PGDE 6362

Theory and Practice of Teaching

Arts and Social Science Teaching Methods

by

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Aim of the module

To equip PGDE students with basic and fundamental knowledge, skills and attitudes that enable them to teach effectively arts and social science subjects in the competency-based curriculum, recently adopted by the Government of Rwanda (GoR). Students will make lesson plans in their respective areas of specialisation and effectively deliver lessons through microteaching.

Content to be covered in the module

- Teaching / learning theories underpinning good teaching
- Teaching principles and methods
- Approaches to learning
- Foundations for quality teaching and learning arts and social science subjects

- Teaching techniques fostering learning centered pedagogy
- Planning for quality teaching / learning : Scheme of work and lesson planning in CBC
- Microteaching: Theory and Practice

Topic 1
Teaching and Learning theories

- **1.1 Behaviorism theory:** Learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus. E.g.:

Example: 2 + 4 = ? "6." Teaching here is linking the stimulus to the response.

1.2 Cognitivism theory:

Cognitive theories stress the acquisition of knowledge and internal mental structures . . . [they] focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. Learning is concerned not so much with what learners *do but* with *what* they know and *how* they come to acquire it.

Cognitive theories emphasize making knowledge meaningful and helping learners organize and relate new information to existing knowledge in memory.

- **1.3 Constructivism theory:** What a person knows is not just received passively but is actively constructed by the learner. Meaningful learning is the active creation of knowledge from personal experiences.

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What teachers do in constructivist classrooms?

They:

- ✓ seek and value their learners' points of view;
- ✓ pose problems and structure classroom experiences that foster the creation of personal meaning;
- ✓ don't provide everything, you incite learners to build knowledge;
- ✓ assess continually learning

1.4 Socio-cultural theory of Lev Semonovich Vygotsky

Vygotsky focused on a child not as an individual but as a product of social interaction, especially with adults (parents, teachers).

Principles:

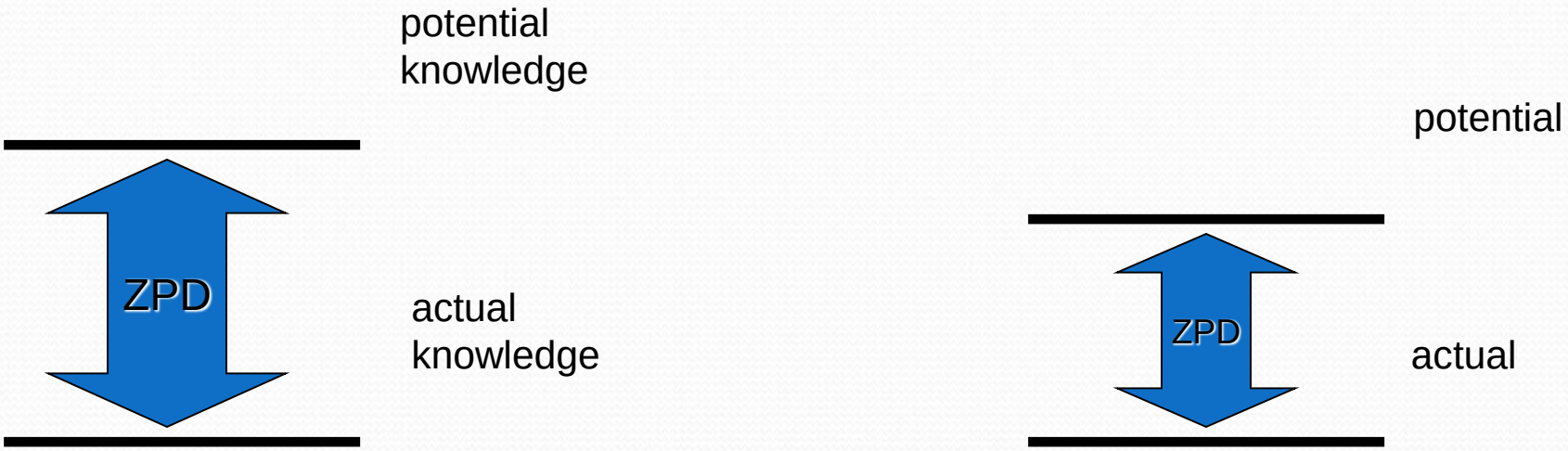
- Knowledge is constructed.
- Learning is mediated. Other people must interact with the learner using mediatory tools to facilitate the learning process

- Language plays a central role in mental development.
- Learning appears twice: first on the social level and then on the individual level; i.e. Between people (interpsychology) and inside the child (intrarpsychology).
- Development cannot be separated from its social context.

- Zone of proximal development (ZPD): the difference between what a child can do independently and what the child needs help from a more knowledgeable person to do.

Zone of Proximal Development

Distance Between Actual and Potential Knowledge



Two children with the same actual knowledge travel different distances to their potential knowledge; therefore different ZPDs

Topic 2: Teaching Principles and Methods

2.1 Teaching Principles

There are 7 main teaching principles:

- Motivation,
- Activity
- Concretisation,
- Progression
- Individualisation,
- Co-operation,
- Transfer

2.1.1 **Motivation**:

It is a "set of internal drives which lead someone to action". It is "a set of desires which will push a person to achieve a task or to satisfy a need".

Motivation can mean any emotional tension: feeling, desire, aspiration, tendency, etc. which is likely to start and support an action in order to satisfy someone's needs, etc.

Motivated learners develop behaviour which please the teacher:

- Learners are interested in what is being taught;
- They are constantly attentive;
- They put more personal efforts;
- They do not get tired and they never get discouraged;
- They learn quickly and understand better.

Generally, Psychologists distinguish between ***extrinsic and intrinsic motivation.***

An individual is **extrinsically motivated** when he/she executes what is being asked by another person or is pushed to do it by an exterior variable. Eg.: salary or rewards.

On the contrary, **intrinsic motivation** is inside the individual who gets his/her own pleasure from the execution of the task. Motivation is intrinsic when the individual « does something because he/she wants it. Eg.: I teach because I like teaching.

2.1.2 Activity

It is agreed that a person learns better if he/she is completely involved in an action.

The teacher avoids speeches.

Dewey emphasised on **learning by doing.** When students are doing what they are learning, they easily internalise it. The teacher remains the organiser and manager of the learning activities.

2.1.3 Concretization

Effective teaching always starts with something tangible, existing, concrete, which means that the teaching focuses on a real context.

A lesson must be concretized, not abstract. The has to concretize or visualize what he/she is teaching. Learning is made easy by teaching aids.

2.1.4 Progression

Teaching and learning must be progressive to obey the rule of psychological progression which taking into consideration learner's level of mental development.

2.1.5 Individualization

Individualization refers to an education system that allows the learner to learn on his/her own, at his/her pace and possibly using diversified ways.

2.1.6 Co-operation

Co-operation teaching uses the teamwork; all the learners work together.

Here, the involvement of the group is essential, because all the members must learn, and they must teach each other. The group is organised in a way that everybody participates, collective success is superior to personal success.

2.1.7 Transfer

In the context of teaching and learning, the concept of transfer refers to the implementation of classroom "acquisitions" in a new situation.

In teaching, the competencies acquired at school must be transferable, i.e. they must be used in other concrete situations.

Gagné argued that **learning of lower level skills facilitates the learning of higher level skills** because they serve as prerequisites for those higher level skills.

2.2 Teaching Methods

- Methods related to transmissive teaching style: **Lecturing** known as **traditional method**".

  Typically, the teacher stands in front of the class, he/she speaks and the students take notes; the lecture can be interrupted by questions.

- Methods related to inciting teaching style:

  questioning or question and answer method. They aim to transmit information while taking into account the way the learners receive the information.

  The questions asked by the teacher help him to check or assess whether the learners have understood.

- Methods related to associative teaching style:

  Associative methods refer to what is commonly called group or teamwork: 3 to 8 learners work together to carry out a precise task, in a given time. This method uses group work where each team member has the same role: to get involved in the completion of the task.

- Methods related to permissive teaching style: Permissive methods are related to what is called « **guided research** ». Guided research is about learning how to learn.

Topic 3: Approaches to learning

These approaches describe the qualitative differences in how students approach or go about learning. This approach is determined by the **intention** learners have for their learning.

- Deep learning
- Surface learning
- Strategic learning

Deep approach

Students who take a deep approach to learning have the intention of understanding, engaging with, operating in and valuing the subject. They:

- Actively seek to understand the taught materials;
- Interact with the content;
- Make use of evidence/examples, inquiry and evaluation;
- Insist on the relationships between ideas;

- Are interested and motivated to learn;
- Relate new ideas to previous lesson;
- Relate concepts to everyday experience;
- Tend to read and study beyond the course requirements.

Deep learning promotes understanding and application for life.

Surface approach

Students who adopt a surface approach to learning accept and memorise uncritically the materials as isolated and unlinked/unconnected facts. It leads to superficial retention for examinations and does not promote understanding of knowledge.

Surface learners:

- Try to learn in order to repeat what they have learned;
- Memorise the information needed for assessments;
- Make use of rote learning;
- Take a narrow view and concentrate on details;
- Fail to distinguish principles from examples;
- Tend to stick closely to course requirements;
- Are motivated by fear of failure.

Strategic / achieving approach

Students take this approach when they wish to achieve positive outcomes in terms of obtaining a pass or better in the subject. These students:

- Intend to obtain high grades;
- Organise their time and distribute their effort to greatest effect;
- Ensure that the conditions and materials for studying are appropriate;
- Use previous exam papers to predict questions;
- Are alert to cues about marking schemes.

Topic 4. Foundations for quality learning and teaching

4.1 Teacher Knowledge

Knowledge of the subject

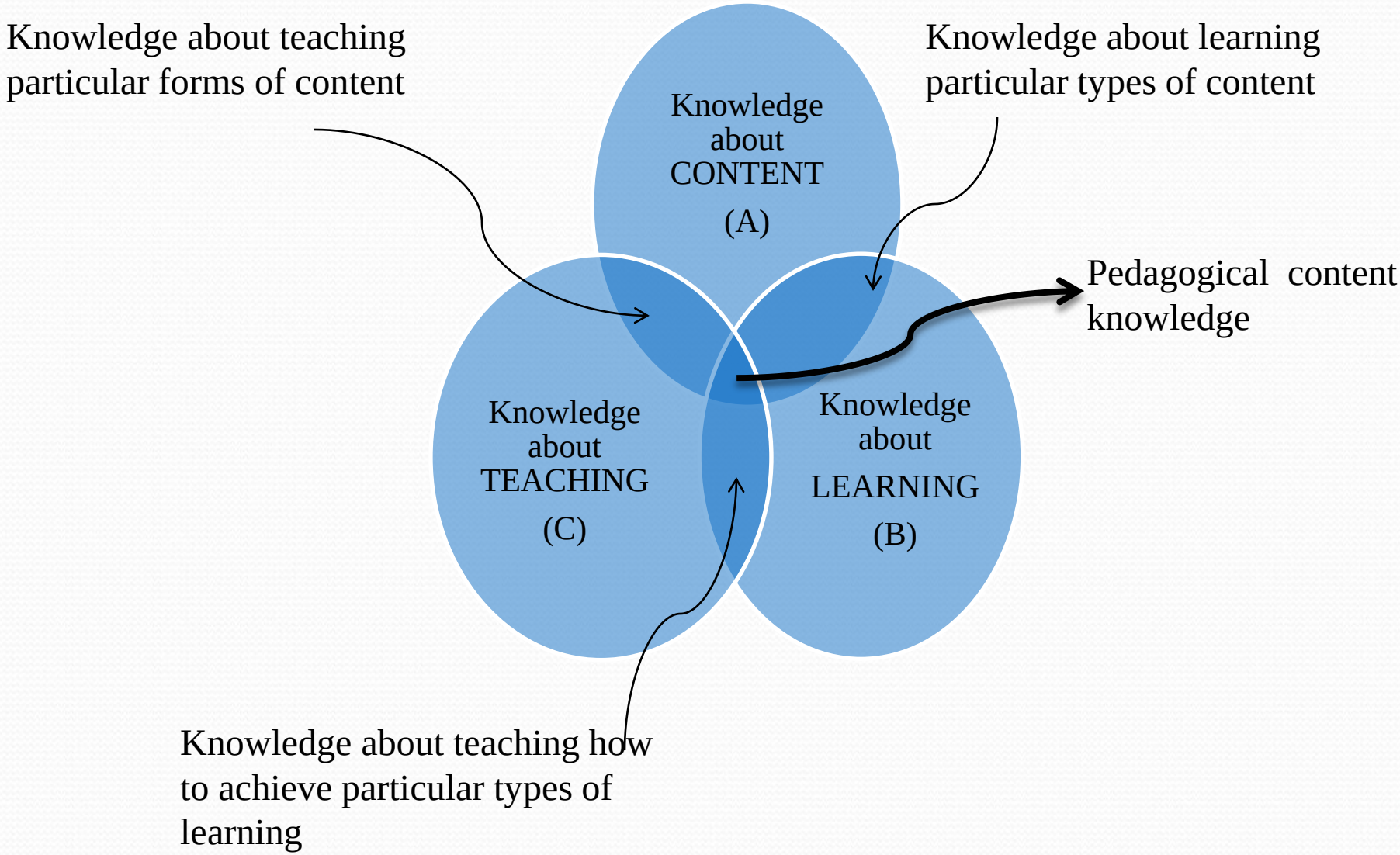
Knowledge about how students learn: this allow you to teach in ways that are consistent with principles of developmental and educational psychology.

General pedagogical knowledge so that you can understand how to guide students' learning in appropriate ways.

Pedagogical content knowledge: knowledge about how to teach a particular discipline.

This gives three overlapping forms of knowledge that produce the fourth: pedagogical content knowledge as illustrated in the figure of model of teacher knowledge on the next slide:

A model of teacher knowledge



4.2 Conditions for high quality learning

These are the conditions under which quality human learning takes place

- Learning materials should be meaningful to learners
- Level of academic challenge
- Developmental aspect of learning/progressive
- New knowledge is constructed on the already known

- Social interaction/cooperative learning
- Accurate, useful and timely feedback
- Use of successful learning strategies
- Positive emotional climate
- Teaching and learning environment/context

These conditions are consistent with the **basic principles of cognitive and social constructivist views on learning.**

- retain newly acquired knowledge for a long time;
- discover or create new knowledge;
- Learners want to learn more.

What are the characteristics of high quality learning of social sciences?

4.3 Characteristics of quality teaching

Quality teaching is the one which enables and encourages learners to engage in the intellectual activities that promote quality learning.

Teachers who use elements of quality teaching are likely to be:

- **Knowledgeable:** deep understanding of the subject and seek to improve their knowledge;
- **Enthusiastic:** passionate about the subject and about teaching because it influences student learning;

- **Confident:** this links to student motivation and achievement;
- **Effective communicators**: clear explanation engages students in learning;
- **Committed:** dedicated to teaching and help students learn well;
- **Compassionate:** care about their learners;
- **Curious:** they always want to learn more; they are never satisfied with what they know;

- **Patient and persistent:** do not give up easily when things do not go well, take responsibility for the ultimate success of all learners in class;
- **Willing to share and collaborate:** work with others to achieve goals;
- **Resourceful and inventive: they** do not simply rely on what others have done. They continually look for new ways of solving the daily challenges of teaching;
- **Well organized:** students learn better from well organized teachers;

- **Optimistic:** they believe that students can and will learn. They believe that even the most complicated concepts can be explained in terms that learners will understand. They believe that teachers can make a difference in learners' lives.
- **Ethical:** work to high standards of honesty and integrity.
- **Reflective:** they routinely think about what, how and why they are teaching

Topic 5: Teaching Techniques fostering learner centrered pedagogy

- **Brainstorming:** is a technique whereby learners, in small groups generate ideas about a given topic. There are three ways of generating ideas: paper carousel, mind mapping and think-pair-share.
- With **paper carousel**, a student write down an idea on a paper, passes the paper to the next who writes down a related idea, and so on.

- **Mind mapping** consists in writing down a central theme or main idea and thinking of new and related ideas which emerge from the theme.
- With **think-pair-share**: each member individually and silently thinks about a question posed by the teacher. Then, two members are paired to exchange and discuss their responses. Finally, the synthesis is shred with the whole class.

- **Storytelling:** Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.
- **Case study:** it is an activity that contains a real or hypothetical situation and includes the complexities the learner would encounter in the workplace. Case studies are used to help learners see how the complexities of real life influence decisions.

- **Role play:** it is an activity in which people do and say things while pretending to be someone else or while pretending to be in a particular situation. Role play is a simulation exercise where persons take on assumed roles in order to act out a scenario.

- **Jigsaw**: In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group.

Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

Topic 6: Planning for quality teaching and learning

6.1 Levels at which educational objectives are defined

- **Macro-level:** long-term educational objectives, known as ends or aims of education. They are This level defines the overall mission and the general objectives of education in a given country.

Example: To promote science and technology with special attention to ICT.

- **Meso-level:** mid-term objectives defined at institutional level which have specific mission. They are known as goals of education.

Example: UR-CE is an institution of higher education, which is an internationally known centre of excellence producing professionally qualified teachers and other professionals in high quality research environment that promotes community services.

- **Micro-level:** short term educational objectives defined at the classroom level by teachers. They are known as **operational objectives**.

Example:

- The pupil can correctly punctuate sentences
- The pupil can list the names of five volcanoes in Rwanda.

The following table resumes the SMARTness of learning objectives:

In its formulation, a good learning objective should be S.M.A.R.T., which means:

- S – Specific: says exactly what the learner will be able to do
- M – Measurable: can be observed by the end of the lesson
- A – Attainable within scheduled time and specified conditions
- R – Relevant to the needs of the learners
- T – Time-framed: achievable by the end of the lesson

Example of an instructional objective:

"Given a sentence written in the past or present tense, the student will be able to re-write the sentence in future tense with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."

- **6.2 Scheme of work**

  It is the distribution of the curriculum (especially the objectives and corresponding contents) over a given period of time, usually one academic year taking into account the principle of progression.

  In general, the scheme of work is subdivided into terms over a period of one year. These terms are also subdivided into weeks. The scheme of work shall take into account these elements:

- **6.3 CBC Lesson plan format**