Farook Training College Innovative Academia (FTCIA)

Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)

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Unit 1
Pedagogic analysis

The word pedagogic derived from Greek words 'pedo' and 'gogue'.Pedo means children, gogue means to lead.

- It means to lead children towards a desired direction
- Child is considered as the central point of pedagogic process
- Pedagogic knowledge is the essential knowledge required to the teacher
- Pedagogic knowledge include following essential content

Considerations of Pedagogic Analysis

1)Nature of the learner

Age level of the learner ,developmental features ,intellectual capacity,

Emotional and social development,achievement level etc includes the knowledge about the nature of the learner

2) Educational aims and objectives

Objectives of the lesson ,objective of the chapter,values and attitudes etc.

3) Knowledge about the subject matter

Consider subject matter in learners point of view

4) <u>Knowledge of learning experiences</u>

   What learning activities are suitable for subject and learner .

5) <u>Knowledge about evaluation process</u>

<u>Meaning Of Pedagogic Analysis</u>

❖ Pedagogic implies the science of teaching .Pedagogic analysis consist of pedagogy and analysis.That means pedagogic analysis isthe logical and systematic breakup of the curriculum from the point of view of a pedagogue(Teacher) for the purpose of effectively transacting it.

❖ Pedagogic analyse attempt to determining objectives and selecting suitable learning experiences

❖ Content analysis and pedagogic analysis are not same but the former is merely a part of the later.Pedagogic analysis is highly complex,deeper and mean to make a go through analysis of curriculum in its totality.

Objectives of Pedagogic analysis

1. To analyse curricular content into meaningful component that constitute the curriculum in its totality
2. To make learning outcomes and learning experiences appropriate to each area of the content
3. To identify prerequisites
4. To enumerate the input that might be required for effective teaching
5. To design appropriate learning experiences by which the input could be processed and objectives realised.

Stages steps of pedagogic analysis

Pedagogic analysis include 4 steps :

 1.Framing learning objectives.

 2.Content analysis.

3.Selection of teaching learning activities.

4.Evaluation according to objectives

1.Framing learning objectives.

- A.Identification of curricular objectives.
- Analysis of curricular objectives into specific learning outcomes.

2.Content analysis.

- Identification of pre-requisite for specific learning unit.
- Split the whole unit in to meaningful sub-units.
- Arrange the sub-units hierarchically.
- Select each sub-unit and analyse the content it includes :
  - Identification and definition of terms.
  - Identification of persons, years, place etc if applicable.
  - Arranging the sub-units in to meaningful facts.
  - dentify the concepts and their features.
  - Identify the define processes , principles and generalisation etc if applicable.

3. Selection of teaching learning activities.

- Selection of methods or strategies to be used.
- Identification of teaching aid, input or resources.
- Identification of expected product.
- Probing questions and their answers.
- List of worksheets.

4. Evaluation according to objectives.

- Planning of continuous evaluation.
- Planning of term evaluation

CONTENT ANALYSIS

Content analysis is a very important task which helps systemized teaching. Usually a beginner teacher may find content analysis as a rigorous and worthless task. However a systematic content analysis helps the teacher to prepare himself to comprehend the general outline of the content process and to device a mental plan for transacting it.

MEANING

Content analysis is the process of breaking up the subject matter into terms, facts, concept, principles rules, process etc…

The analysis of topic or content to be taught into its constituents or elements and then arranging them in a logical sequence

I K DAVIES

Content can be divided into two

Processed content	Unprocessed content
Textbook	Artefacts
Teacher talk	Diaries
Encyclopedia	Photographs
Supplementary materials	Letters
Workbook etc	

IMPORTANCE OF CONTENT ANALYSIS

1. It helps to reduce large amount of unstructured content

2. To describe characteristics of the content

3. To identify important aspects of the content

4. To present important aspects clearly and effectively

5. Allows closeness to text

6. It can provide valuable historical or cultural insights over time through analysis of text

CONSTRUCTIVIST LEARNING DESIGN

❖ Constructivist learning design has emerged as a prominent approach to teaching during this past decade

❖ The works of **Dewey, Kelly, Montessori, Piaget, Bruner** and **vygotsky** among others provide historical precedents for constructivist learning theory

❖ Constructivism represents a paradigm shift from education based on behaviorism to education based on cognitive theory

Four epistemological assumptions of constructivist learning

1. Knowledge is physically constructed by learner who are involved in active learning

2. Knowledge is symbolically constructed by learners who are making their own representation of action

3. Knowledge is socially constructed by learners who convey their meaning making to others

4. Knowledge is theoretically constructed by learners who try to explain things they don't completely unders

APPROACHES TO EDUCATIONAL PSYCHOLOGY

1. BEHAVIOURISM

This theory implies that the learner responds to environment stimuli without his /her mental state being a factor in the learners behaviour.

➔ Individuals learns to behaviour through conditioning
➔ According to behaviourism there is no difference between human and animal behaviour
➔ Observation is the method to study the mind
➔ Observable behaviour of all living organisms can be directly measured so it can only study
➔ Overt behaviour is the criteria of assessing mind of an organism

WHAT IS BEHAVIOURISM??????

❏   Theory of learning based upon the idea that all behaviors are acquired through conditioning.
❏   Conditioning occurs through interaction with the environment
❏   Behaviourist believe that our response to environmental stimuli shapes our behaviour
❏   According to this school of thought behaviour can be studied in a systematic and observable manner with no consideration of internal mental states.it suggests that only observable behaviour should be studied, since internal states such as cognitions, emotions and moods are too subjective

FATHER OF BEHAVIOURISM

❖ **The term behaviourism founded by** *JOHN B.WATSON* **based on the belief that behaviour can be measured, trained and changed.**

WHO CONTRIBUTE TO BEHAVIOURISM

1. JOHN B.WATSON

2. IVAN PAVLOV

3. EDWARD THORNDIKE

4. B.F.SKINNER

OBJECTIVE BASED INSTRUCTION

- Objective based instruction is the foundation of behaviourist approach

- Blooms taxonomy is based on operant conditioning theory of skinner

- This approach to instruction is based on **FURST PARADIGM**.
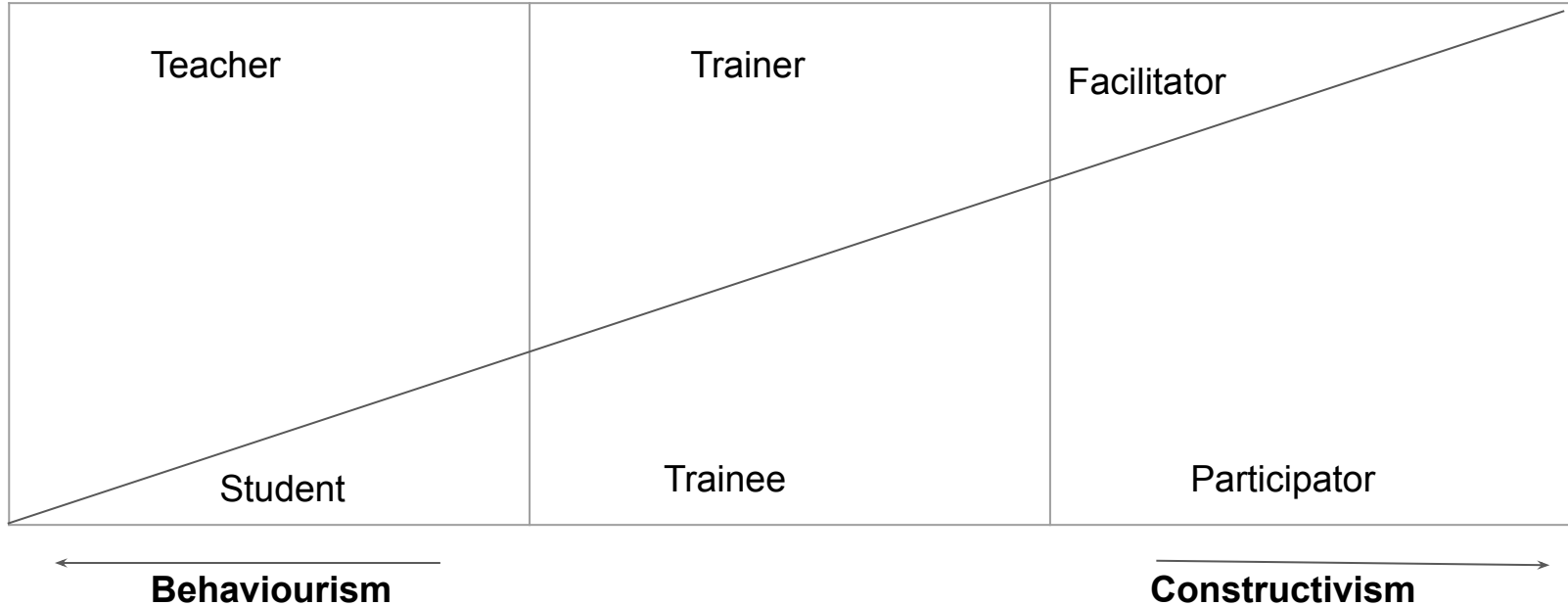
FURST PARADIGM

INSTRUCTIONAL
OBJECTIVES
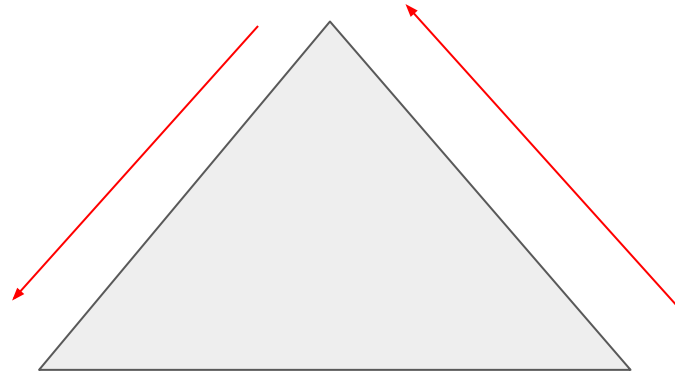
LEARNING EXPERIENCE

EVALUATION

PARADIGM SHIFT

Teacher	Trainer	Facilitator
Student	Trainee	Participator

Behaviourism   **Constructivism**

APPROACHES TO EDUCATIONAL PSYCHOLOGY (Continue….)

2. **CONSTRUCTIVISM**

"Constructivism is a philosophy of learning founded on the premise that,by reflecting our experiences,we construct our own understanding of the world we live in" **(Brooks & Brooks)**

"It's based on a type of learning in which the learner forms,or construct,much of what she learns or comprehends" **(Cashman et al 390)**

WHAT DOES IT MEAN???

➢ Constructivism is the idea that learning doesn't just happen by the traditional method of teachers standing in front of the class and lecturing

➢ According to constructivism " learning is active reconstruction and reinterpretation".

➢ Learner construct knowledge himself not the teacher

➢ Learner construct knowledge by using

  ○ Previous knowledge

  ○ New assimilated experiences

  ○ Newly developed insights

➢ According to constructivism learning i is the formula of mental construction

➢ Every individual construct knowledge by observing objects, events and phenomenon by using his innate abilities

➢ Experience leads to knowledge construction

➢ Knowledge renews or removes already learned constructs

➢ So in constructivism learning is a natural, active, complete and life long process

WHO CONTRIBUTED TO CONSTRUCTIVISM

❖ JEROME BRUNER

❖ JEAN PIAGET

❖ LEV VYGOTSKY

❖ JOHN DEWEY

PECULIARITIES OF CONSTRUCTIVISM

- More emphasis in learning than teaching

- How to learn is more important than what to learn

- Learning is and process than product

- Encourages innate abilities

- Promote enquiry learning

- Promote learning through real life situation

- Encourages cooperative learning

- Promote teacher - pupil and pupil - pupil dialogue

ROLE OF TEACHER IN CONSTRUCTIVISM

1. Comedown to the level of children

2. Democratic group leader

3. Facilitator

4. Co learner

5. Motivator of learning

6. Researcher

7. Problem solver

ELEMENTS OF CONSTRUCTIVIST LEARNING DESIGN

1) Situation
2) Grouping
3) Bridge
4) Questions
5) Exhibit
6) Reflection

1. **SITUATION**

   - Rich and varied situation in the class

   - Puzzling situation are more desirable and it motivate learners to learn the subject matter

2. **GROUPING**

   - Grouping of students and learning materials

   - Students learn in group and they re-interpret and re-construct knowledge through discussion

3.   BRIDGING

● Relate the new knowledge with the life outside the school and previous knowledge of the learner

4   QUESTIONS

● Class progress through questions
● There should be students questions also

5. EXHIBIT

- Presentation of the knowledge for the entire group

6. REFLECTING

- Return to the experience
- Teacher want to consolidate the constructed knowledge for the entire class

CRITICAL PEDAGOGY AND SOCIAL SCIENCE CLASSROOM

- Critical pedagogy is a teaching approach that attempts to help the student to question and challenges, dominations, believes and practices.

Aimes:

1. Aware the students about the present political condition of the country.
2. Create a vision of equalit and justice.
3. Aware the child about the domains of oppression (race,class,gender, Religion etc)
4. Alleviation of oppression is the key dimension of education.
5. School that must not hurt to the students.

- Education should create '**critical consciousness**' in students.
- It emphasis **dialogical method**.
- It ensures **open communication** among teacher and students.
- The philosophy is **all teach and all learn.**

Banking system of Education

- Behaviourist system of education considered students as empty vessels to be filled by the teacher.
- Education practicing as a depositing activity.
- Students receiving,filling and storing knowledge as deposits from teacher.
- Teacher known everything, students knows nothing.
- Teacher talks and students listen.
- In the system teacher just transfering information to student without considering the capacities,abilities and opinion of the child.
- This type of education oppresses the capacities of the child. (colonial hangover)

- Banking system of education formulates and maintains **the culture of silence**
- 'The culture of silence' is a characteristics of colonial oppressed people and who don't have a voice in their society.
- Banking system of education create this oppressed behaviour in child.
- So, he oppressed banking system of education and recommended on education which creates **the culture of freedom**
- According to Paulo Friere education should want to create awarness a new sense of dignity and practical knowledge, education should want to promote democratic values and the culture of freedom.
- Friere recommended a **Pedagogy of the oppressed** for promoting the culture of freedom.
- He considered education as a **cultural action for freedom**.

Basic Principles of Critical Pedagogy

1. Problem solving education

- Man teach each other mediated by the world outside.
- Teach social problems of the society.

2. Humanizations

- The vocation of each individual is to become more fully human, configured as an emancipation from oppression.

3. Praxis

- Power and to know how to take action against oppression.

4. Liberatory education

- Raises students consciousness.
- Prepare them to engage in larger social struggle for liberation.

SELECTING AND SEQUENCING LEARNING ACTIVITY

- The present pedagogy known as Activity oriented pedagogy.
- It stimulates learners for activity and learning.
- So selection and sequencing of variety of learning activities observe special attention.
- It broadly divided learning activities into 3;

1. **Opening Activities**
   a. Introductory activities
   b. Planning activities

2. **Developmental Activities**
   a. Data gathering or intake activities
   b. Organising and summarising activities
   c. Applicative and demonstrative activities
   d. Creative and expressive activities

3. **Concluding Activities**
   a. Concluding activities
   b. Culminating activities

1. OPENING ACTIVITIES

a. Introductory Activities

- Examine and discuss pictures and photos.
- Examine and discuss bulletin based arrangements.
- Recall related ideas in response to questions raised by the teacher.
- View a set of slides, film clips or a group of pictures.
- Start with a chart, map or bulletin based to be completed by the students.
- Ask students what they have or might do if they were in a certain imaginary situation.
- Listen to a story.
- Complete unfinished sentences or a story related to the topic.

b. Planning Activities

- List questions,objectives or hypothesis that can be used to guide study.
- Define difficult terms and classify concepts.

2. DEVELOPMENTAL ACTIVITIES

a. Data gathering or intake activities

- Reviews, ideas, learned and relate them with current topic.
- Use table of contents, indexes, reading list etc to locate needed information.

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- Read textbooks,references,periodicals,charts,graphs,diagrams.
- Listen to experts,materials,read by the teachers or recordings.
- See films,slides,pictures,display etc.
- Observed demonstrations.
- Interview, experts, old people, parents, members of ethnic group, people who visited places under study.
- Examine collections, models, tools, costumes etc.
- Gather information from maps, graphs, tables etc
- Written letters.

b. Organising and summarising activities

- Classify information, objects, pictures etc.
- Select information related to questions, issues etc.
- Make pictures, graphs, charts etc.
- Record information on graph, chart, diagram, tables, notes etc.
- Organise notes.

c. Applicative and demonstrative activities

- Describe activities, objects and events in their own words.
- Present reports, reviews or materials.
- Explain the reason.
- Analyse objects, processes, events etc.
- Predict future development.
- Write reports, reviews etc.

d. Creative and expressive activities

- Propose new ways to classify items.
- Compose stories,poems,skills,songs,rhymes etc.
- Express thoughts,feeling through play,role playing,singing etc
- Arrange displays,bulletin boards etc.
- Make maps,charts,graphs.

3. CONCLUDING ACTIVITIES

a. Concluding activities

- Share,discuss and evaluate reports,concept ideas etc.
- Plan and present a skit,quiz programme,round table discussion.
- Complete notebooks,scrapbooks.
- Evaluate students achievements through a test,checklist, other procedures.

b. Culminating activities

- Dramatise major events.
- Present summary reports.

INCLUSION OF DIVERSE NEEDS OF THE LEARNER

Who are the Diverse Learners?

- Diverse learners are classified into following;-
- 1) Students with psychological differences:
- a) Gifted Learners
- b) Backward learners
- c) Slow learners
- 2) Students with sicio-cultural differences:
- a) Students from backward communities
- b) Students from economically backward families.
- c) Cultural backward students.
- d) Students with physical backwardness: I.e; visually challenged, physically challenged.

How to Cater Individual Differences?

- 1) Differentiated teaching.
- 2) Heterogeneous grouping.
- 3) Small group learning.
- 4) Individual activity cards:- Providing activity cards for each students. Give high density for gifted and easy tasks for slow learners.
- 5) Main Streaming :- In process of incorporating backward marginalised students actively in learning tasks.
- 6) Special Remedial Programme :- a) Additional programme to cop-upthe gap between slow learners and normal learners.
- b) Additional programme should given to slow learners or backward to make the forward.

- 7) Enrichment programme:- Additional programme given for gifted children. For E.g:- Acceleration programme
- 8) Homogeneous grouping:- Grouping based on the abilities of the students.
- 9) Meeting with parents:- Content interaction between parents and teachers is better for smooth learning both for slow learners and gifted children.
- 10) Guidance and Counselling.

RECENT CHANGES IN SOCIAL SCIENCE TEACHING IN THE STATE OF KERALA

- The important change in Social Science teaching in Kerala is the paradigm shift which can be seen in NCF 2005, KCF 2007 and revised KCF 2012.
- Paradigm shift marked a shift from teacher dominated behaviourist classroom to child centered constructivist classroom.

NCF 2005

- National Curriculum Framework (NCF) 2005 emphasized following:-
- Learner oriented classrooms.
- Process based education.
- Encouraged divergent thinking in students.
- Multi disciplinary approach.

KCF 2007

- Kerala Curriculum Framework (KCF) emphasised three pillars.
- 1) Constructivism
- 2) Multiple Intelligence
- 3) Critical Pedagogy

KCF 2012 Revised

- In revised KCF instead of considering eight issues it gave emphasis to constructivist pedagogy.
- Revised KCF opined that there happened serious leakage in content. While teaching through issue based curriculum and revised KCF stopped eight issues and emphasised process based/ activity based curriculum.

Changes in the Present Curriculum

- Process based, activity based learning.
- Learner centered pedagogy.
- Consider both cognitive and social constructivism
- Critical pedagogy
- Open ended text books
- Process based textbooks
- It emphasised on digital learning or ICT.
- Gender sensitive curriculum.
- Shift from marking to grading.
- It give stress to democratic values like secularism, equality, social justice, national integration etc.

- Assessment shifted to Continuous and Comprehensive Evaluation (CCE) like scholastic, co-scholastic and personal and social qualities.
- Co-sholastic assessment includes :- 1) Art Education 2) Physical Education 3) Health Education. 4) Work experience
- Personal qualities are honesty, discipline, communication etc.
- Social qualities are punctuality, leadership qualities, helping mentalities etc.
- Continuous and Comprehensive Evaluation includes :- Internal tests, Projects, Field visits, Lab experiments, Assessments, Seminars etc.

2 Mark Questions & Answer key words

4 Mark Short Essays & Value Points

10 Mark Essays & Value Points

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Unit 2

Planning of Instruction

NEEDS AND IMPORTANCE OF PLANNING

➤ To make teaching learning process effectively.
➤ Panning is necessary.
➤ To make teaching learning process logical and systematic way.
➤ It ensures teaching.
➤ To provide a feeling of security to the teacher.
➤ Teacher can save time and effort.
➤ It fits the responsibility of teacher.
➤ Lesson plan ensures proper learning activity suitable for the subject, class and level of students.
➤ It caters individual differences.
➤ Planning prevent teachers to go off from the track.
➤ It ensures specific outcomes from the learner.

Levels of planning

- Instructions can be planned in different levels having different purpose and objectives.

- There are 3 levels of planning

    - Year plan

    - Unit plan

    - Lesson plan

Year plan

- Planning for the whole years as a part of the pedagogic analysis is known as year plan.

- This is done by the teacher at the beginning of the year.

- This will provide a design for the work to be executed during the year as a whole.

- While preparing the year plan the teacher has to consider curricular and co- curricular activities, number of periods to teach, number of working days, tests and examinations, number of holidays, objectives of each teaching unit, details of teaching aids etc.

Steps in Year Plan

1. Formation of the unit of the curriculum
2. Determination of objectives, activities, teaching aids may be decided.
3. Allocation of time for a particular unit.
4. Co Curricular activities exams, revisions and so on.

Format of year plan

Name of the teacher	
Name of the school	

Subject	
Class	
year	

Sl no	unit	month	No.of periods	Major inputs or resources	Learning outcomes	Special days
1						
2						
3						

Unit plan

- A unit is a large segment of subject matter having a common area of knowledge.

- Usually after the year plan, the teacher plans the unit plan.

- Planning for the instructions of a unit is known as unit plan.

- A unit plan involves content organised in to teaching points, the objectives of the unit, important activities and materials needed for the unit.

Steps in unit plan

1. Selection and systematization of a unit.

2. Content analysis.

3. Determination of major objectives.

4. Planning of the learning activities.

5. Evaluation procedures.

Format of unit plan

Name of the teacher	
Name of the school	
subject	
standard	
unit	

Learning out comes
•   •   •

Prerequisites
•

Sl no	Sub unit	No.of lessons	Facts and concepts	Learning activities	Learning aids	values , skills or attitudes	evaluation

Lesson plan

- Plan of action for a specific period.

- Plan for 45 minutes class.

- It is the blue print of what a teacher is going to do.

- It includes everything including learning outcomes, learning activities, products, learning aids, values, references and follow-up activities.

" lesson plan is teacher's mental and emotional visualisation of classroom activities."

Format of lesson plan

Name of the teacher	
Name of the student	
Subject	
Unit	
Lesson	

Standard	
Class	
Period	
Duration	
Strength	
Date	

Learning outcomes	
Fact and concepts	
Learning process	
Pre-requisites	
Inputs and resources	

Learning activities and processes	Responses / Evaluation
Introductory activity | Duration	
Name of the activity	
Inputs	| **Developmental activity** | Duration	
Name of the activity	
Learning outcomes			

Consolidation ● ●	
Evaluation questions ● ●	
Concluding activity | Duration	
Type of the activity	
Inputs	
Outputs			
Followup activity	

Lesson planning/Teaching manual

Lesson plan is aplan of action implemented by the teacher in the classroom.According to   Green(1987) "Lesson plan is the teachers mental,and emotional visualization in the classroom activities".a lesson plan is a teacher's own guide which control his teaching learning process in the classroom.he should have a clear aim of lesson and then plan it well so as to provoke productive thought and action among his students

A proper planning of the lesson is the key to effective teaching.tyhe teacher must know in advance the subject matter and its mode of delivery in the classroom.the planning will give the teacher idea of how to introduce the topic,how to develop the key concepts,and how to correlate the concept in to real life situation.

Characteristics of lesson plan

- Plan of action for a specific period.

- Plan for 45 minutes class.

- It is the blue print of what a teacher is going to do.

- It includes everything including learning outcomes, learning activities, products, learning aids, values, references and follow-up activities.

Need and importance of lesson plan

To make teaching learning process effective

To make teaching learning process more systematic

- To provide a feeling of security to the teacher

- It save time and effort

- It fixes the responsibility of the teacher

- Lesson plan ensures proper learning activity suitable for the subject,clss and levels of students

- It catters individual differences

- Planning prevent the teachers to go off from the track

- It ensures specific outcome from the learner

Functions of lesson plan

- It prevents the teacher going off the track

- Important functions of lesson plan afre the following,

- It helps the teacher to organise and systematize the learning process

- It helps in avoiding needless repetition

- It ensure a definite assignment for the class and availability of the adequate material for the lesson

- It helps the teacher to overcome the nervousness and insecurity,it gives confidence to face the class

- It delimits the field of the work of the teacher as also of the students and provides a definite objective for each day's work

Steps in Lesson Planning

- John Fredrick Herbart (German Philosopher)introduced "Apperceptive Mass Theory " of learning.

- He give more emphasis to teacher presentation.

- He has given SIX steps in lesson planning.

1. Introduction
2. Presentation
3. Association
4. Generalisation
5. Application
6. Recapitulation

1.Introduction

- It should be to receive new knowledge.

- It should be linked with the previous knowledge.

    1.Exploration of pupil's knowledge.

    2.By asking questions reveal ignorance, arouse inrerest.

    3.Throughbthe use of chart, maps, pictures, story, model, etc.

    4.Through skillful conversation.

- Listen the previous knowledge of the student is important.

- It should be cover within 5 minutes.

2.Presentation

- Before presentation of the subject matter the aim of the lesson should be clarly stated.

- In presentation pupil must get some new ideas.

- Pupil should be the active participant in the teaching -learning process.

- Teacher should try to introduce everything from the learner.

- A sort of heuristic attitude should prevail in whole teaching.

- Questioning is an important device.

- Other teaching aids should be used to make the lesson more interesting.

- Black board summary should be developed along with it.

3.Association or Comparison

- Make compare the new knowledge with no: of examples and fact.
- This step is important where some generalisations or definitions is to be introduced from the students.

4.Generalisation

- Aim of lesson is acheived.
- It involves reflective thinking.
- Whole knowledge learnt in preparation is to be systamatized which lead to generalisation, formula, rules, etc through comparison.

- This step completes the enquiry by providing the answers to the problem, with which it began.

- Students get a new knowledge.

5.Application

- Students make use of aquired knowledgein familiar and unfamiliar situations.
- New gained knowledge become permenanat in the minds of the students.

6.Recapitulation

- Understanding and comprehension of the subject matter taught by the teacher

- Can be test by putting some suitable questions.
- Through this, teacher can find out whether his /her method of teaching is effective and successful or not.

What is constructivism?

- Constructivist approach is a paradigm shift from behaviourist learning theories to neuropsychological theories.

- It is a shift from teacher dominate classroom to child centered classroom.

- According to constuctivism 'learning is active reconstruction and re interpretation.

- Learner constructs the knowledge himself, not the teacher.

- Learner construct the knowledge by using:

→ Previous knowledge.

→ Newly assimilate experiences.

→ Newly developed insights.

- According to constructivist learning is the format of mental construction.

Peculiarities of constructivism:

- More emphasis on learning than teaching.

- How to learn is more important than what to learn.

- Learning is a process than product.

- Encourage innate abilities.

- Promote enquiry learning.

- Encourage cooperative learning.

FORMAT OF A CONSTRUCTIVIST LESSON PLAN

Name of the teacher :

standard :

Name of the school :.

Division :

Subject :.

Period :

Unit :.

Strength :

Lesson :.

Duration :

Date :

Curricular objectives :
Major facts and concepts :
Previous knowledge :
Meterials / inputs :
Products :
References :

Intellectual processes	Learning activities	Response s
	- Introductory activities. - Developmental activities. - Concluding activities.	

Follow up activities:

2 Mark Questions & Answer key words

1.define lesson plan?list out the characteristics?

4 Mark Short Essays & Value Points

1.what is the importance of generalisation in lesson plan?

2.briefly explain the need and significance of a lesson plan in the social science classroom?

3.write the needs and importance of planning.

10 Mark Essays & Value Points

1.what are the different steps of lesson plan? Describe.

2.'Presentation 'plays an important role in lesson plan.explain.

3. better lesson plan makes the teaching learning process more systematic and effective.
critically examine the statement and prepare a lesson plan for social science classroom.

Unit 3
Resources of teaching and learning social sciences

Social studies Textbook

Francis Bacon (English Philosopher) define "a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices".

Purpose of Text book

❖ To help the teacher

❖ To help the pupil

❖ To give minimum essential knowledge at one place

❖ To help in self teaching

- ❖ To provide logical and comprehensive material.
- ❖ To realize the specific objectives teaching S.S.
- ❖ To promote social and moral values.
- ❖ To provide a base from which both the teacher and student start and continue to work.
- ❖ To clarify the limitations of classroom situation.
- ❖ To provide confirmation and sustanence.

Criteria of S.S Text book

❖ Authenticity

❖ Treatment of content

❖ Format and general appearace.

❖ Organisation.

❖ Visual materials.

❖ Instructional aids.

❖ Literary quality.

Additional criteria

❖ Help in purpose of S.S text book.

❖ Child centered.

- ❖ Contain fluent narration
- ❖ A clear self explanatory narration.
- ❖ Open up various avenues of thoughts and study.
- ❖ Language suitable for the 'reading age' of pupil.
- ❖ Well illustrated.
- ❖ Simple, interesting and attractive enough to take the form of self study reader.
- ❖ Free from indoctrination.
- ❖ Privide proper and adequate exercises and suggessionsfor activities.
- ❖ Up to date
- ❖ Help in develop international understanding.
- ❖ Contain reference for further study.

- ❖ Promote group effort.
- ❖ Contain a subject index at the end.

How to use

- ❖ Know the text book before you use it.
- ❖ As a base of planning.
- ❖ Use the only part of the textbook with other than seem to good to you.
- ❖ Supplement it with the other reading, audio-visual materials and activities.
- ❖ Additional &substitute reading for individual differences.

- ❖ Encourage read critically.
- ❖ Teach vocabulary when necessary.
- ❖ Adopt it to the class.
- ❖ Use to establish a common background of basic information.
- ❖ To set exercise.

Cautions

- ❖ To be subsidiary & supplementary, not primary and fundamental.
- ❖ Reading a unit in class is not desirable.
- ❖ Teacher should not be a more uncritical mouthpiece for what is contained in the text book.

- ❖ Do not expect pupil to know how to get the most out of the texts without help.
- ❖ Do not use textbook as a means of avoiding hard work.

Advantages

- ❖ Planning of courses, unit & lesson.
- ❖ Structure for the course.
- ❖ Selection of content & determine emphasises.
- ❖ Certain no:of activities suggestion.
- ❖ Information about other readings, sources of information, audio-visual, other aids, etc.
- ❖ Basic reading for launching further activities.

Disadvantages

- ❖ Usually dull.
- ❖ Discourage real reading & studying.
- ❖ Liable to be superficial.
- ❖ Do not provide for differences in pupil's abilities or interests.

Workbook and Handbook.

Work book:

- Workbook is an extension of the main text book in social studies.

- The workBook will include the maps, pictures, graphs, diagrams etc….which are not provided in the text books.

- Pupil may be asked to fill up the column regarding any of historical events or geographical phenomenon.

- Questions and exercises of the text book may be answered by the text books.

Qualities of a good work Book:

- Hand book should be based on the main themes and curricular objectives of the social studies curriculum.

- It should be full of activities.

- Avoid textbook language in a social studies workBook.

- There should be necessary number of maps, graphs, pictures etc…..

- Work Book should help a child to do exercise given in the textbook.

- Work Book should be prepared to act as a self learning material.

- It encourages learning by doing.

- It fix the homework of the students.

- It will help proper utilisation of leisure time.

- It will enhance the interest and imagination of the students.

- It encourages self learning of the students.

Demerits:

- Sometimes workbook will result in wastage of time.

- In some school teachers are concentrating on work books and it will hinder other activities of the curriculum.

- It provide ready made answers for texual problems.

Hand book:

- Hand books in schools are intended to help the teachers of social studies.

- They are prepared by educationalists, experts and teachers together in workshops conducted by academic bodies.

- Hand book provides necessary guidelines for effective instruction of social studies.

Elements of a Hand book:

- The theoretical background of the social studies curriculum and teaching.

  Comprehensive view of major theories and practicals related to social studies

  Curriculum must be illustrated in a hand book.

- Objectives of each unit in the textbook.

  Curricular objectives should be clearly stated in a hand book.

- Prerequisites for each unit in the textbook.

- Content analysis.

  Textual content will be analysed thoroughly in a hand book.

- Learning activities.

  Suitable learning activities for each topic in the textbook should provided in Hand book.

- Evaluation.

  It clearly suggest the ways to evaluate students outcome.

- Diagnosis and Remediation.

  It should provide opportunities to diagnose the difficulties of the students.

- Plan of work of the year

REFERENCE MATERIALS AND SUPPLEMENTARY READINGS

- Reference materials are various sources that provide background information of quick facts on any given topic
- It provide the latest and rare information.
- These will lend a sense of reality to facts.
- It is beneficial for students to achieve their educational outcomes
- It provide well reached information of a topic on a large subject area

Types of Reference Materials

- Encyclopedias
- Atlases
- Gazetteers
- Pamphlets
- Dictionaries
- Brochures

Supplementary reading materials

Supplementary reading has great potential for effective social science teaching and learning

- It must help to enriched the information already acquired from the textbook
- It should encourage the learner to gain acquaintance with related literature on the area concerned
- It make the pupils critically analyse the content
- It should help the learner master competencies for meaning full self study

Guidelines for making supplementary reading beneficial

- It should be done scientifically and without any element of compulsion
- The book for Extra reading should be inexpensive and easy to Obtain
- The language of supplementary reading material should be lucid and lively
- It should be suited to the mental capacity of the pupil

Various type of supplementary reading materials

- Play and poetry
- Magazine s
- Newspapers
- Travel accounts
- Historical fiction
- Biographies

Audio visual technology and mass media

The modern classroom is changing rapidly, and audio-visual technology is pushing that change forward, allowing teachers and students to connect in new, more effective ways.

AUDIO VISUAL AIDS IN SOCIAL SCIENCE

1. Television

- Educational television is capable of making available many needed and so far inaccessible learning experiences.
- It can use a variety of audio-visual aids, motion pictures, film-strips, slides, recordings, drawings, maps and other projected and non-projected aids can be demonstrated through Television.

- It can acquaint the children with past culture, history and social life
- Television can motivate children to learn social studies. The television programme has the total resources of the world outside the classroom to use in constructing programmes that are highly interesting and motivating.

2. Radio

- Radio supplements classroom instruction and widens the general knowledge of the pupil and the teacher.
- Radio enables the students to listen to the expert, the historian, the author, the scientist and the first rate teacher.
- It reflects on the spot current events.
- Radio gives the pupils a sense of participation by presenting significant events as they unfold.

3. **Computer**

- Using the computer to obtain needed information or to retrieve information stored in the computer. There is a growing number of collection of data, known as 'database ' many of which are relevant to social studies.
- Using the computer to practice and apply social studies skills such as map reading, graph reading, chart interpretation, thinking and problem solving.
- Using the computer for specialised presentation such as simulations, decision making situations, analysis of given data, interpreting information needed to solve a problem or a series of related problems.

Internet

- The Internet is a global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link several billion devices worldwide.

- Email is an important communications service available on the Internet.

- The electronic mail service enhance the communication and global perspectives of the students.

- Thousands of news groups such as topics including social studies, recreation and politics are available in the Internet which can enrich social studies learning.

- Vast number of articles, database and other information from Internet and virtual libraries can be copied from one machine on the Internet to another.

Video conferencing

- Educational video conferencing is a valuable medium in social studies instructions.
- Most essential part of video conferencing is a good quality audio to help immediate interaction among the participants for information exchange.

4. Tape recorder

- The tape recorder, with its ability to record both pupil activities and outside sources, makes the scope of listening activities in the social studies even wider.
- Recording may be made of children's work, speeches of famous people, school visitors, travelling and radio programmes.
- Tapes can be easily be made and used.

Projected aid

Films in social studies

- The cause of their effectiveness in portraying action, motion pictures are used extensively in the social studies classes.
- The educational films make the concept more clear, durable and realistic.
- They can present abstract and abstruse problems of life and nature in concrete reality, illuminate the hidden meanings of events and mysteries of nature, reconstruct history in a short mirror of life.
- Motion pictures bring the past, the distant to the classroom. It can bring the whole world to the classroom.

Community Resources for Social Studies

The community can be a Social Studies laboratory where geographic, historical, economic, and other concepts concrete, seeable, and tangible resources which are extremely 'dynamic' interesting and meaningful for the teaching of Social Studies. A school cannot remain an 'ivory tower'. If we are to have "school without walls" extensive and critical use must be made of community resources.

"Community resources help in extending the classroom into the community in order to give all the children increased experience with real things related with the curriculum plan"

-Wittich and Schuller-

Types of Community Resources

Michaelis (1972) listed following community resources in his Social studies for children in a democracy.

- Study or field trips (Industries, Museums)

- Field studies (Housing, pollution, transportation)

- People to interview (Travelers, police)

- Resource visitors (panel, individuals)

- Service and other organizations (Red cross, clubs)

- Local current events (Campaigns, drives)

- Recreational resources (Parks, Museums)

- School Resources (collections, teachers)

- Publications and visual media (Newspapers, bulletins)

- Television, radio (Travel programs, news)

Methods of Utilizing Community Resources

There are basically two ways

1. **Taking the School to the Community Schools can be brought to the community**

a) **Field Trips.** Field trips to places of civic, cultural, geographical and social places are very helpful in integrating classroom instruction, stimulating imagination and learning by

providing sensory perceptions, seeing life vividity, learning in the art of living with others and expanding emotional and intellectual horizons.

b) **Community Service:** which includes cleanliness of the community, attending on the sick, social service in fairs, planting of trees, digging of manure pots, making of drains.All these activities help in developing a sense of dignity of labor, fellow-feeling etc.

 c) **Social Survey Clubs.** Social survey clubs should be organized in schools which could undertake to investigate some of the crying needs and problems of the surrounding area. Eg: The condition of roads, the percentage of literacy, the drainage of the village, street or town etc. The study of the community will help much in the development of a child.

2. Bringing Community to the School

The following ways are used to bring the community to the school.

a) **Celebration of Festivals**. Attempts should be made to celebrate National Local, International days, birthdays of eminent personalities etc., in the school premises so that the parent may also be brought in to close content With the activities of the schools. Some of these festivals of which many people gather provide Opportunities of social service to the students and teachers and thereby help in a good relationship between the school and community.

b) **The School as a Social Recreational and Cultural Centre**. Most of the Village Schools are common meeting place for Villagers especially for planning and conducting

social service activities. School ground may provide to local community for playing and for older peoples for evening discussions

c) **Adult Education Centres**. The schools should become centres of adult education both in rural and urban areas.

d) **School Library**. Efforts should be made to extend the services of the library to the community by providing books to parents, availing library hours after and before school hours, or by issuing books to secretary of old students association, Who may act as librarian.

e) **Resource Visitors**. Interested members of the community engaged in various walks of life and professions, will be invited to the school from time to time to talk about their particular work, to show its place and significance in the life of the community, to discuss its difficulties as well as its rewards.

f) **Parent-Teachers Association**. There should be a parent teachers association in the school to co-operate in the common task of giving better education to child. Meeting with parents of particular class, inviting parents to witness training displayed by children, and participating parents in school programmes will help in bring the community to school. Parents may be associated in the management of schools also.

g) **Exhibitions**. On occasions like 'school day' an exhibition may be arranged for the benefit of the students and the public.

h) **Career Conferences**. Specialists in different fields may be selected from amongst the parents and their talks arranged on the various aspects of their occupations.

i) **Educational Conferences**. Educational conferences should be organized in which parents; teachers and representative of the education department participate. These conference help exchange of thoughts, opinions, experiences, stock taking of the past and plan for future.

SOCIAL SCIENCE LABORATORY

- Social science laboratory is a place pupils can go to learn social science.
- It should serve the purpose of a classroom, a library, workshop, an amateur theater, a student's club, a stock room, all combined in to one.
- The social science laboratory should be planned and organized in such a way not only for the purpose of furnishing motives and objectives to the social sciences

THE NEEDS AND IMPORTANCE OF SOCIAL SCIENCE LABORATORY

- Providing 'home their own' to teachers for developing enthusiasm for the subject

- Creating and maintaining an effective teaching-learning environment

- Providing a quick and ready functional environment by making available workroom for the students

- Introducing variety in teaching methods and facility aids readily and conveniently

- Saving energy and time in carrying around equipment such as charts, maps, models, pictures and projectors

ESSENTIAL REQUIREMENTS OF A SOCIAL SCIENCE LABORATORY

- Selection of proper site

- Proper infrastructure

- Seating arrangement

- Utilization of room

- Proper arrangement for the procurement, placement, upkeep and utilization of the materials

- Procurement of reading materials

- Construct committees comprising colleagues

EQUIPMENT OF A SOCIAL SCIENCE LABORATORY

Maps	Minerals,rocks,stones
Globes	Meteorological instruments
Timelines	Survey instruments
Models	Audio-visual aids
Charts	Reference books
Slide alum	Bulletin board
Flags	Coins
Goods	Stamp of different kinds
Agricultural products	Library resources

PLAN FOR SOCIAL SCIENCE LABORATORY

❏   Give out a general study guide

❏   Let pupils select activities

❏   Let pupils execute their plans

❏   Help, guide and supervise the pupils as they work

    --Observe pupils to diagnose

    --Show pupils where to find information

    --Clarify assignments

    --Suggest methods for attacking problems

SOCIAL SCIENCE MUSEUM

■ Social studies museum plays an important role in imparting instruction in social studies.

■ Organization of social science museum can be taken up as a co-curricular activity.

■ The museum as an instrument of popular education is 12th century phenomenon.

■ Secondary education commission (1952-53) emphasized the use of museums in the teaching of social studies.

TYPES OF MUSEUM

1. Public museum : containing different material or developmental stages of society or culture

2. Mobile museum : moving in a big truck or van to take it into different places or villages

3. Local museum : at state or district headquarters containing articles excavated from the area

4. School museum: containing articles prepared by students. School museum should have section for languages, social science and for physical and natural sciences

MATERIALS FOR A SCHOOL MUSEUM

The essential materials are as follows:

1. Historical- pictures of old monuments, ruins, sculptures, images of gods and goddesses, cravings, pottery pieces, coins, ancient books, costumes etc

2. Geographical-specimens of rocks, soils, seeds etc, are very useful. Pictures of dams, projects, mountains, rivers, oceans, maps etc can be shown

3. Civics or political-constitution, bill of rights, declarations, pictures of parliaments house, courts etc

IMPORTANCE OF MUSEUM

- The museum can procure and maintain various materials that could collectively museums can procure used in classroom teaching

- The teacher can take the students to the museum to observe relevant material if available before or after teaching a particular lesson

- It makes the teaching of social science lively and provides direct experience

- These throw light on political social cultural and artistic developments of different periods in different countries

- It helps to inculcate values such as national integration and international understanding

- It adds reality to teaching and makes children active. It encourages curiosity and self education

- It increase power for thinking and fosters imagination and creativity among students

SOCIAL SCIENCE LIBRARY

- The social studies, as an area of school curriculum, demand a lot of reading on the part of both teachers and the pupils.

- There is the utmost necessity for the provision of book as well as non-book resources for the proper teaching and learning of social studies

OBJECTIVES OF SOCIAL STUDIES LIBRARY

- To create interest in the subject

- To stimulate the students mind into a fine restlessness

- To develop in the student a critical attitude and a capacity for independent judgment

- To cultivate in the student a taste for extra reading

- To acquaint the pupils with the various forms in which social studies materials can be had

IMPORTANT LIBRARY MATERIALS

A. Book resources

In book resources we can include the following types;

1. Text books- the library should have a variety of most up-to-date text-books in different sections of social studies
2. Unit booklets- the booklets on variety of topics, ranging from family life and neighborhood to people of other lands and places, should be available in the library
3. Library materials- inspirational and imaginative literature, particularly tales of adventure, should appear prominently alongside books of information on children's hobbies.

Essay, biographies, historical series, animal stories…Etc are favorites with children

B. Reference materials

The library should be fairly well-equipped with reference materials-standard or conventional reference books and non-conventional reference books.

1. Conventional reference books include; dictionaries encyclopedias, yearbooks, atlases, maps, charts, manuals, handbooks…etc
2. Non-conventional reference materials consist of all other library books that may be employed for reference service of any other kind.

C. Non-book resources

The field of social studies is connected with happenings in the local community, the state, the native and the world.

The following non-book resources are;

1. Periodicals
2. Pamphlets
3. Newspapers

HOW TO UTILIZE LIBRARY RESOURCES

- The following guidelines will help the effective use of library resources
- Library instructions may be given in two ways individual or to groups
- Acquaint children with the use of card catalogue
- The librarian and the teacher should decide procedures suited to the need of their particular situation
- Assignment should be given in the form of problems
- Compel the pupil to investigate and examine multiple sources
- Teach skillful use of books and libraries

A CLASSROOM LIBRARY

- Reading material, whether printed or duplicated, should be readily available to pupils

- Collect all sort of pertinent reading materials; books, periodicals, pamphlets, brochures, duplicated materials, bound articles and clippings

SOCIAL SCIENCE CLUB

According to Maclean- "the club offer the pupil an opportunity for facilities which we does not have in the curriculum. The curriculum work is formal where as the club activities are informal"

- Aim of social studies is to develop democratic citizenship
- Students participation in social studies club is important element
- Provide direct experience to students
- Opportunity to identify their creative potential

Need and significance

- Self realization

- Generating genuine interest

- Utilize leisure time

- Inspire and energies the students

- Bring school to the society

Objectives

- Develop creativity

- Widen the outlook of students

- Develop interest in scientific hobbies

- Keep students in touch with latest developments

- Develop observation power

Procedure to conduct club activities

- Discussion of purpose

- Teacher pupil planning

- Executing the work

activities of the club

- Exhibitions

- Workshops

- Celebrating science days

- Collecting, mounting and preserving the specimens

- Discussion, Debates, Essay writing

- Field visits

MAP

- A map is a flat drawing of a place or a part of the world.

- Maps are flat representation of the earth's surface which conveys information by means of lines, symbols, words and colors.

TYPES OF MAPS

There are different types of maps as follows;

1. Political maps: It is one that shows the political features of a given areas. The features can include things like boundaries, countries, states, provinces, cities, towns, major highways and byways…etc

2. Physical maps: It is a depiction of the geographical features of an area. The features like mountains, lowlands, rivers, oceans, lakes…etc

3. Climate maps: It is a depiction of prevailing weather patterns in a given area.

4. Population maps: Maps that show the location and pattern of settlement of the population, its composition and reproduction, its migration; and its socioeconomic characteristics.

5. Economic maps: Maps are illustrates various economic activities or phenomena that take place in a particular area.

6. Historical maps: Maps are depicting a specific historical periods, events, dynasties area, territorial change…etc

7. Travel maps: Maps primarily displays trade routes, roads, railroads, air routes.

ESSENTIAL ELEMENTS OF MAP

Different elements of a map play an important role in describing map details. The essential elements are following;

1.The title

- The title of a map is one of its vital features.
- It is the keyword that grabs the reader's attention.
- The title of maps should show on the top of the map.

2. Symbols

- The key clues us to the meaning of the symbols and is essential for our interpretation.

3. The scale

- The scale of miles or kilometers on maps may be expressed graphically by a line divided into segments labeled with miles or kilometers, as a statement or as a ratio.

4. Direction

- Direction is show on a map by using a compass rose.

- Direction i.e. East, South, West, and North should be indicated on maps.

5. Grid system

- Plan grid systems are used for maps.

- In order to make it easy to indicate the location of places on maps and globes, cartographers have created grid system.

- The grid most commonly recognized by adults consists of longitudes and latitudes.

EDUCATIONAL USES OF MAPS IN SOCIAL STUDIES

- Land and water forms

- Relief features

- Direction and distance

- Economic information

- Social data

- Political information

- Scientific information

- Human factors

PURPOSE OF MAPS

- To shows locations

- To show size, shape, distances, and area

- To show slope and elevation

- To show distribution of phenomena

- To give a picture of places

- To motivate and create interest

- To show the arrangement of natural and other features

- To show relationships

- To illustrate the effect of events

- To orient the pupils to a desired direction in place sense.

EFFECTIVE USE OF MAPS

- Maps should not be over crowded

- Involve pupils in preparation

- Use more outline maps and develop content as lesson proceeds

- While the maps are presented in the class, the pupils should have their own maps to work on

- Maps should be unusual enough to arouse students interest

- Maps should be both accurate and up to date

- Make sure that the pupils understand the symbols of the map

- Maps should be used in appropriate time

GLOBES

- The globe is the most accurate representation of the earth's surface.

- A model or three-dimensional representation of the earth on a very small scale.

TYPES OF GLOBES

1. Physical globes
2. Political globes
3. Physical political globes
4. Special purpose globes
5. The slated outline globes

PURPOSE OF GLOBES

- Easy for teacher to make the students understand that the shape of the earth is not flat but spherical

- A globe mounted on a proper stand can provide the idea that earth is not still but moves around the sun while rotating on its own axis

- Helps in understanding the fact that water occupies more space on the earth than land

- Globes provide valuable help in making the students understand the various abstract concepts and facts related to the subject social studies

- Globes provides sound means to illustrate topics like man's exploration and discovery on the earth, world's means of transportation, and various other things needs to show space relationships on the surface of the earth for the teaching of history, geography, civics, economics, political science and international

EFFECTIVE USE OF GLOBES

- Every teacher must try to acquire good basic understanding of various types of globes, their unique features and their specific use for carrying out the relevant instructional activities
- Known to be the only correct map of the world
- Proper attempts should be made to teach the children the meaning of lines, symbols, colors and various other things, directly or indirectly related with the understanding and acquisition of the desired information through globes
- The factors like simplicity, accuracy, coloring and visibility should also be taken care of while making selection and use of a globe
- Globes used in combination with some other effective and relevant aids like pictures, texts and reference books, maps, atlases, slides, films, field trips, bulletin board displays, etc.
- Teacher should try to make use of all such media and activities.

TIMELINE

- A timeline is a display of a list of events in chronological order.
- In social studies, a lot of the information you read about is in chronological order, or starting from the earliest event up until the most recent.
- Timeline are a good way to present this information visually.
- Timelines include multiple events organized in the order that they happened.

DIFFERENT KINDS OF TIMELINE

1. Progressive timeline
2. Regressive timeline
3. Pictorial timeline
4. Comparative timeline

USES OF TIMELINE

- Timelines are often used in education to help students and researchers with understanding the order or chronology of historical events and trends for a subject.

- When showing time on a specific scale on an axis, a timeline can be used to visualize time lapses between events, durations (such as lifetimes or wars), and the simultaneity or overlap of spans and events.

IN HISTORICAL STUDIES

- Timelines are particularly useful for studying history, as they convey a sense of change over time.

- War and social movements are often shown as timeline.

- Timelines are also useful for biographies. examples include:

        -timeline of the civil rights movement

        -timeline of imperialism

        -timelines of World War 1

STRENGTH OF TIMELINE

- Organization

- Illustration

- Ease of use/ simplicity

- No specialized training or education required

- Cost- efficient

WEAKNESS OF TIMELINE

- Sensitive to unknown information

- Analysis dependent upon human decisions

- Time-consuming

2 Mark Questions & Answer key words

1.mention any four types of community resources used for social science study ?

2.point out the major objectives of forming social science club?

3.What is a social studies textbook?

4. What are the audio visual aids used in social science classroom?

5.what is economic map?

6.what is timeline?

7.explain glob

8.what is supplementary reading meterials?

9. List out four qualities of the work book.

10. What is work book?

4 Mark Short Essays & Value Points

1.what you mean by community resources?illustrate with example.

2. Community resources play a vital role in the social science study.substantiate ?

3.what are the purpose of social studies textbook?

4.How to use social studies textbook effectively?

5.Briefly explain he elements of maps

6.point out the purpose of map

7.what are the effective use of maps

8.how to utilize library resources?

9.give a short note on importance of museum

10.Briefly explain the guidelines for making supplementary reading meterials?

11. What is hand books? Explain varios elements of the hand book.

12. List out the merits and demerits of the work book.

10 Mark Essays & Value Points

1. Define social studies text book?

2. How to use sociaa studies text book in primary, secondary, higher studies? Substantiate.

3. discuss the purpose and effective use of maps

4. compare the purpose of social science library and laboratory

Unit 4

Models of Teaching in Social Sciences

Group Members

1. Shamna
2. Vipin
3. Sharin shahana EV
4. Varsha

Models of Teaching

Introduction

- What you mean by a model?
- Model of a Tajmahal ie the exact replicaof the original
- Model- ideal figure of behaviour(Teacher as a role model)
- Classroom teaching is selection ,sequencing and structuring of content and transaction of the same to the student.
- Learning is considered as the expected end result of teaching.
- As a teacher to direct and stimulate student learning and show the student how the materials are organized.
- A model of teaching impart those tactics, techniques and strategies to the studnts.
- A model helps them to learn how to learn.

- Specific instructional strategies
- Intends specific outcomes
- Based on a particular psychological theory
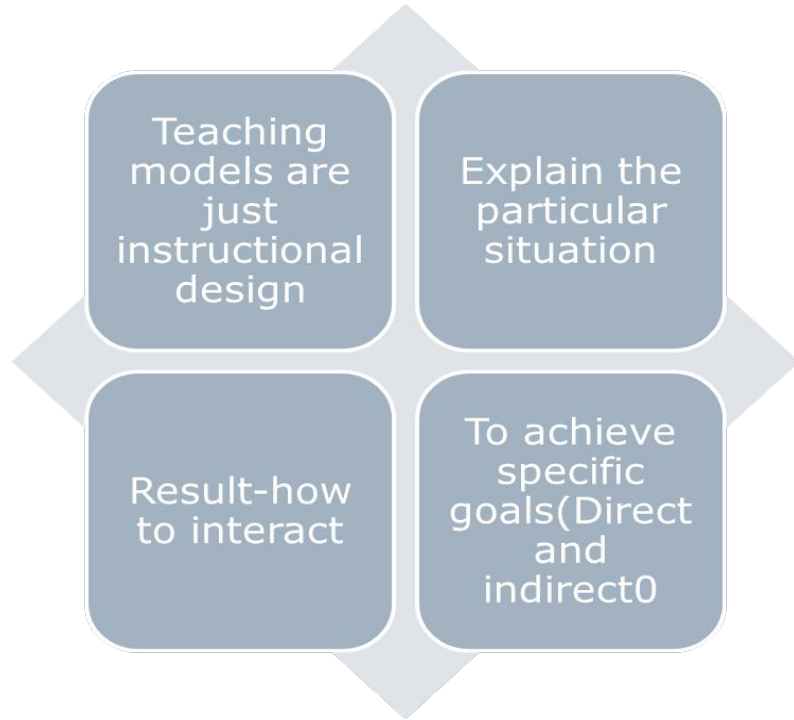
Definition

Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact such a way that specific change occurs in his behavior.

(Joyce and Weil)

Models are prescriptive teaching strategies designed to accomplish particular instructional goals.
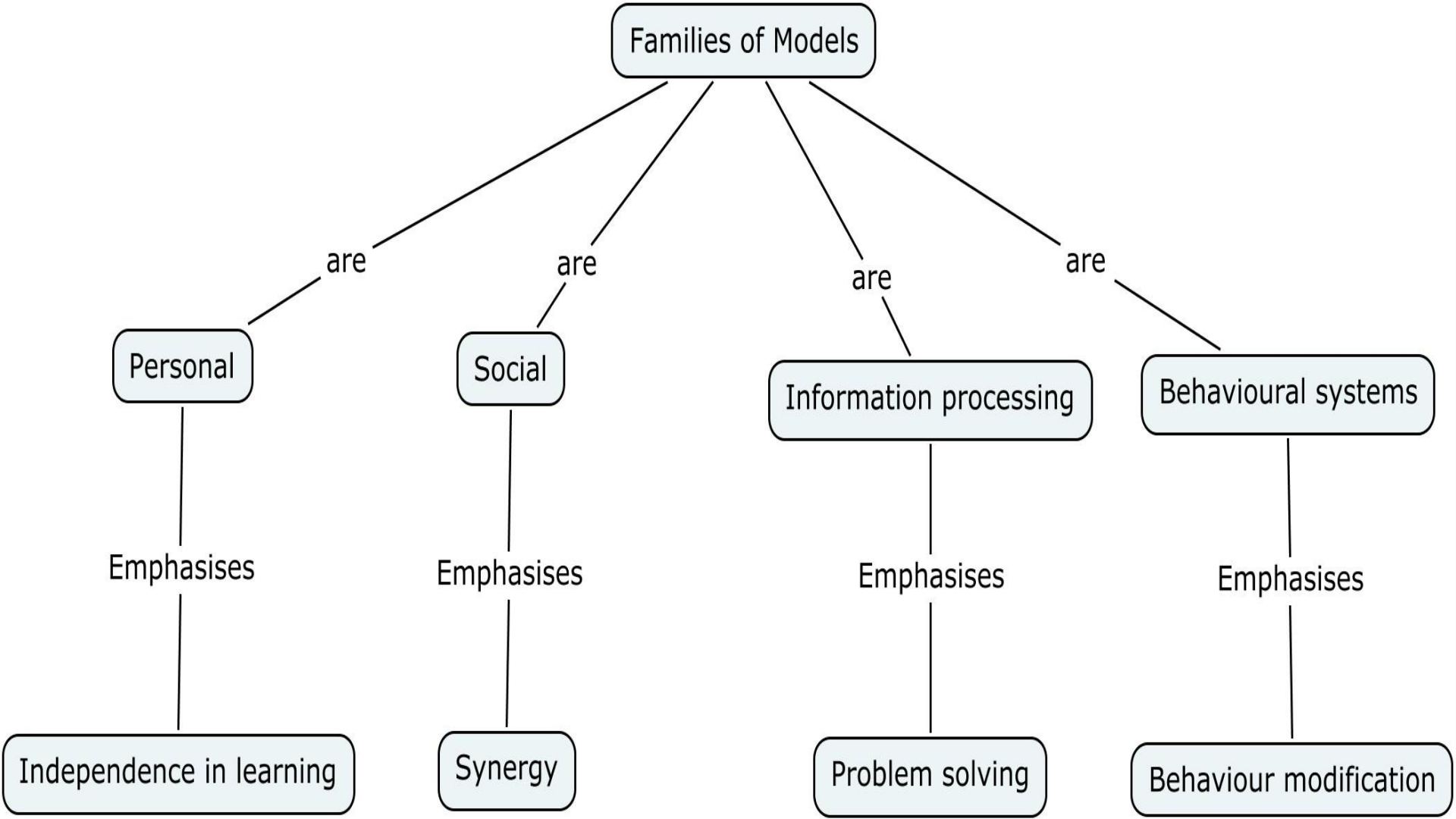
(Paul D Eggen)

Families of Models of Teaching

Four major families

A family is a group of teaching models having the same theoretical foundation and orientation

1. **Social family**
2. **Information processing family**
3. **Personal family**
4. **Behavioural systems family**

Families of Models

are — Personal — Emphasises — Independence in learning

are — Social — Emphasises — Synergy

are — Information processing — Emphasises — Problem solving

are — Behavioural systems — Emphasises — Behaviour modification

Social Family

- working together generates a collective energy called synergy
- Takes advantage of this
- Partners in learning – Johnson & Johnson
- Group investigation – Dewey, Thalen
- Role playing – Shaftel
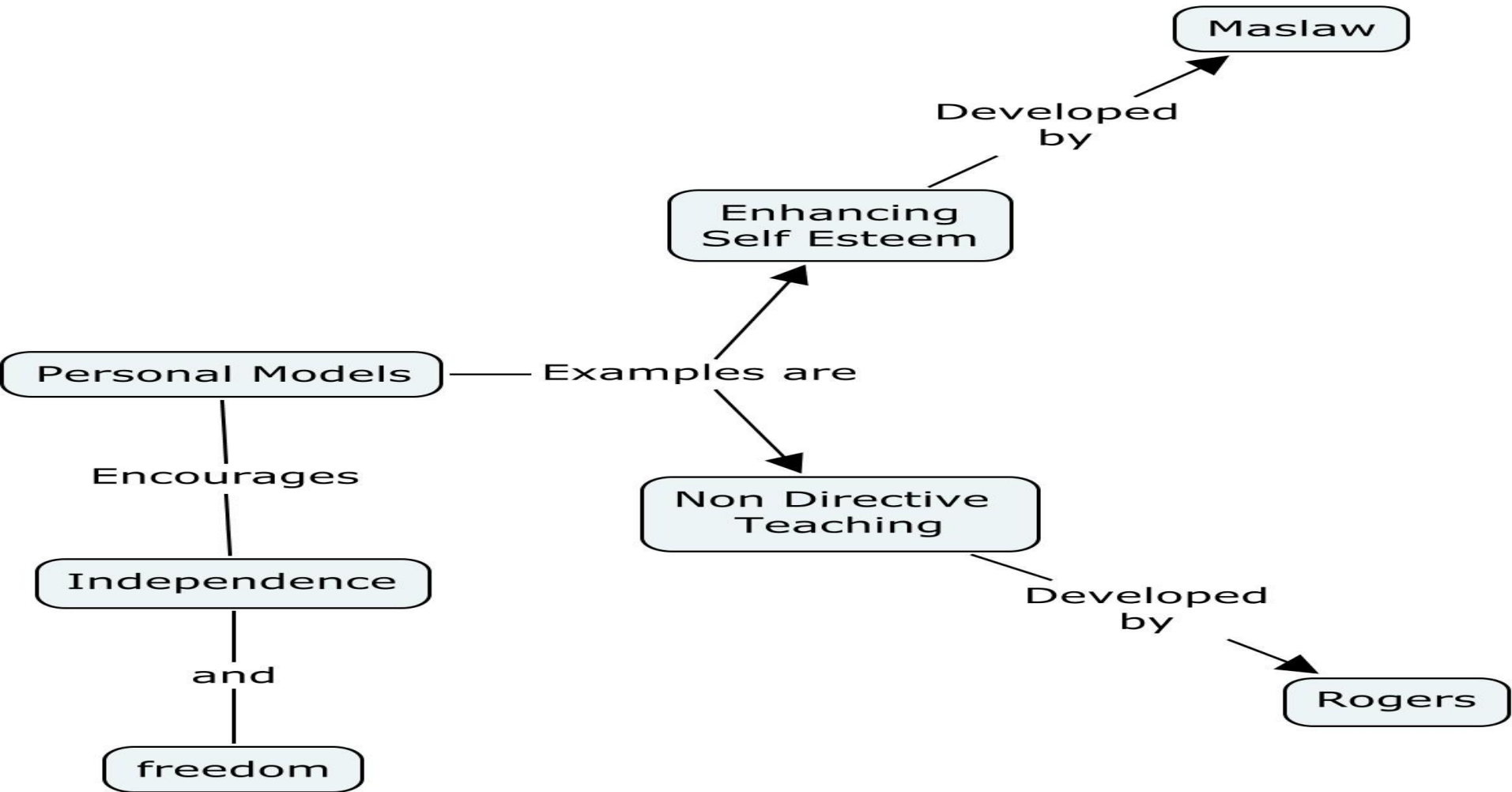- Jurisprudential Inquiry – Oliver & Shaver
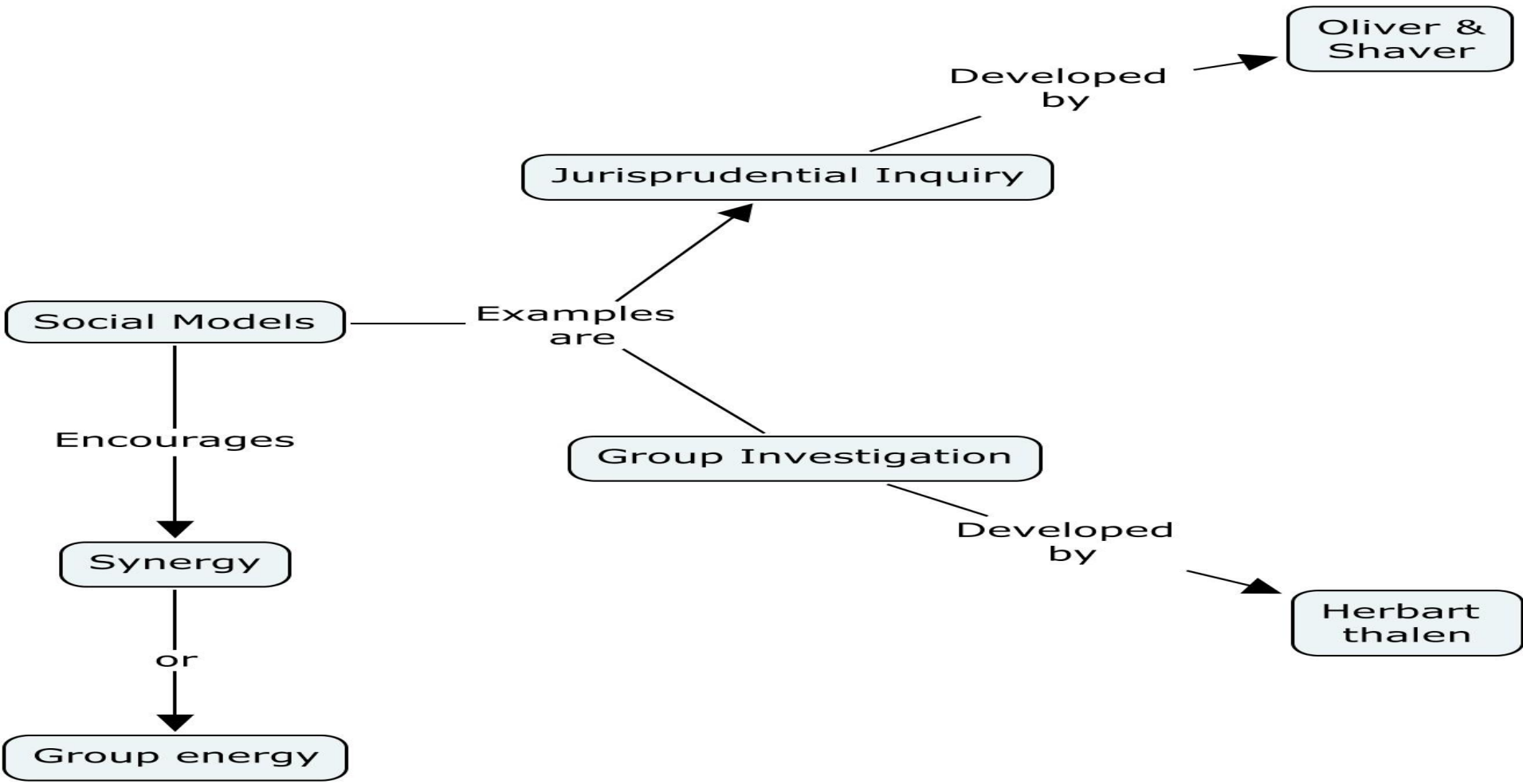
Information processing family

☐ Emphasizes cognitive aspects and problem solving

☐ Sensing problem and generating solution

☐ Inductive thinking – Thaba

☐ Concept attainment – Bruner

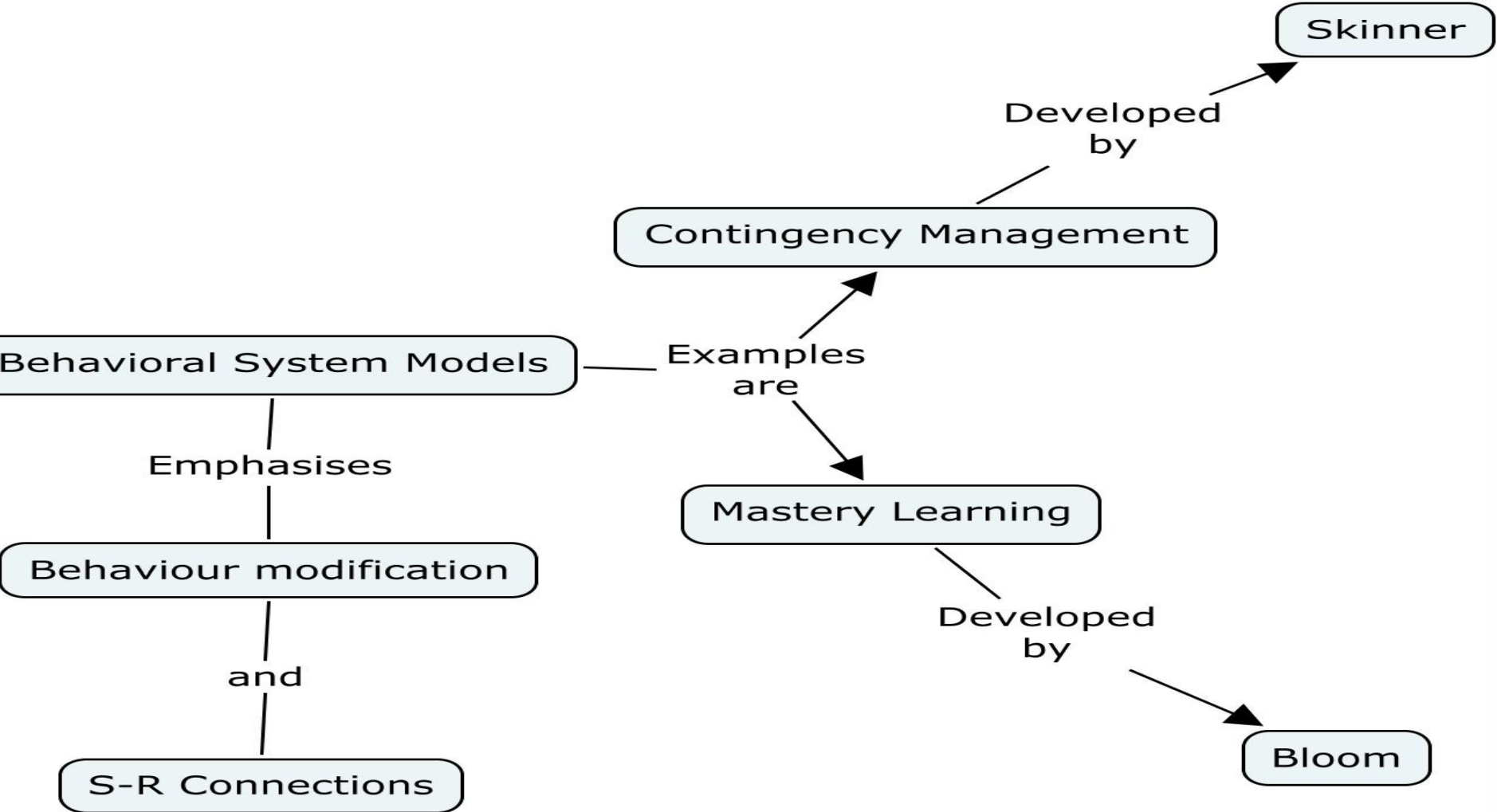☐ Advance organizers – Ausubel

☐ Scientific inquiry - schwab
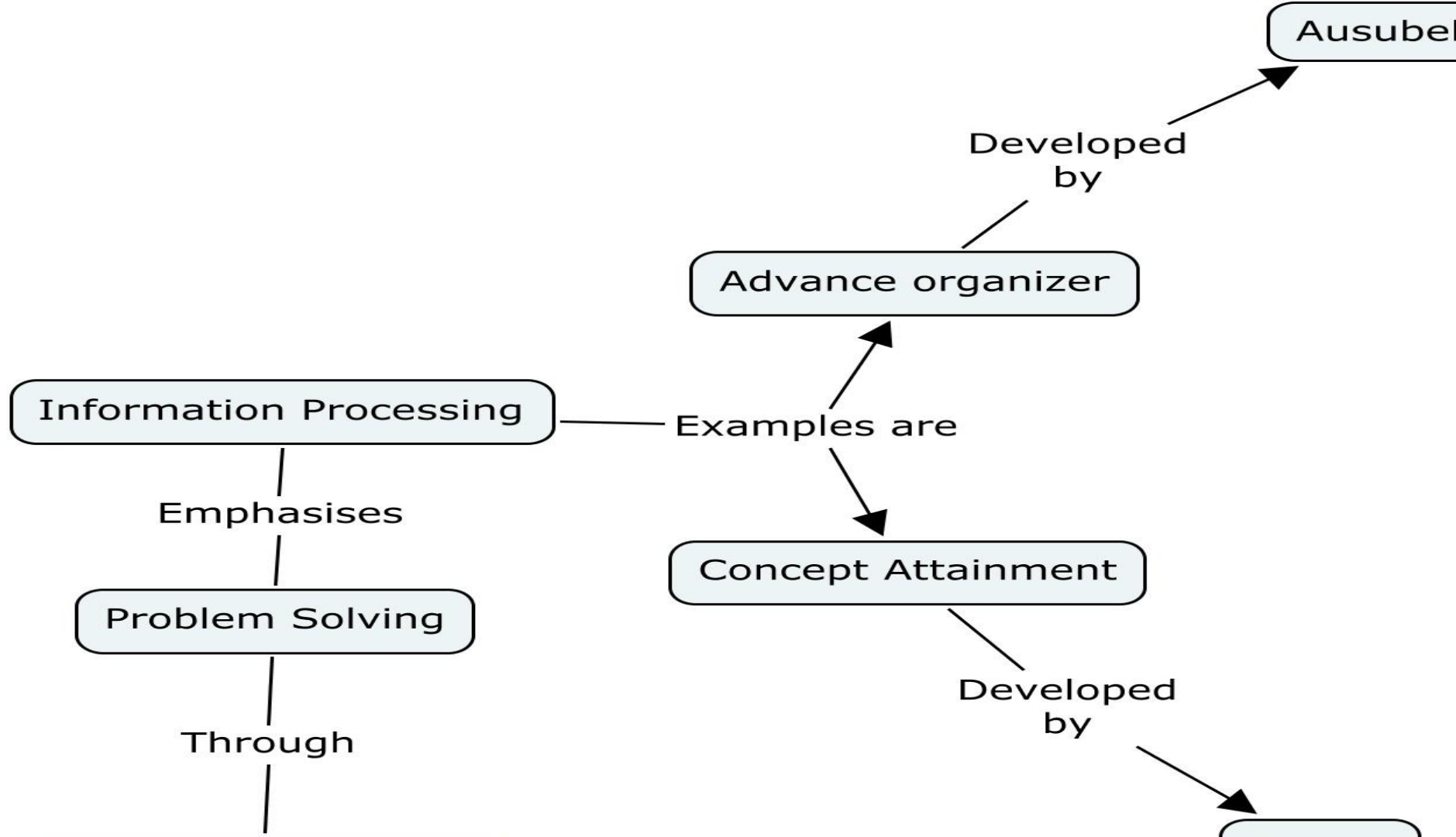
Personal family

- ☐ Encourages individual perspective and independence in learning
- ☐ Uniqueness
- ☐ Purposeful
- ☐ Non directive teaching – Rogers
- ☐ Enhancing Self Esteem - Maslaw

Personal Models — Examples are — Enhancing Self Esteem — Developed by → Maslaw

Personal Models — Examples are — Non Directive Teaching — Developed by → Rogers

Personal Models — Encourages — Independence — and — freedom

Behavioural system family

☐ External behaviour modification is the key term
☐ Concentrates observable behavioural patterns
☐ Mastery learning - Bloom
☐ Programmed learning – Skinner
☐ Contingency Management - Skinner

Behavioral System Models

- Examples are → Contingency Management — Developed by → Skinner
- Examples are → Mastery Learning — Developed by → Bloom
- Emphasises → Behaviour modification — and → S-R Connections

Elements to describe Models of teaching

1. **Syntax** – phases or steps in a model

- It describe Model in action
- It include Sequence of activities
- It include the sequence of steps involved in the organization of the complete programe of teaching

2.**Social system** – structure of learning environment

- Roles and relationship of teacher and students
- High, moderate and loose
- It is the nature of environment of the classroom
- The leadership role of the teacher vary greatly from model to model

- Some models the teacher is the centre of activity(highly structured)
- Some models distribition of activity equally between teacher and students (Moderately structured)
- Student is the centre of activity(Law structured)

3. **Principles of reaction** – rules to be followed in the class room

- How to respond to what the students does
- Teachers reaction to the students response

4.Support system – additional requirements for teaching beyond human skills
- Eg; Film,aids

Syntax

Support system

Elements of a model

are

are

are

are

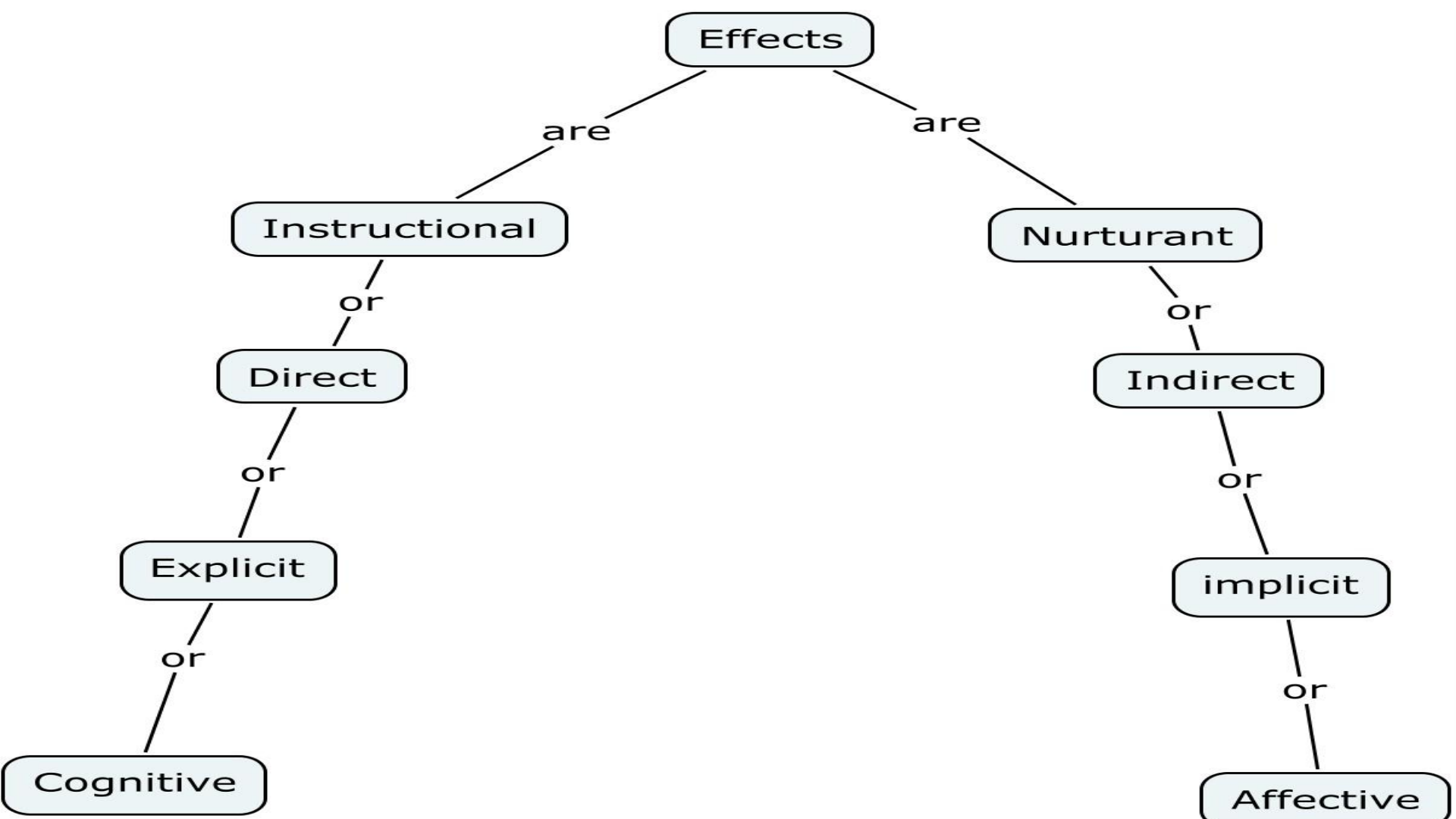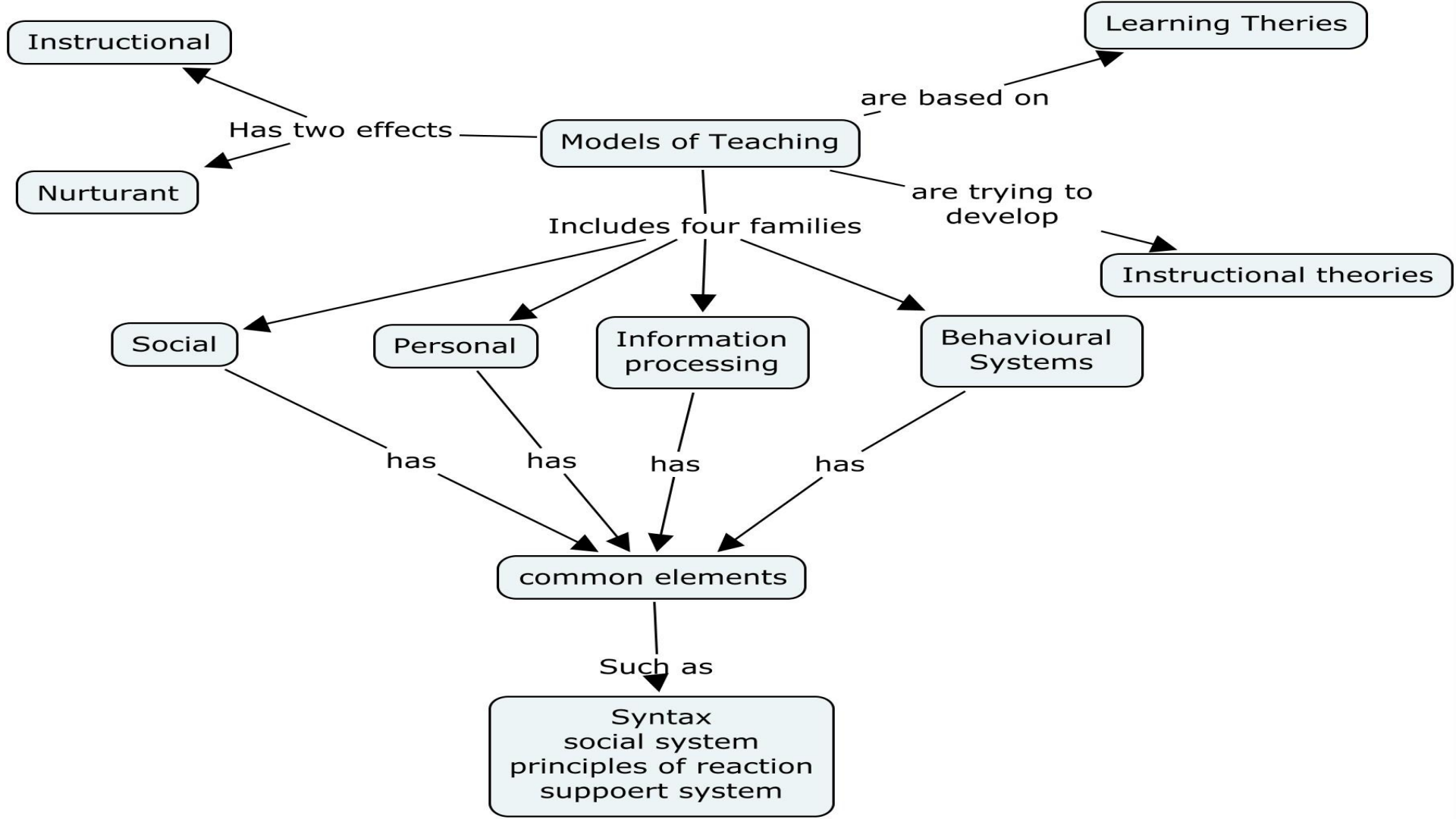Social system

Principles of reaction
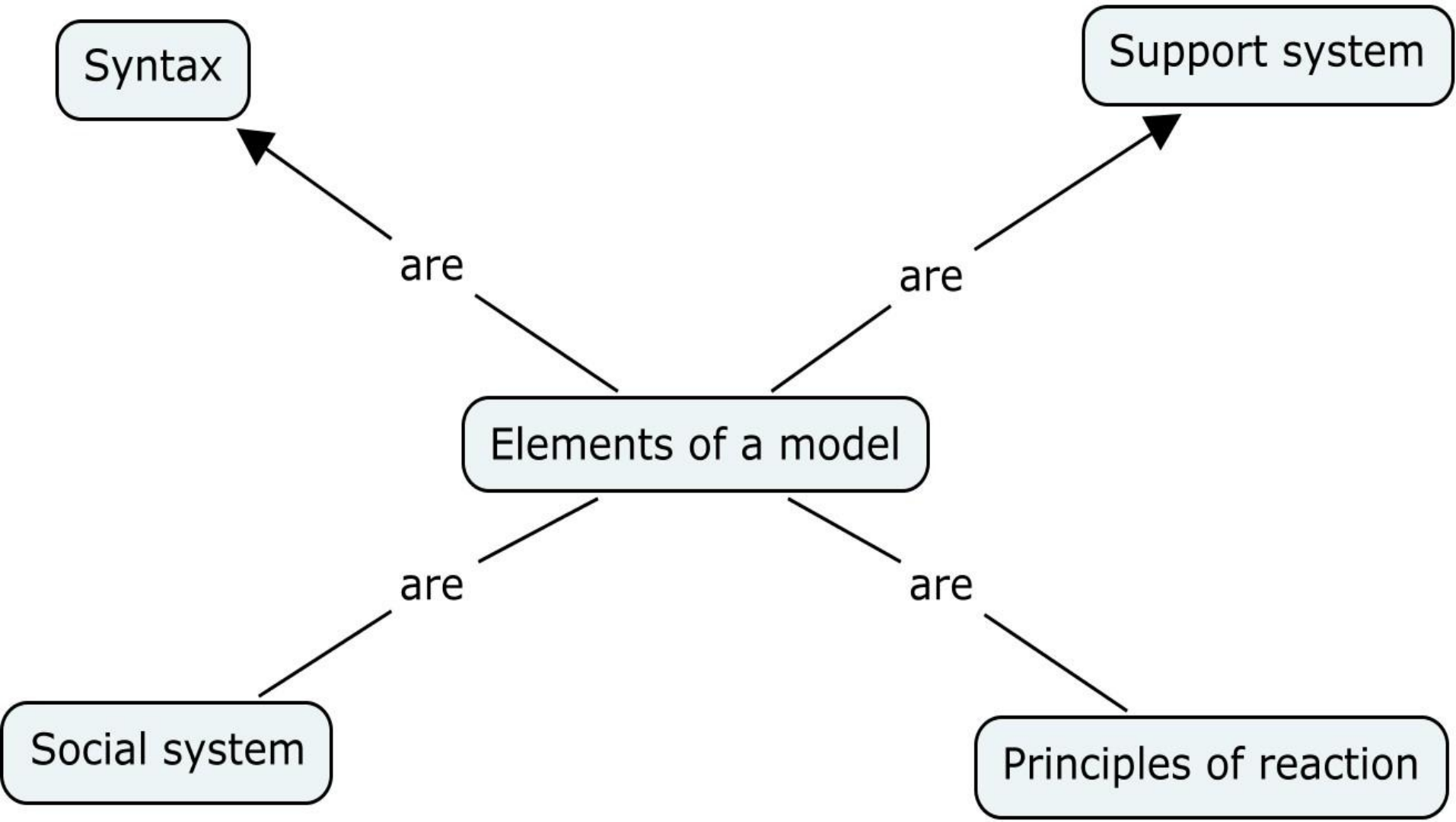
Instructional and nurturant effects

- Instructional effects – direct or explicit outcomes
  - Cognitive
- Nurturant effects – indirect or implicit effects
- affective

Concept Attainment Model

☐ Concept meaning:

- A concept is a mental imagery of category of objects that share common characteristics and these common characteristics distinguish the objects from other objects

- This model comes under the information processing family

- To enhance the thinking skills of learners.

- This model is developed by Bruner (1966).

Elements of concept

☐ Name – term given to the concept

☐ Exemplars – instances of the concept

☐ Attributes – characteristics of the concept

☐ Attribute value – accepted range of attributes

☐ Rule – definition of the concept

☐ Name. It is the term given to a particular category of objects.

☐ Exemplars. Exemplars are the instances or examples of the concepts.

☐ Attributes. Attributes refers to the characteristics of a particular concept that helps distinguish instances of concepts from non exemplars.

☐   Attribute Value. Attribute value refers to the acceptable range for any given relevant attributes. This refers to the degree to which an attribute is present in any particular example. For some type of concepts attribute values are not a consideration.

☐   The Rule. It is the definition or statement specifying a concept
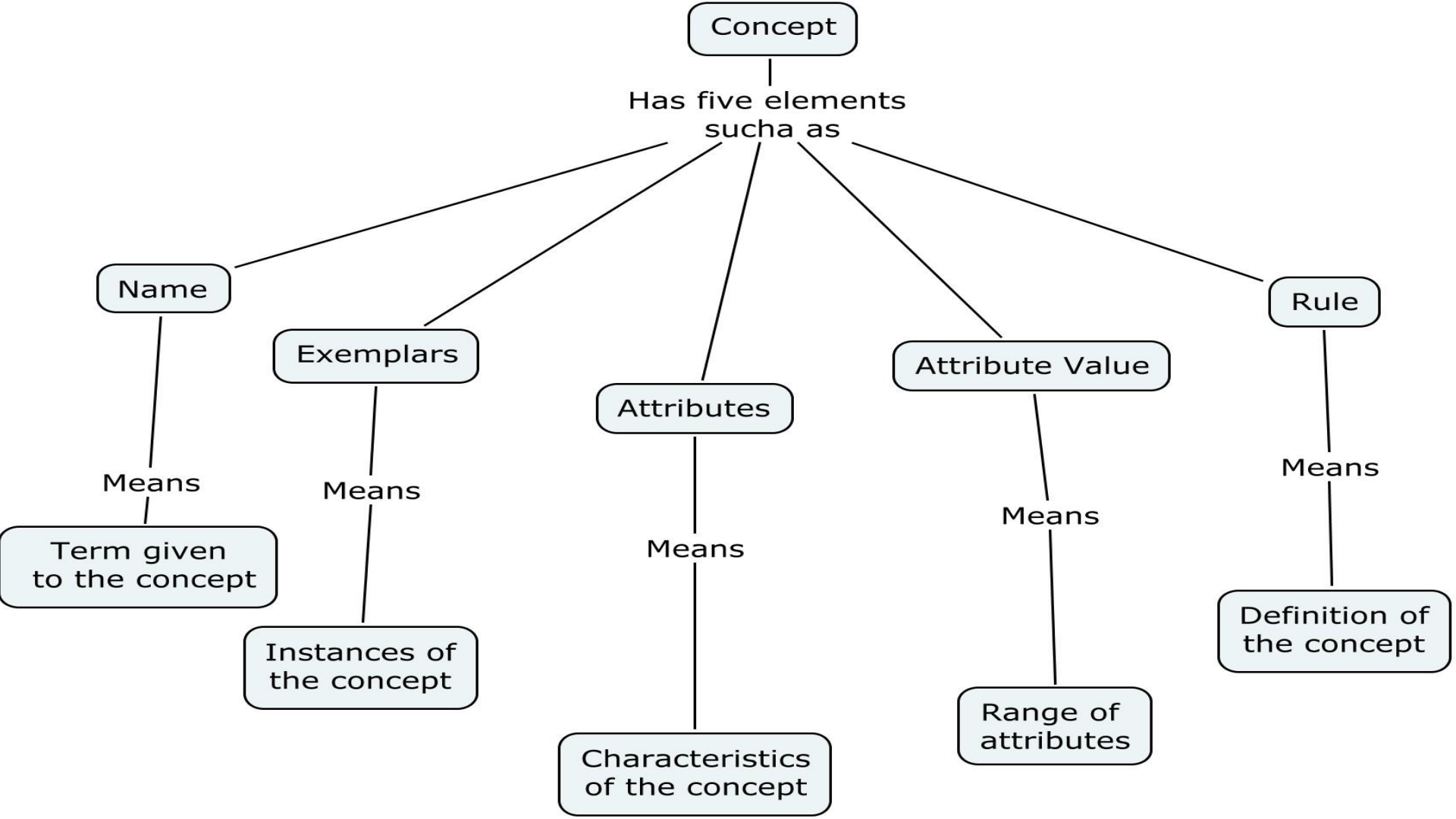
- ❑ Syntax
  - ■ Presentation and identification of concept
  - ■ Testing the attainment of the concept
  - ■ Analysis of thinking strategies
- ❑ Social system
  - ■ Moderately structured
- ❑ Principles of reaction
  - ■ Supports
  - ■ Helps in testing hypotheses

- ☐ Support system
  - ■ Creative environment
  - ■ Charts, blackboard, flash cards, etc.
- ☐ Instructional effects
  - ■ Understanding concepts
  - ■ Concept building strategies
  - ■ Inductive reasoning
- ☐ Nurturant effects
  - ■ Tolerance of ambiguity
  - ■ Awareness of alternative perspectives

- ☐ Support system
  - ■ Creative environment
  - ■ Charts, blackboard, flash cards, etc.
- ☐ Instructional effects
  - ■ Understanding concepts
  - ■ Concept building strategies
  - ■ Inductive reasoning
- ☐ Nurturant effects
  - ■ Tolerance of ambiguity
  - ■ Awareness of alternative perspectives
- ☐ Teacher presents Students compare attributes in positive and negative examples.
- ☐ Students generate and test hypotheses.
- ☐ Students state a definition according to the essential attributes.

Testing Attainment of the Concept

☐ In this phase teacher tests the concepts attained by the students using the

following strategies.

☐   Students identify additional unlabeled examples as yes or no.

☐   Teachers confirm hypotheses, names concept, and restate definitions according to essential attributes.

☐   Students generate examples.

Analysis of thinking strategies

☐ Students describe thoughts

☐ Students discuss role of hypotheses and attributes.

☐ Students discuss type and number of hypotheses.

☐ Students describe thoughts

☐ Students discuss role of hypotheses and attributes.

☐ Students discuss type and number of hypotheses.

☐ The three major functions of the teacher during concept attainment activity are to record, prompt, and present additional data.

☐ The structure of social system is moderate or highly structured.

- [ ] 3. Principles of Reaction
- [ ] During the teaching learning process, teacher supports the hypothesis formulated by the students.
- [ ] Teacher supports, students designing the hypothesis formulation.
- [ ] Teacher helps students to test their hypotheses.
- [ ] Students discuss and evaluate their thinking strategies with proper assistance of the teacher.
- [ ] Support System
- [ ] Creative Environment for attaining concepts.
- [ ] Flash cards, reference materials and black board may be used.
- [ ] Instructional Effects
- [ ] Understanding nature of specific concepts.
- [ ] Improved concept building strategies.
- [ ] Practice in inductive reasoning.

- ☐   Nurturant Effects
- ☐   Sensitivity to logical reasoning in communication.
- ☐   Tolerance of Ambiguity.
- ☐   Awareness of Alternative perspectives.

Jurisprudential Inquiry Mode (J I M)

- Donald Oliver and James shaver developed the Jurisprudential Inquiry Model to help students learn to think systematically about contemporary issues.
- It is high level model for citizenship education.
- As our society undergoes cultural and social changes, the jurisprudential inquiry model is especially useful in helping pupil rethink their positions on importent legal ethical and social questions.

This model involves some basic theoretical formulations

1. Socratic Dialogue
2. Public policy issue
3. A frame work of values
4. Definitional, values and factual problems
5. Balancing values.

The Models of Teaching

1. **Syntax**

   Through the six phases the model programmes

Phase I. orientation to the case

- Teacher tries to orient the students to the social casess by presenting the social matters andfactual details.

  1.Introduce meterials.

  2.Review fact.

Phase II.Identifying the issues.

- The factual information from the social order is synthesized in the from of social issues having public interest.

  1.synthesize facts in to a public policy issues.

Ffh2.select on policy issue for discussion.

3.Identify values and conflict.
4.Recognise underlying factual and definitional questions.

Phase III.Taking position.

- Students positions an examined further witjh regard to the violation of values or value conflicts.
  1.Articulato a position.
  2.state the basis of the position.

Phase IV.Exploring the stance.

- Students positions are examined further with regard to the violation of values or value conflicts.

FghEstablish the point at which value is violated.

1. Prove desirable or undesirable conseuences of a position.
2. Clarity the value conflict with analogies.
3. Set priorities

Phase V.Refinding and qualifying positions

- Everybody's position are to be ascertained on the basis of values.
- This leads to desired whether the positions are justifiable or not.

  1.stae position and reasons for position, and examine a number of similar situation

  2.Quality position.

Phase VI.Testing factual assumptions behind qualified position

- In this phase each position is clarified further on the basis of facts which support or not suport the position.

    1.Identify factual assumption determine if they are relevant.

    2.Determine the predicted consequences and examine their factual validity.

    2.Social system

- The model has moderate to high structure with the teacher initiating and controlling the discussion, however an atmospher of opennes and intellectual equality prevails.

2.Principles of reaction

- Maintain a vigorous intellectual climate where all views are respected and avoid direct evaluation of students opinion.
- See that issues are throughly explored
- Probe the substance of student's thinking through questioning and dialectical style
- Avoid taking a stand

4.Support system

- Source document that focus on a problem situation are needed.

Instructional Effects

- Frame work for analysing social issues.
- Ability to assume Role of the "Other".
- Competence in social dialogue.

Nurturant Effect

- Empathy/pluralism.
- Facts about social problems.
- Capacity for social involvementand desire for social action.

Effectiveness of Jurisprudential Inquiry Model of teachers on value inclination of school students.

1. Jurisprudential Inquiry Model (JIM) was significantly effective than conventional method in developing ability to identify issues pertaining to four values, namely, untouchability, scintific out look, citizenship, self-descipline and cooperation among students.
2. High intelligent students attained significantly higher scores than lowintelligents for the value of scientifics outlook.
3. Low socio-economic status students attained significantly higher score in comparison to high socioeconomic status students in case of value of citizenship.

2 Mark Questions & Answer key words

4 Mark Short Essays & Value Points

10 Mark Essays & Value Points

Unit 5
Evaluation in Social Science

Achievement Test

- An achievement test is designed to evaluate a unit during the teaching-learning process.

- It has a great significance in all types of instructional progress of the individual.

- It focuses upon an examinees attainments at a given point in time.

- A class room teacher depends upon the achievement tests for measuring the progress of his students in his subject area.

- It is very important that several educational and vocational decisions about students are taken on their performance in the achievement tests.

Definitions

1.According to **Thorndike** and **Hegan** "The type of ability test that describes what a   person   has learned to do is called an Achievement Test".

2.Gronlund observes an achievement test as "a systematic procedure for determining the amount a student has learned through instructions".

3.Wiersma and **Jurs** an achievement "is a measure of knowledge and skills in a content area"

Purpose of Achievement Test

1. To measure whether students possess the pre-requisite skills needed to succeed in any unit or whether the students have achieved the objectives of the planned instruction.

2. To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.

3. To identify the students' learning difficulties whether persistent or recurring.

4. To assign grades.

Characteristics of Achievement Test

- A good achievement test is tried out and selected on the basis of its difficulty level and power of determining.

- It should have a description of measured behaviour.

- It should contain sufficient number of test items for each   measured behaviour

- It should be divided into different knowledge and skills according to behaviours to be measured.

- It should be standardized for different users.

- It carries with a test manual for its administering and scoring.

- It provides equivalent and comparable forms of the test.

Uses of Achievement Test

1. It helps to get a better understanding of the needs an abilities of the pupils.
2. It helps to discover the type of learning experiences that will   achieve the objectives with best possible results.
3. It helps to evaluate the extent to which the objectives of   education are being achieved
4. To evaluate, to revise and to improve the curriculum in the light of these results.
5. The teacher will able to discover backward children and providing proper remedial instruction for their betterment.
6. The teacher will able to determine and diagnose the weakness   of the students in various subjects.
7. It helps the parents in recognizing the strength and weakness   of their children.
8. By studying the results of Achievement test the teacher will   able to determine whether or not the students are working at   their maximum capacity.
9. It helps to determine the general level of achievement of a   class and thus to judge the teaching efficiency of the teacher.

Construction of Achievement Test

There are several steps involved in the construction of Achievement Tests.

1.Instructional Objectives
- The first and the most important step in planning a test is to identify the instructional objectives.

- Each subject has a different set of instructional objectives.

- In the subjects of Science, Social Sciences, and Mathematics the major objectives are categorized as knowledge, understanding, application and skill, while in languages the major objectives are categorised as knowledge, comprehension and expression.

2.Design

- The Design specifies weightages to different (a) instructional objectives, (b) types (or forms) of questions, (c) units and sub-units of the course content, (d) levels of difficulty.

- It also indicates as to whether there are any options in the question paper, and if so, what their nature is.

- The design, in fact, is termed as an instrument which reflects major policy decisions of the examining agency, whether it is a Board or an individual.

3.Blue print

- The policy decisions, as reflected in the design of the question paper, are translated into action through the Blueprint.

- "A blueprint is a three-dimensional chart, showing distribution of questions reflecting numerical weightages in terms of emphasis to be given to different units, instructional objectives and forms of questions".

- The three dimensions of the blueprint consist of content areas in horizontal rows and objectives and forms of questions in vertical columns.

- Once the blueprint is prepared, the paper setter can select the items and prepare the question paper.
.
- It is at this stage that the paper setter decides as to how many question are to be set for different objectives.

WRITING DIFFERENT TYPES OF TEST ITEMS.

Normally a teacher can make use three different types of test items in an achievement test. They are

1. **Objective type test item.**
2. **Short answer type test item.**
3. **Essay type.**

Objective type test items

The new type tests are objective in nature. They provide a large number of short questions. Every questions has definite response in one word or in definite phrase or in a number. Objective test items may be classified into four.

1. **Multiple choice test items:** Multiple choice or objective response is a form

Of an objective assessment in which respondents are asked to select only correct answers from the choice offered as a list.

2. True - False test items: In this form of item,the respondent is asked to read a sentence and indicate in some specific manner suggested, whether it is true or false.

3.Matching type test items: This is modified version of multiple choice test items. A set of such problems are given against the answer with their order shuffled will be given as answer set. The respondent asked to find the correct answer of each item. Question set is known as premises and answer set is known as responses.

4.Completion type test items:A completion test requires a subject to supply the missing part of a sentence, a series or a graphic pattern.

ADVANTAGES

- Objective scoring.
- It save time.
- Its educative value is higher than essay tests.
- It is impartial.
- It take less time to answer.
- It requires minimum use of language.
- It gave satisfaction to the pupil.

DISADVANTAGES

- Difficult to construct.
- Fail to develop reasoning power.
- Encourage guess work.

- It do not encourage extra reading of books.
- It is not suitable for some subjects (English composition.).
- There is high cost of standardization.

Short answer type test items

Short answer type is between essay type and objective type test items. Short answers items can be answered by a word , phrase , number or symbol.

ADVANTAGES

- Very easy to construct.
- A relatively large portion of the content can be covered.
- Easy to mark and analyse the results.
- It is useful in evaluating the ability to interpret diagrams , charts , graphs etc.

DISADVANTAGES

- It is more subjective than objective type of items.
- Its excessive use may encourage a student to memorise facts and develop poor study habits.
- Mechanical scoring is not possible because of the subjectivity involved.

Essay type test items

An essay test consist of questions or instruction which require the examinee to compose a more or less extensive original written response. The examinee is allowed relative freedom in composing his response.

ADVANTAGES

- Easy to construct.
- It encourages good study habits in students.
- It is easy and economical to administer.
- It does not encourage guessing and cheating during testing.
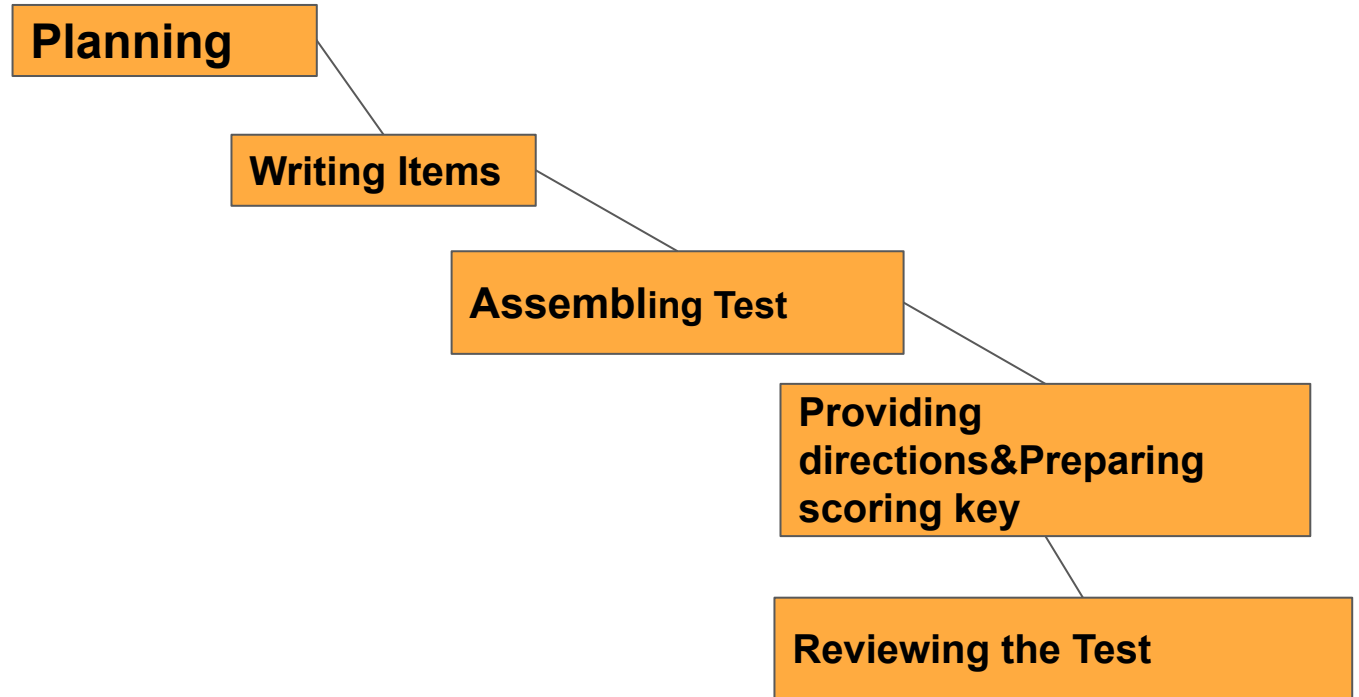- It reduce chance of copying.

DISADVANTAGES

- It dominate and distorts the curriculum .
- It hinders physical growth of students.
- It emphasises on cramming and rote learning.
- It has little incentive value.
- It emphasises on memory and writing speed.
- High validity and reliability can not be maintained.

DIAGNOSTIC TEST

- A diagnostic test is a test designed to locate specific learning deficiencies in a case of specific individuals at a specific stage of learning so that specific effort could be made to overcome those deficiencies

- It helps the teachers in identifying the status of learner at the end of the particular lesson,unit or course of learning as to what specific teaching or learning points have been properly grasped by the learners.

Preparation of Diagnostic Test

Planning

Writing Items

Assembling Test

Providing directions&Preparing scoring key

Reviewing the Test

Functions of Diagnostic Test

- To direct curriculum emphasis

- To provide for educational guidance of pupil

- To stimulate the learning activities of pupil

- To direct and motivate administrative and supervisory efforts.

Construction of Diagnostic Tests

Identification of the problem areas

Detailed content analysis

Listing all the learning points

Arranging the learning points in the logical sequences

Writing test item for each learning point

Clubbing the items around the learning points

Providing clear instructions

Preparing a scoring key and a marking key

Providing the time limit as required by individual students

Administration of the test

Administration of Diagnostic Test

- Win the confidence of the students and reassure them that test is to help them in improvement of their learning
- Administered in a released environment
- Students should not consult each other during the test
- If any student is not able to follow something, he should be allowed to seek clarification from the teacher
- The teacher may ensure that the students the test attempt all questions
- Time schedule should not be enforced strictly