearest) Point** - This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".
- **Affective Response** - Again, this is similar to the above exercises, but here you are asking students to report their reactions to some facet of the course material - i.e., to provide an emotional or valuative response to the material. Obviously, this approach is limited to those subject areas in which such questions are appropriate (one should not, for instance, inquire into students' affective responses to vertebrate taxonomy). However, it can be quite a useful starting point for courses such as applied ethics, particularly as a precursor to theoretical analysis. For example, you might ask students what they think of Dr. Jack Kevorkian's activities, before presenting what various moral theorists would make of them. By having several views "on the table" before theory is presented, you can help students to see the material in context and to explore their own beliefs. It is also a good way to begin a discussion of evolutionary theory or any other scientific area where the general public often has views contrary to current scientific thinking, such as paper vs. plastic packaging or nuclear power generation.
- **Daily Journal** - This combines the advantages of the above three techniques, and allows for more in-depth discussion of or reaction to course material. You may set aside class time for students to complete their journal entries, or assign this as homework. The only disadvantage to this approach is that the feedback will not be as "instant" as with the one-minute paper (and other assignments which you collect the day of the relevant lecture). But with this approach (particularly if entries are assigned for homework), you may ask more complex questions, such as, "Do you think that determinism is correct, or that humans have free will? Explain your answer.", or "Do you think that Dr. Kevorkian's actions are morally right? What would John Stuart Mill say?" and so on. Or you might have students find and discuss reports of scientific studies in

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popular media on topics relevant to course material, such as global warming, the ozone layer, and so forth.

- **Reading Quiz** - Clearly, this is one way to coerce students to read assigned material! Active learning depends upon students coming to class prepared. The reading quiz can also be used as an effective measure of student comprehension of the readings (so that you may gauge their level of sophistication as readers). Further, by asking the same sorts of questions on several reading quizzes, you will give students guidance as to what to look for when reading assigned text. If you ask questions like "What color were Esmerelda's eyes?" (as my high school literature teacher liked to do), you are telling the student that it is the details that count, whereas questions like "What reason did Esmerelda give, for murdering Sebastian?" highlight issues of justification. If your goal is to instruct (and not merely to coerce), carefully choose questions which will both identify who has read the material (for your sake) and identify what is important in the reading (for their sake).
- **Clarification Pauses** - This is a simple technique aimed at fostering "active listening". Throughout a lecture, particularly after stating an important point or defining a key concept, stop, let it sink in, and then (after waiting a bit!) ask if anyone needs to have it clarified. You can also circulate around the room during these pauses to look at student notes, answer questions, etc. Students who would never ask a question in front of the whole class will ask questions during a clarification pause as you move about the room.
- **Response to a demonstration or other teacher centered activity** - The students are asked to write a paragraph that begins with: I was surprised that ... I learned that ... I wonder about ... This allows the students to reflect on what they actually got out of the teachers' presentation. It also helps students realize that the activity was designed for more than just entertainment.

Cooperative Learning

For more complex projects, where many heads are better than one or two, you may want to have students work in groups of three or more. As the term "cooperative learning" suggests, students working in groups will help each other to learn. Generally, it is better to form heterogeneous groups (with regard to gender, ethnicity, and academic performance), particularly when the groups will be working together over time or on complex projects; however, some of these techniques work well with spontaneously formed groups. Cooperative groups encourage discussion of problem solving techniques ("Should we try this?", etc.), and avoid the embarrassment of students who have not yet mastered all of the skills required.

1. **Cooperative Groups in Class** - Pose a question to be worked on in each cooperative group and then circulate around the room answering questions, asking further questions, keeping the groups on task, and

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so forth.. After an appropriate time for group discussion, students are asked to share their discussion points with the rest of the class. (The ensuing discussion can be guided according to the "Questions and Answers" techniques outlined above.)

- 2. Active Review Sessions** - In the traditional class review session the students ask questions and the instructor answers them. Students spend their time copying down answers rather than thinking about the material. In an active review session the instructor poses questions and the students work on them in groups. Then students are asked to show their solutions to the whole group and discuss any differences among solutions proposed.
- 3. Work at the Blackboard** - In many problem solving courses (e.g., logic or critical thinking), instructors tend to review homework or teach problem solving techniques by solving the problems themselves. Because students learn more by doing, rather than watching, this is probably not the optimal scenario. Rather than illustrating problem solving, have students work out the problems themselves, by asking them to go to the blackboard in small groups to solve problems. If there is insufficient blackboard space, students can still work out problems as a group, using paper and pencil or computers if appropriate software is available.
- 4. Concept Mapping** - A concept map is a way of illustrating the connections that exist between terms or concepts covered in course material; students construct concept maps by connecting individual terms by lines which indicate the relationship between each set of connected terms. Most of the terms in a concept map have multiple connections. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information.
- 5. Visual Lists** - Here students are asked to make a list--on paper or on the blackboard; by working in groups, students typically can generate more comprehensive lists than they might if working alone. This method is particularly effective when students are asked to compare views or to list pros and cons of a position. One technique which works well with such comparisons is to have students draw a "T" and to label the left- and right-hand sides of the cross bar with the opposing positions (or 'Pro' and 'Con'). They then list everything they can think of which supports these positions on the relevant side of the vertical line. Once they have generated as thorough a list as they can, ask them to analyze the lists with questions appropriate to the exercise. For example, when discussing Utilitarianism (a theory which claims that an action is morally right whenever it results in more benefits than harms) students can use the "T" method to list all of the (potential) benefits and harms of an action, and then discuss which side is more heavily "weighted". Often having the list before them helps to determine the ultimate utility of the action, and

the requirement to fill in the "T" generally results in a more thorough accounting of the consequences of the action in question. In science classes this would work well with such topics as massive vaccination programs, nuclear power, eliminating chlorofluorocarbons, reducing carbon dioxide emissions, and so forth.

6. **Jigsaw Group Projects** - In jigsaw projects, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. For example, students in a course in African geography might be grouped and each assigned a country; individual students in the group could then be assigned to research the economy, political structure, ethnic makeup, terrain and climate, or folklore of the assigned country. When each student has completed his research, the group then reforms to complete a comprehensive report. In a chemistry course each student group could research a different form of power generation (nuclear, fossil fuel, hydroelectric, etc.). Then the groups are reformed so that each group has an expert in one form of power generation. They then tackle the difficult problem of how much emphasis should be placed on each method.
7. **Role Playing** - Here students are asked to "act out" a part. In doing so, they get a better idea of the concepts and theories being discussed. Role-playing exercises can range from the simple (e.g., "What would you do if a Nazi came to your door, and you were hiding a Jewish family in the attic?") to the complex. Complex role playing might take the form of a play (depending on time and resources); for example, students studying ancient philosophy might be asked to recreate the trial of Socrates. Using various sources (e.g., Plato's dialogues, Stone's *The Trial of Socrates*, and Aristophanes' *The Clouds*), student teams can prepare the prosecution and defense of Socrates on the charges of corruption of youth and treason; each team may present witnesses (limited to characters which appear in the Dialogues, for instance) to construct their case, and prepare questions for cross-examination.

(iv) What is lesson planning? Write down the five merits of lesson planning for the teachers.

Although formal training provided me with the basic tools of teaching, I have found that understanding the needs of my students ahead of mine is the most important aspect to take into consideration when planning any lesson. Every class is different! As teachers it is vital for us to identify the type of learners we have (i.e. visual, auditory, and kinesthetic) before planning a lesson as it makes work a little easier. Visual learners prefer using images, pictures, colours, and maps to organize information and communicate with others, while auditory learners are able to learn better by hearing information and kinesthetic learners study best when they are moving, or doing physical activities or working with their hands. Try to pick a topic that will appeal to everyone in class (teacher included) and one with which you are able to be flexible. Even if your lesson topics come a textbook and the text dictates a certain theme try to personalize the lesson as much as possible so that you hold

the students attention for the entire lesson. Assuming your class is 45 minutes long, you will need to have enough prepared to fill that time without becoming repetitive or redundant. You will also want to make sure that your lesson covers the four basic learning skills, i.e. reading, writing, listening and speaking as these are important when teaching a second language. The following six steps have been a real treasure in my box of teaching tools. You may encounter a few problems during your execution; however, proper classroom management should iron out those issues. Executing this lesson planning strategy in my classroom as brought amazing results. I hope that you and your students will have the same level of success and mine.

Apply These 6 Stages in Your Successful Lesson Planning

1. 1Lead-in

This is where you will introduce your topic to the class. Audio-visual aids such as a music video are an excellent lead-in tool. The lead-in should be 5 minutes or less as it is just a warm-up. For example: the famous nursery rhyme “Old McDonald had a farm”, could be a fun lead-in for a lesson on animals. Your objective here is to lay the foundation for your lesson. You don’t want it to be too long as it should not overshadow your lesson.

After listening to the song/watching the video you can ask the students to make a prediction on what topic the lesson would be based on for the day, it gives them a little thrill when they make the correct predication.

2. 2Elicitation

Elicitation is basically ‘extracting’ information. At this step, you want to test the students’ current knowledge on the topic. A good way to elicit information from the students is to show them a prop, flashcards or a PowerPoint presentation. Each image or prop will get the students talking and more engaged in your lesson. For example, in a lesson on animals you will show the class images of different animals and get the students to identify the animals. You can take it a step further with higher level students and try to get them to name the offspring. Another fun idea is to play sounds of different animals and have the class identify the creature from just the sound; this would be an excellent way to practicing listening. Your aim here is just to test the students’ knowledge on the topic.

3. 3Presentation

In this step you will be presenting the main topic. So, if you chose the theme of animals you should have a ‘focus area’ such as animal homes. During your presentation you will talk about this topic. PowerPoint presentations; Flashcards or Charts are great for this stage of your lesson. Using your students’ current knowledge on the theme will be useful at this stage of the lesson. At this point of the lesson it would be appropriate to introduce the class to new vocabulary and key phrases. The objective of this step should be for the students to learn the appropriate use of key terms and phrases and how to use them in the proper context. It will also broaden their current knowledge on the topic.

4. 4Controlled Practice

After presenting your lesson and teaching new vocabulary, you would want the students to put into practice everything they have studied. The best way to test their knowledge on the day's lesson is through a worksheet. Another great tool is doing a role-play in which the students can act out different social situations while using the key phrases and vocabulary taught for the day. Most often your topic will dictate the type of activity most suited for the lesson. The activities done at this stage should be able to help sharpen the four basic language learning skills. Try to get all the students involved and assist them where necessary.

5. Freer Practice

Once again you will be testing the students' knowledge on the lesson just taught; however, with this step you can be more flexible. Games are great for this as it creates a "freer" learning environment. It's both entertaining and educational. With this step you can do more than one activity depending on your time. Encourage peer teaching, that is, get the students to help each other.

6. Review and Follow up

Towards the end of the lesson it's good to do a quick review to tie up the lesson and at the same time check of the students' was able to grasp all the concepts taught. It's a good idea to go over the new vocabulary and key phrases taught. Review could also be done in the form of a short worksheet like a word-search which they can complete in class or something longer if you wish to give the students homework for the day.

Q.2 Explain the factors of 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 developments and advances in their field. Keep track of your professional development activities. Note any observable effects on student outcomes.

2 Clear 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.

3 Learning Environment

Schools that offer students a positive learning environment, including the use of 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.

4 Innovative 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.

5 Student 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 what is Gagne's frame work for instructional development?

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:

- **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.

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- **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

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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 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 how are objectives stated in behavioral terms?

A BEHAVIORAL OBJECTIVE is a way of describing the objectives of a training course in terms of what the trainees should be able to do at the end of that training.

A BEHAVIORAL OBJECTIVE must be stated clearly and precisely so that everyone who reads it will know exactly the desired outcome of the training program. By ensuring this precision, at the end of the training program everyone can easily agree whether or not the objectives of the program were achieved.

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The main advantage of BEHAVIORAL OBJECTIVES is their exactness in giving direction to a training program. By knowing exactly where you want to go, it is easier to determine how to get there. Clearness of goals also make it easier for trainers to communicate among themselves and cooperate on a training program. Thus each trainer can support the achievement of another trainer's objective, even while teaching his/her own.

BEHAVIORAL OBJECTIVES are action oriented and thus ideal for Peace Corps training, in-service job training and informal counterpart training.

BEHAVIORAL OBJECTIVES are people-oriented since they focus the trainer on constantly trying to improve the course as it goes along and to improve the training inputs from one session to the next.

BEHAVIORAL OBJECTIVES are responsibility-oriented, since they encourage both the trainer and the trainee to take the responsibility for achieving the objectives of the training.

A BEHAVIORAL OBJECTIVE should be a statement of what the trainee will be able to do at the end of the training program. In order to ensure that every objective is written in these terms, there are three basic rules which must be followed. Any training objective which violates any one of these rules is NOT a behavioral objective.

A statement of a training goal is a BEHAVIORAL OBJECTIVE if it meets the following conditions:

- a) BEHAVIORAL OBJECTIVES must state what behavior is desired as the outcome of the training. They must specify what the trainee will be able to do at the end of the training that he/she was not able to do before the training.
- b) A BEHAVIORAL OBJECTIVE must state the desired outcome of the training in terms of observable measurable actions. Only actions (behavior) can be observed and measured and only by observing and measuring actions can the trainer determine whether or not the instructions were successful.
- c) The TRAINEE must be the subject of the sentence. That is, BEHAVIORAL OBJECTIVES are written in terms of the trainee's action. The objectives should not specify what the trainer must do but only what the trainee will be able to do at the end of the training.

A. A BEHAVIORAL OBJECTIVE MUST FOCUS ON THE GOAL OF THE TRAINING.

This means that BEHAVIORAL OBJECTIVES are concerned with what the trainee will be able to do at the end of training. BEHAVIORAL OBJECTIVES only describe the results desired from a given training program. They do not describe how to go about achieving these results. Different trainers may have different ways of achieving the same results, but the objective is concerned only with stating what the results will be.

A statement which describes the action to take place during a training session is not a BEHAVIORAL OBJECTIVE. It is merely a description of the learning activities by which the trainer intends to achieve that objective.

(Example of a NON-BEHAVIORAL OBJECTIVE)

Trainee will be given the opportunity to have actual practice in doing field work related to theories taught in class.

Practice is not an objective: it is a learning activity, a way to achieve an objective. Thus the above statement is unsuitable as a behavioral objective.

(Example of a BEHAVIORAL OBJECTIVE)

Trainee will be able to do community development field work, using extension education techniques as described in the manual on extension education.

This is only one possible way of converting the first example given above into a Behavioral Objective. Since non-behavioral objectives tend to be very vague, there are a number of different ways of interpreting them. However, notice that in this example, the END result of training is emphasized "trainee will be able to do ..." at the end of the training program.

Q.5 what are the different factors that influence student 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.