

GENERAL METHODS OF TEACHING

SESSION II

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College of Education & Behavioral Sciences

Overview

- 1) Planning sessions
- 2) Knowing your students
- 3) Designing lesson plans
- 4) Active learning methods

1) Planning sessions

- What you need:
 - Course goals and description (read and internalize)
 - Course module and sample course guidebooks
 - Information on class beginning and class end
 - Calendar!
 - General sense of estimated length of time needed for each topic

Sample plan of sessions

Mon	Tue	Wed	Thur	Fri
8 – UNIT 1- Intro, the continuum of teacher learning: apprenticeship of observation	9 - : Pre-service preparation of teachers; Induction	10 – CPD; Why teacher education	11 – UNIT 2- Teacher selection; can teaching attract the people it needs?	12 – <u>Quiz I on Unit 1 (10%)</u> Teacher selection criteria
15-	16- UNIT 3- Initial teacher edu.: Theoretical orientations (<u>Topics for presentation will be given</u>)	17 -: Alternative approaches	18	19- Curriculum <u>Reflective paper 1 due (10%)</u>
22	23- Field experiences	24- <u>Presentations on unit 3 (15%)</u>	25	26 – <u>presentations on Unit 3 (cont'd)</u>

Sample plan of sessions

29	30- <u>Quiz II on Unit 2 & 3 (10%)</u> <u>UNIT 4-</u> Induction of beginning teachers	1- Induction of beginning teachers	2	3 - The what and why of CPD <u>Reflective paper 2 due (10%)</u>
6- Mid exam 1 (30%)- includes units 1-3	7- The what and why of CPD	8- The how of CPD	9	10 – The how on CPD <u>Paper on Presentation due (25%)</u>

Sample plan of sessions

13	14- <u>Quiz III on Unit 4 & 5</u> Challenges in teacher education	15- Challenges in teacher education	16	17- Challenges in teacher education <u>Reflective paper 3 due (10%)</u>
20- Mid exam 2 (30%) – includes units (4 & 5)	21 - Challenges in teacher education	22- Challenges in teacher education	23	24

Constructing the Course Guidebook

- Components of a course guidebook:
 - Heading (University, semester, Module title, course title, number of credit hour)

**Educ. 633: Philosophy and Sociology of Education
Teacher Education and Curriculum Studies
Bahir Dar University,
First Semester, 2008 E.C. (2015 G. C.)
Meskerem Lechissa, Ed.D**

Constructing the Course Guidebook

- Course meeting time, venue, your office location, your office hour, your contact information

Course Meeting Time: M 2:10 – 4:00 am.; Tues 4:10-5:00 am. (Local Time)

Room- 156

Office Hours: Thursday 3:00 – 6: 00 am. (Local Time)

Center for Capacity Building Programs (Block- 96, C-5)

Phone number – 058 220 6966

Email – meski_lechi@yahoo.com

Constructing the Course Guidebook

- Course introduction (course description)

Course Description

The course examines the philosophical and sociological foundations of education. It provides a broad overview of many of the philosophical roots of education as well as social inquiring and their relevance for education today.

Constructing the Course Guidebook

- Weekly topics and assigned readings WITH CLEAR EXPECTATIONS:

Weekly Topics and Assigned Readings

Every week, you are supposed to submit a reading response for the assigned reading of that week. The reading response should identify the main argument/theme of each of the chapters/articles and summarize them in your own words in a few paragraphs. Demonstrating your understanding of key terms is critical. The summary should be followed by a brief response (a paragraph or two) showing your personal reflection and/or position on what you just read.

Constructing the Course Guidebook

Week – 1- Introduction

Brief introduction to Philosophy of Education and Sociology of Education

Week – 2- Dualism: The Western Worldview

“Structures of Thinking: Dichotomies versus Bifurcations” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 1)

“The Metaphysical Versus the Physical” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 2)

Girma, M. (2014). Negotiating Indigenous Metaphysics as Educational Philosophy in Ethiopia. *Sophia*, 53: 81-97.

Week – 3 - The Metaphysical: Gnosis Vs. Episteme – Part I

“Gnosis: Mysticism Vs Religion” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 4)

“Mysticism: Teaching as Drawing Out” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 5)

“Religion: Teaching as Drawing In” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 6)

Continued...

Week – 4 – The Metaphysical: Gnosis Vs. Episteme – Part II

“Episteme: Rationalism Vs Empiricism” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 7)

“Rationalism: Teaching as Instructing” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 8)

“Empiricism: Teaching as Training” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 9)

Week – 5 – The Physical: Intersubjectivity Vs. Interobjectivity – Part I

“Intersubjectivity: Structuralism Vs Poststructuralism” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 11)

“Structuralism: Teaching as Facilitating” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 12)

“Poststructuralism: Teaching as Empowering” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 13)

Week – 6 – The Physical: Intersubjectivity Vs. Interobjectivity – Part II

“Interobjectivity: Complexity Science Vs Ecology” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 14)

“Complexity Science: Teaching as Occasioning” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 15)

“Ecology: Teaching as Conversing” (Davis, B. (2004). *Inventions of Teaching: A Genealogy*. Chapter 16)

Continued...

Week – 7 – **Test I- Basic Knowledge Test**

Any late reading response due.

Week – 8 – Sociological Perspective on Schooling

Hurn, C. J. (1993). Theories of schooling and society: The functional and conflict paradigms. In C. K. Hurn. *The limits and possibilities of schooling: An introduction to the sociology of schooling* [pp. 62-74]. Needham Heights, MA: Allyn & Bacon.

Apple, M. W. (1990). On analyzing hegemony. In M. W. Apple, *Ideology and Curriculum* [2nd ed] (pp. 1-25). New York: Routledge.

Readings for subsequent weeks are to be assigned.

Continued...

- Methodology – what methods will primarily be used and what the EXPECTED ROLE OF STUDENTS IS

Methodology

In this course, lectures, discussions, and question and answer will be used. You are expected to participate actively by forwarding your reflections, raising questions, sharing your insights and puzzles etc. in class. Advanced preparation is compulsory. Discussions will likely take a form of conversation to create a conducive atmosphere for flexible thinking—drawing connections between the readings and contemporary Ethiopian society and its education system.

Continued...

- Assessment – types and weights

Assessment

Test 1 - Basic knowledge test on philosophy of education (20%)

Test 2 – Basic knowledge test on sociology of education (20%)

Weekly reading response – 5% each /12 expected in total/ (60%)

2) Knowing Your Students

- Demographic, educational, aptitude, etc. composition of your students
 - Name, age, sex, region/home town, first language
 - High school school leaving exam score and current GPA
 - Department
 - Talent areas and hobbies
 - Academic strength
 - Community service interests
 - Dream job
 - Additional academic areas of interest

3) Designing Lesson Plans

- Components of a good lesson plan
 - Topic/Title, date, your name, student group
 - Objectives*
 - Content and task break down
 - Length
 - Activities
 - Assessment plan

Sample lesson plan template

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:		Course Ref:	
Subject / Course:			
Topic:			
Lesson Title:			
Level:	Select Level >>	Lesson Duration:	
Lesson Objectives:			
Summary of Tasks / Actions:			
Materials / Equipment:			
References:			
Take Home Tasks:			

Objectives – Bloom's Taxonomy

- Lesson objectives – very important components of instructional planning
- Objectives determine the contents, methods, activities, materials, and assessment mechanisms we select
- Bloom – Domains and Levels of Objectives
 - Cognitive Domain (Knowledge)
 - Psychomotor Domain (Skills)
 - Affective Domain (Attitude)
- Shoot for all the three in one lesson!

Cognitive Domain

1. **Knowledge:** remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
2. **Comprehension:** grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
3. **Application:** applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.

Cognitive - Continued

4. **Analysis:** breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.

5. **Synthesis:** applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.

6. **Evaluation:** judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set

Psychomotor Domain

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

Affective Domain

- Receiving
- Responding
- Valuing
- Organization
- Characterization

Some tips on delivering good lectures

- Lecturing –
 - Logically arrange topics (simple to complex, general to specific, from definition of root words to application of concepts, etc.)
 - Select examples and cases in advance (including your learning experiences!)
 - Try not to lecture more than 20-25 minutes in a 45 minute class
 - Use PowerPoints – but not excessively
 - Provide handouts, notes, or other reading materials BEFOREHAND whenever possible
 - Explain to the students what you expect of them (listen only? Listen & Take notes?)
 - Emphasize important points clearly; tell them it will be on exam!
 - Towards the beginning of the course, engage students through SIMPLE questions

4) Active Learning

- Sub-set of “student-centered Method”
 - Culturally responsive pedagogy
 - Service-Oriented teaching
 - Active- Learning

Thank you!

What Questions Do you Have?