APPENDIX - O

INTEGRATION OF TEACHING
SKILLS
UNIT SIX

Controlled Classroom Practice Teaching for Formation of
Teaching Patterns According to Classroom Conditions.
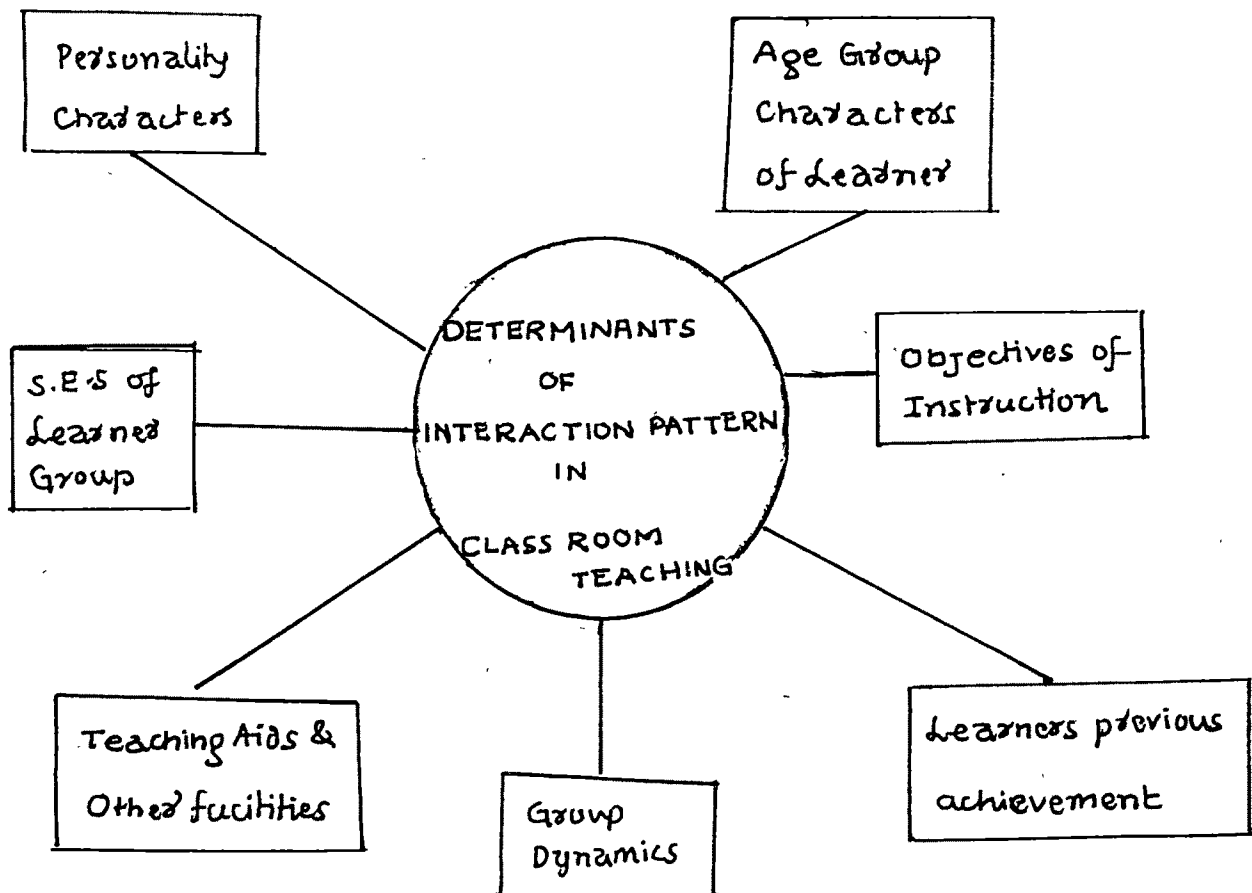

Synopsis :

1. Programme
2. Terminal Behaviours
3. Flow Chart
4. Instructional Material
5. Guidelines for Discussion
6. Exercise Material

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1. Programme :

   1. Reading Instructional Material
   2. Discussion
   3. Practice for Variable 1 : Student Achievement
                    Variable 2 : Classroom Facilities
                    Variable 3 : Student Grade Level

2. Terminal Behaviours :

   1. Student teacher will recall the variables that affect the
      learning by students during classroom teaching.
   2. Student teacher will reason out the relation between the
      variables and their impact on learning.
   3. Student teacher will frame learning experiences in accordance
      with the given classroom characters.
   4. Student teacher will change her teaching pattern according to
      the classroom characters for effective teaching.
   5. Student teacher comprehend the relation between classroom
      characters, teaching behaviour and learning achievement.

FLOW CHART

FIG: A-6

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CONTROLED CLASS ROOM TEACHING

Personality Characters

Age Group Characters of Learner

S.E·S of Learner Group

DETERMINANTS OF INTERACTION PATTERN IN CLASS ROOM TEACHING

Objectives of Instruction

Teaching Aids & Other facilities

Group Dynamics

Learners previous achievement

3. **Flow Chart :**

Instructional Material :
Controlled Classroom Teaching for Formation of Teaching Patterns to Classroom Conditions.

Prepared by Eknath Ekbote

Synopsis :

1. Difference between simulation teaching practice and real classroom teaching practice.

2. Conditions affecting teaching pattern :

   (a) Learners achievement

   (b) Socio-economical - cultural background of learner

   (c) Classroom Facilities

   (d) Learner's age and grade level.

   (e) Objectives of Lesson

The practice teaching during previous units is carried in simulation. The teaching is practiced concentrating on developing interaction style, use of blackboard, visual material and enquiry approach. With these abilities you will be able to teach effectively in classroom. However, there exist some difference between simulation practice and real classroom practice. These differences may create some ambugity in application of acquired competencies. The basic differences are, the real students will behave as per their age level, knowledge ability and comprehension ability, whereas the peers when act as student to the best of their ability will not be able to create real situation. You had choice of content as you desired, whereas in real classroom you have to follow the prescribed curriculum. The type of objectives to be achieved are to great extent set by the syllabus. The classroom facilities vary depending upon the financial resources the school has. The type of student group characters cannot be presumed as you desire, you have to depend upon what they are.

Whenever we enter classroom for teaching, we have major startegic plan in our mind. However, due to contextual needs as mentioned above, one may not be able to implement as one desires. The teacher has to appraise the given context and refix his stratagey. This requires ability in teacher to appraise the context, needs and relate the competency he has and apply with suitable changes. To achieve this one should know the effects of the variables that affect the classroom. For this understanding teacher should experiment his style of teaching with different classroom conditions.

As a teacher you have confronted with two problems. The first is to shift from simulated practice to real classroom teaching without loosing the competency gained and second is to apply the teaching competency you have suitably according to classroom

variations. To achieve this you have to practice in semi controlled real classroom and gradually shift to the reality. Following are a few guidelines that will be helpful to you in understanding some of the variables that affect classroom teaching behaviour.

1. <u>Learners Achievement</u> : Learner varies in his academic achievement. Depending upon the group's performance in previous year their response state varies in classroom. The learner achievement is related to their intelligence, study habits, group habits, etc. While teaching in schools, it is observable that some classes perform better compared to the other teachers usually opine in such cases that, in both the classes same teaching style will not do. The pattern of teaching has to change according to the level of their performance. The high achievers group usually grasp quickly, they will be active and highly participative in learning, they require more challenging experiences. In case they are not provided with rich experiences they will create indiscipline problems in the classroom. Knowledge level teaching will not very much interest them. They expect usually more than what a general group requires in learning. They draw attention of teacher to variety of instances through their extra reading and observations. For such classes, teacher should fix higher levels of learning, providing challenging activities, with additional activities along with the textual activities. In contrast to this the low achievers require fixation of graded objectives into small levels, comparatively longer duration of time, more number of examples and instances to clarify each concept. Their learning requires large number of audio-visual materials. The teacher has to consistantly act with them guiding by explaining, presenting in simple form through small sessions of discussions.

2. <u>Socio-economical and Cultural Background of Learner</u> : This factor refers to learner's home background. Parents with higher income, social situated at higher level and culturally sophisticated, forms one group. The other group will be poverty, deprived of social and cultural activities. There will be many family groups existing between these two extremities. This homebackground influences learner's character to a very great extent. Many of the adjustment problems of child are usually traced to his family problems. Depending upon their homebackground which is highly related to financing capacity of parents, they select schooling for child. Due to this reason, schools with more or less homogeneous social, economical and cultural backgound come together to form a group. Teaching pattern of teacher should be tuned according to the group he is addressing. Teaching is basically consisting of framing learning experiences and presenting them to students with proper media. The experiences that teacher frames should be interesting to the learner and to be interesting, the experience should have close relation to his personal experiences namely his society, his culture and his house hold material with which he interacts everyday. This is to say that the learning experiences framed for children coming from high income, social and cultural families require different set of learning, learning experiences compared to the child coming from

the lower level families. For instance the learning experiences of a high level family are centred upon his visits to different parts of India, his visits to different families along with his parents, his toys, electronic and other costly household materials and his familiarity with different communication media (TV, Newspapers, radio, computer, telephone etc.). The child coming from lower level families will have his interests related to working with mother and father in their daily labour, playing with games requiring no instruments, street games, and other experiences related to poverty based interpersonal transactions in his locality. Teacher has to closely study the group, and understand their background before framing learning experiences.

3. Classroom Facilities : Teacher while planning takes into consideration many facilities available for him during teaching like blackboard, charts, models, experimentation instruments etc. Incidentally teacher may not be able to get these facilities while he enters. Very often one finds that charts/models are spoiled and failures of electricity, in such conditions she can no more depend upon the planned experiences and teaching style she has pre set in her mind. In such incident she requires to change her mode of presentation. To change from a pre set style to the new style according to the changes in classroom conditions requires previous practice. During non-availabilities of facilities pre decided, makes teacher to depend much on blackboard work, to slow down concept development with many examples and instances familiar to students. He has to use more number evaluative questions internutantly so as to appraise her teaching. To teach in classroom with short of facility do not exist accidentally as said before, but some schools cannot afford. The knowledge of teaching, to change suitable depending upon the availability of facilities, will help to plan and teach for variety of classes.

4. Learners Age and Grade Level : From the study of child growth and development, it is understood that at each specific stage during the growth of child, he has unique type of characters and can comprehend and perform task to a certain level. More complex concepts and complicated tasks may not be learnt by the lower age and grade learner. The implication of this principle will be to vary the teaching pattern from lower grade to higher grade depending upon their age taking into consideration the developmental tasks. It is usually seen that some teachers are good at primary level teaching, whereas some at higher levels. This is due to their better understanding of a particular age group characters, abilities and their ease in framing suitable experiences and use of teaching styles. However, one should have an adaptive abilities to teach for different age groups.

5. Objectives : The type of objectives set for class determines the interaction style to be used. This is already experienced by you while teaching through enquiry approach. The higher order objectives involving analysis, synthesis, application abilities require large number of experiences, discussion oriented classes.

The lower order objective like acquiring knowledge can be attained by lectures and providing notes in short time. The psychomotor ability development requires longer session of exercises involving students actual performance, drill work and individualised guidance. Teacher has to select appropriate techniques of teaching depending upon the combination of objectives he has pre set.

There are many other variables of such kind like, location of school campus (Rural/Urban), the period alloted to teach (1st period/last period of school hour), language ability of child, sex of learner etc. All these variables are to be considered by every student teacher and experience their relation with teaching behaviours to be used during classroom teaching.

Teachers Manual   Discussion Session
                                               Duration : 60 Minutes

Guidelines for discussion on Instructional Material

1. Differences between real classroom teaching and simulated class practice teaching.

2. Variables affecting classroom conditions :
   - A few examples on each variables
   - Student-teachers experiences while teaching regarding variables.
   - Relation between variables, learning experiences and learning achievement.

3. Instruction for lesson planning

4. Instruction regarding school practice programme for controlled classroom practice teaching.

Students Manual

Controlled Classroom Teaching

Students,

You will be teaching in these session 'in real classroom but with certain variation. The detailed instructions are as given below.

1. You will be supplied with a time table about your teaching work of a week. Every student-teacher will be teaching totally. Six lessons, one on each day.

2. The time table will be given in pairs. In the sense two student-teachers together will have the same time table.

3. For first two days each student teacher pair will be given two classes one each on a day, for the same class.

4. You will be visiting the school and will select two different contents and plan independently.

5. On 1st day each one of you will be teaching half the class. For instance, if student teachers A and B together are given Monday, 1st period VIII B division, student teacher A will teach half the students in the 1st period retaining the student in the same class, whereas student teacher will take the rest half of the student into a vacant class and teach the lesson on he has planned. On Tuesday you will be exchanging the groups and once again teaching the same lesson.

6. For first two ee lessons, namely, on Monday and Tuesday you will be dividing the group into two sub-groups on the basis of their achievement ranks, which is obtainable from respective class teacher. This will ensure you that if you have taught on first day, high achieving group on the next day, you will be teaching low achieving group and vice-versa. This will provide you an experience of teaching two groups varying in their achievement, and keeping rest of the class room conditions same.

7. Since the two groups differ in their previous achievement, they need different set of learning experiences, eventhough the content is same.

8. For the next two days you will be dividing group randomly into two groups, wherein once you will be. teaching using visual aids and second time without visual aids.

9. For the last two days of the week, you will be teaching on one day to half the students of either 9th, 10th or 11th and the next day you will be teaching to half the students of 7th or 8th. The subject matter in terms of basic concept will be same. This will provide you an opportunity to experience of teaching similar content to two groups when they differ in .terms.s of their age, and grade level.

10. The feedback will be on the pair of lessons concentrating on the difference in two lessons and necessary charges that one has to make in teaching style.

Teachers Manual   Duration : One week

Controlled Classroom Teaching

Guidelines for organisation :

1. The student teacher should be provided with the time table at least a week before.

2. The time table should be arranged in such a way that student teacher will be able to get controlled classes as follow :

   (a) Practice teaching for a period in high achievers and
   (b) Practice teaching once in low achievers, maintaining all other variables constant.
   (b) Practice teaching for a period in class with all visual facilities and second time, teaching in class with no facilities except blackboard, maintaining rest of the variables constant.

(c) Practice teaching once in higher grade class and then 507 teaching some concept at **lower** grade class.

3. Student teacher may be asked to plan for differential teaching according to the variations.

4. The feedback should focus on the variation in interaction style required, and impact of variable involved.

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