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Advanced Educational Psychology

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PREFACE

This handbook is about addressing the methodology in teaching educational psychology, which is a discipline in science meant for guiding instructors. A monumental importance, then, is afforded to the learner's psychological, cognitive, and social growth. The classroom environment is, therefore, the cell where all the above considerations take shape. The overall classroom climate, pleasance or discomfort/hostility spells student's engagement. To nurture a positive classroom atmosphere, instructors need to build strong rapport with students (Barr, 2016) by incorporating seven dimensions of classroom climate (Fraser & Treagust, 1986).

Besides, there exists another dimension within the teaching and learning process. Personalisation means that students know the instructor sees them as individuals and cares about their well-being and success. Involvement means that all students are actively invited to participate in the class resulting in an inclusive learning environment. Likewise, student cohesiveness refers to students' encouragement to know and work with their peers during class tasks to build a sense of community or belonging. Moreover, satisfaction is synonymous to finding value in, and enjoying coming to class. In parallel, task orientation means that students find class activities to be worthwhile, well-organised, and clearly aligned to learning goals and expectations. Furthermore, innovation covers activities and assignments complying with pedagogical best practices, in the sense that students can understand why the instructor is using these activities and assignments (explicit teacher's statements on why learners are doing specific tasks). Individualisation revolves around students' autonomy for some aspects of the class, which allows them to develop and explore areas that are interesting to them.

Ultimately, the classroom ought to be a setting that allows for a free exchange of ideas, thoughts, and skills among teachers and learners to achieve the expected educational goals, by considering the epistemological, psychological, social, and cultural needs of all students. An obvious fact to consider is that, learning should be always paired with assessment. Assessment aims at keeping track of pupils' learning. In proof of which, constant feedback on where they are in the learning falls into formativeness. On the other hand, summative assessment is intended at the end of the instructional period to gauge learners' assimilation rates, points of strength, as well as weakness. Accordingly, some remedial work can be planned as an attempt to catch-up, if not, to carry on the remaining curricular parts. It seems significant to end up this section with the imperativeness to cultivating learners' abilities to think holistically and critically, and this should be concomitantly achieved with teaching the four skills integratively.

ADVANCED EDUCATIONAL PSYCHOLOGY: DEFINITION & PURPOSE

COURSE N1

I- INTRODUCTION

Introducing the branches and fields of psychology, pure and applied, as an entrance to the concept of educational psychology.

II- COURSE PLAN

- Defining what is advanced educational psychology?
- The purpose behind studying educational psychology
- The contextual application of educational psychology
- Strategies analysis for creating effective instructional classroom
- Strategies analysis for assessing effective instructional classroom

III- COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Define the study of educational psychology and examine its effectiveness.
2. Examine the role that cognition and complex processes play in students' learning.
3. Demonstrate an understanding of the theoretical perspectives.
4. Analyse strategies for creating and assessing effective instructional environments.

IV-COURSE MATERIALS

- Whiteboard

V- REFERENCES

1. Advanced Educational Psychology 2nd edition S.K. MANGAL
2. <https://www.calcoast.edu/>
3. Andrews. T.G. (Ed), Methods of Psychology, New York: Wiley, 1958

I- Introduction

When tackling the branches and fields of psychology, it seems imperative to introduce the concept of psychology, before introducing the concepts of educational psychology, and then advanced educational psychology. Psychology may be divided into two broad categories, namely pure psychology, and applied psychology. Pure psychology provides the framework and theory of the subject. Its contents deal with the formulation of psychological principles and theories, and it suggests various methods, and techniques for the analysis, assessment, modification, and improvement of behaviour. In applied psychology, the theory generated through pure psychology finds its practical expression, and then we will be discussing the application of psychological principles, theories, and techniques, with reference to real life situations (in the TD session). The pure and applied aspects of psychology can be further grouped into various branches. Let us first consider some of the branches of pure psychology.

II-Branches of Pure Psychology

General psychology, this is a relatively large field of psychology, which deals with the fundamental rules, principles, and theories of psychology with regard to the study of behaviour of normal adult human beings. Abnormal psychology, this is a branch of psychology, which describes, and explains the behaviour of abnormal people in their environment. The causes, symptoms, description, and treatment of the abnormalities of behaviour form the subject matter of this branch. Social psychology, this branch of psychology deals with group behaviour, and inter-relationships of people among themselves. Group dynamics, likes, dislikes, interest, attitudes, social distance, and prejudices of the people in their personal and social relationships. Experimental psychology, it describes the ways and means of carrying out scientific experiments, or laboratory situations for the study of mental processes and behaviour. It takes up animals, and human beings as the subjects of these experiments. Physiological psychology describes and explains the biological and physiological basis of behaviour. The internal environment, and physiological structure of the body, particularly, the brain, nervous system, and functioning of the glands, with regard to conative and cognitive, and affective behaviour of human beings comprise its subject matter. Parapsychological psychology, this new branch of psychology, deals with extra-sensory perception, telepathy, and allied phenomena.

Reference

Adapted from Advanced Educational Psychology. 2nd edition S.K. MANGAL, pp. 5-6.

Geophysiology, this branch describes, and explains the relation of physical environment, particularly, weather, climate, soil, and landscape, with behaviour. Developmental psychology describes and explains the processes and product of growth, and development, with regard to the behaviour of an individual from birth to the old age. Additionally, it is further sub-divided into branches of applied psychology. Educational psychology, which seeks to apply the psychological principles, theories, and techniques to human behaviour in educational situations. This subject matter of this branch covers psychological ways and means of improving all aspects of the teaching and learning process, including the learner, the learning process, learning material, learning environment, and the teacher. Clinical psychology, this branch describes and explains the causes of mental illness, or abnormal behaviour of a patient attending a clinic, or a hospital. It suggests individual, or group therapy for the treatment, and effective adjustment of the affected person in society. Industrial psychology, seeks application of the psychological principles, theories, and techniques for the study of human behaviour, with regard to the industrial environment. Besides, it studies the topics, and the ways and means of ascertaining the tastes, and the interests of consumers, advertising, and sale of products, selection, training, and placement of personnel, solution of labour problems. In parallel, it seeks to establish harmonious relations, between the employer, and the employees, strengthening the morale of the workers, and increasing production. Legal psychology, it is a branch of applied psychology, which studies the behaviour of clients, criminals, witnesses, etc, in their respective surroundings, with the application of psychological principles, and techniques. It contains the subject matter for providing the ways and means of detection of crimes, identification of false witnesses, and other complex issues. The root causes of any crime, offence, dispute, or legal case, can be properly understood with this branch of psychology. Military psychology, this branch deals with the use of psychological principles, and techniques in studying politics, and deriving political gains. The knowledge of the dynamics of group behaviour, judgement of public opinion, qualities of leadership, psychology of propaganda, and the art of diplomacy. In sum, psychology, by studying, explaining, and understanding behaviour has proved quite useful in many walks of our life. Its use and scope in our daily life are varied. For instance, it has contributed significantly to the improvement of the process, and products of education. It highlighted the importance of good behaviour to the patients, and so on, and so forth.

Reference

Adapted from Advanced Educational Psychology. 2 nd edition. pp. 7-8.

II-Educational Psychology: Meaning, Nature, & Scope

Educational psychology is one of the many branches of psychology dealing with the problems, processes, and products of education. It is an attempt to apply knowledge of psychology in the field of education. It considers the study of the human behaviour, particularly, the behaviour of the learner, with regard to his educational environment. In other words, educational psychology may be defined as that branch of psychology, which studies the behaviour of the learner, his needs, and environment. Educational psychology has been defined by various psychologists and scholars, for the sake of understanding what educational psychology is, let us analyse a few important definitions:

Skinner (1958): Educational psychology is that branch of psychology which deals with teaching and learning.

Crow & Crow (1973): Educational psychology describes and examines the learning experiences of an individual from birth through old age.

Peel (1956): Educational psychology is the science of education.

The definition given by Skinner considers educational psychology to be the psychology of teaching and learning, i.e., the psychology applied in the field of education for improving the methods and products of the teaching and learning process. Education in its applied form is centred around the process of teaching and learning, and it is this which helps the teacher in better teaching, and the learner in better learning. The definition given by Crow & Crow describes educational psychology as that subject area of the curriculum through which one can study the development of an individual, in terms of his learning achievement during his life span. How he goes on learning as a result of interaction with his environment, and how he can learn effectively is covered by educational psychology.

What we find in the process of development is nothing but a planned spontaneous scheme of teaching and learning. All our efforts in the field of education are directed to planning and dividing the appropriate means of better teaching and effective learning.

References

Skinner, B.F. (1987). *About Behaviourism*, New York: McGraw-Hill, p.8.

Crow, D. L. & Crow, A. (1973). *Educational Psychology*, New Delhi: Eurasia Publishing House. Private Limited.

Peel, E. A. (1956). *The Psychological Basis of Education*. Oliver and Boyd, Edinburgh.

Educational psychology is meanly meant for solving the practical problems related to the field of education, especially, the process of teaching and learning. It is these considerations which led (Peel, 1956) to define and describe educational psychology as the science of education i.e., descriptive which can be used to improve the processes.

EDUCATIONAL PSYCHOLOGY: CONCEPT & ANATOMY (PART 2)

I-Introduction

Science has made it possible for us to carry out all tasks efficiently, and effectively, with the help of minimum input, in terms of labour, energy, and time. Science helps us to derive maximum output, in terms of the quality and quantity of the finished products, or outcomes. Let us try to evaluate educational psychology against this criterion. What role can it play in the field of education? Does it help persons connected with the task of arranging and providing education or getting the fruits of education, in the same way as science and technology help those connected with other tasks in our day-to-day life?

It helps in realising the objectives of education in a better way. Education aims at shaping the behaviour of the students in a desirable way, and bringing about all-round development in their personality. The task is carried out through the process of formal or informal teaching and learning. Educational psychology comes for planning the process of teaching and learning, by adopting the scientific principle of minimum input, for maximum output. As a result, with the help of educational psychology, the teacher can teach effectively by making minimum use of his energy in terms of time and labour.

Educational psychology thus, helps to carry out the processes and produce the results of education. It supplies the necessary knowledge and skills, especially for the teacher, by supplying the essential scientific skills, technological expertise and advice in moulding the behaviour of students for the desirable development of their personality. Educational psychology is a parcel of psychology, its nature cannot be different from the main subject, and it is nothing but scientific. Overall, it helps in equipping the teacher to plan, select, and arrange learning experiences, suitable for the learners' age, grade, and in meeting their specific individual potentialities. Since the learner's behaviour is dynamic and unpredictable, and the methods of its study are not absolute, but we can say that it is a developing positive science.

Reference

Advanced Educational Psychology, 2nd edition, S.K. MANGAL. P12

II- The Scope of Educational Psychology

Educational psychology is a science of education, which mainly deals with the problems of teaching and learning, and helps the teacher in his task of modifying the learner's behaviour, and bringing about all-round development of his personality. Therefore, while in psychology, the scope of study and field of operation is extended to cover the behaviour of all living organisms related to all their life activities. Educational psychology is concerned by studying the behaviour of the learners in relation to their educational needs, and the development of their personality. It is centred around the process of teaching and learning for enabling the teacher and the learners to do their jobs as satisfactorily as possible. The ongoing teaching-learning process requires the coverage of the following:

1-Who is being taught or educated?

2-By whom is he to be taught or educated?

3-Why is education to be provided to the learner?

4-What is to be taught or what learning experience is to be imparted?

5-What are the desired educational objectives?

What should be appropriate methods, and techniques in imparting education? And, how can learners be helped in the acquisition of useful learning experiences, for the desirable modification in their behaviour and appropriate development of their personality? Educational psychology tries to provide satisfactory solutions of all these questions by encompassing relevant topics wrapping the learners' spectrum, such as the following:

Remembering and forgetting

Means of effective learning and memorisation

Transfer of learning or training, problem solving

Perception, concept formation, interest, and attitudes formation thinking

Reference

Adapted from Advanced Educational Psychology, 2nd edition, S.K. MANGAL. P.16

CHAPTER ONE

MAJOR METHODS IN PSYCHOLOGY

MAJOR METHODS IN PSYCHOLOGY

COURSE N2

I-INTRODUCTION: The effectiveness of a teaching-learning programme depends heavily on the suitability of contextual situations, in terms of time, place, and other environmental factors.

II-COURSE PLAN

- Introspection Method
- The Scope of Introspective Method
- Observation Method
- The Scope of Observation Method
- Differentiation Method
- The scope of Differentiation Method
- Clinical Method
- The Scope of Clinical Method
- Contemporary Trends in Educational Psychology

III- COURSE OBJECTIVES

After exposing the different methods existing in the realm of educational psychology, the student should be able to:

- 1- Recognise each one of them.
- 2- Know the scope of each one, as well as the advantages and drawbacks.
- 3- Determine the context of application of each method.
- 4- To whom it should be addressed.

IV- COURSE MATERIALS

- Real classroom experiences
- Simulation

I-Introduction

The introductory question to cover the scope of the course might be when and where the learning experience to be provided? Every time and place or environmental situation is not suitable, for a particular piece of instruction or the sharing of a learning experience. The effectiveness of a teaching-learning programme depends heavily on the suitability of the teaching and learning situations, in terms of time, place, and other environmental factors. Educational factors help the teacher, and the learner to understand the suitability, and appropriateness of a teaching-learning situation for the effective realisation of the teaching-learning objectives. As it helps them to modify the teaching and learning situation to achieve the desired results by giving place in its study to topics such as the following:

- 1- *Classroom atmosphere*
- 2- *Organisational atmosphere*
- 3- *Individual, self-supervised and group study*
- 4- *Factors affecting attention*
- 5- *Role of reward and punishment*

The various modes of observation may give rise to a number of methods, and approaches, like introspection, naturalistic observation, experimentation, normative survey, psychoanalytic, clinical, and psychophysical methods. Let us discuss these approaches that help us to investigate the behaviour of a learner:

1-Introspection Method

Introspection is the oldest known method for the study of behaviour. In the early days of the evolution of psychology, behaviour was studied only through a kind of self-examination of inner observation called introspection. The term is made up of two Latin words, intro which means within: and spiere which means to look. Hence, introspection means ‘*looking within*’ or ‘*looking inward*’. This method requires looking inside one’s own mind. It is, therefore, a sort of self-observation, in which the one perceives, analyses, and reports everything occurring during the course of a mental act, in a state of fear or anger for example. The individual may be asked to determine what he or she felt at that moment, at the time of

experiencing the emotion. Introspection as a method has its merits and demerits too, or advantages and limitations.

Reference

Adapted from Advanced Educational Psychology, 2nd edition, S.K. MANGAL. PP.16-17

1.2. Its Scope

The scope of introspection as a method of studying behaviour is rather limited. It can only be applied in the case of adult normal human beings. This implies that the behaviour of children, and abnormal human being and animals, cannot be studied by this method. Children cannot express themselves as adults do, and this because they lack fluency and rich linguistic repertoire. In the same line of thought, abnormal persons have troubled psychological lives, as they cannot express themselves in an explicit way. In addition, in this method, the one needs to observe or examine one's mental processes carefully in the form of thoughts, feelings, and sensations. The state of one's mental processes is continuously changing. Therefore, when one concentrates on introspecting a particular phase of one's mental activity, that phase passes off (i.e., what had happened some time before). It lacks therefore, reliability, validity, and objectivity, and especially communicability, and repeatability.

2- Observation Method

Observation as a method of studying behaviour consists of the perception of an individual under natural conditions by other individuals called observers. They will after proceed to the analysis and interpretation of the perceived behaviour. By this method, we can infer the mental processes of others through observation of their external behaviour. In fact, it is an indirect approach of the study of that external behaviour and the mental process as well.

2.1. Its Scope

The scope of observation method can be summarised as follows: It can prove useful only for collecting data on the observable behaviour of an individual. It is impossible to observe what is happening in the mind of others. It is possible that a person may be expert at hiding his feelings and emotions and disguising his evil nature under the cover of artificial kindness. In such cases, the method of observation fails to judge the true nature of the individual. On the other hand, subjectivity factor on the part of the investigator as well as the process of observation also affect the results of observation. There may be distortions

(misrepresentations) of observable factors depending upon the observer's degree of care in observations. His interest, values, prejudices may distort the contents and the results.

References

Adapted from Advanced Educational Psychology, 2nd edition, S.K. MANGAL. PP.20-21

observation method is particularly suitable for studying the developmental characteristics of children's habits, behaviour, responses, and other personality traits, e.g., the effect of absence of one or both parents on a child's development can be determined properly through observation. The observer then can compare it with the developmental data in relation to a child whose parents are constantly present.

3. Experimental Method

The experimental method is considered the most scientific and objective method of studying behaviour. It emphasises on performing experiments. So, the word experiment comes from the Latin word 'experimentum' meaning, 'trial' or 'test'. Therefore, in experimentation we try to put to the test the material or phenomenon whose characteristics or consequences which we wish to ascertain. In sciences while conducting such experiments in the laboratory or outside in a natural environment, we may want to learn the effect of friction on motion, the effect of sunlight on growth of plants, etc. In educational psychology, also we perform such experiments in the psychological laboratory, classrooms, or outside the classrooms in physical or social settings to study the cause and effect relationship regarding the nature of human behaviour .i.e., the effect of intelligence on the academic performance of students, etc. In performing such experiments we try to establish certain cause and effect relationship through objective observations of the actions performed and the subsequent changes produced under pre-arranged or rigidly controlled conditions. From these observations certain conclusions are drawn and theories or principles are formulated.

3.1. Its Scope

The experimental method although it is useful and objective, but nonetheless, some limitations still exist, for instance, it is not spontaneous, rigid, and controlled. Additionally, it is difficult to deal with all the intervening and this yield dependent and independent variables.

The other conditions or factors that influence the cause and effect relationship are called, intervening variables. In an experiment all such variables need to be controlled. For exercising such control, we may make use of various experimental designs like control test, or single group design.

References

Adapted from Advanced Educational Psychology, 2nd edition, S.K. MANGAL. P. 17

Andrews. T.G. (Ed), Methods of Psychology, New York: Wiley, 1958, P. 17

3- Differential Method

This method is based upon individual differences. Therefore, all the measures applied to the calculation of individual differences are included in this method. It is also called normative survey or the field survey; it is based upon statistical techniques. This means that all data are calculated and represented statistically, and this implies that the investigator cannot intentionally manipulate the variables (for more clarification, see p.15)

4- Clinical Method

The clinical method is directed towards individual behaviour. Therefore, the clinical set-up or environment is associated with health care and treatment of individuals suffering from physical or mental disorders. Prior proceeding to a therapy, diagnosis is indispensable step leading to cure mental or physical. Clinicians are people who work on the clinical method to get specialised in this field. Treatment is usually accomplished in two ways: a – by modifying the environment forces. 2- by modifying the individual's attitudes, for a better adjustment.

II- Contemporary Psychology

The psychology of today witnesses an eclectic approach in dealing with human behaviour by accepting the fact that the various viewpoints or schools help in one way or another in studying the complex human behaviour by shedding light on its different aspects. However, behaviourism and psychoanalysis are the two major forces at work in the field, may be further termed as humanist psychology, transpersonal psychology, and cognitive psychology. All of them consider the individual's potentialities as the core of the human being.

5. Humanist Psychology

The new school of psychology reflects the recent trends of humanism, represented by Maslow, Rogers, May, Combs, Allport and other eminent workers have contributed to its growth. Humanist psychology gives more value to the human being as a purposeful being capable of adapting himself to his environment and choosing his own course of action in order to achieve the goals, which he has selected for himself. In other words, it postulates that man is in a constant search for unique goals and values to guide his behaviour and to give a personal meaning to his existence. In addition, he is the master of his own success, and accomplishment.

References

Adapted from *Advanced Educational Psychology* (2nd edition) S.K. MANGAL P.36

6. Transpersonal Psychology

Transpersonal psychology is of the latest approaches prevalent in contemporary psychology. It calls for harnessing or exploiting one's fullest potential may be said to be the cornerstone and personal experiences that seem to transcend ordinary existence. They may be aroused during periods of sleep or deep concentration. Experimentally, they may be included with the help of some specific drugs, religious conversations, and yoga. Transpersonal psychology provides a variety of approaches to self-actualization, including meditation and mindfulness practices, spiritual practices, exploration of altered states of consciousness, and therapeutic approaches such as transpersonal psychotherapy. Transpersonal psychotherapy may include techniques such as dream work, prayer, and guided imagery on top of traditional talk therapy. Meditation and mindfulness practices are significant parts of the transpersonal approach to self-actualization. These practices calm the mind and help an individual focus on the present moment, which allows for a deeper connection with the self and the transcendental. Studies have shown that meditation can improve mental health and increase feelings of empathy and compassion.

7. Cognitive Psychology

This new school is the result of the aware of intellectualism demonstrating faith in man's higher cognitive abilities and capacity to adaptation with regard to his environment and struggle for perfection. Likewise, it calls for the activation of all mental processes i.e. man's thinking, memory, development, language, perception, etc. In other words, man has to strive in order to sort out his intellectual abilities and work on them to reach optimal outcomes. In other words, cognitive psychology is defined as the study of individual-level mental processes

such as information processing, attention, language use, memory, perception, problem solving, decision-making, and thinking (Gerrig and Zimbardo 2002). The concept of learning itself is an example of cognition. In sum, cognitive theory attempts to explain human behaviour, by studying the mental processes involved, when trying to learn and understand. Today cognitive theory has applications in cognitive science, cognitive sociology, and cognitive psychology. The elements thus, that this theory stands on are, perception, attention, and memory (see p. 15)

References

Adapted from Advanced Educational Psychology (2nd edition) S.K. MANGAL P.36

<https://wwwcalcoast.edu/>

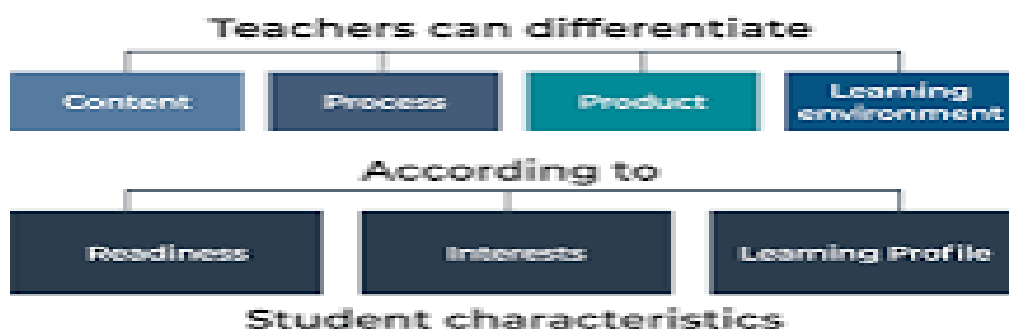


Figure1. Tomlinson's Scheme, 2006

Comment: According to Tomlinson, 2006, flexibility is at the heart of differentiation, and the teacher is continually looking for ways to modify classroom elements to make learning as effective as possible for the greatest number of students. Student differences are expectedly appreciated and student as a basis for instructional planning. The teacher modifies content, process, and product in response to student readiness, interest, and learning profile. Effective differentiation does not provide excuses or easy ways out, for example, teachers are not differentiating when they water down or thin down the curriculum.

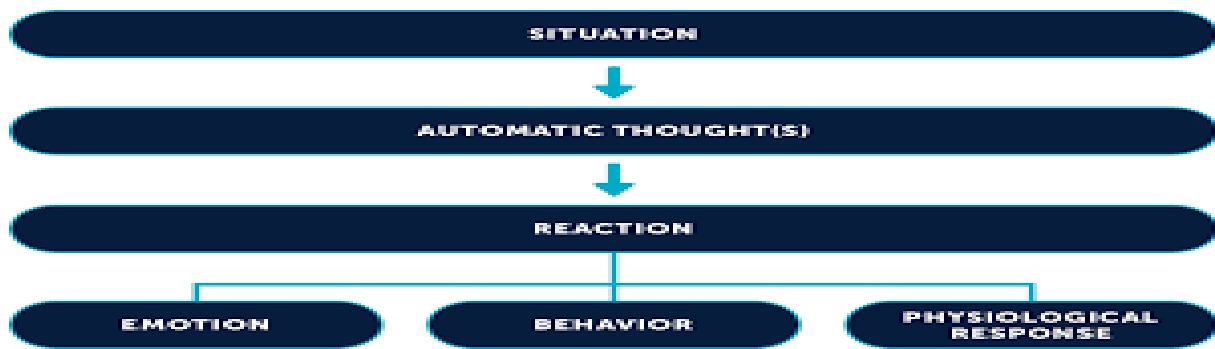


Figure 2. Cognitive Process Scheme

References

Tomlinson, C. (2006). *An Educator's Guide to Differentiating instruction*. USA: Cengage Learning.

Tomlinson, C. A., & Allan, S. D. (2000) *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

CHAPTER TWO

CONTEXTUALISATION

COOPERATIVE LEARNING

COURSE N3

I-INTRODUCTION: Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities aim to accomplishing goals, and are conducted under a goal system.

II-COURSE PLAN

- **1** Defining Cooperativeness
- **2** Types of Cooperative Learning
- **3** Instructional Decisions
- **4** Monitoring Students Learning
- **5** Cooperative Learning Steps

III-COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Increase target language use
2. Improve communication skills
3. Build/ reinforce confidence
4. Stimulate learners' autonomy
5. Developing interpersonal skills

IV-COURSE MATERIALS

- Write board
- Group work initiation

Introduction

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities aim to accomplishing goals, and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other, and the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1989, 1999). In the ideal classroom, all students would learn how to work cooperatively with others, complete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson.

I-Defining Cooperativeness

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves, and beneficial to all other group members. Cooperative learning is the instructional use of small groups, so that students work together to minimise their own, and each other's learning. It may be contrasted to with competitive (students work against each other to achieve an academic goal, such as a good grade, that only one or a few students can attain). Individualistic students work by themselves to accomplish learning goals unrelated to those of the other students. In cooperative and individualistic learning, the teacher assesses student efforts on a criteria-referenced basis. Whereas, in competitive learning, you evaluate students on a norm-

referenced basis. While there are limitations on when and where you may use competitive and individualistic learning appropriately, you may structure any learning task in any subject area with any curriculum cooperatively.

II-Types of Cooperative Learning

Formal cooperative learning is the first type, which consists of students working together, for one class period to several weeks, to achieved share learning goals, and complete jointly specific tasks and assignments (Johnson & Johnson, 2008). However, informal cooperative learning consists of having students to work together in a joint learning goal for temporary groups that last for few minutes or one class period.

Reference

Johnson, D. W. (1989). Cooperative and Competition: Theory and research. Edina, Interaction Bok Company.

Two important aspects of using informal cooperative, are to make the task, and the instructions more explicit, and precise. b –to require the group to produce a specific product, a group answer.

III- Instructional Decisions

Making pre-instructional decisions is among the teacher’s roles. Instructors formulate both academic and social skills objectives. Decide on the size of groups, and choose a method for assigning students to groups. Decide which roles to assign group members. Arrange the room, as well as the materials students need to complete the assignment. The social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence is established. The arrangement of the room can create environmental interdependence, and provide the teacher with easy access to observe each group, which increases individual accountability, and provide data for group processing as well.

IV- Monitoring Students’ Learning

Teachers monitor and intervene to provide assistance in a- completing the task successfully, or b- using the targeted interpersonal and group skills effectively. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve task work, and teamwork. Monitoring the learning groups creates individual

accountability, whenever, the teacher observes a group members tend to feel accountable to be constructive members. In addition, the teacher collects specific data on promotive interaction, the use of targeted social skills, and engagement in the desired interaction patterns.

V-Cooperative Learning Steps

By explaining the social skills emphasised in the lesson, teachers operationalise the social skill objectives of the lesson, and the interaction patterns (such as oral rehearsal and jointly building conceptual frameworks) teachers wish to create, and this by following the steps below:

Step 1. Positive interdependence

Students work as cohesive groups to achieve shared knowledge.

Step 2. Individual Accountability

Reference

Johnson, D.W. & Johnson, F. (2009). *Joining: group theory and group skills* (10th ed.). Boston. Allyn & Bacon.

Students do their best works, share ideas, and help group function efficiently.

Step 3. Promotive interaction

Students assisted interaction with each other to solve problems.

Step 4. Interpersonal social skills

Students work together, trust each other, and resolve conflicts constructively, to achieve a common goal.

Step 5. Group processing

By reflecting on the learning process the effectiveness of contribution of the members in the group improves.

Conclusion

Overall, cooperative learning helps in raising achievement of students, and build positive relationships, among them. As it is significant in the sense that it fosters the creation of a learning community, that values diversity. Cooperative learning provides further experiences that develop both good learning skills, and interpersonal ones. Likewise, it allows wider circle

of friends/ peers, a greater intrinsic motivation, higher self-esteem, more on task behaviour, and better attitudes toward teachers. Furthermore, cooperative activities teach students to work together for their group's common good. By participating in these activities, students can learn the skills of listening, discussing, thinking as a group, group decision making, and sacrificing individual wants for the common good. Eventually, the five basic elements of cooperative learning are: *a- Positive interdependence. b- Individual and group accountability.*

c- Interpersonal and small group skills.

d- Face-to-face promotive interaction.

e- Group processing.

References

Johnson, D.W. & Johnson, F. (2009). *Joining: group theory and group skills* (10th ed.). Boston. Allyn & Bacon.

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CLASSROOM MANAGEMENT

COURSE N 4

I- INTRODUCTION: The notion management starts with having a solid classroom-coaching plan that outlines the methods and techniques for running a classroom and each lesson. Teachers can use various classroom management strategies to inspire compliance among students.

II-COURSE PLAN

- **1** The Best Classroom Management Strategies Today
- **2** Leading by Example
- **3** Allowing Rule Making
- **4** Rules Reminder

- 5 Students' Accountability
- 6 Avoiding Generalisation
- 7 Generating Friendly Aura/ambience
- 8 Room for Excel
- 9 Acknowledging Students' accomplishments
- 10 Reward Excellent Behaviour
- 11 Adopting Positivity in Talk
- 12 Make Learning Exciting
- 13 Engaging with Students on a One-to-one Basis
- 14 Setting Routines and Schedules
- 15 Handling Bad Behaviour

III-COURSE OBJECTIVES

1- Setting clear expectations on students' behaviour

2- Sustaining orderly environment for learning

IV-COURSE MATERIALS

- Whiteboard
- Visual Support

Introduction

Teachers handle many issues in a day, from disciplinary and behaviour issues to a lack of adherence to the daily schedule cases. Consistently experiencing such challenges can sometimes make the teaching profession feel unrewarding. Luckily, teachers can use various classroom management strategies to inspire compliance among students. It starts with having a solid classroom management plan that outlines the methods and techniques for running a classroom and each lesson. From there, teachers can also upgrade their classroom management skills through a degree in education and apply these additional strategies to manage their classrooms better.

I- The Best Classroom Management Strategies Today

The five components of effective classroom management include developing behavioural standards, establishing working relationships with students, valuing your time as a teacher, familiarising students with teaching methods, and anticipating student behaviour. Teachers

should implement the following universal classroom management strategies for the best chance of succeeding at managing their classrooms:

1- Lead by Example

The most effective way for teachers to install good student behaviour is by leading through actions, not words. That is because students' minds are still developing, so they learn more from experiences. Therefore, doing simple things like avoiding electronic use, talking politely, and respecting everyone in the class can have a significant impact on moulding better student behaviour. Teachers can manage classrooms better by involving students in rule-making.

2- Allowing Rule-Making

Most humans, from employees to students, comply better to set rules when involved in decision-making. Teachers can use this classroom management technique to ensure willful rather than forced compliance with classroom rules throughout the calendar year.

3- Rules Reminder

For the rules to work, students should be able to see them every time they enter the classroom. Teachers should create professional charts with all rules typed and stick them in a visible place to ensure they remain on top of each student's mind.

4-Students' Accountability

Once students have taken part in setting classroom rules and they are drafted, teachers should start holding students accountable for breaking the set regulations. For each broken regulation, students should face a certain amount of consequence, even if it is just acknowledging their indiscipline in front of the entire class.

5- Avoiding Generalisation

Teachers should avoid punishing the entire class for a mistake made by several students. Instead, they should identify and call out the bad-behaving students after the class and try to discover the cause of their bad behaviour to see if they can come up with a solution.

6- Generating Friendly Aura

Teachers should generally be social and approachable human beings. Even on bad days, teachers should try to be the most optimistic in the classroom environment and not let their bad moods radiate to the rest of the class.

7- Room to Excel

In every classroom, some students are gifted in academics while others have strengths in other areas, such as art. Teachers should support learners of all students in areas they show interest and passion.

8- Acknowledging Students' Accomplishment

Students love to feel appreciated when they have put some effort toward doing the right things, and it keeps them motivated toward a good path. Therefore, teachers should regularly acknowledge class or student efforts to encourage positive participation and behaviour in the classroom.

9- Reward Excellent Behaviour

Teachers should reward good behaviour from the entire class or students from time to time to encourage more of it. Rewards can include special parties, outdoor activities during free time, or treats.

10- Adopting Positivity in Talk

Parents often hear from teachers only when their child has done wrong in school. Teachers should also contact parents with positive information or a good word about the children for better student-teacher and parent-teacher relationships.

11- Make Learning Exciting

Learning can become mundane and boring when it is the same old regurgitated content. As such, teachers should spice up each day's learning experience by setting the tone for an exciting day from the minute lessons start. This way, students will remain excited and expectant throughout the day.

12- Engaging with Students on a One-to-One Basis

Teachers should get to know their students more personally to be in a better position to help them thrive. Privately, they should learn their students' strengths and weaknesses in academics and life to help them grow.

13- Setting Routines and Schedules

Students are creatures of habit. As such, teachers should set short- and long-term classroom routines and schedules that allow students to know what is expected of them at each point during the day for more productivity.

14- Handling Bad Behaviour

Bad behaviour should never go unchecked in a classroom or students will become hard-headed. Instead, teachers should have creative ways to deal with bad behaviour, such as unwarranted class disruptions, to show others that such behaviour is not acceptable.

Conclusion

Overall, classroom management strategies are viewed as the methods and processes, through which teachers control their classroom environment, so that student learning prevails, because students' misbehaviour is effectively minimised and directed. When a quite ambience is set, paired with the teacher's positivity, students feel motivated and encouraged to be engaged. Furthermore, each day lesson should be innovative, so that learners remain excited and expectant through all week lessons. Finally, unwarranted class disruptions have to be sanctioned, to show others that such behaviour is not tolerated, and that, there is control. In this line of thought, the upcoming course is in tight with the current, is about classroom monitoring.

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CLASSROOM MONITRING

COURSE N 5

I-INRTODUCTION: Monitoring is a panoply of activities pursued by teachers to keep track of students' learning for purposes of making instructional decisions and providing feedback to students on their progress.

II-COURSE PLAN

- 1 Classroom Monitoring & Teacher's Behaviour
- 2 Monitoring Seatwork
- 3 Monitoring Homework
- 4 Classroom Testing
- 5 Teacher's Skill in Monitoring Learning
- 6 Effective Monitoring Practices
- 7 Bloom's Taxonomy

II-COURSE OBJECTIVES

- 1 Checking whether learners are on task towards classroom activities.
- 2-Facilitating improvement in classroom work.
- 3-Targetting easy interaction and promoting student-teacher communication.
- 4-Identifying obstacles and possible changes in the way syllabi are being implemented.
- 5-Monitoring can be an indicator that tracks progress relevant to the level of instruction.
- 6-Controlling levels of resilience, adaptation, and educational cohesion.

III-COURSE MATERIALS

- Whiteboard
- Visual support
- Simulation

I-Introduction

Monitoring is the panoply of activities pursued by teachers to keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress. Those decisions encompass checking understanding, questioning students, circulating around the class, collecting, assigning, and correcting home works, etc. Overall, it is a set of acts adopted by the instructor, to run his classroom. When educators speak of classroom monitoring, they generally refer to the following teacher behaviours:

II-Classroom Monitoring &Teacher's Behaviour

- 1- Questioning students during classroom discussions to check their understanding of the

material being taught.

- 2- Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work.
- 3- Assigning, collecting, and correcting homework; recording completion and grades, conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding.
- 4- Administering and correcting tests; and recording scores.

In addition to, reviewing to make needed adjustments in instruction. Monitoring obviously includes many kinds of activities, but it is important to note that the present course does not address issues related to matters as teacher training, and monitoring, as well as assessment practices or the processes teachers follow in putting monitoring information. Instead, the focus here is on classroom-level monitoring of student learning progress and the relationships between such monitoring and the student achievement, attitudes, and social behaviour.

III-Monitoring Seatwork

Research comparing the behaviour of effective teachers (i.e., those whose students achieve highly or higher than would be expected given background variable) with that of less effective teachers, has clearly revealed the importance of monitoring the class during seatwork periods. Such monitoring involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments, and working with students' one-to-one as needed. The most effective teachers:

1-Have systematic procedures for supervising and encouraging students while they work.

2-Initiate more interactions with students during seatwork periods.

3-Have more substantial interactions with students during seatwork monitoring,

4-Stay task-oriented, and work through problems with students.

5-Give extra time and attention to students they believe need extra help.

6-Stress careful and consistent checking of assignments and require that these be turned in.

IV-Monitoring Homework

The assignment of homework, like many educational practices, can be beneficial, neutral, or detrimental depending upon its nature and context. The use of homework assignments bears a significant and positive relationship to achievement when the task is carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results, when assignments are closely tied to the subject matter currently being studied in the classroom. Given frequently as a means of extending student practice time with new material. Appropriate to the ability and maturity levels of students. Clearly understood by students and parents. Monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion. Quickly checked and returned to students. Graded and commented on. The research also indicates that homework which meets these criteria is positively related to student attitudes. Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

V-Classroom Testing

Those who study assessment and evaluation techniques are quick to point out that the role of standardised testing has received considerably more research attention than have classroom testing and other classroom-level assessment methods. The existing research does indicate, however, that well-designed classroom testing programmes bear a positive relationship to later student achievement. Beneficial effects are noted when tests are:

- a-** Administered regularly and frequently, an integral part of the instructional approach (i.e., well aligned with the material being taught).
- b-** Collected, scored, recorded and returned to students promptly, so that they can correct errors of understanding before these become ingrained.
- c-** When attitudes toward testing are studied, students who are tested frequently and given feedback are found to have positive attitudes toward tests. They are generally found to regard tests as facilitating learning and studying, and as providing effective feedback--an outcome which has surprised some researchers, who had anticipated finding more negative student attitudes toward testing.

VI-Teachers' Skill in Monitoring Students' Learning

Given the strong connection between teachers' monitoring of students' learning progress and those students' academic performance, it would be ideal if teachers received thorough training in monitoring and were highly skilled in classroom monitoring practices. Unfortunately, this is not the case. The research on classroom-level monitoring and assessment reveals that:

While standardised achievement test results are the main focus of assessment/evaluation efforts, nearly all important decisions about student placement, instructional pacing and so on are made on the basis of teachers' ongoing classroom monitoring. Many teachers do not: assign homework frequently or regularly, record completion assignments, monitor seatwork and check on students' progress, or conduct the kind of questioning that helps to monitor learning.

Teachers do not receive adequate pre-service training in conducting formal or informal assessments. Administrative support for and in service training in the skills associated with assessment and monitoring are extremely inadequate. Many teachers are aware that their monitoring skills are inadequate and desire training to expand their capabilities; many others are unaware of the importance of close monitoring of student progress and of their own need for skill development in this area. The research on teachers' decision-making processes confirms this lack of monitoring on the part of many teachers. According to this research, a great number of teachers are reluctant to make changes in the instructional strategy or pacing of lessons once these are planned, even when instruction and learning are progressing poorly. To a considerable degree, this improves with experience. Experienced teachers are found to vary teaching strategies in response to student performance cues much more than do novices.

VII-Effective Monitoring Practices

How do you monitor students' comprehension and work during a lesson? Teachers say they monitor students by: Asking them to interpret or summarise material presented to them in the lesson. Thinking about the questions that students are asking and noting what parts of the lesson do not seem to be understood. Asking questions from various levels of Bloom's taxonomy of learning objectives. Asking students to act things out or draw them. Walking around the class and checking worksheets. Calling attention to errors and noting good work being done having students do quick problems on individual chalkboards encouraging learners to listen to each other by summarising comments of others and calling on learners who do not seem to be listening.

VIII- Bloom's Taxonomy

Bloom's taxonomy was created by Benjamin Bloom in 1956, published as a kind of classification of learning outcomes, and objectives that have in the more than half-century, since been used for everything, from framing digital tasks and evaluating, or writing questions and assessments. Overall, it is a pattern in pedagogy, suggesting classification of acquisition, as well as competences levels. In other words, a classification system used to define and distinguish different levels of human cognition i.e., thinking, learning, and understanding.

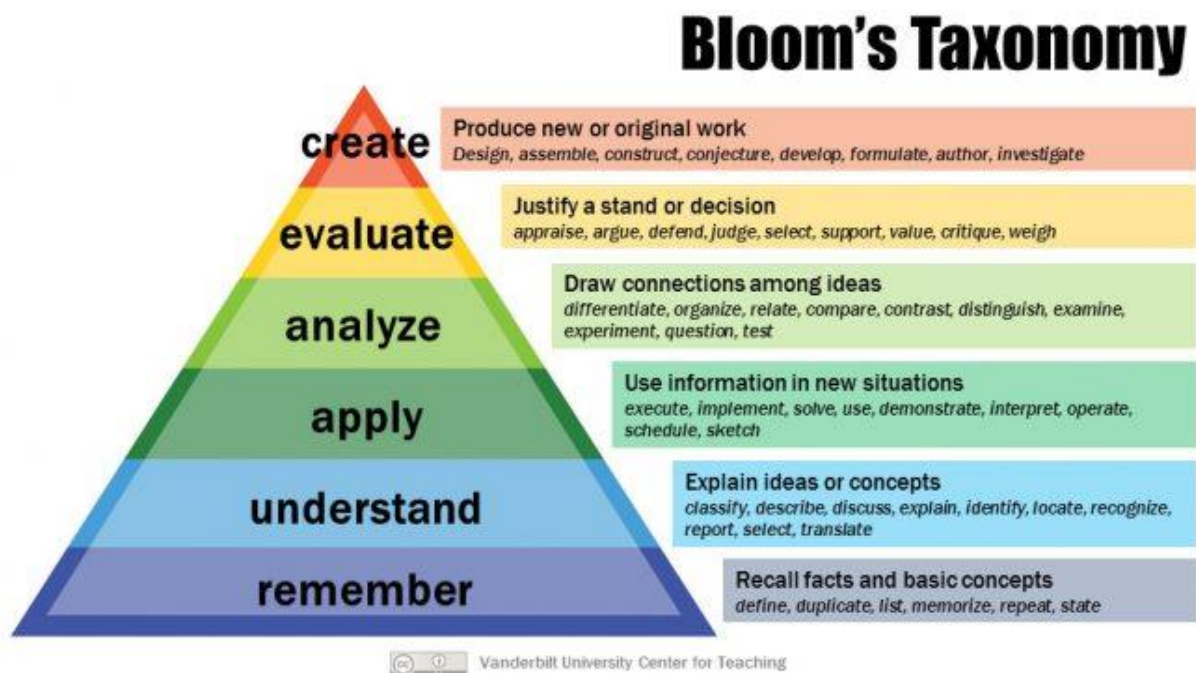


Figure 3. Bloom's Taxonomy

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Centre for Teaching. Retrieved [Dec 16, 23] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Knowledge “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.” Comprehension “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.” Application refers to the “use of abstractions in particular and concrete situations.” Analysis represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.” Synthesis involves the “putting together of elements and parts so as to form a whole.” Evaluation engenders “judgments about the value of material and methods for given purposes.”

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SYNCHRONOUS LEARNING COURSE N 6

INTRODUCTION: WHAT IS SYNCHRONY

I-INTRODUCTION Social and neural synchrony between members of a group is associated with shared behavioural and emotional states. These shared states both result from, and further reinforce positive social interactions between class members.

II-COURSE PLAN

- 1 Classroom as a Social Environment
- 2 Psychology of Group Behaviour
- 3 Theory of self-identity
- 4 The Neuroscience of Group Behaviour
- 5 Social & Emotional Contagion
- 6 Implications for Classroom Practice
- 7 Conclusion

III-COURSE OBJECTIVES

- 1-Equipping the student with the idea that classroom is a dynamic, highly social environment.
- 2- The class can be moulded to enhance a range of cognitive, emotional, and social outcomes.
- 3- Have to feel more connected, and this will mean they will be more cooperative.
- 4-Have to experience more positive emotions, and will be more likely to achieve success.
- 5-Have to coordinate their actions so that they become resilient to supportiveness.

IV-COURSE MATERIALS

- Whiteboard
- Visual support

I-Introduction

Social and neural synchrony between members of a group is associated with shared behavioural and emotional states. These shared states both result from and further reinforce positive social interactions between group members that lead to positive group attitudes and behaviours. As humans, we have an underlying biological drive to associate positively with people who form part of our in-group, but conversely can unconsciously develop negative feelings and behaviours towards others we might associate with an out-group. Although we have these unconscious drives, we can also consciously reflect on and control our choices and behaviours to act in more positive prosocial ways. Educators should be aware of these

conscious and unconscious factors that drive social interactions and group behaviours. Fostering a positive social culture within the classroom, modelling positive prosocial behaviours, and being aware of and avoiding arbitrary divisions that can lead to in-group versus out-group biases will create a sense of group belonging and safeness amongst learners that will enhance the teaching and learning experience.

II-The Classroom as a Social Environment

The classroom is a dynamic, highly social environment, with the quality of social interactions dependent on the relationships that exist between students in the class, and between the teacher and the students. With knowledge of the importance of relationships, emotions, and empathy, the social environment of the class can be moulded to enhance a range of cognitive, emotional, and social outcomes for both students and the teacher. When students are placed in a class they become a group. The people within that group, and in particular the teacher, can influence the ideas, feelings, and behaviours of other individuals within the group. If the group shares these ideas, feelings, and behaviours thoughtfully then the group will feel more connected, will be more agreeable, and this will mean they will be more cooperative, experience more positive emotions, and will be more likely to achieve success. They will be more motivated to engage in the learning experience as they begin to see the goal for the group of which they feel part.

When individuals interact with one another and feel this shared sense of connection, they tend to coordinate their actions so that the acts of one support the actions of another to achieve the goal of the group. This is a process known as social synchrony. Social synchrony allows us to connect with a group on a broader scale, not just one-to-one, which is particularly important in a classroom environment. When we interact with another person, we have both conscious and unconscious responses to the person and the interaction, and these responses determine how connected we feel with that person. For a teacher, making a positive emotional connection with a student demonstrates to the student that the teacher understands what they are thinking and feeling, and this increases the student's sense of belonging, of trust in and respect for the teacher. Students feel safe in the interaction, which is essential if they are going to take academic risks and attempt challenging work. A social and emotional connection motivates the student to be engaged with whom they are learning, which will enable them to then become engaged in what they are learning and how they are learning it.

III-The Psychology of Group Behaviour

We live in a highly social world and interpersonal social interactions are a constant and crucial part of our everyday life. As such, there is a long history in psychology of studying the effects of social groups on human behaviour. People are very quick to take on group attitudes and to start behaving in ways that are consistent with their perceived expectations of the groups of which they are a part. Some theories emphasise that this conformity to group roles is an essential part of forming and maintaining our personal social identity. Others point to biology, suggesting that we have evolved with particular biological drives that promote advantageous social behaviour within groups.

Whether psychology or biology, it is clear that there are unconscious influences on our behaviour that make us more likely to behave in particular ways when we are part of a social group. Understanding these unconscious drives on our behaviour is crucially important to understand how we might promote positive social behaviours and actions between groups and group members. However, it is also important to be aware of how group expectations can unconsciously influence the dysfunctional behaviour we see, especially in environments where the behaviour is heavily hierarchally driven.

IV-Theory of Self-identity

A prominent theory as to why we will so readily form group associations and act in ways appropriate to those groups is social identity theory. By this theory, one of our primary goals in our behaviours, thoughts, and actions is to maintain a positive self-identity. We do this by forming associations with people who share particular characteristics with us that we view positively, thereby maintaining a positive self-identity as a member of that group. Such characteristics can be explicit distinctions such as gender, age, religion, race, or can be arbitrary divisions such as schoolhouse teams or “prisoners” versus “guards” in psychology experiment.

Example,

For example, a child may say, “I’m strong because I’m a boy” or “I’m good because I’m on the red team and the red team is the best.” By this, the child can maintain their positive self-identity (as a strong person) by association with the group with which they perceive that positive characteristic (boys or the red team). A consequence, however, is that we also form negative associations with people and groups who do not share those characteristics and we perceive them in overly negative ways. This is also a way of maintaining our own positive self-identity, by associating negative traits with the groups of which we are not part, but this

leads to prejudice and discrimination. For example, the child can equally say, “I’m strong because I’m not a girl and girls are weak” or “I’m good because I’m not on the blue team and the blue team is the worst.”

Therefore, by social identity theory, we form in-group associations with people that we consider similar to us and view positively, and we form out-group associations with people that we consider different from us and view negatively. We will also act in ways that are consistent with the norms, expectations, and roles of the in-group, and different from those of the out-group. It is important to stress that this is not a conscious choice, but an unconscious influence on our behaviour to maintain our own positive image of ourselves. Nonetheless, this is a powerful drive on our behaviour, influencing how we think and act towards others.

V-The Neuroscience of Group Behaviour

It is an uncomfortable fact, but it appears that our brain is automatically and unconsciously hard-wired for prejudice. This is in our biology. There is good reason for this when we look at evolution of our species. When living in family or tribal groups, with competition for resources, there is great survival value in having positive attitudes and motivations towards our own group to promote survival of our own, our behaviour is not only determined by our unconscious, biological drives. To a certain extent, we also have choice and voluntary control over our behaviour, shaped by society and cultural expectations—our morality and conscience. With greater exposure to a variety of people, for example, by having friends with a range of ethnicities, we can choose or learn to act in non-prejudiced ways, overcoming the automatic, unconscious, biological processes.

The way we act towards others is a balance between these two factors: the automatic and biological drives that still exist in our brain that lead us to discrimination between people we perceive as in-group versus out-group members; and our conscious choices based on our learnt sense of morality and conscience. To understand these biological influences on group behaviours and prejudice, we need to understand the ‘*neuroscience of empathy*’. Our ability to empathise with others, to understand their emotions and motivations, also involves unconscious processes of emotional contagion and conscious processes of cognitive empathy or perspective taking.

When we observe others’ actions or emotions, the same neural states in their brain are automatically mirrored or emulated in our own brain, as a form of shared experience. This is known as emotional empathy or emotional contagion. We come to understand others’

intentions and goals through this neural emulation or mirroring process. Interestingly, these appear to be highly automatic processes in the brain that lead us to share some of the emotions that we observe in others. Our brains are wired so that we literally feel some of their joy and their pain, thought to be biological processes that help us to understand and empathise with the people around us.

VI-Social & Emotional Contagion

Importantly, these neural mirroring processes in the brain are strongly influenced by the social relationships we have with others that we observe. Mirrored brain activity is much stronger when we are observing people whom we perceive as part of our own group or family or even race than for unfamiliar people. This also fits with well-known research on social bonding, known as the chameleon effect that shows that we tend to imitate people whom we like and we tend to like people who imitate us. This form of emotional contagion, leading to shared experience, therefore also drives positive social relationships.

In the neuroscience lab, we usually examine these mirroring processes with MRI brain imaging. When we put people in the MRI scanner and show them pictures or video clips of others in distress or pain, depicting strong negative emotions, we see patterns of brain activity similar to what we would see if those people were actually experiencing the distress or pain themselves. Importantly, although these neural empathy responses are much stronger when observing pain or distress in people with whom we share a close social relationship, these mirroring brain processes are not fixed but change with experience and learning. As we gain more experience with previously unfamiliar people, we start to show more automatic neural mirroring activity in the brain when observing those people's actions and emotions. In this way, developing positive social relationships with others also leads to stronger emotional contagion or sharing of underlying brain states.

As well as these unconscious and automatic processes for empathy that lead to shared brain states, we can also cognitively evaluate others' situations and consciously control our choices and actions to show empathy for others. This process, known as mentalising or perspective taking, involves consciously evaluating the situation from the other's perspective, based both on our past experiences of that situation and our understanding of the knowledge and beliefs of the other person. This is a high-level cognitive-social process that underlies our sense of morality and conscience in our actions towards others.

Training programmes that aim to increase empathy for others typically target this conscious cognitive process of perspective taking, as this is a skill that can be learnt. In these programmes, students/pupils are taught to consciously attend to and think about a situation from another person's perspective and to evaluate how that person must be feeling. This allows the student to consciously consider the consequences of their own choices and actions in the other person, by evaluating the situation from that other person's perspective. In this way, students can learn to exert conscious control and choice over their behaviours and interactions with others that can override otherwise unconscious processes that may lead to negative behaviours and prejudice.

We therefore have a biological drive for closer association with people we consider part of our in-group than for others we consider out-group members, leading to in-group favouritism and out-group prejudice. This is reinforced by brain processes that lead us to feel closer emotional contagion, through automatic neural empathy processes, with those people with whom we share a positive social connection. Importantly, however, these automatic unconscious processes change with learning and experience with unfamiliar others. We can also learn and consciously use cognitive skills to evaluate the situation of others and exert conscious control over our actions towards them. In this way, our behaviour towards others is a combination of both our underlying automatic brain processes that lead to particular drives and our conscious evaluation and choices over our actions towards others.

VII-Implications for Classroom Practice

As we can see, humans are very ready and biologically driven to make distinctions between people they perceive as part of their in-group and others as members of an out-group. Critically for teachers, such distinctions can begin to unconsciously drive positive feelings and behaviours towards those who are perceived as part of the in-group and negative ones towards people who are not. It is recommended that teachers actively manage interactions between students. Students should be allowed a level of agency in their own social interactions and how they organise themselves; however, teachers should ensure that all members of the class feel part of the in-group and that toxic out-group divisions do not develop in the classroom. Teachers should take precautions to avoid social separation, for example, by altering the student composition of the groups. This could involve changing the assigned seating each term or assigning students to different groups for each group task. Teachers should also avoid making explicit divisions that may compromise how students treat each other such as forming groups based on academic ability.

Ultimately, it is important to be aware of how groups form so we can make more informed choices based on context and prevent prejudice and negative behaviours and feelings towards others to develop. Educators should be aware of both the conscious and unconscious factors that drive group behaviour. Explicit empathy programmes tend to teach students to consider the perspective of the other person, for the student to consciously consider their own choices and behaviour and the consequences of their actions on the other person. These conscious choice behaviours can override the more unconscious biological drives that can lead to prejudice and negative behaviours towards others. However, educators can also address these unconscious drives by promoting a positive in-group culture within the classroom and preventing out-group divisions from developing. By this, the teacher is fostering social synchrony within the classroom.

a- Example,

Imagine this scenario: A class or group of students are working together on a problem or task. At the start of the task, the students may be somewhat isolated, but as they bring themselves and their thoughts to the goal, they start to experience a shared understanding of the goal of the group and their roles as members of the group. If the group is functioning well socially, the students may start to demonstrate a shared behavioural state, with similar body language, vocal tone and volume, start to mimic one another, and show shared emotional states. This behavioural or emotional contagion further strengthens group cohesiveness.

b-The Teacher's Role in such Instances

The teacher can play an important role in constructing the social interaction that leads the group towards their goal. The teacher draws the students' interest towards the task, directing questions and discussion to each member of the group, modelling a range of positive prosocial behaviours such as eye contact, rapport, shared interest in the learners and the topic, physical proximity or closeness, directing the students' attention toward the shared intent, and working cooperatively to complete the task.

Conclusion

Fostering a positive social culture within the classroom brings many benefits to learning. Learners report feeling safer working with people that they know and who they know understand them, so it is important to encourage all students to interact with each other from the beginning of the term. Within these safe groups, learners are more likely to take academic

risks, contribute ideas, and engage in discussions. Cooperation within small groups can also extend to broader cooperative group behaviour across the class. As students become more comfortable working in small groups, and as they innately take on the prosocial behaviours and attitudes of the teacher, students can start to expand this influence to broader groups. Modelling prosocial behaviours and deliberately constructing social learning environments in this way motivates students to support one another to achieve a shared sense of understanding and experience. In sum, these positive social interactions further enhance group connectedness.

Illustrative Representation for Prosocial Behaviour



Figure 4. Making Prosocial Behaviour Contagious in Classrooms

Source: edutopia.org/article/making-prosocial-behaviour-contagious/

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SYNCHRONOUS LEARNING

COURSE N 06 (PART2)

I-INTRODUCTION

Definitions of the three existing modalities in learning.

II-COURSE PLAN

- 1 What is Synchronous Learning
- 2 Asynchronous Learning Procedure
- 3 Synchronous vs. Asynchronous Learning Procedure Pros &Cons
 - a Pros of Synchronous Learning
 - b Cons of Synchronous Learning
 - c Pros of Asynchronous Learning
 - d Cons of Asynchronous Learning
- 4 Conclusion

III-COURSE OBJECTIVES

Upon the completion of this course, the students should be able to:

1-Differentiate between the learning modalities.

2-Should be able to distinguish between each mechanisms.

3-Identify each learning option's merits.

4-Identify each learning option's demerits.

IV-COURSE MATERIALS

- Whiteboard
- Visual support

I- Introduction

Synchronous learning refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. However, Asynchronous learning refers to students accessing materials at their own pace and interacting with each other over longer periods. A third modality exists, which gathers both ways, is blended (also known as polysynchronous) learning uses a combination of

asynchronous and synchronous online learning. Synchronous learning, which is usually facilitated by video-conferencing online, lets learners come together in groups and interact in real-time with an instructor and with each other.

II-What is Synchronous Learning?

Synchronous learning is any type of learning that takes place in real-time, where a group of people are engaging in learning simultaneously. Although learning occurs at the same time, learners do not have to be there in-person, or even in the same location. Synchronous learning enables learners to ask questions and receive answers on-the-spot, while also collaborating freely with their co-learners. Four characteristics distinguish distance learning, which is the second labelling of asynchronous instruction. First, distance learning is by definition carried out through institutions; it is not self-study or a non-academic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods. Various terms have been used to describe the phenomenon of distance learning. Common variations include e-learning or online learning, used when the Internet is the medium; virtual learning, which usually refers to courses taken outside a classroom by primary- or secondary-school pupils (and typically using the Internet). Below is a synthesised definition of asynchronous learning.

Geographic separation is inherent in distance learning, and time may separate students and teachers. Furthermore, accessibility and convenience are important advantages of this mode of education. Students can access materials at their own pace and interacting with each other over longer periods.

Reference

Britannica.com/topic/distance-learning

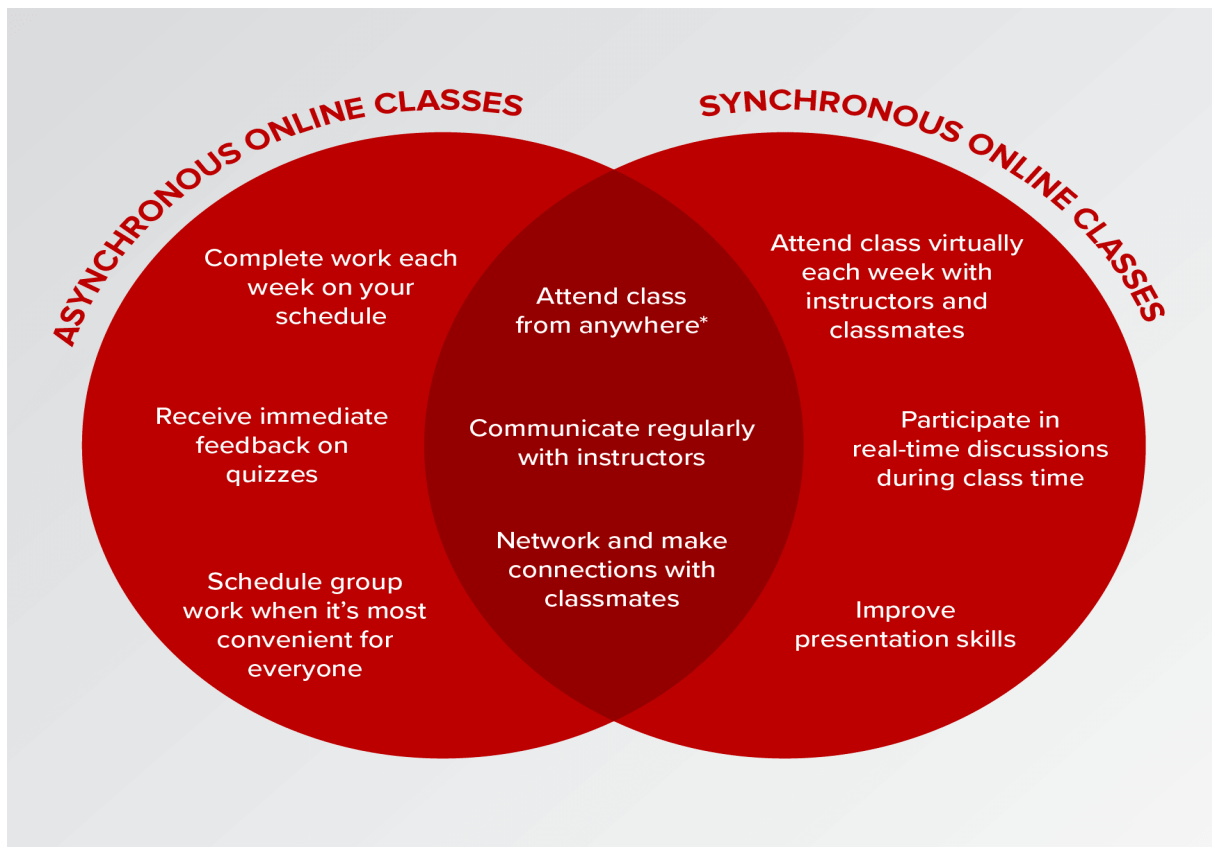


Figure 5. Asynchronous & Synchronous Online Classes

III-Asynchronous Learning Procedure

Asynchronous learning is more learner-centred. It enables your learners to complete courses without the constraints of having to be in a certain place at a certain time. In essence, asynchronous learning does not hinder learners by place or time. As long as they have access to the Internet, asynchronous learners have the freedom to complete course materials whenever they choose, and from any location. Although not taking place then and there, asynchronous learning still allows the opportunity for feedback. Learners are free to share thoughts and questions with instructors and fellow learners, though they may not receive an immediate response. Some examples of asynchronous learning include:

- *Online courses*
- *Email*
- *Blogs*
- *Pre-recorded video lessons or webinars*
- *Online forums and discussion boards*

IV-Synchronous vs. Asynchronous Learning: Pros and Cons

When comparing synchronous and asynchronous learning, both have advantages and disadvantages; what may appeal to one learner may not appeal to another. Let us look more closely at some of the main pros and cons of each:

1-Pros of synchronous Learning:

Because of the social nature of synchronous learning, learners can easily interact with instructors and other learners, making group activities possible. Synchronous learning takes place in real-time, which means learners can get immediate feedback. Ideas and opinions can also be promptly shared with fellow learners. Similarly, if your learners are having trouble with any of the course content, synchronous learning allows them to ask questions and get instantaneous answers.

2-Cons of synchronous Learning:

Synchronous learners have to be online at a certain time, and therefore their learning has to adhere to a specific training schedule. Learners cannot access content where and when they like. To accommodate your learners and offer more flexibility, you could provide a webinar recording of the training session. Due to the group dynamic of real-time synchronous learning, some learners may feel they are not receiving the individual attention they need. This is especially true if there is any part of the training they do not fully understand. To bypass this, try checking in on the progress of your learners by setting aside time during training for one-to-one or group Q&A sessions. The effectiveness of how well your learners understand the course content depends more on the quality of the instructor than the learners themselves. To overcome this, ensure your instructors receive relevant training so they are fully prepared for their role. Requiring instructors to plan their sessions ahead of time will also ensure they will deliver a great learning experience for your learners.

3-Pros of asynchronous Learning:

Asynchronous learning offers lots of flexibility. Although there is usually a deadline in sight, asynchronous learners can progress at their own pace and access their course at any time they choose and from any place. It is a cost effective way to train learners that are based in varying locations. Asynchronous learning means your learners can engage in courses regardless of their time zone or location. With asynchronous learning, learners have significantly more time to reflect on the material they are learning, which means they are

likely to understand it more thoroughly. Additionally, synchronous and asynchronous online learning each have their place. For example, a synchronous (live) presentation allows students to ask questions while the presentation is in progress; an asynchronous (recorded) presentation allows students time to deliberate and reflect before asking their questions, perhaps in an online discussion group. Live, synchronous chat office hours allow the instructor and a student to have an interaction that resembles a real conversation.

4-Cons of asynchronous Learning:

Although learners may have access to an instructor, contact through asynchronous learning may be limited. Answers to queries cannot be given instantly (for example, learners may need to wait for an answer to an email). This can be ignored by ensuring way that makes communication as easy as possible. The lack of interaction with instructors and fellow learners leaves some individuals feeling isolated. This could lead to a lack of motivation and engagement in courses. So, combat learner isolation by focusing on creating great course content. Asynchronous learning is learner-centred, so those taking courses in this way need self-discipline and focus to be successful in completing the required course work. Besides, there exist a third learning option, which is called hybrid learning, or paired-instruction.

Conclusion

Ultimately, the method of learning you choose for your learners will depend on a number of factors, learning objectives, the types of course content you create, how you deliver your training, and the availability of your learners. However, if you have the resources, using both synchronous and asynchronous learning is a winning formula. For example, creating a largely asynchronous course with supplementary live webinars scheduled for varying days and times ensures that learners have the additional benefit of interacting with each other and instructors. Alternatively, blended learning is another option that supports both synchronous and asynchronous learning opportunities. No matter which method you choose, variety is the best approach. Especially if you are building a course, aim to keep your learners as engaged as possible by mixing different methods of content delivery. A combination of elements like video, text, and images are sure to keep learners interested.

References

learnupon.com/blog/synchronous-learning-asynchronous-learning/

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CHAPTER THREE

CLASSROOM TRANSACTIONS & THE TEACHER ROLE

STUDENT-STUDENT RELATIONSHIP

COURSE N 07

I-INTRODUCTION: Modelling acceptance and teaching inclusion of all learners in class.

II-COURSE PLAN

- **1** Foundational Strategy: Building Strong Relationships in Classroom
- **2** Build Positive Relationship among Students
- **3** Learning Engagement and Positive Classroom Environment
- **4** Positivity in Class with a Neuroscience Perspective
- **5** Achieving Positivity
- **6** Positive Relationships & Creating Safe Spaces for Learning
- **7** Handling Challenging Learners' Behaviour
- **8** Positive Relationships & Building New Pathways for Learning
- **9** Positive Relationships & Improving Students' Behaviour
- **10** Regulating Classroom Behaviours & Emotions

III-COURSE OBJECTIVES

1-Teaching learners firstly to build classrooms with strong communities.

2-Model acceptance and explicitly teach students that no one is left out or marginalised.

3-Managing behaviour as a prior condition to background context of a relationship.

4-Teaching them proactivity, and spending time with learners (topic discussion, solving)

5-Significance of community building in class especially for struggling learners.

IV-COURSE MATERIAL

- Whiteboard
- Visual Support

I-Introduction

Bullying and other forms of maltreatment are less likely to occur in classrooms with strong communities. When teachers model acceptance and explicitly teach their students that no one is left out and no one gets picked on, learners feel safe being who they are. In addition, when problems or disagreements arise, classrooms with strong communities respond better to these challenges. With the push for higher achievement scores, some teachers may rush to get started without taking time to build relationships in the classroom. Teaching academics and managing behaviour will not be as effective without a background context of a strong relationship.

II-Foundational Strategy: Building Strong Relationships in Classroom

From the first day of school, with students of all ages, teachers need to use time to build community and get to know their students. Students also need support to get to know each other. Teachers can build community by doing the following:

1. Get to know each student including learning names as soon as possible.
2. Be proactive by knowing children's individual needs for support.
3. Spend time with learners, even for short periods of time- to get to know children's interests.
4. Journal with children regarding likes, dislikes, shared interests, preferences, and families.
5. Greet and dismiss children with warmth and kindness.
6. Hold class meetings to determine class climate and if there is any need for topic discussion.
7. During class meetings and throughout the day and year, model effective problem solving.

III-Build Positive Relationships among Students

Teachers can use the information on relationships to demonstrate math concepts, etc. (How many students like to play (a specific discipline in sport)? Is that more or less than the number who like (a specific food?) Student matches-students can be assigned to find peers who have a particular characteristic and then get their signature. Teachers can modify this by including pictures for younger learners, for instance, and substituting appropriate content for older students, (I have a job, etc.). Guess who? Is another strategy contributing in building positive relationship. It consists of making students write down a fact about themselves, then

give it to the teacher and students have to guess who it is. This can also be called what is special about me or unique facts about me?

In fact and fiction, students write one or two statements that are true about themselves and one that is false. Students guess, which is false. This could be adapted and called True or False. Knowing ‘Why’ and ‘When’ to use them. There are a multitude of community building activities. Teachers, therefore, can use for students of all ages and with professional colleagues. The important thing to stress is how important it is to use them often, especially during the beginning of the year, after breaks and when class community seems low. Community building is very important for children who are struggling and need to take risks to learn in a supportive environment.

IV-Learning Engagement & Positive Classroom Environment

Students’ brains are hard at work every moment of the day, learning skills and connecting new information with old. Those same brains are also constantly processing information when it comes to their relationship with you, their teacher. Positive student relationships are fundamental to success. When students feel supported, they are more likely to engage in learning and have better academic outcomes. Moreover, when students have positive interactions with teachers, they have fewer behavioural problems. These relationships are more important and more challenging than ever in uncertain times, like during the coronavirus pandemic. Neuroscience can help us understand what is happening in students’ brains when they feel safe and understood. Here are four reasons why positive teacher-student relationships are important and how you can build those relationships.

V- Positivity in Class with a Neuroscience Perspective

According to the brain science, positive relationships are built on positive interactions. Each of these interactions has a powerful effect on the brain. When you authentically praise a student or have a positive interaction, the student’s brain releases dopamine. This creates a cycle. You provide positive feedback. The student’s brain releases dopamine. The student feels good and is motivated to feel that way again.

Reference

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<https://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

With this increased motivation, students spend more time and attention working on a skill. They build those skills. You give more praise — sparking the release of more dopamine, and the cycle starts all over again. On the other side, when students do not receive positive feedback, they are less likely to enter the positive cycle of motivation and learning.

VI-Achieving Positivity

To build a positive relationship, you need to have more positive interactions than negative ones. More specifically, researchers recommend having five positive interactions for every one negative interaction. Positive interactions could include greeting students by name as they arrive, giving praise for working hard, or asking for example about a student’s personal object. Students who learn and think differently often have more negative interactions than positive ones. For example, students with ADHD* may receive constant reminders from teachers to be on time and stay on task.

This does not mean that you should never provide learners with corrective feedback and reminders. Nevertheless, make sure the positive interactions outweigh the negative ones. The more you get to know your students, the more you will recognise when they need praise or encouragement, and when they are open to constructive feedback. You can keep a tally of how many reminders you give a student to complete an assignment. Try to find five times as many positive things to comment on, and tally up as well.

VII-Positive Relationships Creating Safe Spaces for Learning

The brain science confirms that social activities like talking and laughing cause the body to release the hormone oxytocin. This helps us to bond with others. Those bonds create a feeling that is often called “psychological safety.” When students feel psychologically safe, they are more likely to participate in class discussions, ask questions, try to do an assignment; even when it is hard, or talk in a tone of voice that is appropriate for the situation. If you have a supportive principal who has established psychological safety in your institution, you might be more likely to challenge yourself and try new ideas in your classroom. However, if school leaders consistently give critical feedback, you might not feel psychologically safe enough to try something new. It is the same for learners.

Reference

<http://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

*Attention-deficit/hyperactivity disorder (ADHD)

Building psychological safety is harder with some students than others. Think of the last time you saw a student seeming to overreact. This behaviour may result from trauma or chronic stress in the student's life (such as having a learning or thinking difference or growing up as part of a marginalised group). This can cause them to feel threatened in situations that other students find harmless. The brain learns that the environment is not safe and remains on alert to potential danger.

IMPORTANT: For these students, when something is perceived as a threat, a region of the brain called the amygdala sets off an alarm. The amygdala is known for its role in detecting threats in the environment. Its job is to keep us safe and alive. Think of an animal that must decide whether to run or freeze when it sees a predator. The amygdala triggers the release of cortisol (also called the stress hormone) and epinephrine (also called adrenaline). This sends extra energy throughout the body. The muscles tense up and the heartbeat quickens, preparing for fight or flight. When the threat detection system in the brain is highly activated, learning cannot happen. This is the opposite of psychological safety.

In students, this might look like:

- Avoiding assignments
- Putting their head down
- Yelling or making negative comments
- Walking out of the classroom or leaving a live video lesson
- Acting out physically or aggressively

While building psychological safety may be even more difficult with these students, it is especially important for them. That is because oxytocin also helps keep the amygdala's threat detection system quiet. Over time, when students are surrounded by people they trust, their threat detection system is less likely to activate, and they are better able to learn.

VIII-Handling Challenging Learners' Behaviour

How to do with those learners? You can build psychological safety for students by praising the effort rather than the outcome. It is helpful to reassure students that certain skills

are difficult as well. You can let them know it is OK if they answer incorrectly or fail sometimes. Modelling how you respond to your own failures can be a powerful lesson as well.

Reference

<http://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

For students who are at risk for a fight-or-flight reaction, your approach will need to differ slightly. Use strategies like when-then sentences so they can know exactly what positive outcome to expect when they complete a task, while giving students the power of choice. Expect that they may overreact sometimes, and provide the space and time needed to calm down. By remaining calm, you are not only reminding yourself to react to their behaviour as a form of communication and respond appropriately. You are also building psychological safety and trust.

IX-Positive Relationships & Building New Pathways for Learning

According to the brain science, what you have heard is true: Tapping into students' background knowledge will help them learn new information by activating neural pathways in their brains. Developing a new neural pathway is like forging a new trail in the forest. It takes time, work, and a lot of repetition to develop the new trail. Moreover, it makes sense to start where another trail already exists. As you teach the new information, new neural pathways connect the old information with the new. If students do not understand the context or are not able to link the new information to anything they currently know, they will have a hard time understanding the lesson. The following remedies are, thence, preconized:

REMEDY 1: It might be a solution if you ask your learners about their hobbies and interests so that you can reference their background knowledge when needed. It can help you individualise instruction by connecting that knowledge to the new information you are teaching.

REMEDY 2: Ask students to share what they know about a topic. Every student has a different set of background knowledge. For example, if you know a student is a talented artist, you can leverage their knowledge of different kinds of paintbrushes to explain friction.

X- Positive Relationships & Improving Students' Behaviour

According to the brain science, research supports the idea that early relationships and interactions, including those with teachers, play a central role in shaping children's behaviour and social skills. Whether you know it or not, your students are likely mirroring your behaviours. Your words and actions matter. Neuroscience research has started to uncover why this imitation happens, and how it can be used to encourage positive behaviours. Studies have shown that when people observe an action being performed, it activates some of the same neural pathways that would be active if they actually performed the action. This is called the mirror-neuron system. Essentially, our brains are practising the action that we are seeing, even though our bodies do not move. Studies show that when people see an action first, they are able to perform the action more quickly than if they had not seen the action.

XI- Regulating Classroom Behaviours & Emotions

Start by thinking through what behaviours and social skills you are modelling for your learners. For example, you likely already model social skills like turn taking, cooperation, and empathy on a daily basis. You can take it a step further and explain the behaviours you are modelling. The next time you are feeling frustrated, tell your students how you are feeling. Talk about how you deal with frustration, such as taking a few deep breaths.

For younger learners, use pre-correcting and prompting as a classroom management strategy. It allows you to explicitly tell, show, and remind students how to approach tasks or situations. Young children are even more likely than adults to imitate the behaviours they see. That is because they are still learning social skills and appropriate behaviour. In addition, the prefrontal cortex (the part of the brain that allows us to choose where to direct our attention and to regulate our behaviours and emotions) is not fully developed until we are in our 20s. Childhood is a prime time to model behaviour and social skills for students.

Conclusion

Constructing pleasant environment is a crucial foundation. A climate where all the teaching learning partners can interact and understand each other appears primordial. Therefore, positive interactions have to outweigh the negative ones. This implies that, the more you get to know your learners, the more you will recognise when they need praise or encouragement, and when they are open to constructive feedback. While building psychological safety may be even more difficult with some learners, who seem vulnerable to classroom meeting and which tend to hostile the educational setting. It is especially important for them to know that friendly atmosphere is waiting for their cooperation. That is

because when students are surrounded by people they trust, their threat detection system is less likely to activate, and become more receptive; thus better able to learn. Besides, supportive administrative staff that establishes psychological safety in the institution, learners might be more likely to challenge themselves and try a new mindset in classroom.

Reference

<http://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

CLASSROOM ATMOSPHERE

COURSE N 08

I-INTRODUCTION: It is essential for educators to ensure that their learners have a conducive environment that promotes learning. Creating a space that fosters learning amongst students does not just benefit the students, teachers will also find it easier and more enjoyable to fulfil their tasks.

II-COURSE PLAN

1-Classroom Environment Strategies

- a-Promoting Easy Interaction
- b-Trigging Creativity
- c-Classroom Arrangement
- d-Classroom Layout Diversity
- e-Providing Lively Environment
- f-Awards Creation

III-Four Key Features of Early Learning Environments

- a-Safe & Secure
- b-Developmentally Appropriate
- c-Easily Accessible
- d-Intellectually Stimulating

IV-Conclusion

COURSE OBJECTIVES

1- Helps improve attention, reduce anxiety, and supports emotional and behavioural regulation. 2- Enabling educators foster a positive learning culture; learners are more likely to be receptive.

3-Aims at increasing motivation that leads to optimal learning outcomes.

COURSE MATERIALS

- Whiteboard
- Visual Support

I-Introduction

As students spend a significant 6 to 7 hours of their time daily in their classrooms, it is essential for educators to ensure that their learners have a conducive environment that promotes learning. Creating a space that promotes learning amongst students does not just benefit the learners, as teachers will also find it easier and more enjoyable to teach students who are focused on their lessons. It goes without saying that our surroundings affect us consciously and subconsciously. The environment we are in can motivate us to focus on our tasks or cause distractions that will make us lose concentration. For students, the environment where they learn affects their productivity, thus, a special care should be attributed to that consideration.

II-Classroom Environment Strategies

Instead of the boring classroom setting with the teacher by the blackboard and students in rows of tables, here are five strategies that teachers can do to create a comfortable environment for students to guarantee more classroom engagement, as well as optimal knowledge attainment.

Strategy 1. Promoting Easy Interaction

Rather than a classroom where only the teacher speaks and the students merely listen, create one that promotes interaction amongst students themselves or between teachers and students. Conversations are great for making lessons more entertaining for students, as this makes learning more than just about listening, copying down notes, and doing homework.

Strategy 2. Triggering Creativity

Teachers can come out with thought-provoking topics that require the students to think and share their opinions with no prejudice. Having discussions and even debates enhances creativity and critical thinking, which are important life skills that students should inculcate while they are still in school. Planned interaction also gives quieter students the opportunity to express themselves where they would normally not speak up.

Strategy 3. Classroom Arrangement

Students spend a significant amount of their time in school, with the majority of this time being in the classroom. Therefore, the arrangement of the classroom should be one that encourages students to be productive. Instead of sticking to the typical classroom arrangement that we are so accustomed to, teachers have to opt have different sections of the room with each serving a specific purpose.

Strategy 4. Classroom Layout Diversity

As a start, experiment and try out different layouts that give both teachers and students the opportunity to interact better. A great seating arrangement to start out is to have the students sit in a semi-circle in front of the teacher. This enables the teachers to be within close proximity with the students, thus being able to communicate with them more effectively and at a more personal level.

Strategy 5. Providing Lively Environment

Studies have shown that colours stimulate the brain, therefore work with colours to create a vibrant and lively environment that supports creativity and learning. A colourful classroom not only helps to stimulate the brain, it also helps students to stay focused and refreshed when studying. However, it is important to note that the classroom should not have colours like bright red and orange as they might over-stimulate the learners instead.

Strategy 6. Awards Creation

Apart from awarding the top performers, teachers can also create unique awards like “Most Helpful”, “Class Sports Star”, “Most Improved”, “Friendship Award”, “Kindest Child” etc. These will give every learner a chance to be valued and feel included regardless of his academic prowess. Instructors can think about inviting the parents for the awards ceremony as well so that they can see how their children are doing in school. Remember, celebrating success is one of the best ways to give students extra drive for a better performance.



<https://college.taylors.edu.my/en/life-at-taylors/news-events/news/5-ways-to-create-a-conducive-learning-environment-for-students.html>



Figure 6 & 7 Examples of a Conducive Learning Environment

III-Four Key Features of Early Learning Environments

The right kind of physical environment can help young children transition into learning at the start of the day, as well as move smoothly from one type of activity to another. Besides making children feel welcome and helping to ease transitions from home to school, the following are the four characteristics that should describe every early learning environment:

1- Safe and Secure

The safety of children is paramount, and the design of the learning space should reflect this priority. Furniture should have rounded corners, with no sharp edges or exposed hardware that children could catch their fingers or clothing. Chairs should be sturdy, so children do not tip

over. Cabinets that contain cleaning supplies or other dangerous materials should be locked or placed at higher elevations, so children cannot get into. There should be clear sight lines throughout the space so that all children are visible to adults, and adults are visible to children.

2- Developmentally Appropriate

Every piece of furniture needs to be geared toward children. For instance, chairs should be the right height. There should be a six- to eight-inch space between the tabletop and the tops of children's knees when they are sitting down, so their elbows can rest comfortably. Tables cannot be too big, so children can reach across and get materials.

Reference

Pratt, F. T. (2019). Four Key Features of Early Learning Environments.

Source for figure 6 and 7 : <https://blog.schoolspecialty.com/four-key-features-of-early-learning-environments/>

3- Easily Accessible

Early learning environments should contain shelving units where children can place materials directly on shelves or in bins by themselves, without a teacher's help. Everything should be clearly labeled with both words and symbols, so that materials are easily recognisable. When it is time to clean up, all materials have a well-defined place, so children can put things back where they belong. This helps foster independence and self-confidence, allowing children to develop behaviour management and self-regulation skills. When children accomplish a task and help clean up, it makes them feel good about themselves.

4- Intellectually Stimulating

Early learning is about learning through play and communication. That is how children make sense of the world, by exploring and talking with each other. The furnishings and materials in the learning space should facilitate this. The environment should be equipped with elements that invite learning and exploration both individually and in collaboration with others, such as open-ended materials that do not have a specific purpose but instead encourage imagination. For example: building blocks and manipulatives, that allow for linking or constructing; objects that let children experiment through trial and error; dual-sided art easels; sand and water tables filled with sensory items. When we allow children to experiment, explore, and collaborate, they are building foundational skills for later academic success.

Conclusion

Another important aspect of the physical environment is the classroom aesthetic. The environment should be equipped with elements that invite learning and exploration both individually and in collaboration with others. Students may be able to get a better understanding of the new environment. positive classroom environment is one in which students feel comfortable sharing their thoughts, taking risks, asking questions and confronting challenges in their learning. An educator can create this type of environment by presenting clear classroom expectations, providing opportunities to improve social skills, building relationships with their classmates and offering relevant content. In this type of classroom setting, students feel as though educators value their input

Reference

Pratt, F, T. (2019). Four Key Features of Early Learning Environments

CLASSROOM INTERACTION

COURSE N 09

I-INTRODUCTION: Classroom interaction is an interaction that takes place either between teacher and students, or among the students in the class. Useful strategies can be integrated to support successful and permanent interactions.

II-COURSE PLAN

1-Classroom strategies

- **A** Repetition
- **B** Arranging the Environment
- **C** Commenting & Asking
- **D** Offering Choices
- **E** Missing Item
- **F** Communication Temptations
- **G** Physical Proximity

2-Conclusion

III-COURSE OBJECTIVES

1-Helps the smooth running of the process of teaching and learning.

2-Increases learners' communicative skills.

3-Promotes student-student mutual understanding, thus symbiosis.

4- Stimulates instructor's extra-effort deploring to establish optimal grasp.

IV-COURSE MATERIALS

- Whiteboard
- Visual Support

I-Introduction

Classroom interaction is an interaction that takes place either between teacher and students, or among the students in the class. "It is conversations that are impaired, not the interactants" (Wilkins, 2004). As a result, we always teach our learners, staff and family members useful strategies to support successful interactions within and outside the educational environment. The importance of including the family in this process is critical. Research has shown that effective parent/caregiver training strategies result in positive learning outcomes outside of school (Kent-Walsh, J. & Binger, C., & Hasham, Z. 2010; Warren, Yoder, & Leew 2002; Yoder & Warren 2001; Yoder & Warren 1998).

II-Classroom strategies

"Interactions are experienced mutually by communication partners and both parties are affected reciprocally" (Siegel & Cress, 2002). Below are descriptions of ways for learners among the same class to increase responsivity to create communication opportunities, modify pacing of instruction, use modeling, provide meaningful language input and promote parity/sameness:

1-Repetition

Learners require repeated practice in naturalistic contexts with multiple partners in order to build communicative competence skills (Blackstone, 2008). Educators use a variety of

practices and procedures to create frequent and motivating communication opportunities. Many of these strategies come from enhanced milieu teaching, which focuses on embedding communication opportunities within typical classroom activities by following the child's attentional lead, interacting responsively and arranging the environment to increase student engagement.

2-Arranging the Environment

Arranging the environment involves the selection and use of materials, layout of the physical space and the structure of activities and routines. Providing interesting materials that encourage social and interactive play and cooperation can naturally create communication opportunities. Identifying preferred materials and activities and providing them to students can increase levels of engagement and create reasons for students to communicate for a range of purposes (e.g., requesting a favourite item). Providing play and learning areas that accommodate small groups can create peer proximity that encourages social interactions between students. Establishing routines for repeated activities in regular locations can help students learn to anticipate upcoming activities based upon where they are in the classroom.

3-Commenting & Asking

Commenting and asking questions encourages learners to talk about their actions and express their feelings and opinions. Commenting on student activities demonstrates adult/instructor interest and engagement in what the student is doing and what he or she cares about. Open-ended questions are those questions that do not dictate a specific form in the response (e.g., "Tell me about..." or "Now what?"). Open-ended questions have a variety of possible answers. In contrast, closed-set or test questions dictate a specific answer from a set of options and are not as supportive to language and communication development as open-ended questions. Wh-questions (e.g., Who, What, Where, Why) contain a specific "question word" and thus elicit a response to match the type of question asked

4-Offering Choices

Offering choices between at least two different options is an easy and effective technique to provide learners with opportunities to express their preferences and learn to make requests. Offering numerous choices during interactions can establish and extend student engagement in activities as well as promote self-determination skills. In an elicited offered choice, the instructor initiates an interaction (e.g., by asking "What do you want?") and offers two or

more clearly-defined options and the student responds to indicate their desired choice (Sigafoos and Mirenda, 2002). A binary choice is a choice between two items or options.

5-Missing Item

Missing item format occurs when the instructor provides materials that are difficult to operate or provides inadequate portions of desired or needed materials, such that the learner is motivated to communicate to request assistance or request a needed item. Meanwhile, classmates are watching, and waiting for him, until he/she asks for help. This process leads the pupil/volunteer to talk, and interact freely with peers. The operation or game is repeated, so that every learner has the opportunity to act.

6-Communicative Temptations

Communicative temptations involve setting up situations in which the learner is likely to be motivated to communicate (Iacono, et al, 1998). An example of this technique might be: hiding an item in front of the class without offering help to a learner, who is supposed to search for it, and initiating a familiar or unfamiliar social game with the learner until he or she expresses pleasure, then stopping the game and waiting for a communication signal.

7-Physical Proximity

Physical Proximity refers to when a learner adjusts his physical closeness to a classmate during an interaction. Close proximity can be used to let the student know you are nearby and ready for them to initiate an interaction and proximity helps maintain active engagement during the interaction. In this strategy, a communication partner will get close enough to a pupil, so they are in the student's best visual field, while still maintaining personal space (a comfortable distance away from one's partner). Appropriate proximity helps beginning communicators focus on their communication partner and remain more engaged in the exchange rather than becoming distracted by other stimuli.

Conclusion

The effective classroom interaction can increase students' language performance. Concomitantly, teachers can improve, in their turn, the teaching and learning process. Studies have shown that interaction can engage the learners' participation thanks to instructors' positive talk and encouraging feedback. This can guarantee optimal responsiveness on the part of the pupils, whose engagement is tightly linked to the quality of feedback responses they receive. It can be concluded that classroom interaction is crucial in the ongoing of the

teaching and learning. Thus, the teacher can act as controller and tutor in the learner-content interaction. Meanwhile, in the learner-instructor, the teacher acts as prompter and resource. Activities such as class debates, discussions, or review games, are examples of full-class interactions. These activities are a great way to end a lesson or unit, as they serve as an alternative formative assessment method.

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TEACHER ROLES

COURSE N 10

I-INTRODUCTION: Teacher roles can be very complex and include such varied roles as those of community builder, preparing of learning activities, model of problem solving, other intellectual skills, and coordinator of activities,

II-COURSE PLAN

- **1-Teacher Roles**
- **A-Authoritative**
- **B-Delegator**
- **C-Prompter**
- **D-Participant**
- **E-Demonstrator**
- **F-Lecturer**
- **G-Resource; H-Mentor ; E-Helping hand; J- Support; K-learner**

2-Conclusion

III-COURSE OBJECTIVES

- 1-To demonstrate that the teacher is multitasking agent in his class.
- 2-That the he teacher portrays knowledge and skill developer, and positive attitudes conveyer.
- 3-That he is socio-cultural ethics reflector, in addition to responsibility sense communicator.
- 4-That he is class activeness supporter, and learning motivator.
- 5- That he is individual differences and needs calibrator.

IV-COURSE MATERIALS

- Whiteboard
- Visual Support

I-Introduction

Teachers' roles are key components of effective peer learning. These roles can be very complex and include such varied roles as those of community builder, preparing of learning activities, model of problem solving and other intellectual skills, coordinator of activities, and evaluator of students' work. All of these roles contribute to the promotion of effective group processes. Different peer learning activities require different stances with respect to students, tasks, and outcomes. Teachers must take into account both the social context in which learning occurs and the cognitive processes that are either supported or hindered in that context. They need to analyse their classrooms to determine whether there may be obstacles that limit the cognitive opportunities available to students or prevent them from making use of those opportunities. Teachers can adopt many roles with regard to the use of peer learning.

II-Teacher Roles

1. Authoritative/ Controller

The authoritative role that a teacher plays can be in two ways, high authority, high involvement, and high authority low involvement. If a teacher is authoritative and controlling it does not mean that, there is no scope for growth for students. These teachers would have their ways and norms but if they are highly involved, they would work for the betterment of the students, encourage hard work, and would be open to questions and queries. Students usually see authoritative teachers as caring and reasonable. As mentioned, in an authoritative

classroom, the students have the freedom to ask questions and clear their doubts. However, on the other hand, if a teacher is authoritative and has low involvement in the classroom, this will dampen learners' curiosity in asking questions and inquire.

2. Delegator

A delegator, as the name suggests, is someone who delegates responsibilities and just overviews the overall functioning of the classroom. They are neither highly involved nor show less involvement. They give the students ownership and are mostly seen when learning occurs

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Bordia, D. (2020). Seven Roles of a Teacher

through group activities and classroom discussions. This is best suited for subjects that require group activities. Chemistry, physics, and in the sort of subjects that require lab activities, the teacher often assumes the role of a delegator.

3. Prompter

When the teacher assumes the role of a prompter, he is giving complete ownership to the students. Teachers give the students a push when they are stuck or have confusion and doubts. In this role, the teachers prompt what the students should be doing and kind of take them through the process. They act as a guide or a coach in the whole learning process.

4. Participant

In case there is an activity taking place in the class. Say a debate or a group discussion, when the teacher takes part in it, he is assuming the role of a participant. While this increases the interest in students and encourages them to participate more, there is a chance of you outperforming them so, keep in mind to blend in with the students and give them the necessary assistance when required.

5. Demonstrator

Teaching is $\frac{1}{4}$ preparation and $\frac{3}{4}$ theatre. When a teacher demonstrates the concepts and ideas, the learning is more effective. A demonstrator is one who crosses boundaries and goes

to the limit to ensure that the students have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts.

6. Lecturer/ tutor

This is the most common role that a teacher takes on in a classroom. When they are reading from the textbook, explaining a topic, and just doing what most teachers do in the classroom, it is a lecturing or tutoring role. Again, it can be one with high involvement from the students' side. When there is high involvement from both the teacher and the students, there are better chances of the concept being conveyed in a better way, and the lesson would stay with the students for longer.

7. Resource

This role is like that of a library. The teacher is just an assessor, he is always there and the students can turn to the teacher for help anytime but most of the work is done by the students. In this role, the teacher asks the students to take classes and seminars, and when they are stuck, the teacher helps them with the subject knowledge that he/she has. As the name suggests, they act as a resource for the students. There will be many people who will come to the teacher seeking information. Even if the learner is only seeking a source of information, the teacher is the one who can know how to find what the student is looking for. Once the teacher has given the information to the student, he or she will often have to instruct the student on how to use the information. He might show also how to use the relevant information in the appropriate context.

8. Support

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. In professional circles, a teacher may even have to support other teachers leading a particular subject matter.

9. Mentor

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behaviour and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession.

10. Helping hand

A leader in a school is a person who takes on extra tasks such as leading the meetings and even helping set up a big event. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

11. Learner

One last important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged every day with a new task that will help them grow into a better person. A teacher is a person who will have to fill many roles. They are people with educational leadership skills and they must continue to grow and develop as professionals. Teachers, and novice ones, have to seek any opportunity to improve his teaching. Sharpening any skill depends heavily on the potential, the individual has, and the amount of practice, as well as research on the field. The instructor can gauge his abilities at each phase of the overall training, and after, when being exposed to actual situations.

Conclusion

It is important to understand that most teachers assume a mix of all the roles or one or more above-mentioned roles. No teacher falls into just one category. They might assume two different roles at the same time. The way a classroom functions is tricky, and it is the intelligence and wit of a teacher that makes a classroom exemplary. There are situations that demand the teachers be controlling and authoritative and certain others that need teachers to be a prompter. A good teacher is one who understands what role they should play and when they should do it. We cannot say that the above mentioned, are the roles of a good teacher. There are others that the instructor can perform, the caption below summarises them:

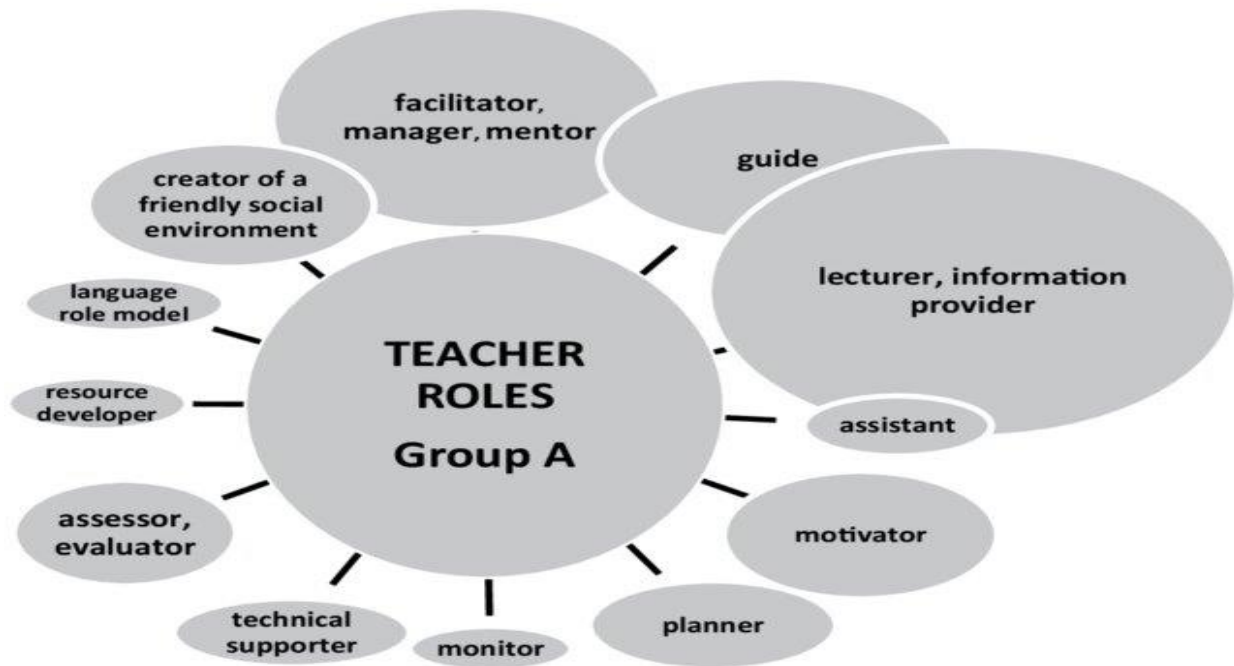


FIGURE 8. THE MODEL OF TEACHER ROLES

Source: https://www.researchgate.net/publication/332513924_The_foreign_language_teacher%27s_role_in_ICT-supported_instruction/figures?lo=1

O'Donnell, A. M. (2015). Group Processes in the Classroom. 2nd International Encyclopedia of the Social & Behavioral Sciences. <https://www.sciencedirect.com/referencework/9780080970875/international-encyclopedia-of-the-social-and-behavioral-sciences>

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CHAPTER FOUR

REFLECTIVE TEACHING

CKE KING COURSE OBJECTIVES

COURSE N 11

INTRODUCTION Learning goals are broad, general statements of what we want our students to learn and provide: Direction, Focus, and Cohesion. Setting goals gives instructors a real roadmap to where they want to settle.

COURSE PLAN

- What are Learning Objectives

- What is the difference between goals and objectives
- Importance of Objectives Setting
- How should Objectives to be Formed
- Important Tips in Objectives Formulation
- Designing a Course Using Learning Objectives
- Designing Learning Objectives
- Consolidative Part Design: Writing the Activities
- Developing Assessment
- Reflecting on Objectives

COURSE OBJECTIVES

1-Equipping learners with a combination of action verbs, to relate them to specific tasks 'acts'.

2-It specifies the behavior, skill, or action that a student can demonstrate later on.

3-Ensuring Scaffolding in gaining mastery of the objective.

4-Yielding ultimately to measurable scale by the means of assessment.

5-Reaching the knowledge/expertise learners are expected to construct.

COURSE MATERIALS

- Whiteboard

I-Introduction

Learning goals are broad, general statements of what we want our students to learn and provide: Direction, Focus, and Cohesion. Setting goals gives us a real road map to where we want to go. The same when we provide goals to learners. Learning goals are the heart of a course design and need to be made clear at the planning stage. An instructor can use those goals as a roadmap to prepare an online class. In this session, we are going to explore in-depth the role of Learning Goals and Objectives in course design and how to prepare a lesson plan based on the planned objectives. Learning objectives can then, be broken down into small learning activities to work on each one of them separately, then coordinate between them.

II-What are Learning Objectives

The best way to use goals as a roadmap for a course design is to make them more clear and concise by determining specific learning objectives. Writing learning objectives keeps

you focused and helps you in planning. This is easily achieved with the use of action verbs that describe learner capabilities at the end of a course. From the learners' point of view, objectives help them understand what the instructor expects of them and what they are supposed to do. Let us first make a split between goals and objectives

III-What is the Difference between a Goal and Objective?

Many people confuse the definitions of goals and objectives and often confuse the terms. Learning goals are long-term, broad, and achievable, but not necessarily measurable. On the other hand, learning objectives are also referred to as learning outcomes because they are immediately linked to the expected outcomes; what we can expect learners to be able to do by the end of the course. Learning objectives can then be broken down into small learning activities, or assessments. The tables below demonstrate how goals differ from objectives:

GOALS

Express your hopes and values regarding the overall educational experience.
Represent your perspective on the course, describing what the course will do.
Describe your long-term aims that are not directly measurable.
Convey the kind of experience you want to create for your students.

OBJECTIVES

Your choices on learning strategies, lesson material, and instructional activities.
What your learners will be capable of by the end of the course.
The assessments (questions, assignments) with which you evaluate your learners.
What your standards and expectations are for the course.

IV-Why is it Important to Set Objectives?

When setting learning objectives you can adequately organise the course material because you can establish a logical sequence of learning milestones. You can immediately align

objectives with evaluation methods. You communicate expectations to your learners, so you help them evaluate themselves. Finally, learners can interconnect goals through your courses. Objectives tell the learner how they will be able to know, not merely guess, whether they have learned and understood the lesson.

V-How Should Objectives be Formed?

Objectives should be specific, concise, observable, and measurable. Each learning objective should target one particular aspect of student performance and be expressed with a single action verb. There is a specific order according to which learners' process information in a course. Bloom's taxonomy (see course n 5 Classroom Monitoring) helps understand this natural order. What Bloom did is describe the levels of student learning, that could help a designer set the right objectives:

Recall

Comprehension application

Analysis

Synthesis

Evaluation

The following table displays the terminological list used to match it with the different tasks performed in class, and in giving instructions:

Table 1. Sample Verbs for Writing Learning Objectives

Knowledge or Remembering-----	Recall, tell, show, match, list, label, define, cite, name, brainstorm
Comprehension-----	Compare, contrast, demonstrate, identify, report, outline, summarize, review, explain, catalog
Outline-----	summary, test, identifications, review, compare and contrast exercise
Application----	Develop, organize, use, select, model, choose, construct, translate, experiment, illustrate-----
	Report, diagramme, graph, illustrate, project, video, case study, journal

Analysis-----Analyze, categorize, classify, distinguish, dissect, examine, differentiate, calculate, solve, arrange

Model----- report, project, solution, debate, provide a case-study solution, etc.

Synthesis-----Combine, compose, solve, formulate, adapt, develop, create, validate, design

Article-----report, essay, experiment, composition, essay audio or video product, drawing, graph, design

Evaluation-----Assess, evaluate, determine, measure, select, defend, score, rank, discriminate, judge, justify, conclude, recommend

Comment

You may struggle at first to apply this method, but it provides an analytical design, worthwhile to try out. As a first step equip them with the appropriate panoply of verbs, that fits each learning instruction, then, keep repeating them, until fossilization occurs. In following such a design, much more your learners will engage in your course. While designing objectives, it is optimal to follow Bloom's hierarchical order of objectives and not dismiss lower levels as unworthy so that learners have all the requirements regarding previous knowledge to proceed.

Reference

Designing and Assessing Courses and Curricula, Third Edition, 2008. Robert M. Diamond. Jossey-Bass: San Francisco, CA.)

VI-Important Tips:

1. Consider developing 2-3 learning objectives for each section of your course.
- 2.If the objectives are several, organise them into subcategories.
- 3.Use simple language, speak personally (e.g'You will be able to'), and keep objectives short.
- 4.Do not use more than one sentence to express your objectives.
- 5.Do not list multiple verbs in one objective – since every action will be measured and assessed differently, each verb should be in a separate objective.
- 6.Communicate your objectives through your course page, your welcoming video, or discussion with your learners.

VII-Designing Your Course Using Learning Objectives

Let us suppose you have chosen your topic and you are determined about what to teach in your course. When in the process of completing these steps, it is optimal either to use a pen and paper or a concept map application to create connections between your ideas. First, imagine your course. Second, draft your course goals. Third, write at least 2-3 goals to shape your ongoing course design. Below are some questions that will help you plan your course goals:

“In this course, I will emphasize in...”

“The main themes learners will go through are...”

“The big picture I want to promote through this course is...”

Suitable verbs to use to set goals are shown below. “Through this course, you will...”

Know

Enjoy

Understand

Appreciate

Grasp the significance of

Reference

Designing and Assessing Courses and Curricula, Third Edition, 2008. Robert M. Diamond. Jossey-Bass: San Francisco, CA.)

VIII- Design Learning Objectives

Using the table above, design your Learning Objectives. Break down your goals to form more specific and measurable learning objectives. Link those objectives to the corresponding sections.

1. Consider for whom are you writing your learning objectives? Analyse your target audience and their pre-existing knowledge.

2. Keep overall course objectives to no more than a dozen this will keep you focused on the essentials.

3. Do not exaggerate trying to write even more precise learning objectives, the main point is to express as clearly and plainly as possible.

IX-Write the Activities

For each objective of the course, write down some corresponding activities that you are planning to use to accomplish that objective. Through these activities, students will achieve the objectives you set for them. Other activities not mentioned above are:

Reading a text

Reading worked-out example problems

Answering short objective questions

Discussing issues with other learners

Conducting research

X-Develop Assessments

Ideally, as you are drafting course goals and learning objectives, you are also beginning to develop the assessments for the course. Decide which questions you will include in your tests or exams (as well as the type of questions you will use) or the content of your assignments based on the objectives you have set. Align your assessment activities with your objectives. This way you can be sure that your learners have the desired progress.

Reference

Bloom, B. S. (ed.). *Taxonomy of educational objectives: Handbook 1: Cognitive domain*. Longmans, Green and Company, New York, 1956.

XI-Reflect on your Objectives

This activity is designed to assess students' understanding of the course learning goals, by engaging the students in an active, individualistic question and answer session. It provides the instructor with valuable insights about his/her students' learning and if the course learning objectives are being met. And these enable the instructor to highlight some points as: To assess students' understanding of the course learning goals. To give the students a chance to see each other's learning. To get students to think about their own learning as they examine the different themes from the course. Eventually, reflect on your objectives and consider the following:

1. Are your course objectives achievable given the available resources?
2. Are your course objectives in agreement with the course goals?
3. Can learners' performance on the objective be measured?
4. Are there real measures stated (rate numbers, percentages, or frequencies)?
5. When do you want learners to accomplish the objective?
6. Are you attempting too much so that your objectives are not achievable?
7. Is the objective adding value for the learner?

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CHECKING UNIT OBJECTIVES

COURSE N12

INTRODUCTION: Classrooms use thematic units to organise instruction. Thematic units might include topics like colours, shapes, or objects. Within each thematic unit, teachers should embed developmentally appropriate skills in the areas of language and literacy,

COURSE PLAN

- 1 What is a Unit Plan
- 2 The Benefits of Making a Unit Lesson Plan Template
- 3 Important Components of a Unit Plan Template
 - a- Name of the Class or Classes
 - b- Duration of the Unit
 - c- Required Materials for Teaching
 - d- Major Vocabulary
 - e- Title and Description of the Unit and Lessons
 - g- Standards, Modifications, and Strategies
 - h- Introduction of the Lessons
 - i- Evaluation and Assessment
- 4 Understanding the Unit Planning Process

COURSE OBJECTIVES

- 1- It provides an easy to understand structure and framework for the instruction period. .
- 2- It promotes effectiveness in teaching.
- 3- Allows thoughts organisation.
- 4- It points to the right direction, from the beginning, until the end of the instructional period.
- 5- Enabling anticipated learning expectations.
- 6-It triggers updating as well as fixing the overall periodical teaching experience.

COURSE MATERIALS

- Whiteboard
- Visual Support

Introduction

Most level one, primary and secondary classrooms use thematic units to organise instruction. Thematic units might include topics like colours, shapes, or objects. Within each thematic unit, teachers should embed developmentally appropriate skills in the areas of language and literacy, fine motor, music and movement, creative expression, and social development (nurturing interpersonal skills). The instructor, thus, should graduate in teaching each unit contents, allowing a margin for pupils to assimilate, and categorise prior knowledge.

The below unit plan template creates a space for teachers to address developmental skills in the context of stimulating age-appropriate content information.

Academic Year

Institution

Pupils Academic Grade

Teacher's Name

Unit Topic

Topical Objectives

- 1-
 - 2-
 - 3-
-

Topical Activities

- 1-Activities Related to Objective One
 - 2-Activities Related to Objective Two
 - 3-Activities Related to Objective Three
-

Overall Unit Evaluation

- 1- Checking Objectives Fulfilment
 - 2- Assessment means
-

1- What is a Unit Plan?

Unit plan templates are made by teachers in order to plan the lessons they need to teach to students. This is a requirement for teachers in schools. For them to be able to plan the content of their lessons. Teachers have to make a template to follow prior each learning phase in cognitive development of the learner, and thus to figure out the instructional learning graduation. It should contain relevant content, the learning skills, objectives and he tools needed to be able to carry out the lessons. It should also come with your individual, which you will make following your school's standard lesson plan template. Templates can be

created for different levels of education. Depending on your school, the format of the template can either be very detailed or not. Making such a template requires a lot of careful thought and consideration. After all, you are making this template to serve as a framework for the lessons, which you will teach to your learners over the course of a full semester.

2-The Benefits of Making a Unit Lesson Plan Template

Planning units and lesson plans is a very important part of teaching. Correct planning will keep you organized and on track while you are teaching. Then you are able to teach more and teach better. You will be able to help your learners. Reach the objectives you have set more easily, so you will have a lot less to manage. The more prepared you are, the better you will be at handling anything unexpected in the classroom, while you are teaching. Here are the benefits of planning a unit:

1-It will provide you with an easy to understand structure and framework for your topic. When you make the basic framework of what you have to teach, then you will be able to teach a lot more effectively.

2-It will help you become more organized with your thoughts. When you are organized, you will be able to teach your students well. When you are able to teach your students well, then they learn well too.

3-It will point you to the right direction. When you know where you are going in terms of what you need to teach, then you know what is expected by the end of the semester. You can also share this with your learners so that they are informed on what is to be expected as well.

4-It will help you become more confident in your teaching. Planning your lessons allows you to learn what you need to teach more. When you are more informed of what you need to teach, then you will be more confident in teaching.

5-It will give you a great reference for when you plan units and lessons in the future. The more plans you make, the better you will be at planning. In addition, the more you plan units and lessons; you will learn a lot of helpful tips and tricks. These will then make you a more efficient teacher.

Recapitulation

It will allow you to make plans for different kinds of learners. When you have already planned your whole unit, then you can start planning lessons and strategies for different kinds

of learners. This shows that you as a teacher has put a lot of thought into your planning and teaching. The planning process allows you to think about what you want to achieve by the end of the unit. This is very useful so that as you are making and developing your lessons, you have an end goal in mind. Making plans for units and lessons is significant. You have to put a lot of thought into what you are making so that your students will benefit from what you are teaching. To be able to make a great plan, you need to know what the important components are.

3-Important Components of a Unit Plan Template

When making a unit lesson plan template, formats may vary. However, the components of such plans are very important so that you are sure that it is an effective one. When you are making your plan, be sure to include the following:

A-Name of the Class or Classes

Write down the name/s of the class or classes, which the whole unit and all the lessons are intended for.

B-Duration of the Unit

Note the estimated time you need to complete the unit as well as the lessons. If the unit will take a long time to complete, explain the reason for the length. This is so that whoever will be checking your document will be informed.

C-Required Materials for Teaching

Also, include any materials you will need for teaching the lessons in the unit. These can be in the form of handouts, technological equipment and such, which you require. In doing this, you will be able to prepare well in advance for when it is time for you to teach the lessons in your unit. This is especially important when you need materials, which take the time to acquire.

D-Major Vocabulary

When making a plan, make sure to create a list of new vocabulary, which is key to the lessons. Unique terms, which must be understood by your students when the unit is completed.

e- Title and Description of the Unit and Lessons

Make the title short and easy to understand. The description can be a bit longer, but do not make it too long as well. One or two short sentences is enough to describe the unit plan.

F-Objectives

This is a very important part of the plan. Objectives are the reasons or purposes of actually teaching the lessons. The objectives will drive your lessons so when you are thinking about them, make sure you put a lot of thought and consideration in the process. The objectives also establish the expectations for the whole learning process. They will also be the basis on how you will conduct evaluations.

G-Standards, Modifications, and Strategies

Some formats require national standards, which the lessons need to address. When making your plan, be sure to include these standards. Modifications and lesson strategies are also important to write down. This is so that you will know exactly how you will do your lessons. In addition, if you need to make modifications, it will be easier for you to do so.

H-Introduction of the Lessons

Introduce all the lessons in your unit. Usually, a unit is composed of different lessons. The unit is broken down into simpler lessons, which, when all completed, will be able to fully define the whole unit. Introduce all the lessons, including a short description of each of them.

I-Evaluation and Assessment

This is the longest component of your plan. It is also one of the most important, aside from the objectives. You should state, how you would be assessing the leaning of the pupils. Having these components in your template is essential. The way you format it depends on you or on your school's requirements.

4 Understanding the Unit Planning Process

It is important for you to create and develop unit plans, which will make a connection with your students. Making a whole unit plan means that you are linking all the lessons together. As you are developing your plan, make sure the lessons are well connected appealing to your pupils.

One: You can overlap lessons if you need to. This creates a smoother flow and transition from one lesson to another. It also makes the lessons stick more with the students because they will see the connections between the lessons.

Two: The way you approach teaching should not be monotonous. Make sure you vary your methods in teaching to be able to meet the needs of your students. Themes are useful in planning units, so make use of them.

Three: While creating your plan, make sure to consider the different learning styles. If possible, try appealing to different learners at different times throughout your lessons so the holistic learning is fuller.

Four: Additionally, think about the time needed to complete each lesson. Not all lessons are equal. Some lessons need more time to be completed while others need less. The easier lessons can be completed in a shorter amount of time while the more complex ones need more time.

Five: Map out your unit planning to make things clearer for you. Understand your general goals so that you can think about how you will create your lessons. When you understand your goals, you will be able to develop a meaningful unit plan for your learners.

Conclusion

Start making your tools for evaluation and assessment. These are important so you can determine if your students had learned the concepts. If they had already learned the concepts well, then you can move on to the next lesson or the next unit. Assessment and evaluation tools are a very important part of unit planning. Without them, you will not know whether your students had learned and understood the lessons or not. Formative assessment can be used to keep track of your students' learning to give you constant feedback on where they are in the learning. Summative assessment can be given at the end of the unit to give you an idea on whether your students understood the whole unit or not.

Reference

<https://templatelab.com/unit-plan-templates/>

SELF-ASSESSMENT

COURSE N 13

INTRODUCTION: Self-assessment was defined "as the process of self-examination for the purpose of instructional self-improvement." This concept and definition of teacher self-assessment can be expanded to be "the process of self-examination

COURSE PLAN

- 1-Personal Reflection as an Effective Strategy in Teacher Self-assessment
- 2- Effective Teaching & Self-assessment Practices
- 3-Audiotape and Videotape Recording Strategy
- 4-Explaining the Purpose of Teacher Self-Assessment to Students
- 5-Effective Teaching &Time Management
- 6-Identifying Verbal Cues in Teacher Self-assessment
- 7-Accepting & Expressing Emotions
- 8-Positive Reinforcement

COURSE OBJECTIVES

1. Becoming aware of personal classroom teaching effectiveness.
2. Learning how to control classroom instructional behaviours.
3. Becoming self-directed in instructional improvement activities.
4. Allowing self-critics, eventually correcting one's teaching.
5. Providing a good example to students, in terms of 'optimising effective teaching'.

COURSE MATERIALS

- Whiteboard
- Visual Support

Introduction

Earlier, self-assessment was defined "as the process of self-examination for the purpose of instructional self-improvement." At this point, the definition of teacher self-assessment can

be expanded to be "the process of self-examination in which the teacher uses a series of sequential feedback strategies for the purpose of instructional self-improvement." The basic assumption in teacher self-assessment is that the teacher can function in an autonomous fashion in self-improvement activities. The teacher's ability to function in a self-directed manner is contingent upon acquiring a series of self-help skills or strategies. The purposes of teacher self-assessment are to enable the teacher to:

- 1-Become aware of personal classroom teaching effectiveness.
- 2-Learn how to control classroom instructional behaviours.
- 3-Become self-directed in instructional improvement activities.

Understanding teacher self-assessment can be accomplished by viewing the self-assessment approach as an organised, step-by-step process. Self-improvement comes about when a teacher acquires a series of competencies that permit intelligent decisionmaking about personal classroom teaching. There are basically seven different steps of self-assessment. Each step allows the teacher to become better equipped to assess teaching performance. Each step attempts to build on the next step, and the steps are sequenced in a simple to complex relationships.

I-Personal Reflection as an Effective Strategy in Teacher Self-assessment

A common strategy found in self-help materials is having the teacher reflect on previous classroom experiences and instructional behaviour. The teacher is seldom aware of the nature of personal reflection. When a teacher is asked to reflect on personal past teaching behaviour, it is not indicated whether this past behaviour occurred yesterday, last month, last year, or 10 years ago. A compounding problem is that, the teacher is rarely told which of the following this past classroom behaviour should be compared with: (1) the ideal self, (2) other teachers, or (3) all teachers. Therefore, materials that emphasise a reflection strategy are not reliable or systematic. Quality teacher self-assessment materials encourage the teacher to concentrate on current teaching behaviour and use objective means to accurately identify this behaviour. The videotape and videotape-recorder are two media tools that allow a greater degree of objectivity in analysing the instructional self.

II-Effective Teaching & Self-assessment Practices

Debate around the nature of teacher effectiveness has raged over the last 40 or 50 years and will likely continue in the future. It is evident that educators have become more proficient

at differentiating effective teaching behaviour from ineffective teaching behaviour. However, even the most recent literature surveys concerning teacher effectiveness suggest disagreement in research findings (Peterson and Waltier, 1979). This disagreement regarding what constitutes effective teaching prevents some teachers from actively engaging in self-assessment. In short, if the expert cannot agree on the characteristics of an effective teacher, why should the teacher be concerned about personal effectiveness? It is important to recognise, however, that the success or lack of success of teacher-self-assessment does not totally hinge on whether researchers can identify effective teaching. Research concerning teacher effectiveness is important, but the essence of teacher self-assessment is not the wholesale adoption of research findings related to effective teaching. Teacher self-assessment is, first, the ability to identify what is included in the teaching act. Second, teacher self-assessment involves analysis of the cause-and-effect relationship between teacher behaviour and student behaviour. Third, self-assessment involves the process of drawing conclusions about the effectiveness or ineffectiveness of personal classroom performance. The research findings reported in the literature cannot and should not be adopted by a teacher unless a careful step-by-step approach of self-examination is employed as the principal vehicle for instructional improvement. Research findings should be viewed as a frame of reference in teacher self-help, rather than as a model to be incorporated in personal teaching.

III-Audiotape and Videotape Recording Strategy

When a teacher allows another person to operate recording equipment, the presence of that individual in the classroom can foster an artificial atmosphere. Interaction between the teacher and students is often affected when a third party is present. For this reason, it is essential that the teacher learn the mechanical operation of the media equipment. Operation of the audiotape recorder should not present any major logistical difficulties for the teacher. However, self-operation of the videotape recorder presents some distinct difficulties and limitations. Such operation of the videotape recorder requires turning the equipment on record mode and allowing it to operate independently. Consequently, the teacher will not be able to capture all of his or her physical movement and specific student interaction activity. If an operator is employed, the operator can focus on specific teacher and student interaction.

The limitations of stationary equipment must be weighed against the limitations of having a camera operator in the room. If the camera operator does not represent a disruptive force, the assistance of this person is highly desirable. However, if the camera operator

presents a conscious or unconscious disruption for the classroom, the teacher may find it more desirable to operate the equipment himself or herself.

IV Explaining the Purpose of Teacher Self-Assessment to Students

A simple explanation of teacher self-assessment as well as a brief overview of the strategies involved in self-help is often an effective technique for allaying student fear and mistrust. Explaining the reason for and value of media-equipment in self-assessment can help the teacher produce positive student attitudes and cooperation. Students usually perceive this activity as an act of honesty and forthrightness. Consequently, student behaviour becomes more natural during tapping exercises. Making multiple tapings to minimise unnatural student behaviour, if unnatural student behaviour in reaction to the presence of media-equipment continues to be a problem; the teacher should tape the class several times or tape several different classes. -In this fashion, the teacher can select the tape that is most representative of "normal" classroom interaction. It is important to remember that the teacher should seek to record typical interaction patterns rather than attempt to capture ideal teaching and learning interactions.

V Effective Teaching & Time Management

The amount of time devoted to set will vary greatly from teacher to teacher. Set can occur in a few seconds, a few minutes, or even longer. Only the teacher can judge how much time is needed to prepare and motivate students for meaningful learning. The teacher can determine the length of set by asking the question, what do I need to do to prepare and motivate students to engage in this instructional lesson? Experimentation and careful analysis of recorded teaching lessons will be helpful in determining the exact amount of time needed for set establishment. Lesson closure, like set, can occur at any point in the classroom lesson. Closure is most frequently observed at the end of the instructional lesson, however, and includes assignments given by the teacher. Closure is inherently more difficult than set. Many times the teacher deviates from the original lesson plan by developing student ideas as they unfold in class. Consequently, the originally planned closure must be modified. This requires the teacher to summarise major accomplishments from memory, which tends to be more difficult than using the pre-planned closure outline. Possibly the greatest difficulty of closure is time management.

The teacher must allow enough time for achieving closure. If the teacher has not managed time well in the instructional lesson, quality closure will be difficult or impossible to

achieve. On occasion, teachers will let time run out or allow the bell to ring and not summarise the lesson. This is an example of closure by default. Lack of closure often leads to subsequent learning problems. Closure should be planned and should include more than one type of activity. Summarising, questioning, giving assignments, and projecting future activities are all activities that can be used in closure. Closure is a multifaceted function and important part of the teaching and learning process.

VI Identifying Verbal Cues in Teacher Self-assessment

One of the fundamental steps in teacher self-assessment is the identification of verbal behaviours. It is important for teachers to identify and analyse both verbal and nonverbal cues; however, it is critical for teachers to look at verbal cues individually before examining nonverbal cues. At first glance, the identification-of verbal behaviours is tremendously complex. However, researchers studying classroom interaction have devised systems for identifying those verbal behaviours that are common in teacher and student interaction (Lux and Bailey, 1972, Bailey and Lux, 1972). These systems can be used to analyse basic verbal instruction. Major areas of identification include (1) accepting and expressing emotions, (2) positive reinforcement, (3) feedback or building, (4) questioning, (5) information giving or lecturing, (6) direction giving, and (7) criticism or justifying authority. Teacher self-assessment requires that the teacher be able to-identify each of these verbal behaviours on an in-depth basis.

VI Accepting & Expressing Emotions

Although expressing and/or accepting emotions is not as common as other types of teacher behaviours, it is an important verbal behaviour. Accepting emotions may include clarifying or recalling past feelings shown by students. The following examples illustrate this verbal behaviour: "I can understand how you feel." "Yesterday, many of us had the same feelings that you are. Expressing now." The identification of this type of instructional' behaviour is important because it depicts a teacher who accepts and reacts to student feelings. Sometimes, teachers find the acceptance of students' emotions a difficult and uncomfortable activity. Dealing with subject matter is, at times, more easily accomplished than reacting to emotions shown by students. Teachers need to recognise the importance of expressing their own feelings as well as accepting students' feelings. This type of behaviour includes clarifying personal feelings and recalling past feelings. The following statements are examples of this

type of verbal behaviour: "I become very angry when I see teachers get involved in local politics."

VIII Positive Reinforcement

For the purposes of this discussion positive reinforcement is defined as "praise or encouragement of student behaviour." There are many purposes for using this verbal cue, including: (1) recognising students for their contributions, (2) building students' confidence, and (3) encouraging students' participation. Most positive reinforcement teacher behaviours have the result of creating a more positive learning environment. Positive teacher reinforcement is shown in the following examples:

"That is a good answer."

"Good, carry on!"

"Yes, that is correct."

"The class has done well in several areas, including

In the first three examples, the teacher is reinforcing an individual's behaviour. In the last example, the teacher is reinforcing the class's behaviour. There is a difference between these two types of positive reinforcement, and teachers should be able to recognise these two forms of reinforcement in their own teaching. The kind of positive reinforcement that is used is probably more important than the number of times that reinforcement is employed.

Variety in positive reinforcement is important, since repetitious or cliché type reinforcement becomes boring to students and soon loses meaning. The amount of time that positive reinforcement behaviour lasts is also worthy of teacher recognition. For many teachers, positive reinforcement behaviours-only last a fraction of a second. Positive reinforcement can be expanded for more than a few seconds by using complete sentences as opposed to short phrases or one-word responses. The following are examples of complete sentence reinforcement: "That is an excellent reflection on the given statement".

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ACTION RESEARCH UNDERTAKING

COURSE N 14

I-INTRODUCTION: Action research is a process of systematic inquiry that seeks to improve the teaching and learning outcomes. Action research is a form of collective reflective inquiry undertaken by participants in social situations to bring positive reforms.

II-COURSE PLAN

- 1-Introduction to Action Research
- 2-The Process of Action Research
- 3-Action Research in Education
- 4-Advantages of Action Research
- 5-Methodology of Action Research

Conclusion

III-COURSE OBJECTIVES

1. Action research develops teachers' scientific attitudes.
- 2 .It can raise the achievement level of the pupils.
- 3 .Enables the school to organise proper programmes for the development of the pupils.
4. Can preserve the democratic values by eliminating traditional and mechanical environment.
5. Action research can solve the problem of delinquency and backwardness.

IV-COURSE MATERIALS

Whiteboard

Visual Support

I-Introduction to Action Research

Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people (Bogdan & Bilken, 1992; Lewin, 1938; 1946; Stringer, 2008). Historically, the term ‘action research’ has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. Through repeated cycles of planning, observing, and reflecting. Individuals and groups engaged in action research can implement changes required for social improvement. To extend this notion, Kemmis and McTaggart (1988) view action research as a collaborative process carried out by those with a shared concern. Moreover, these authors suggest that action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Kemmis & McTaggart, p. 6).

The collaborative nature of action research is highlighted by other writers (Reason and Bradbury, 2011) postulate that collaborative efforts help develop practical ideas to assist with the pursuit of worthwhile human purposes. Specifically, they contend that the participatory process of action research seeks to:

bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Reason & Bradbury, pp. 9-10).

Broadly speaking, action research enables researchers to develop a systematic, inquiring approach toward their own practices (Frabutt et al., 2008) oriented towards effecting positive change in this practice (Holter & Frabutt, 2012), or within a broader community (Mills, 2011).

II-The Process of Action Research

Many guidelines and models of action research are available to teachers wishing to engage in this research methodology. For instance, action research has been described as a ‘spiralling’, cyclical process (Lewin, 1952; Kemmis, 1988), as a research ‘cycle’, commonly

referred to as the “Look, Act, Think” model as Figure 1 (see below). This model is used to introduce the key processes of action research to students. In the ‘Look’ stage, information is gathered by careful observation through looking, listening, and recording. During the ‘Think’ stage, researchers analyse the collected information to identify significant features and elements of the phenomenon being studied. Finally, the ‘Act’ stage is where the newly formulated information is used to devise solutions to the issue being investigated.

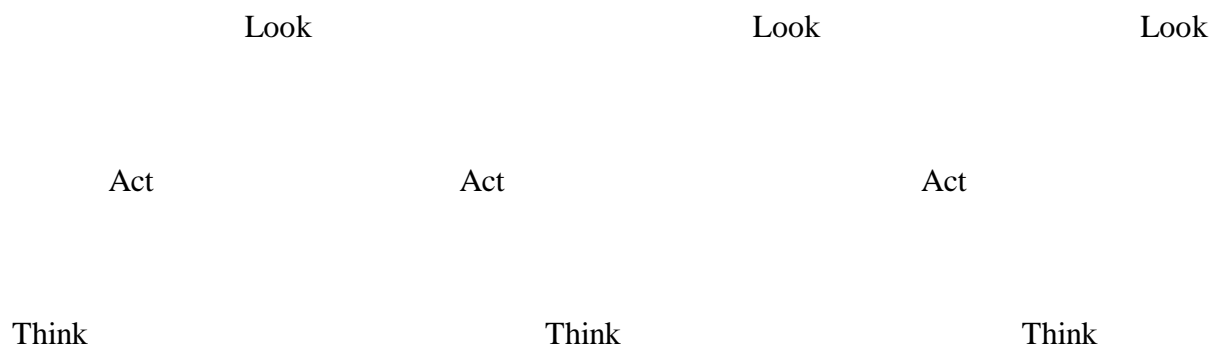


Figure 9. Action Research Helix (adapted from Stringer, 2004, p. 4)

The action research cycle broadens the action research helix (see Figure 1) into five key steps: designing the study, collecting data, analysing data, communicating outcomes, and taking action. According to Stringer (2008), this cycle is a common process of action research inquiry. When designing the study, researchers carefully refine the issue to be investigated, plan systematic processes of inquiry, and check the ethics and validity of the work. The second stage of the research cycle is where the researcher collects information from a variety of sources about the phenomenon of interest. Next, this information is analysed to identify key features of the issue under investigation. During the communication stage, the outcomes of the study are made known to relevant audiences through the use of appropriate media or forums. Finally, and of critical importance to the action research cycle, the researcher takes action by using the outcomes of the study. These outcomes are used to work toward a resolution of the issue investigated.

III-Action Research in Education

Those engaged in the task of education have to face many such problem which hinder the education of children. The purpose of action research is to enable the teacher and other to find out solution of such problem on the basis of their own investigation, as this process will immediately point out to remedial measures to be adopted. In other words, we may say that the main object of action research is to improve the method and process of education in the school. This type of research is different from other type of research, which are after feeding out facts and interpreting or re-integrating the already available materials or data.

In the action research, the problem partners' day-to-day working in the school and based on obtained result and attempt is made to formulate new rules and method of work. The above indicated purpose point out to the great importance of action research for our school. Through these techniques, many of the traditional method used in education blindly may be modified to the best advantage of the student. As a result, the work in the school will become more object and scientific many problems of the school such as, pupils' indifference towards certain co-curriculum activities, disinterestedness for particular subject, may be investigated through action research technique for implementing useful solution.

IV-Advantages of Action Research:

- 1 .Action research develops teachers' scientific attitudes.
- 2 .It can raise the achievement level of the pupils.
- 3 .Enables the school to organise proper programmes for the development of the pupils.
- 4 .With the help of action research curriculum can be developed.
- 5 .Can solve the problem of indiscipline.
- 6 .Can preserve the democratic values by eliminating traditional and mechanical environment.
- 7 .Action research can solve the problem of delinquency and backwardness.
- 8 .Can remove the discrepancy among pupils and teachers which occurs due to social causes.

With the help of action research, decision can be taken regarding the day-to-day problems, which occur with administrators and managers. Eventually, evaluating their own working methods. Teacher can adopt such a teaching method by studying the interest, needs and ability of the pupils so that, the teaching may become interesting and an all-round development of the pupils may take place.

V-Methodology of Action Research:

Methodology or steps of action research should proceed in following sequence:

- 1 Identification of the problem
- 2 Defining and delimiting the problem
- 3 Analysing the probable cause of the problem
- 4 Formulation of action hypothesis
- 5 Baseline data
- 6 Tools for collecting data
- 7 Formulation of action design
- 8 Evaluation of the result of action research

Example,

By testing hypothesis on the basis of results received from the activities performed according of the design of the action research, it is revealed that before conducting action research 48 out of 60 or 80 per cent pupils did not complete the home work. Only 12 or 20 per cent pupils did not complete the homework. Only 12 or 20per cent pupils did home work in time. Nevertheless, the research revealed that only 27 or 45 per cent pupils lagged in doing homework rest 33 or 55 per cent pupils started doing homework carefully.in this way in three months, the number of pupils who started homework raised up to 35 percent. Consequently, it can be said that if pupils are checked carefully daily their knowledge will definitely enhance.

Conclusion

From the above description, teachers can embrace such a teaching method by studying the interest, needs and ability of the learners. It is very much clear that action research is much important in the field of education. It triggers the efforts of all the teacher, manager and administrators to work together with cooperation, which may contribute in resolving the most difficult educational problems. As it paves the way for both urgent and threatening concerns within the institution, with the support of all educational partners.

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SOME RECOMMENDATIONS FOR NOVICE TEACHERS

Novice classroom teachers offer a great deal to schools at all levels. They often bring creativity, a high level of energy, and new and effective ways to use technology. With that said, new teachers may experience stress and confusion as they take the reins in their new classroom. As they wrapped up their first year, five beginning teachers shared reflections on experiences and lessons learned over the prior ten months. Getting to know pupils and building meaningful relationships will help improve academics, learners' behaviour, and the overall quality of classroom experiences.

The first recommendation is perhaps do not make comparisons. Do not compare yourself to veteran teachers, other new teachers, or someone working down the hall. Although beginning teachers always look for ways to become more effective, ways to be stronger communicators, and ways to manage pupils and their behaviours, it is unrealistic to compare yourself to others. Strive for excellence, model the best that you see, but be yourself. Have confidence in who you are and know that the classroom is a place for you to set goals and create successes for you and your students.

The second might be, embrace the circumstances. One beginning teacher shared a comment made by a university professor: "When students come to your classroom, they need to leave all of their issues at the door and focus solely on academics." This is tolerable in theory and detrimental in practice. Embrace circumstances rather than denying them. Recognising students' home situations and socioeconomic statuses validates those in need and promotes their success.

The third is now the ins and outs. Early on, and throughout the year, know what is expected of you as a beginning teacher. Brainstorm your questions and ask them early: What is the process if a pupil gets sick? What are the resources I can offer to a troubled one? What is the process for an early release day or severe weather? When in doubt, ask. At the end of a class, an exit pass allows you to quickly check for mastery. The exit pass gives you the opportunity to gather ideas and feedback from learners to help you plan for the next day's lesson.

The concluding preconising statement is to be purposeful with your conversations, but talk about more than school. You will be amazed by what you learn about your pupils from

their laughter and their stories. Their smiles, personal connections, and humour will remind you why you wanted to be a teacher in the first place.

Advanced Educational Psychology

TD PART

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**INTRODUCTION TO PSYCHOSOCIAL PSYCHOLOGY:
THE OVERLAPPING DEVELOPMENT OF
PERSONALITY**

SUBJECT/ EDUCATIONAL PSYCHOLOGY

SESSION 2/ TD N 1

INTRODUCTION TO PSYCHOSOCIAL PSYCHOLOGY: THE OVERLAPPING DEVELOPMENT OF PERSONALITY

I-INTRODUCTION

As it was evoked in the course, cognitive, affective, and conative, are the three sides shaping the personality of an individual. Conative means the effort performed by an agent in performing an activity. Affective refers to something that has been influenced by emotions, as a result of emotions, or expresses emotions. Cognition means relating to the process of the mental action of acquiring knowledge through thought, experience, and senses. In other words, involving conscious intellectual ability, such as thinking, reasoning, and remembering.

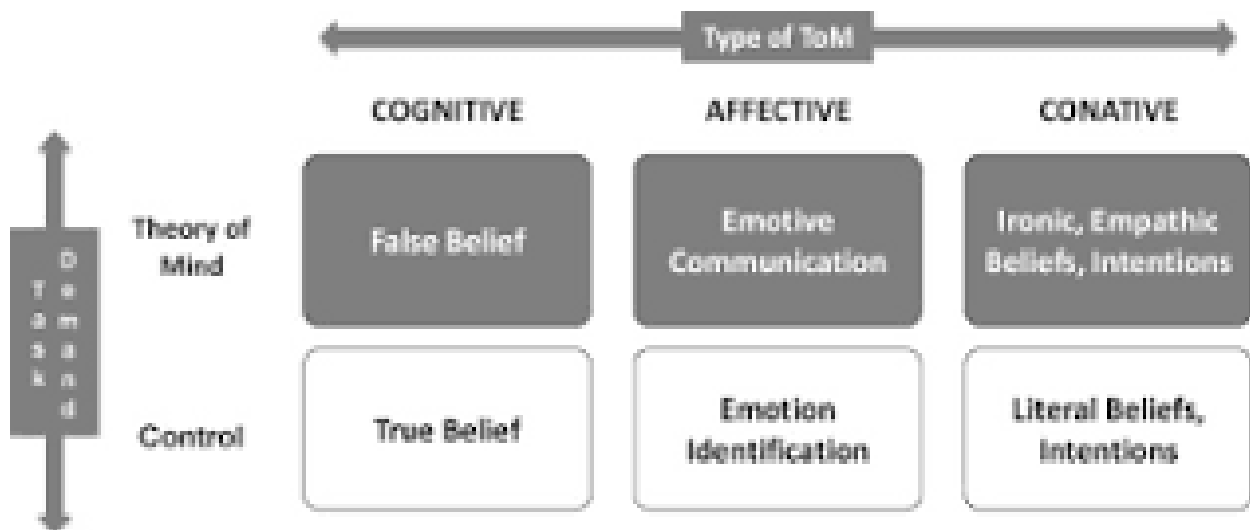


Figure 1. Tripartite theory of mind (ToM) model

Source, doi:10.1016/j.dcn.2012.11.006

Ncbi.nlm.nih.gov/pmc/articles/pmc3620837/

II- PERSONALITY STAGES: Psychologists and specialists in the domain of psycho-development distinguish between the eight stages of a human being psychosocial development.

Stage 1: Trust vs. Mistrust (Infancy from birth to 18 months)

Stage 2: Autonomy vs. Shame and Doubt (Toddler years from 18 months to three years)

Stage 3: Initiative vs. Guilt (Preschool years from three to five)

Stage 4: Industry vs. Inferiority (Middle school years from six to 11)

Stage 5: Identity vs. Confusion (Teen years from 12 to 18)

Stage 6: Intimacy vs. Isolation (Young adult years from 18 to 40)

Stage 7: Generativity vs. Stagnation (Middle age from 40 to 65)

Stage 8: Integrity vs. Despair (Older adulthood from 65 to death)

Let us take a closer look at the background and different stages that make up Erikson's (1989) psychosocial theory.

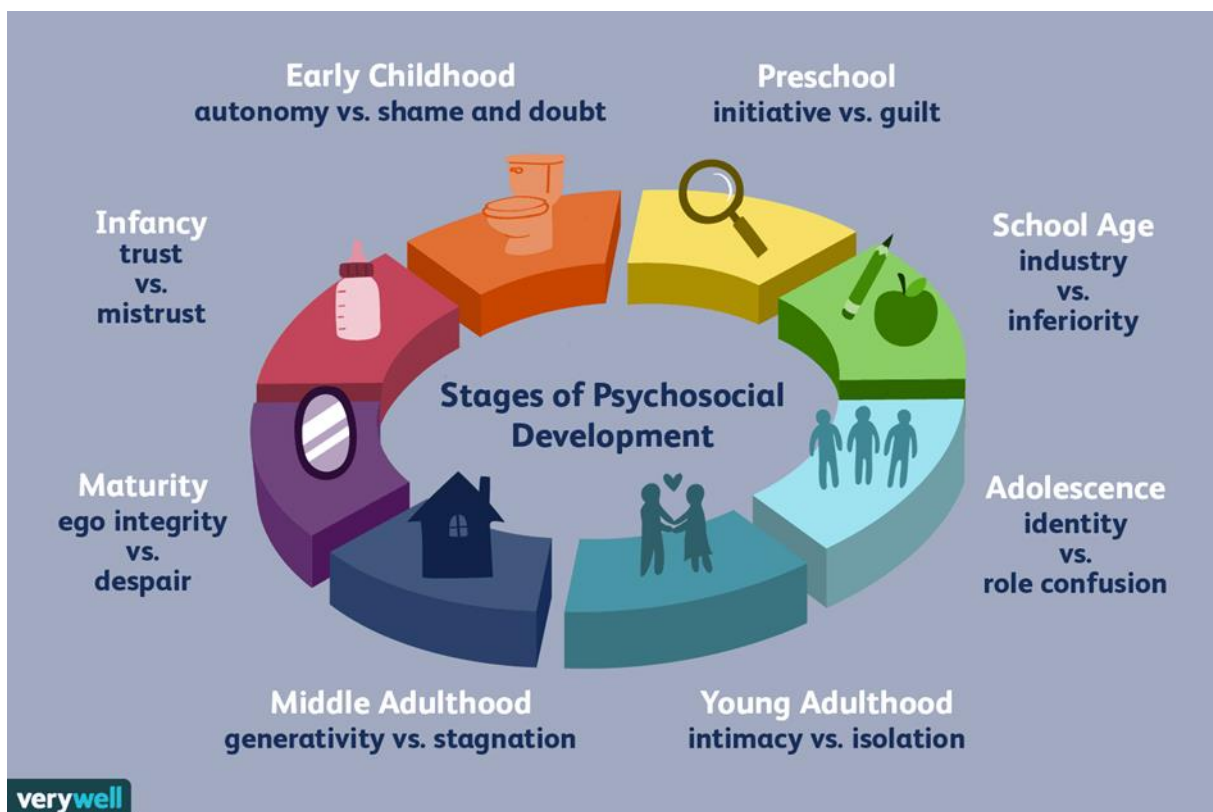


Figure 2. Personality Stages

Stage 1: Trust vs. Mistrust

The first stage of Erikson's theory of psychosocial development occurs between birth and 1 year of age and is the most fundamental stage in life. Because an infant is utterly dependent, developing trust is based on the dependability and quality of the child's caregivers. At this point in development, the child is utterly dependent upon adult caregivers for everything they need to survive including food, love, warmth, safety, and nurturing. If a caregiver fails to provide adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in their life.

Outcomes

If a child successfully develops trust, the child will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable. During the first stage of psychosocial development, children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust. No child is going to develop a sense of 100% trust or 100% doubt. Erickson believed that successful development was all about striking a balance between the two opposing sides. When this happens, children acquire hope, which Erickson described as an openness to experience tempered by some wariness that danger may be present. Subsequent work by researchers including John Bowlby and Mary Ainsworth demonstrated the importance of trust in forming healthy attachments during childhood and adulthood.

Stage 2: Autonomy vs. Shame and Doubt

The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. At this point in development, children are just starting to gain a little independence. They are starting to perform basic actions on their own and making simple decisions about what they prefer. By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

a-Potty Training

The essential theme of this stage is that children need to develop a sense of personal control over physical skills and a sense of independence. Potty training plays an important role in helping children develop this sense of autonomy. Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different than that of Freud's. Erikson believed that learning to control one's bodily functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection.

b-Outcomes

Children who struggle and who are shamed for their accidents may be left without a sense of personal control. Success during this stage of psychosocial development leads to feelings of autonomy; failure results in feelings of shame and doubt.

c-Finding Balance

Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt. Erikson believed that achieving a balance between autonomy and shame and doubt would lead to will, which is the belief that children can act with intention, within reason and limits.

Stage 3: Initiative vs. Guilt

The third stage of psychosocial development takes place during the preschool years. At this point in psychosocial development, children begin to assert their power and control over the world through directing play and other social interactions. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

Outcomes

The major theme of the third stage of psychosocial development is that children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt. When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

Stage 4: Industry vs. Inferiority

The fourth psychosocial stage takes place during the early school years from approximately ages 5 to 11. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Outcomes

Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful. Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence, in which children develop a belief in their abilities to handle the tasks set before them.

Stage 5: Identity vs. Confusion

The fifth psychosocial stage takes place during the often turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life. Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.

During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

IV-What Is Identity?

When psychologists talk about identity, they are referring to all of the beliefs, ideals, and values that help shape and guide a person's behavior. Completing this stage successfully leads to fidelity, which Erikson described as an ability to live by society's standards and expectations. While Erikson believed that each stage of psychosocial development was important, he placed a particular emphasis on the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction and becomes a central focus during the identity versus confusion stage of psychosocial development.

According to Erikson, our ego identity constantly changes due to new experiences and information we acquire in our daily interactions with others. As we have new experiences, we

also take on challenges that can help or hinder the development of identity. Our personal identity gives each of us an integrated and cohesive sense of self that endures through our lives. Our sense of personal identity is shaped by our experiences and interactions with others, and it is this identity that helps guide our actions, beliefs, and behaviours.

Stage 6: Intimacy vs. Isolation

Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation. This stage covers the period of early adulthood when people are exploring personal relationships. Erikson believed it is vital that people develop close, committed relationships with other people. Those who are successful at this step will form relationships that are enduring and secure.

Building on Earlier Stages

Remember that each step builds on skills learned in previous steps. Erikson believed that a strong sense of personal identity was important for developing intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to struggle with emotional isolation, loneliness, and depression. Successful resolution of this stage results in the virtue known as love. It is marked by the ability to form lasting, meaningful relationships with other people.

Stage 7: Generativity vs. Stagnation

Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world. During adulthood, we continue to build our lives, focusing on our career and family. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world. Care is the virtue achieved when this stage is handled successfully. Being proud of your accomplishments, watching your children grow into adults, and developing a sense of unity with your life partner are important accomplishments of this stage.

Stage 8: Integrity vs. Despair

The final psychosocial stage occurs during old age and is focused on reflecting back on life. At this point in development, people look back on the events of their lives and determine if

they are happy with the life that they lived or if they regret the things they did or didn't do. Erikson's theory differed from many others because it addressed development throughout the entire lifespan, including old age. Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

At this stage, people reflect back on the events of their lives and take stock. Those who look back on a life they feel was well-lived will feel satisfied and ready to face the end of their lives with a sense of peace. Those who look back and only feel regret will instead feel fearful that their lives will end without accomplishing the things they feel they should have.

Outcomes

Those who are unsuccessful during this stage will feel that their life has been wasted and may experience many regrets. The person will be left with feelings of bitterness and despair. Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

V-Erikson's Theory Limitations

Erikson's theory also has its limitations and attracts valid criticisms. What kinds of experiences are necessary to successfully complete each stage? How does a person move from one stage to the next? One major weakness of psychosocial theory is that the exact mechanisms for resolving conflicts and moving from one stage to the next are not well described or developed. The theory fails to detail exactly what type of experiences are necessary at each stage in order to successfully resolve the conflicts and move to the next stage.

One of the strengths of psychosocial theory is that it provides a broad framework from which to view development throughout the entire lifespan. It also allows us to emphasize the social nature of human beings and the important influence that social relationships have on development. Researchers have found evidence supporting Erikson's ideas about identity and have further identified different sub-stages of identity formation. Some research also suggests that people who form strong personal identities during adolescence are better capable of forming intimate relationships during early adulthood. Other research suggests, however, that identity formation and development continues well into adulthood. The theory was significant

because it addressed development throughout a person's life, not just during childhood. It also stressed the importance of social relationships in shaping personality and growth at each point in development.

Task Objectives

After exposing different methods in the past era and the contemporary one, the student should be able to distinguish between them.

Task1 According to the functionalist viewpoint, how can man hone his functional abilities?

Answer one

From a functionalist perspective, a human being is capable of sharpening his or her abilities for the sake of adaptation. Since the human mind enjoys plasticity and resilience allowing him to fit into situations, circumstances, as well as changes. Moreover, this comes through making constant associations through repetition, which fosters fossilisation, and accommodations or adjustment. In short, he should always be forging his mind for a better adaptation.

Task 2 What are the four elements of structuralism?

Type: Group work

Answer two

There are four main ideas underlying structuralism as a general movement: firstly, every system has a structure, in its turn, a structure is a construct, or a general arrangement of objects or ideas forming the whole, and this according to a plan or pattern. Secondly, the structure is what determines the position of each element of a whole, thirdly, structural laws deal with coexistence rather than changes, and fourthly, structures are the real things.

Conclusion

It is important to remember that the psychosocial stages are just one theory of personality development. Some research may support certain aspects of this theoretical framework, but that does not mean that every aspect of the theory is supported by evidence. The theory can, however, be a helpful way to think about some of the different conflicts and challenges that people may face as they go through life. It is also easy to look at each stage of Erickson's theory and consider how it can apply to your life. Learning about each stage can provide insight into what you might face as you age. It can also help you reflect on things that may

have happened in the past and help you see ways you might be able to improve your coping skills to better deal with today's challenges.

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INTRODUCTION TO PSYCHOSOCIAL PSYCHOLOGY:

MAJOR THEORIES IN PSYCHOLOGY

REAL-LIFE EXPERIENCES

INTRODUCTION TO PSYCHOSOCIAL PSYCHOLOGY:

MAJOR THEORIES IN PSYCHOLOGY

REAL-LIFE EXPERIENCES

INTRODUCTION

The effectiveness of a teaching-learning programme depends heavily on the suitability of the teaching and learning situations, in terms of time, place, and other environmental factors. Educational factors help the teacher, and the learner to understand the suitability, and appropriateness of a teaching-learning situation for the effective realisation of the teaching-learning objectives. As it helps them to modify the teaching and learning situation to achieve the desired results by giving place in its study to topics such as the following:

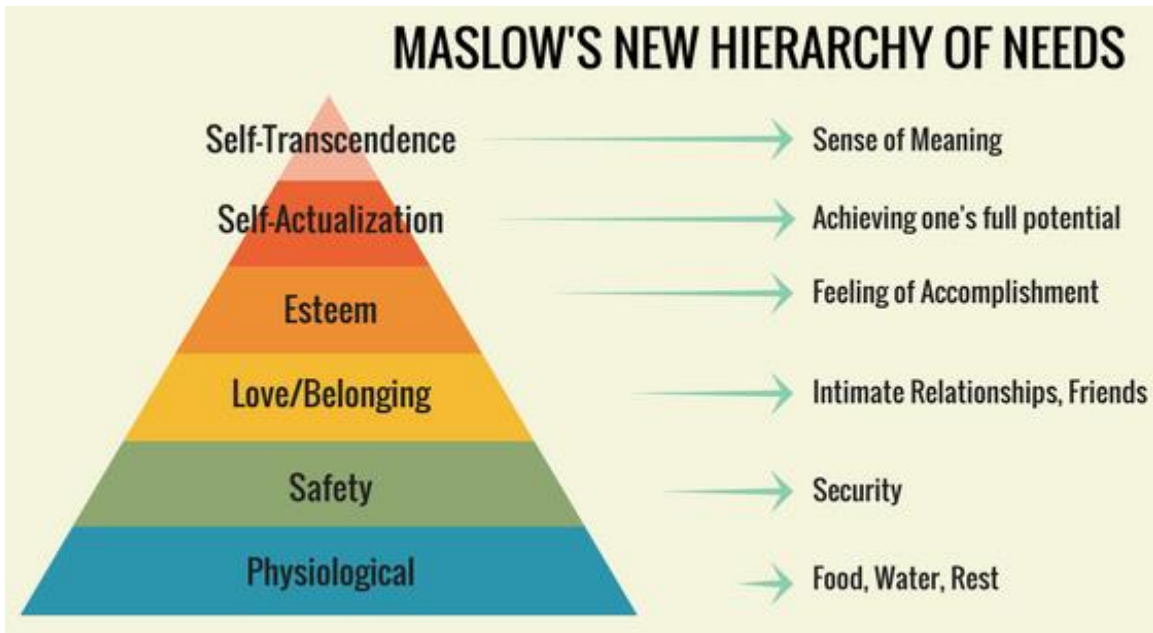
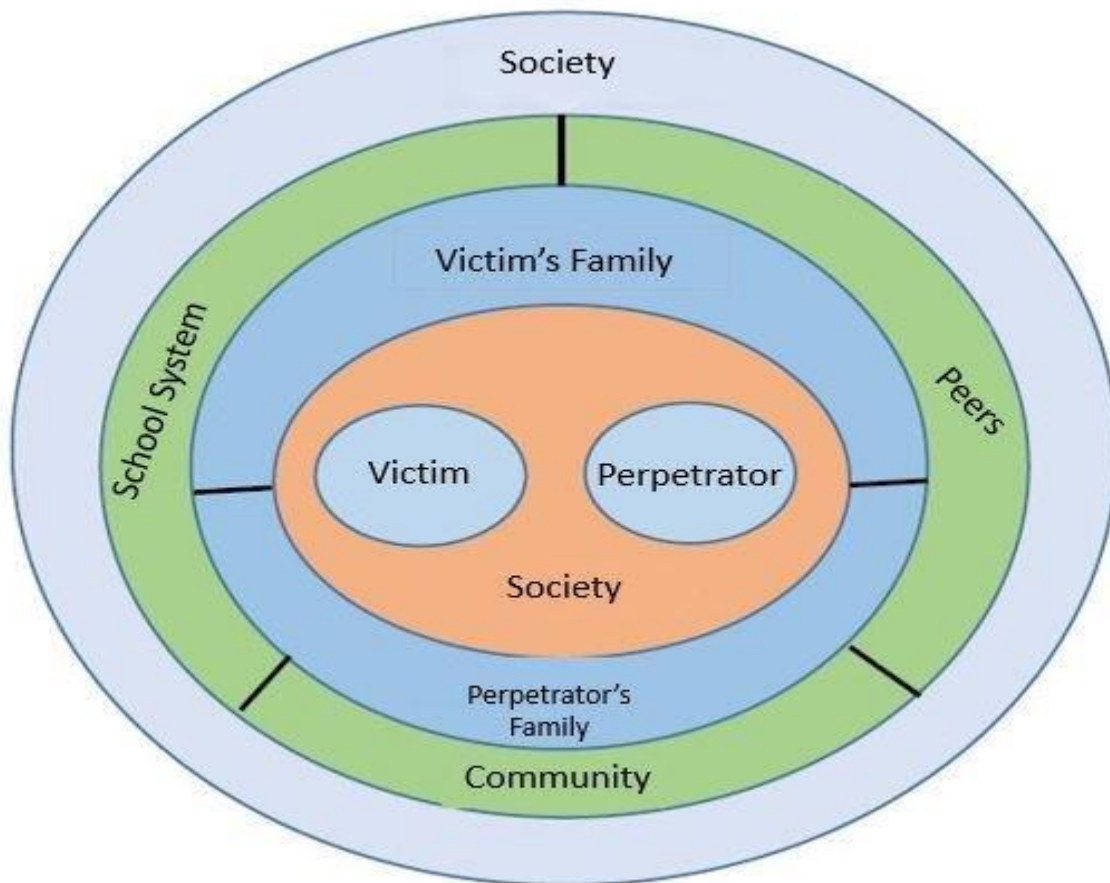


Figure 3. The Role of Attachment Theory & Transpersonal Psychology



I-Benefits of Cognitive Learning

The following are the major positive effects of cognitive learning:

1. Enhances learning

Cognitive learning theory enhances lifelong learning. Workers can build upon previous ideas and apply new concepts to already existing knowledge.

2. Boosts confidence

Employees become more confident in approaching tasks as they get a deeper understanding of new topics and learn new skills.

3. Enhances Comprehension

Cognitive learning improves learners' comprehension of acquiring new information. They can develop a deeper understanding of new learning materials.

4. Improves problem-solving skills

Cognitive learning equips employees with the skills they need to learn effectively. They are thereby able to develop problem-solving skills they can apply under challenging tasks.

5. Helps learning new things faster

Through the experience of learning, the employee will be able to recycle and use the same learning methods that worked previously. This will help them learn new things a lot faster as they already know what works for them when it comes to obtaining new knowledge.

6. Teaches to form concept formation (think abstract)

Cognitive learning can also teach your employees to form a range of different concepts such as easily perceiving and interpreting information that could boost creativity and lead to innovations at the workplace.

II-Cognitive Learning Strategies

Several psychologists have shaped the concept of cognitive learning through research. They came up with theories and learning strategies that can be implemented in a corporate learning environment. Learner-centered strategy. Jean Piaget termed learning as relating information to already existing knowledge and each learner starts with his own knowledge and experience. According to his theories, learning begins with the accumulation of some basic knowledge and advancing deeper into the field with time. Piaget suggested three vital components of learning:

Accommodation – Considering new information by modifying what we already know.

Assimilation – The arrangement of new knowledge inside our heads beside what we know.

Equilibration – Balancing what we already know with the new information that we acquiring.

Example from Reality: Each company should develop their training programmes with a personalised learning approach to make it engaging for the employees to achieve better results. To achieve that, we should focus on the following points:

1- Develop and introduce their programmes based on already existing knowledge.

2- Provide more analogies to connect new knowledge with already existing knowledge.

3- Divide learning materials into stages and maintain a logical flow of lessons taught.

4- Provide examples or practical tasks that show how new information or principles can connect with previous knowledge, or enhance it.

5- Encourage questions and comments from trainees.

III-Meaningful Experiences strategy

Ausubel made a clear distinction between meaningful learning and rote learning. According to him, material that was closely related to what the learner knew was meaningful and always turned out to be effective. Learners with relevant background knowledge find it easier to add new information. During the training of learners in an organization:

1-There should be an emphasis on the meaningfulness of each session to the task in hand.

2-Background information on new material is essential.

3-New material should be set learners in a sequence to build on what is already understood.

IV- Learning through Discovery strategy

Jerome Bruner is a psychologist who built his theory on top of Piaget's theory of cognitive development that was focusing on learning through discovery. His theory identified three stages of cognitive representation, which are enactive, iconic, and symbolic. Enactive defining the representation of knowledge through actions, iconic being the visual summarisation of images, and symbolic which is the use of words and symbols to describe experiences. Through his study of cognitive learning in children, he suggested that they should be allowed to discover information for themselves. He believed that learners review previously learned

material even as they gain new knowledge. His interpretation of Cognitive Learning Theory in a corporate environment can be put by: Allow employees to learn new skills and get new knowledge through new tasks and challenges. Challenge trainees to solve real-world problems.

V- Personalised learning strategy

All of these strategies can be combined into one personalized learning approach. Each learner is unique and has his own experience, knowledge, and perception. Which can greatly influence the way they interpret and consume new information. Creating learning experiences that fit each individual based on his own knowledge that is meaningful for his role, this encourages them to discover new solutions, that can drive great results and improve their overall performance. A common practice in recent years to create personalised learning is the use of modern technologies: AI recommendations, learning paths, machine learning, natural language processing.

VI-Cognitive Learning Examples

Now you have a clear idea of what cognitive learning means. The following are various examples of cognitive learning.

1. Explicit Learning

It happens when you intentionally seek knowledge to attempt and learn a new skill or process that may be vital to your work. It requires you to be attentive and take action to acquire knowledge.

An example of explicit learning would be undertaking an in-depth video editing course to understand the functionality of the software in order to be able to use it appropriately for the needs of your work.

2. Implicit Learning

Sometimes you passively gain new knowledge and learn some new skills. It is known as implicit learning, where you are unaware of the entire process until you realise you have retained something new.

This type of learning may occur when you are working, talking, or going about your normal life that comes automatically over time.

3. Meaningful Learning

Meaningful learning is when you are capable of acquiring new information and relating it to past experiences. This is because this cognitive learning approach teaches employees to build transferable problem-solving skills that can be applied in other areas. For instance, meaningful learning occurs when individuals work in procurement and decide to take advanced courses in the department to deepen their understanding of the subject.

4. Discovery Learning

It happens when you actively seek new knowledge by researching new concepts, processes, and subjects. For example, if someone sets the task to proofread a particular report and needs to make use of a specific tool such as Grammarly, by using this tool in hand with the manuals, this would cause to learn the features and abilities of the tool through discovery.

5. Receptive Learning

Lectures where you sit in groups and a speaker feeds the audience with information on a specific subject is an example of receptive learning. It requires the learner to be active by asking questions and taking down short notes.

During training in your workplace, this type of learning comes in handy where you get a deeper understanding of new information by being active and responsive to the speaker.

6. Non-Associative Learning (Habituation and Sensitisation)

It is a type of learning which enables individuals to adapt to something by frequent exposure. When you get a new job at a factory where there are many machines making noise, it irritates for the first few days, but you later learn how to live with it. This is known as habituation. Sensitisation is the vice versa whereby your reaction towards something increases as you get frequent exposure towards it. This type of learning happens in your typical situations in life and work. Working in an office teaches you to be more responsive to things like telephone calls.

7. Emotional Learning

Developing emotional intelligence is crucial to help us maintain friendly relationships with friends at work and in life.

Emotional learning helps people learn how to take charge of their emotions and understand the others. An employer is a job, which requires having control over emotions to handle customers and their superiors in a courteous manner.

8. Experiential Learning

Our experiences in life are our best lessons.

Your interactions with other people always teach you some precious life lessons. What you learn depends on how you interpret it. For example, an intern learns by shadowing an experienced senior employer to gain experience. He acquires new skills that are relevant to his line of work.

9. Observation Learning

One of the significant components of the social cognitive theory is observational learning. It is handy among employees, since it mainly involves imitation of skills from colleagues and superiors. Observing your friends or work colleagues is an efficient way to learn a new skill. Your successful manager at work can help you improve your leadership qualities as you embrace and practice his habits.

10. Cooperative and Collaborative Learning

Working and learning in groups is encouraged in many institutions. Cooperative learning helps bring out one's best skills and deepens the collaboration between a group of people. However, for an individual to learn this way, he/she has to be an active and equal participant and interact with fellow group members. Some companies select individuals to train on new strategies that improve the success of an organization. The trained employees are then encouraged to pass on this knowledge to their team members. The types of cognitive learning above are vital in using your brain's features as much as possible. They make it easier for you to acquire new skills and knowledge in life.

Type of the task: Cooperative /Allotted time: 30mns

Task Objectives

- 1- Teaching them task sharing, each student should summarise a learning type, then, the group comes up with a consistent synthesis of the learning types dealt with them so far.

2- Reminding them techniques of the synthesis.

Task In an essay form, synthesise the above-cited learning types.

Conclusion

Learning theories, as systems of ideas that can explain certain aspects of human thoughts, behaviours, and emotions, describe how learners receive, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences and eventual interplays occurring within one phenomenon or many phenomena are also the concerns of the learning theories. Prior experiences, is another consideration of the equation. All play a part on how understanding, or a worldview, is acquired or changed, and knowledge, and skills retained. This might allow specialists to predict, and interpret profoundly situations in multiple contexts and diverse occasions in the future.

Reference: Andreev, I. (2023). Benefits of Cognitive Learning. [valamis.com /hub/cognitive-learning](https://valamis.com/hub/cognitive-learning)

CHAPTER II CONTEXTUALISATION

COOPERATIVE LEARNING

SESSION 4 TD 4

Introduction & Reminder

Cooperative learning has been introduced in the last session. As a matter of recapitulation, cooperative learning can be defined as, cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves, and beneficial to all other group members. Cooperative learning is the instructional use of small groups, so that students work together to minimise their own, and each other's learning. It may be contrasted to competitive (students work against each other to achieve an academic goal, such as a good grade, that only one or a few students can attain). Individualistic students work by themselves to accomplish learning goals unrelated to those of the other students. In cooperative and individualistic learning, the teacher assesses student

efforts on a criteria-referenced basis. Whereas, in competitive learning, you evaluate students on a norm-referenced basis.

I. Cooperativeness Sense

Some learners experience more challenges than others when they enter a school environment. Cooperative learning strategies have been developed to help children overcome educational barriers by improving skills in their social-emotional learning (Mitchell, 2008). Cooperative learning which includes play and activities, are a best practice intervention strategy to improve engagement and accessibility to academic goals to benefit them later in life (Mitchell, 2008).

Cooperative learning comprises of academic and social learning experiences within the classroom, where students are taught to complete tasks as a collective group towards a common goal. Cooperative learning is said to promote positive interpersonal relations, produce motivation to learn and enhance self-esteem (Creighton & Szymkowiak, 2014). They support positive social outcomes including positive inter-group relations and the ability to work collaboratively with others as a team (Horner, Carr, Strain, Todd & Reed, 2002).

Maintaining social competence allows students to achieve a balance between meeting their own needs while maintaining positive relations with others. Learning cooperative behaviors enables students to negotiate with others, have creative problem solving strategies and value each person within the group (Creighton & Szymkowiak, 2014).

II-Key Components of Cooperative Learning

1-Individual accountability to maintain student responsibility and appropriate behavior

2-Engagement and outcomes

3-Positive interdependence relating to each group member learning to depend on the rest of the group while working with others to complete the task

4-Positive face-to-face interactions involved with listening, encouraging shared decision-making, personal responsibilities and teaching how to give and receive feedback

5-Group processing to allow time for the team to discuss how well the group achieved their goal and maintained an effective working relationship

III-How can Cooperative Learning Practice Help Students?

When teaching academic and/or behaviour expectations, teachers can use the platform of cooperative learning strategies. This can be used as a class wide intervention or strategy used on students. A large portion of behaviour difficulties are a result of lagging skills. Lagging skills are the reasons that learners are having difficulty meeting these expectations or responding adaptively to these triggers. Some cooperative learning activities can be incorporated to support growth in lagging skills in order to enable them overcome hindrances.

IV-Key Differences between Cooperative & Competitive Approaches

Cooperative

Competitive

Comprises academic and social learning experiences within the classroom, where learners are taught to complete tasks collectively to achieve goals.

Increase in independence.

Promote positive interpersonal relations between the students and with their teacher, and aim to produce motivation to learn and enhance self-esteem among students. They support positive social outcomes, including positive inter-group relations and the ability to work collaborating with others as a team.

Likelihood for students to become easily frustrated and discouraged if they are behind the majority of the class.

Enhance social interaction skills.

Getting along with others is de-emphasised.

Increase in students' abilities to negotiate with each other and have creative problem solving strategies.

-Definitive winner and loser.

-All players are either winners or losers.

-Teams of players

-Everyone cooperates to defeat the game.

-Confrontational; focus is on defeating the other team.

-All players win together.

-Likelihood to withdraw from others.

-No confrontation.

-Increase in frequency of classroom interaction, engagement and cooperation.

Students overcome barriers such as deficits in physical, sensory, intellectual and emotional needs that might affect their ability to reach potential in learning, behaviour and development.

V-To whom it should be addressed?

Choices can be filtered by:

***Skill:** Communication, conflict resolution, cooperation and empathy.*

***Grade:** Early Elementary, Upper Elementary, Middle/High School.*

***Theme:** Civic engagement, compassion, courage, feelings, friendship, inclusion/exclusion.*

VI- Examples of Cooperative Teaching Strategies

Below are effective strategies that can conveniently teach important behavioral lessons without taking time away from academic instruction:

1-Think-Pair-Share

Also called turn & talk. Teacher asks a question to the group, and each student has a minute or two to think about the question. Then, they turn and discuss with someone sitting next to them, and then share with the whole class (Teed, McDarvis, Roseth, n.d.). This is a useful cooperative learning strategy because it engages all students in their learning and it can be done quickly during almost any lesson.

2-Jigsaw

Students are placed into "home groups" and "expert groups" and are each assigned a different topic within the same general topic. Students work on researching their topics with others who have the same topic (their expert group) and then return back to their home group to teach them about their topic. Together, all the pieces come together to form a complete product (Reading Rockets, 2015).

This is useful in that it helps to get students engage with one another and hold them accountable for their learning. It is truly cooperative in that every student needs to put work in so that all group members become informed on the topics. This can be used across content areas and with a variety of topics, allowing students to become the teachers.

3-Numbered Heads Together

Students are placed into groups and given a number in their group. Students are asked a question and discuss it with their group members. When time is up, the teacher calls a number and all students with that number stand up and take turns sharing what they discussed in their groups. The students are able to build on and connect similar ideas among the groups and broaden the conversation. (Colorado, 2015).

This strategy is useful because it allows students to discuss in small groups before going into a whole class discussion. Additionally, it makes it so all students have to contribute and listen to the conversation, so they have something to share if their number gets called. It helps to get each student engaged and involved in their learning.

4-Tea Party

Students form two circles facing each other (one inner circle and one outer circle). The students are given a question and they are to discuss the question with the student they are facing. The students on the outer circle moves in one direction, so they have a new partner to discuss. Another question is asked, and more discussion is created with a new partner (Colorado, 2015). This strategy is useful because not only does it allow for all students to get a chance and share with another student, but additionally, it allows for students to work together to come up with a solution. If a student is not talking, sharing, or discussing, then they are losing valuable learning time. It is important for the teacher to be circulating to ensure that engaging conversations are occurring, and prompting those who need extra support.

5-Round Robin

Students are sitting with groups (3-4 students), and their teacher asks them a question or gives them a problem to solve. The questions or problems are deliberating, in that there are multiple ways to solve the problem and multiple points for discussion. Students in their groups take turns answer and sharing ideas with each other, working together to come up with an answer that they all agree on (Colorado, 2015).

This strategy is important because it gives students the opportunity to work together to solve a goal or come to a joint understanding. It requires the participation of each student in the group, and ensures that students are sharing their ideas. During this activity, students work on taking turns, supporting one another, and sharing their ideas.

6-Write Around

Students are placed in groups with 3-4 students and the teacher gives each group a topic or idea. Once again, it is important for the topic/idea to have multiple answers or understandings. Students take turns writing their response to the question or idea on a piece of paper, shared by the group. After a certain amount of time, the teacher tells the students to pass the paper to the next group member, who then takes the time to read over what the other group member wrote and add, explain it further, or clarify what was written. The process repeats throughout the group (Colorado, 2015). This strategy is useful in that it allows all students to demonstrate their contribution and knowledge surrounding an area or a topic. It requires that students are paying attention to what their group members are writing, and helping one another by adding on or clarifying their ideas. This helps to ensure that each student is learning and contributing to the group's ideas to come to a complete understanding.

7-Carousel

In this activity, students are broken into groups of 3-4 and the teacher places chart paper around the room with different questions on them, related to a certain topic. This lesson can be done before starting a new unit to activate prior knowledge, during the unit, or at the end of review. Each group starts at a different poster and is given a different color marker to write with. The marker travels with the groups around the rooms, and each group has 1-2 minutes to answer the question on the chart paper. They then rotate around the room to the next poster and repeat the process. You may want to try to get each group member to write their ideas down on the paper so that each student's ideas are evident on the paper. When every group has written on each piece of paper, the class comes together for a whole class discussion and shares what is written on the posters (Gray, 2016).

This strategy is useful because it causes students to work together in their groups but also within the whole class. Students have to ensure they are reading what other students wrote and coming up with new ideas, rather than copying what is already there. It helps to hold all students accountable because they have to write their ideas down, and help their group members who are struggling to come up with something to write down.

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CLASSROOM MONITORING

CLASSROOM MONITORING

SESSION 5 /TD N 5

I-Introduction & Reminder

Monitoring is the panoply of activities pursued by teachers to keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress. Those decisions encompass checking understanding, questioning students, circulating around the class, collecting, assigning, and correcting homeworks, etc. Overall, it is a set of acts adopted by the instructor, to run his classroom. Objectives (learning goals) are important to establish a pedagogical interchange so that teachers and students alike understand the purpose of that interchange. In parallel, organising objectives helps to clarify objectives for themselves and for students. Having an organised set of objectives helps teachers to:

“plan and deliver appropriate instruction”;

“design valid assessment tasks and strategies”; and

“ensure that instruction and assessment are aligned with the objectives.”

II-Bloom’s Taxonomy (Reminder)

Bloom’s taxonomy suggests a multi-layered pedagogical interchange between students, and teacher. Knowledge “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.” Comprehension “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.” Application refers to the “use of abstractions in particular and concrete situations.” Analysis represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.” Synthesis involves the “putting together of elements and parts so as to form a whole.” Evaluation engenders “judgments about the value of material and methods for given purposes.” These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge: Like, understanding, remembering, recalling, exemplifying, interpreting, summarising, etc.

III-Using Probes/ scrutiny as a Technique

Effective techniques in monitoring learners’ progress, and achievement, can be synthesised in the following points:

- 1- Keeping questions at an appropriate level of difficulty; that is, at a level where most students can experience a high degree of success in answering.
- 2- Paying close attention to who is answering questions during classroom discussion and calling upon non-volunteers.
- 3- Asking students to comment or elaborate on one another's answers.
- 4- Using information on students’ levels of understanding to increase the pace of instruction whenever appropriate. (There is a strong positive relationship between content covered and student achievement. Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material).

IV-Monitoring Homework

Homeworks have to meet certain criteria to interact positively with students' attitudes, and thus learners can develop great expectations, as well as enthusiasm toward school. Homeworks should be carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results when assignments are:

- 1- Closely tied to the subject matter currently being studied in the classroom.
- 2- Given frequently as a means of extending student practice time with new material appropriate to the ability and maturity levels of students.
- 3- Clearly understood by students and parents.
- 4- Monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion.
- 5- Quickly checked and returned to students.
- 6- Graded and commented on.

References

Howell, K.W. and J. McCollum-Gahley. (1986). "Monitoring Instruction." *Teaching Exceptional Children* 18: 47-49. Hummel-Rossi

Table 1. Example of Student' Monitoring Form

Progress Report							
Student	Grade						
Please complete performance ratings for this student. The information you provide will be used to help develop an individualized plan of assistance and match the student with appropriate interventions. Key: 5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never N/A = Not applicable Note: <i>A rating of 3 or below indicates a problem or concern that warrants further follow-up.</i>	Period or Subject Area						
	1	2	3	4	5	6	7
Student Performance							
Academic Standing List student's current grade using the values assigned on the report card (letter grades, ✓/+/-, etc.)							
Attends class regularly							
Punctual							
Cooperative							
Participates in class activities							
Stays on task							
Completes in-class assignments							
Completes homework							
Quality of work is satisfactory							
Passes tests							
Student strengths (list at least three): Goals for improvement:							
Prepared by	Date						

Source: [researchgate.net/publication/268336847-Behaviour-Prevention-and-Management](https://www.researchgate.net/publication/268336847-Behaviour-Prevention-and-Management)

In the revised taxonomy of Bloom, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge:

Factual Knowledge

Knowledge of terminology

Knowledge of specific details and elements

Conceptual Knowledge

Knowledge of classifications and categories

Knowledge of principles and generalisations

Knowledge of theories, models, and structures

Procedural Knowledge

Knowledge of subject-specific skills and algorithms

Knowledge of subject-specific techniques and methods

Knowledge of criteria for determining when to use appropriate procedures

Metacognitive Knowledge

Strategic, and self-Knowledge

Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

V-Extra-information Relevant to Bloom's Taxonomy

Section III of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, entitled "The Taxonomy in Use," provides over 150 pages of examples of applications of the taxonomy. Although these examples are from the K-12 setting, they are easily adaptable to the university setting.

Section IV, "The Taxonomy in Perspective," provides information about 19 alternative frameworks to Bloom's Taxonomy, and discusses the relationship of these alternative frameworks to the revised Bloom's Taxonomy.

Endnote. Citations are from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*.

WHAT IS SYNCHRONY:
TEACHING PROSOCIAL BEHAVIOURS

WHAT IS SYNCHRONY:

TEACHING PROSOCIAL BEHAVIOURS

I-Introduction

Humans are born with prosocial behaviors. Each time we do a prosocial act, our brain releases chemicals that make us feel good, and those same chemicals enhance learning. According to a study from the Encyclopedia on Early Childhood Development, “Prosocial behavior is linked positively to classroom grades and standardized test scores.” Using prosocial behaviors in the classroom improves learning outcomes for students. Here are three prosocial behaviors you can use today in your classroom: gratitude, kindness, and empathy.

II- Practising Gratitude in Classroom

Gratitude enhances the mood of the sender and the receiver, according to a study from Harvard, feeling gratitude over time increases the overall mood of a person. In the classroom, fostering gratitude by setting aside time for students to journal weekly or daily about things they are grateful. Consider having them use a notebook, work with a shared folder in Google Drive, or staple sheets of paper to keep their entries together. Over time, remind students to go through their journal and look at previous entries because this type of review helps deepen the effectiveness of the gratitude journal.

The records of gratitude can be public as well. Provide a designated area by taping off a wall space in your classroom or creating a bulletin board for gratitude. Students can write notes of gratitude to each other on sticky notes or index cards. Model the behaviour by writing positive notes to students for specific acts and posting the praise. As students write the notes, allow them to turn the notes in to you. If a student should turn in a note that does not qualify as a note of gratitude, give him or her feedback on how to improve the note. Allow students the chance to revise their writing.

III-Encouraging Random Acts of Kindness

Random acts of kindness increase compassion, which in turn leads to a greater sense of interconnectedness in the classroom. The prosocial behaviour of kindness, according to this study, is also contagious, and when witnessed by others, it causes kindness to spread. The following are three simple ways to include random acts of kindness in the classroom:

- a- Give authentic compliments and praise. Taking the time to point out something a student is doing well, is an easy way to spread kindness. When students see modeling of authentic compliments, they can replicate specific praise with their peers. Have students do simple acts to help the school. Students can make cards to welcome new students to the building.
- b- They can create a jar of joy as well. Give students paper, markers, and scissors, and allow them to fill a jar with positive colorful messages, motivational quotes, and stories of encouragement. Once students are finished, they should choose someone to give the jar to as a random act of kindness. Students can use the joy-filled containers for a friend in need, to cheer up patients in need at a local hospital, or to cheer up a sad classmate.

IV-Building Empathy through Happiness Cards

The prosocial behavior of empathy is important for creating understanding in students. Having students share vulnerabilities and dreams is a way to get them to show and learn empathy. Happiness boards are a useful tool for helping students develop empathy. The instructor then can follow the coming steps, for a successful procedure.

1-Students create visual reminders of positive memories, dreams, and aspirations. They can create a collage digitally, through an application such as Google Slides, or they can create a tangible board by cutting pictures out of magazines.

2- Ask students to make a list of memories or moments in which they were proud of themselves. Next, using the back of the same paper, have students make a list of dreams or goals they have for their life. Finally, prompt students to think of people they admire and write down characteristics of those individuals that they would like to gain, such as compassion, joy, or understanding.

3-Students can create a collage of visuals centered around their name to represent who they are and their future goals, highlighting the most important aspects of their various lists.

Teachers can also participate by creating a board that can serve as a model for the students using their own lives.

4-Once finished, display the boards around the classroom. Allow students to do a gallery walk around the room and look at the boards. Prompt students to write down similarities and connections they see between their own board and that of their classmates. Bring the class together at the end of the activity to share some of the connections they discovered. This will help create bridges of empathy and understanding as students see the dreams, goals, and shared experiences that link them together.

V-Important Reflexes

What is most important when preparing for a new school year? A teacher's job is to welcome students and set the tone for a positive year ahead. To do this well, he begins with four essential tasks: deciding on room arrangement, building relationships, establishing routines, and teaching classroom norms. These principles are crucial for every age, especially in the elementary years when pupils spend most of their day in one classroom setting. Using some ideas that are common in elementary school classrooms context that can be adapted in any classroom. The instructor can create an environment that is aesthetically pleasing, is welcoming, and meets the developmental needs of students. In so doing, both can be excited, the teacher and the learners, about beginning a new year together.

Conclusion

New students generally come to school brimming with excitement, while also bringing their jitters, apprehension, anxiety, and frustrations into the classroom. Unaddressed, big feelings and nervous energy can go viral, with the power to disrupt a classroom in a few minutes or less. To build deeper, trusting relationships, and increase students' openness to coaching and guidance, we need to learn more about their lives, and that requires concrete strategies and ongoing routines. Many come in with emotional walls up or are intellectually withdrawn, particularly those who have previously felt alienated or discouraged in school. As teachers, we have an opportunity to teach and model prosocial behaviors to our students. Teaching empathy, kindness, and gratitude contributes to a child's social and academic success. Prosocial behaviour fosters positive traits that benefit learners and society.

Reference: [Edutopia.org/article/promoting-prosocial-behaviors-classroom/](https://edutopia.org/article/promoting-prosocial-behaviors-classroom/)

FURTHER READING ON SYNCHRONY MECHANISMS

Introduction: A research study has shown that synchrony or being ‘on the same wavelength’ is quite significant in education. "We found that students' brainwaves were more in sync with each other when they were more engaged during class," says co-lead author Suzanne Dikker of New York University and Utrecht University. "Brain-to-brain synchrony also reflected how much students liked the teacher and how much they liked each other. Brain synchrony was also affected by face-to-face social interaction and students' personalities. We think that all these effects can be explained by shared attention mechanisms during dynamic group interactions."

I-Shared Attention

The researchers, led by David Poeppel of New York University and the Max Planck Institute of Empirical Aesthetics, used portable EEG to simultaneously record the students' brain activity. Researchers Lu Wan and Mingzhou Ding of the University of Florida then used novel analyses to assess the extent to which that brain activity was synchronized across students and how the degree of synchrony varied with class engagement and social dynamics.

The researchers think that the level of synchrony comes from a well-known phenomenon called neural entrainment. "Your brainwaves 'ride' on top of the sound waves or light patterns in the outside world, and the more you pay attention to these temporal patterns, the more your brain locks to those patterns," Dikker explains. "So, if you and the person next to you are more engaged, your brainwaves will be more similar because they are locking onto the same information." Brain synchrony most likely supports synchronised behaviour during human interaction. For example, synchrony is required for two or more people to have a good conversation, walk down the street, or dance, or carry a heavy piece of furniture. The findings suggest that social dynamics matter, even when people are just listening to the same lecture or watching the same video. The researchers are now designing large-scale projects in which they'll be able to record brain data and other biometrics from up to 45 people simultaneously in an auditorium. They hope to answer questions such as, "What are the 'optimal' conditions for an audience to experience a performance or movie? Is there an ideal group size? Does having some joint interaction right before a performance improve the experience? How does the audience affect the performer and vice versa?"

Reference: Dikker and Wan et al. Brain-to-Brain Synchrony Tracks Real-World Dynamic Group Interactions in the Classroom. Current Biology, 2017 DOI: 10.1016/j.cub.2017.04.002

II-Illustrative Representation

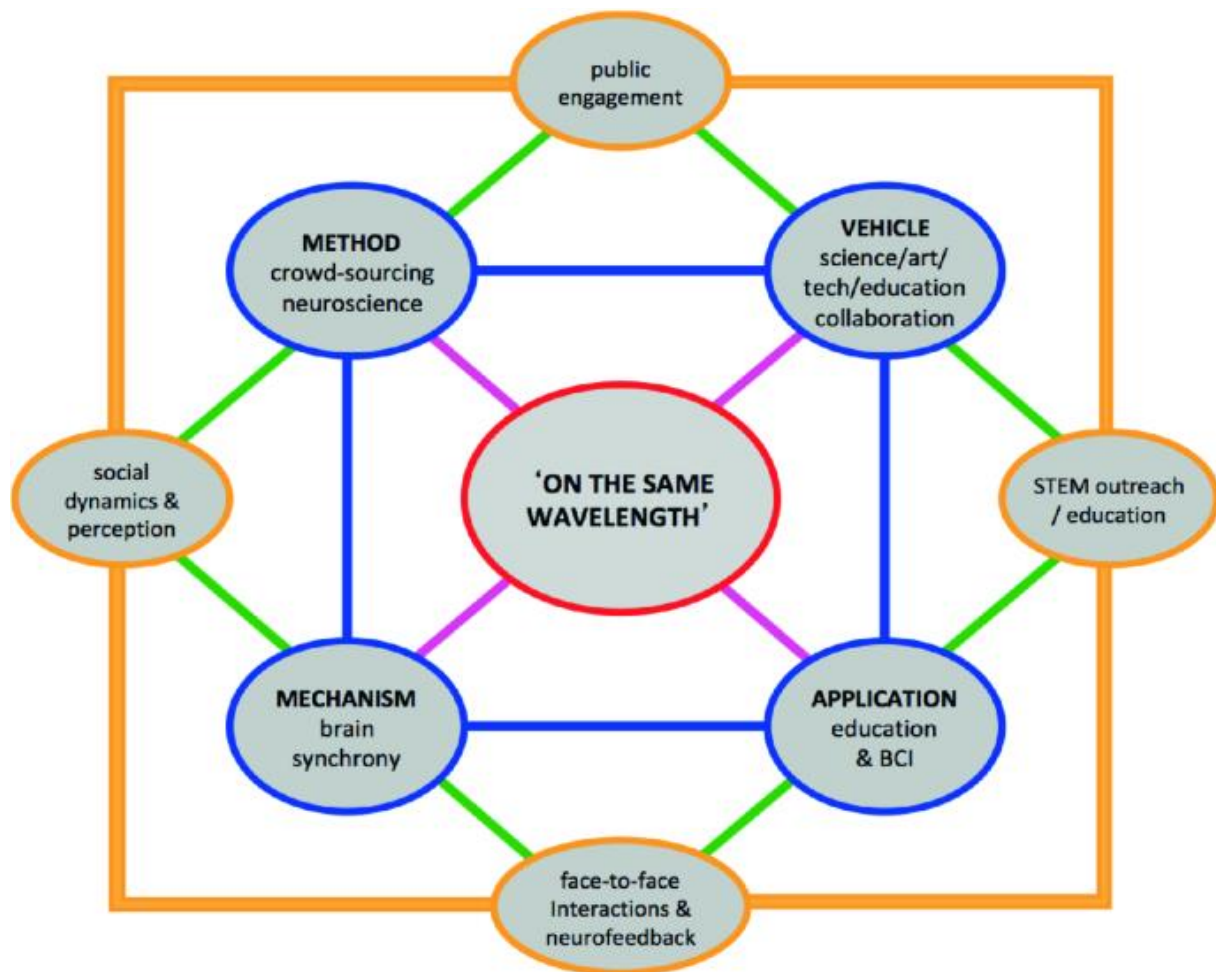


Figure 4. Using Synchrony Based Neurofeedback in Search of Human Connectedness

Source: [Link-springer.com/chapter/10.1007/978-3-030-14323-7-6](https://link.springer.com/chapter/10.1007/978-3-030-14323-7-6)

Comment: Synchrony measures have been linked to various affective and social phenomena such as empathy or team performance. Empathy drives prosocial behaviors, learners attuned to others' feelings who can sense others' thoughts and desires are more likely to engage in helpful acts. One way to promote prosocial behaviours is by explicitly demonstrating, and teaching empathy, and consequently prosocial behaviors, can be promoted is to emphasise social interconnectedness. Provide opportunities for students that require them to rely on each other to succeed. Students need to see that every individual has something to contribute. For each critical learning goal, the teacher should ask, "How can I create tasks that

involve social teaching and modeling empathy. This can be further simplified in the coming representation.

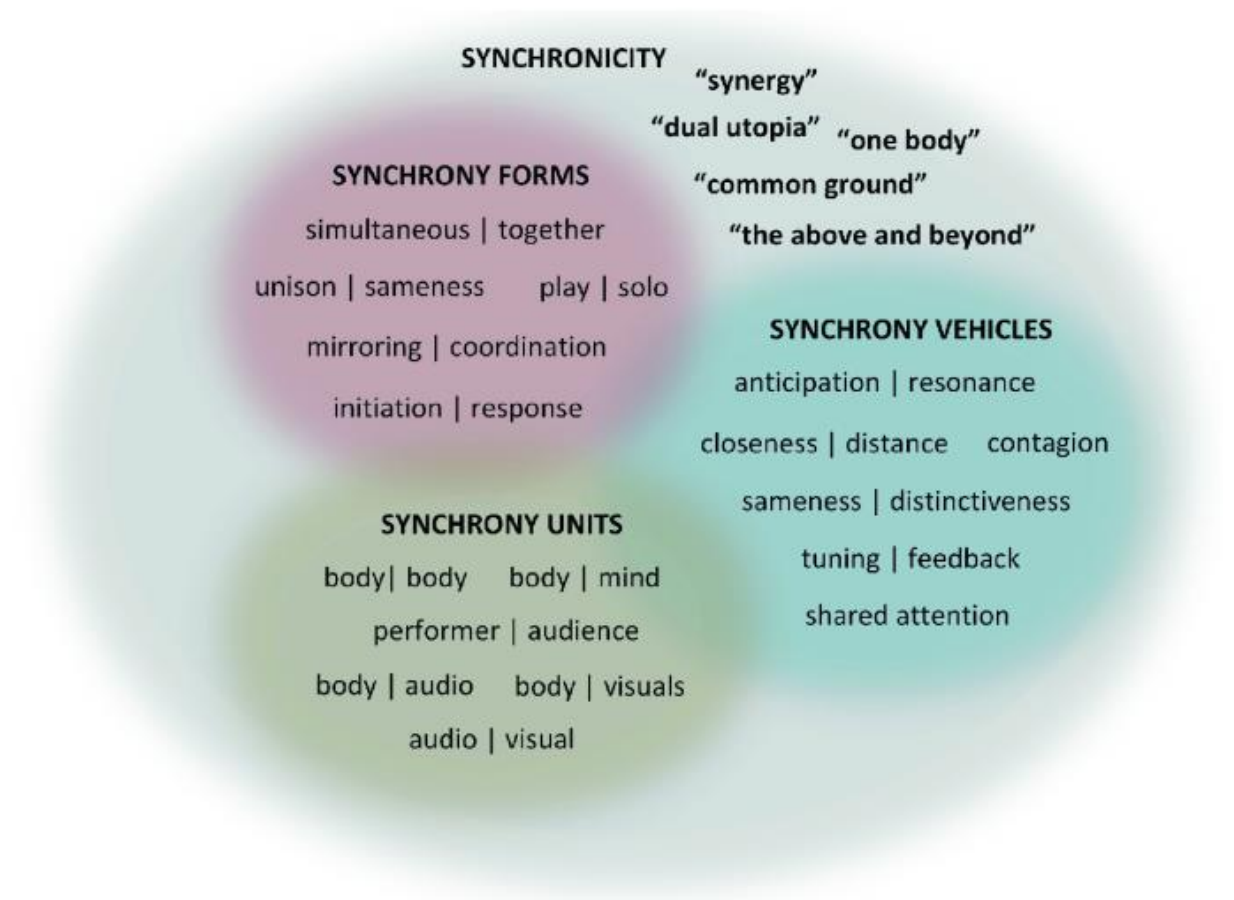


Figure 5. Using Synchrony Based Neurofeedback in Search of Human Connectedness

Source: [Link-springer.com/chapter/10.1007/978-3-030-14323-7-6](https://link.springer.com/chapter/10.1007/978-3-030-14323-7-6)

Comment

Reinforcing synchrony could be further strengthened by prosocial behaviors to take root; teachers must call out the behavior and complement the action. Peer contagion can be used to promote selfless acts. Because the negativity bias causes humans to be more attuned to antisocial acts, a sensitivity for prosocial behaviors should be developed. The instructor should provide activities that show the necessity of a contribution by each individual student. Prosocial behaviors result from multiple experiences of connecting with people and realizing that each person has something to offer. Such simple acts are worth more than any rewards and reinforce positive prosocial behavior. It is an approach to establish a culture of kindness, selflessness, and gratitude.

References: Myers,G.G. (2019). Simple steps for encouraging classroom behaviour that benefits everyone. Social &Emotional Learning. George Lucas Educational Foundation

SYNCHRONOUS & ASYNCHRONOUS LEARNING

PROCEDURE & STRATEGIES

SYNCHRONOUS & ASYNCHRONOUS LEARNING

PROCEDURE & STRATEGIES

SESSION 7/ TD N 7 PART 2

I-Introduction

In the world of online education, or distance learning, classes can be asynchronous or synchronous. What does it mean? When something is synchronous, two or more things are happening at the same time, in synchronicity. They are "in sync." Synchronous learning takes place when two or more people are communicating in real time. Sitting in a classroom, talking on the telephone, chatting via instant messaging are examples of synchronous communication. So is sitting in a classroom a world away from where the teacher is speaking via teleconferencing. Think "live", also Known as: concurrent, parallel, at the same time

Pronunciation: sin-krə-nəs

Examples: A student may say, I prefer synchronous learning because I need the human interaction of communicating with someone as if they were in front of me.

In contrast, when something is asynchronous, the meaning is opposite. Two or more things are not "in sync" and are happening at different times. Asynchronous learning is considered more flexible than synchronous learning. The teaching takes place at one time and is preserved for the learner to participate in at another time, whenever it is most convenient for the student. Technology such as email, e-courses, and online forums, audio and video recordings make this possible. Even snail mail would be considered asynchronous. It means that learning is not taking place at the same time that a subject is being taught. It is a fancy word for convenience. Also known as non-concurrent, not parallel.

Pronunciation: ā-sin-krə-nəs

Examples: A student might say, I prefer asynchronous learning because it allows me to sit down at my computer in the middle of the night if I want to and listen to a lecture, then do

homework. My life is hectic (restless), and I need that flexibility. Classroom settings have been more popular than self-paced learning where employees could study on their own. Recently, self-paced instruction has become more popular as education shifts from the traditional models to the Internet. Self-paced learning makes it possible for all participants to adapt to their different learning styles. Self-paced learning removes the time pressure that exists during live training. There is no pressure to complete the assignments and learn at the same speed as others.

For convenient self-paced learning, it is important to make training materials easily accessible for learners. Site workers typically do not have immediate access to desktops or laptops. To make training easily available for them, you can apply a self-paced mobile learning strategy instead of synchronous and instructional virtual training. Mobile learning is mainly about creating training content for mobile viewing and incorporating smartphone technology into the training programmes. With training content made accessible across multiple devices, especially smartphones, your learners can conveniently take their courses at their own pace, anytime and anywhere, with no need for trainers.

Mobile-first learning management system that makes all your training materials and courseware accessible through its mobile learning app. With mobile learning solution, your learners can easily take their courses or quizzes and decide on the time they are most susceptible to learning. You can even use the custom notification tool to remind them of important actions they should do after releasing courses or quizzes.

II- Breaking down Lessons into bite-sized Form

During self-paced learning, it is important to prevent cognitive overload in which the brain is forced to absorb overwhelming information. You can do this by adopting the microlearning strategy, a strategy used in elearning development, which breaks down a bulk of training content into bite-sized lessons. This strategy enables you to focus on key messages to make topics easier to understand. When your learners are not feeling overwhelmed and pressured during their self-paced training, information gets better embedded in their long-term memory. With the compact nature of microlessons, they can be combined with mobile learning, making them easier to grasp and rehearsed.

Reference

Peterson, Deb. "What Is the Difference Between Asynchronous and Synchronous Learning?" Thought Co, Aug. 26, 2020, thoughtco.com/asynchronous-vs-synchronous-learning-31319.

III-Using Spaced Repetition to Improve Knowledge Retention

According to the Forgetting Curve by Hermann Ebbinghaus, nearly 50% of the content of a piece of lengthy information is simply forgotten within the first hour, while 70% of those data points are lost within 24 hours of training completion. To effectively reinforce the information in self-paced learning setup and combat the forgetting curve, it is best to practice the spaced repetition strategy. Using this technique, key learning concepts are repeated at regular intervals until knowledge is fully embedded in the long-term memory of learners. Memory and learning go hand in hand – the more frequent and effective information is reinforced, the more effective learners absorb knowledge.

IV-Stimulating Visual Thinking

Stimulating the visual thinking of learners through visual elements like pictures, graphics, and diagrammes helps them understand concepts better and improve their knowledge retention. These visual elements serve as the perfect solution for an engaging discussion. This highlights the importance of creating well-designed and visually informative learning content. These visual learning strategies help in consolidating, thus fossilising the material being learnt.

V-Boost Motivation with a Friendly Competition

In a self-paced learning environment where there is a lack of interaction with peers, you can boost their motivation by creating friendly competition. You can do this by adding leaderboards into the lessons. To rank on the board, your learners can earn points from their e.learning activities, such as completing courses and passing assessments. This strategy will inspire them, especially the underperforming learners, to focus more so, they will achieve better results.

VI-Recognising Learning Achievements &Committing to a Schedule

To foster a sense of fulfillment among learners, you can acknowledge learners for their time, effort, and hard work in achieving certain learning milestones. You can do this by allowing them to earn certificates and learning badges for every achievement. Similar to the concept of leaderboards, this strategy gives learners the opportunity to further step up in their

training and beat their own progress. One of the challenges of doing self-paced learning is commitment. It can be easy to stray from finishing your course or training when no one is keeping track of your learning journey. Nevertheless, having a timeframe and setting deadlines for can help learners stay on track.

http://www.edapp.com/blog/author_shera-baruadi-addap.com

EMOTION REGULATION IN CLASSROOM

EMOTION REGULATION IN CLASSROOM

SESSION 8 TD N 08

ALLOTTED TIME 1H30

I-Introduction

Emotion regulation is the ability to exert control over one's own emotional state. It may involve behaviours such as rethinking a challenging situation to reduce anger or anxiety, hiding visible signs of sadness or fear, or focusing on reasons to feel happy or calm. Emotional regulation is the ability to control your emotions and not let them drive your actions. It is important to help kids learn how to regulate and give them opportunities to practice. "Emotional regulation takes place deep inside the emotional center of your brain," explains Lori Jackson, school psychologist. "When it is working, you can go smoothly from one event to another, managing the different emotions that arise. When you cannot manage your emotions, each event or activity can bring difficulties and challenges. That is called emotional dysregulation." Controlling emotion can be automatic, or it can require conscious effort. As we become more skilled at emotional regulation, our automatic responses are more likely to kick in. However, that is a learned behaviour, and not an easy one.

II-Emotions Regulation

Psychologists break emotional regulation into three broad categories: suppression, reappraisal, and acceptance. When you suppress emotions, you push them down, refusing to acknowledge or act on them. This can be helpful in the short term, but it does not actually help in dealing with the emotion. It is all still there under the surface, waiting to bubble up again. Reappraisal is about reframing the situation in your mind, allowing you to deal with it calmly and rationally. We can teach kids reappraisal skills in a variety of ways, like mindfulness techniques. We can also urge them to simply accept their emotions, acknowledging them as valid, but not letting them control their actions.

As adults, we know these skills do not come easily. “For children, dysregulation makes life challenging, friendships difficult, and most significantly, it can make learning impossible.” We need to teach emotional regulation so kids can realize that they are in control of their feelings and subsequent actions, by teaching learners those skills in your classroom:

The process model of emotion regulation proposed by psychologist James Gross* emphasises that people can act to control their emotions at different points in time, including before they feel an emotion (“antecedent-focused emotion regulation”) and after they have already begun to react emotionally (“response-focused emotion regulation”).

Skill 1 The instructor might talk to pupils about different emotions, and how those emotions can trigger them to act. For instance, many children or teenagers will realise that they cry when they are sad. However, not everyone cries; some people get very quiet or even show anger instead. Start with simple emotions, and ask learners to name situations where they might feel those emotions. Then, ask them how they behave when they feel a certain way. It is OK if some learners have different answers than others. The point is to make connections about their own thinking and behaviours.

Skill 2 Specialists in autism resource have developed a curriculum aiming at helping children understand and learn to manage their emotions. In fact, it is a technique rooted in cognitive behavioral therapy. It is a framework that uses four colours: blue, green, yellow, and red, to help children identify their feelings and regulate emotions. Teaching students how to read their bodies’ signals, detect triggers, read social context, and consider how their behaviours impact those around them, leads to improved emotional control, sensory regulation, self-awareness, and problem-solving skills.

Skill 3 Build your students’ emotional vocabulary by giving them direct access to those words and feelings. Then, when kids are demonstrating negative behaviours, ask them to look at the wall and choose the words to describe how they are feeling. This helps them connect those actions and emotions, and consider what coping strategies they can try.

Skill 4 Begin the school day by asking your students about things that might be bothering them. “Ask your students about their homework or what they ate for breakfast. Ask if anyone fought with their brother or sister,” suggests Lori Jackson, who created an emotional regulation curriculum called The Connections Model. “The idea is to discuss any

event that likely elicited a feeling and have everyone share. This sets the tone for the day, giving you the heads up on who might have a tough day and why.”

Skill 5 Start the day with an Emotional Planner. Consider upcoming events and how students are feeling about them. This gives kids the chance to think about their emotions in advance of an event, like a quiz or field trip, and plan how to manage those emotions using smart strategies; this could be a class discussion, or problem solving.

Skill 6 Share your own emotions as they occur throughout the day. You are not superhuman, so of course a stressful day. Demonstrate and name your own feelings with an emotion spinner. Name how you feel, and what is causing it. If the feelings are strong, explain the techniques you are using to keep your emotions from controlling your behaviour. It is a way to help them understand the connection between feelings and behaviour.

Skill 7 Mindfulness is “the basic human ability to be fully present, aware of where we are and what we are doing, and not overly reactive or overwhelmed by what is going on around us.” There are dozens of mindfulness strategies, from meditation and deep breathing to journaling and drawing. As children/teenagers learn a strategy that is useful to them, they can add it to their own emotional regulation toolkit.

Build time into your schedule throughout the day (even just a couple of minutes at a time) for kids to connect with their feelings. They might be surprised to find that their bodies are tensed because they are stressed, or that they are having trouble paying attention because they are thinking too much about something that is happening at home. A brief check-in refocuses their attention and reminds them to live in the moment.

Skill 8 Build emotional resilience, emotional dashboard gauging how a person currently feels and what they can do about it. Emotional resilience is a person’s ability to “bounce back” after setbacks, to learn from past failures and be willing to try again. It is a key part of emotional regulation. Once learners recognise and manage their emotions, they will be more willing to take on bigger challenges, which lead to bigger successes. Check out this set of one-minute activities, which are easy to work into your curriculum. It includes ways to manage worry, safety, anger, and more. Get your free set of emotional resilience activities [here](#).

Conclusion

How do you help students develop emotional regulation skills, this seems to be among the most challenging classroom issues. Since, it enables them connect actions and emotions, and consider what coping strategies they can try. Mindfulness strategies might be appropriate, besides meditation and deep breathing to journaling and drawing. As children/teenagers learn a strategy that is useful to them, they can incorporate it to their own emotional regulation toolkit.

Reference

<https://www.weareteachers.com/emotional-regulation/>

*<https://www.psychologytoday.com/us/basics/emotion-regulation>

CLASSROOM ATMOSPHERE

CLASSROOM ATMOSPHERE

SESSION 9 TD N 9

I-Introduction

Classroom climate refers to the atmosphere of a classroom including the social, emotional, and physical aspects of a learning space. The moods, attitudes, and tone of instructor-student and student-student interactions in a classroom culminates in the overall classroom climate. Additionally, both intentional and unintentional actions and explicit and implicit messages add to the classroom climate. To cultivate a positive classroom climate, instructors need to build strong rapport with students (Barr 2016) by incorporating seven dimensions of classroom climate (Fraser and Treagust 1986). The instructor can develop most of these aspects of classroom climate when considering the following:

II-Seven Dimensions of Classroom

1-Personalization: Students know the instructor sees them as individuals and cares about their well-being and success.

2-Involvement: All students are actively invited to participate in the class resulting in an inclusive learning environment.

3-Student Cohesiveness: Students are encouraged to know and work with their peers during class activities to build a sense of community.

4-Satisfaction: Students find value in and enjoy coming to class.

5-Task Orientation: Students find class activities to be worthwhile, well-organised, and clearly aligned to learning objectives and expectations.

6-Innovation: Activities and assignments are designed using pedagogical best practices. Learners understand why the instructor is using these activities and assignments (explicit statements by instructor on why students are doing specific tasks).

7-Individualisation: Students are given autonomy/choice for some aspects of the class, which allows them to develop/explore areas that are interesting to them.

III-Building Classroom Culture

Specialists of the field account three strategies that help in creating a positive classroom climate and culture. First, open and warm communication, second, inclusive environment, third, organisation and accessibility of course content. Accordingly, an instructor's perceptions of a student's abilities and attitudes directly influence the classroom climate, it is imperative, in this respect, for teachers to develop strategies that create a supportive and healthy classroom climate that fosters cooperation and interaction with its both aspects.

1-Communication

Communication is key to building a positive and inviting classroom culture. Therefore, the first steps to building a strong community include providing information to students before the start of the semester. For example, publishing the Canvas course and posting a pre-course welcome announcement provides students with information they need while also showing that you care about their success in the course. Along the same lines, creating a syllabus that invites students to the course and explains course expectations in an inclusive manner promotes a positive climate before the course begins. At the beginning of term, it is also important to greet students, learn students' names, get to know your students, share enthusiasm for the course/topic, and explicitly state that you believe all students can learn by normalising academic struggles and sharing personal accounts on how effort resulted in positive outcomes. It is also highly recommended to allow students time to get to know each other as student-student interactions can be critical to the learning environment (Barr 2016).

Once established, it is important to continue to provide clear and timely communication with students. A few strategies for maintaining good communication include responding in a timely manner to student questions (whether in-person, via email, or using another method), fostering open discourse through open ended questions and class discussions, and providing students with prompt feedback. Additionally, communicating concern for students that are not doing well in the course creates positive culture (Barr 2016) and can be accomplished with an in-person meeting, or an individual email, by using these strategies throughout the semester, instructors convey interest in learners' ideas and provide them with the information/means to succeed in course.

2-Inclusive Environment

To ensure a positive classroom climate, a course must provide an inclusive environment where, all students feel safe and empowered to learn. Creating an inclusive environment begins with the implementation of inclusive course content. Inclusive course content includes using materials that accurately represent the diversity of ideas, perspectives, and people within the instructor content area. But inclusivity is more than just content. It also requires creating safe spaces and opportunities for individuals to contribute to the class. Thus, instructors need to provide students with multiple methods of learning by using a variety of instructional strategies, allowing students to participate in different ways, and providing them with options on assignments and other aspects of their learning. The Centre for Transformative Teaching has a newly constructed Inclusive Course Checklist (ICC) that provides further details on how to create a more inclusive classroom.

3-Organisation and Accessibility of Course Content

A chaotic and unorganised course design will inherently be difficult to learn in and thus make it difficult for a positive classroom climate to be achieved. Therefore, instructors need to organise course content to be easily located within Canvas using modules and other structuring to consistently place information, files, assignments, quizzes, and other required and supplemental resources. Additionally, due dates and other important information should be associated with each assignment or assessment to ensure students know and meet these expectations. Outside of course content and assignments, specialised resources that support students should be placed in easy to locate places within Canvas for students to reference when needed.

In addition to a well-organised course, all course materials need to be accessible to all students. Digital accessibility requires more than just adding a file to a course. The file also needs to be created in a manner that allows students with different abilities to have equal access to these files. For example, videos need to have accurate captioning, documents need to have heading and other structures added, and images need alternative text.

Conclusion

Building a positive classroom climate and culture is essential for student learning. Student motivation and self-efficacy are positively affected by a supportive classroom climate (Wang et al. 2020). Additionally, student learning has been shown to increase when classroom climate is supportive and positive (Falsario et al. 2014, Persson 2015). And since an instructor's perceptions of a student's abilities and attitudes directly influences the classroom climate (Alonso-Tapia and Ruiz-Diaz 2022), it is imperative for instructors to develop strategies that create a supportive and healthy classroom climate.



Figure 6. Unsupportive & Unhealthy Classroom Environment

Source http://support.google.com/websearch/answer/9789430?visit_id=6382746137280429272089113575&p=image_info&rd=1

Task:

Type of the Task: Cooperative

Allotted time: 15mn

Based on the provided example, comment on the current classroom environment in the light of what we have seen.

Task Correction

Instructors have to be recognizant of all types, as well as signs of a bully in classroom. Bullies usually attack students who lack the emotional understanding of bullying. Bullies try to overpower their targets with different approaches. It can be the physical appearance, popularity, or other ways. It is important that pupils understand all kinds of bullying behaviours. Help learners grow emotional intelligence, so they can counter a bully effectively. Additionally, work on the bullies to help them cultivate empathy and inform them about the consequences of their bullying behaviour. Consequently, teachers have to be extremely focused on the behaviour of boys and girls in their classrooms. A relational form of bullying usually stays between the bully and the victim.

Mostly, students stand and watch one pupil getting bullied and do not do anything. However, in some cases, it is better to collectively come together and take an ethical action against the bully. In your classroom, you can promote a sense of unity among students. Ask them to recognise and call out a bully. Also, promote a behaviour of reporting a bullying behaviour to the authorities, teachers and even parents. The pupils should not only inform about their own encounters but also stand up and talk about the bullying encounter, which other students face. The best informers in your classroom are the leaders. Every class has one or more leaders who actually care about the educational environment and work for the betterment of the students. Your goal should be to find those learners and connect with them. Let them help you keep an eye on bullies and find victims who generally stay hidden.

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CLASSROOM INTERACTION

CLASSROOM INTERACTION

SESSION N 10 TD N 10

I-What is Classroom Interaction (Reminder)

Classroom interaction is an interaction that takes place either between teacher and students, or among the students. Interaction is an effective communication occurring in classroom; it aims at fostering both teacher-learner, and learner-learner exchange and views sharing. It promotes critical abilities and openness in receiving multiple perspectives and standpoints. Classroom interaction helps learners to identify their own learning methods. As it promotes meaningful communication in the target language. It enhances conceptualising facts, and ideas, and enables instructors to have an overall description or picture about the nature as well as the frequency of communication. Thus, to decide which strategies to implement to empower the talk process.

II-Common Interaction Patterns in an ESL classroom

T - Ss: Teacher talking to the whole class, such as in presenting a text, explaining grammar, giving instructions for an activity.

T - S: Questions and answers (dialogues) between the teacher and a student, such as in demonstration, checking comprehension.

T - S - S: Teacher initiated dialogues with more than one student, such as in role-playing demonstration and warm-up activities.

S - T: Student initiated conversation between a student and the teacher, such as in asking questions about a rule or an assignment.

S - Ss: One individual student talking to the whole class, such as in telling a story, or else.

Ss/Ss: Students working in small groups, such as practising conversation, role-playing.

S - S: Two students work in pairs such as practising a dialogue, carrying out an information gap activity.

SS: Students doing their work individually such as reading, completing an exercise.

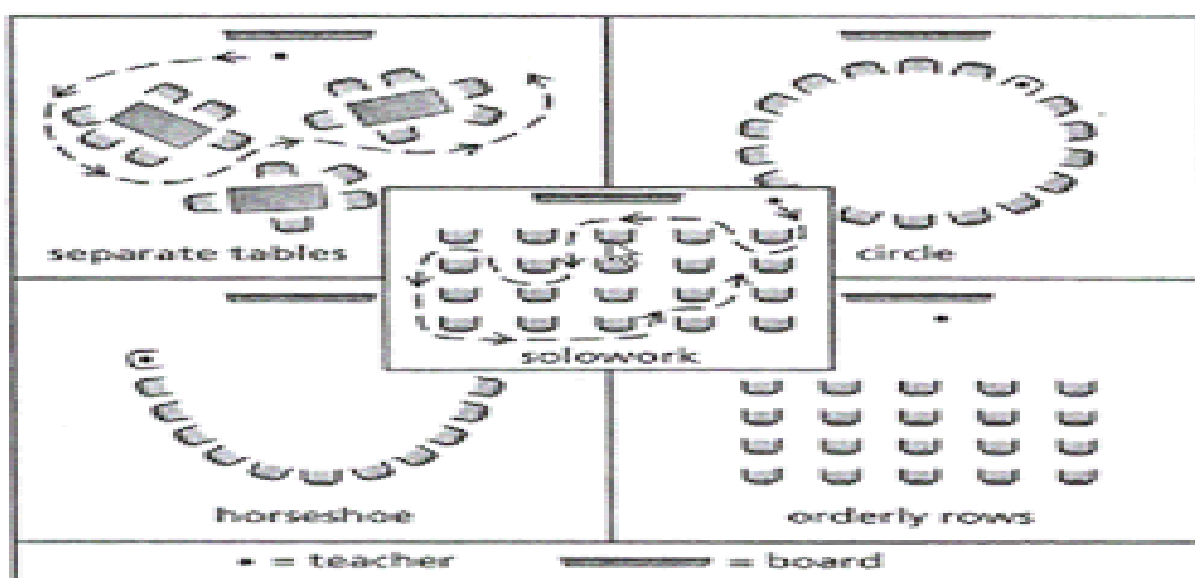


Figure7. Different Seating Arrangements in Class

Source: (Harmer, 1998) How to Teach English

III-Importance of Seating Arrangement in Interaction

Instructors across the globe use guidelines such as these to foster an atmosphere of mutual respect and collaborative inquiry in their courses. Sometimes called 'ground rules,' community agreements, or participation norms (and there are several fuller examples below), such guidelines can be provided by an instructor or generated collaboratively with students. In any discipline, guidelines can support a series of inclusive teaching goals: they help clarify expectations, cultivate a sense of belonging among students, and facilitate students' ability to

engage productively with one another across their differences. Before proposing specific guidelines or inviting students to participate in generating them, it is helpful to decide upon and clarify for students some key questions, including:

IV-Triggering Questions

What types of learning interactions will be common in your course? (e.g., whole class discussion, small groups or pairs, long-term team projects, ‘Socratic’ question-answer led by the instructor, etc.)

If discussion is a key part of the teacher’s pedagogy, what are the reasons for using it? What skills, capacities, or knowledge does he want pupils to learn or develop through discussion? (In their book *Discussion as a Way of Teaching*, Brookfield and Preskill identify four purposes of discussion, which the instructor might find useful to consider. First, to help participants reach a more critically informed understanding about the topic or topics under consideration. Second, to enhance participants’ self-awareness and their capacity for self-critique. Third, to foster an appreciation among participants for the diversity of opinion that invariably emerges when viewpoints are exchanged openly and honestly. Four, to act as a catalyst to helping people take informed action in the world.”

Task _____

Type: Collaborative

Allotted time: 30mns

What other goals would be useful for determining guidance for interactions in your particular learning context? (e.g., Are your pupils preparing to engage in particular professional or community contexts? Is your course focused on especially high-stakes topics that you are helping learners navigate critical conversations about?)

Task Corrected Version

What are the limits of guidelines? Explicit conversations about expectations, norms, and goals of classroom interactions can be an important resource for you and your learners, providing common language and understandings that help shape a constructive learning environment. However, such conversations or guidelines generated by them will not prevent all challenges. It is important for you and pupils to maintain realistic expectations and understand that conflict, misunderstanding, or resistance may well arise in a learning setting

even when the group has carefully considered the ‘rules of engagement.’ Guidelines can serve as a useful resource in navigating such challenges, but they will not always prevent them.

Significant Guidelines

1-Listen respectfully: Do not interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers’ comments.

2-Be open to changing: Your perspectives based on what you learn from others. Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.

3-Understand that we are bound to make mistakes: In this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others’ as valuable elements of the learning process.

4-Understand that your words have effects on others: Speak with care. If you learn that something you have said was experienced as disrespectful or marginalising, listen carefully and try to understand that perspective. Learn how you can do better in the future.

5-Take pair work or small group work seriously: Remember that your peers’ learning is partly dependent upon your engagement.

6-Understand that others will come to these discussions with different experiences: From yours. Be careful about assumptions and generalisations you make based only on your own experience. Be open to hearing and learning from other perspectives.

7-Make an effort to get to know other pupils: Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.

8-Understand that there are different approaches to solving problems: If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work. _____

Conclusion: Class interaction aims at fostering both teacher-learner, and learner-learner exchange and views sharing. It promotes critical abilities and openness in receiving multiple stances and standpoints. Classroom interaction helps learners to identify their own learning

approach. Social interaction activities in the classroom help learners develop their self-esteem, understand conflicts and improve their conflict-resolution skills. As it increases their problem-solving capacity skills, their intrapersonal skills and help them build long-lasting friendship. Classroom interaction analysis is a technique for systematic observation and analysis of class environment, teacher behavior, and interaction going on in the class. It helps a teacher to modify his teaching traits, techniques, interaction patterns for making his/her teaching more effective.

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TEACHER ROLES

TEACHER ROLES

SESSION 11 TD 11

I-Introduction

Teacher roles can be very complex and include such varied roles as those of community builder, preparing of learning activities, model of problem solving and other intellectual skills, coordinator of activities, and evaluator of students' work. All of these roles contribute to the promotion of effective group processes. Different peer learning activities require different stances with respect to students, tasks, and outcomes. Teachers must take into account both the social context in which learning occurs and the cognitive processes that are either supported or hindered in that context. They need to analyse their classrooms to determine whether there may be obstacles that limit the cognitive opportunities available to students or prevent them from making use of those opportunities. Eventually, needs analysis is among the cluster of analyses that the instructor has to establish with his learners, to have an inclusive vision on the class.

II-Teacher Standards

In an effort to understand and define what makes a good teacher and promote teacher competency and professionalism, within the overall aim of improving education quality and learner outcomes, an increasing number of countries are developing professional standards for teachers. Here the term refers to expectations about teachers' knowledge, competences and attributes, and desirable level of performance. Standards should describe clearly and concisely what constitutes good teaching in a particular context. In addition to, what teachers need to know and be able to implement in their classrooms.

Task 1

Type of the Task: Collaborative

Allotted time: 30mns

Comment on the following pictures, what could you say about the general atmosphere. Link it with what you have seen in the course session, and the current material provided in the heading 'teacher standards', to come up with a conclusive account.





Figure 8. Examples of Committed Teachers*

Teacher standards refer to the development of a shared understanding, common goals and language regarding quality teaching among teachers. Other education professionals and the public provide a framework to guide teachers' professional learning and development. Additionally, they provide a clear and fair framework for professional accountability, and provide a framework to improve consistency and coherence of teacher policies. In so doing, they contribute to professionalisation and raising teaching professional status. They usually name all the key dimensions of teacher knowledge and practice valued by an education system. Most standards framework contain similar elements, such as strong subject matter knowledge, pedagogical skills, knowledge about learners, skills to plan instruction, assess student learning, manage learning environment and the capacity to continue developing.

In addition to standards for teachers, some countries have developed standards for head teachers; these specify the function of head teachers, guide their selection, guide professional development; and define criteria for assessment. Key conditions for successful implementation of standards include: explicitly linking standards to student

learning objectives; aligning standards framework to a comprehensive strategy to improve teaching; teacher ownership of participation in setting standards. As they encompass regular evaluation and revision; avoiding top-down 'managerialism' which constrains teaching practice; and balancing central guidance and local autonomy.

Teacher accountability suggests that teachers are accountable for their performance, and the quality of their teaching is the key to a high-status teaching profession, and to enhancing learning. There is a reciprocal principle that education systems should be accountable to teachers, providing effective support and acceptable working conditions. Teacher policy focuses on accountability that must be part of a wider policy to improve teaching and education. Teacher accountability should not be interpreted into blaming teachers for all the problems in an education system.

References

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***Source relevant to picture 1** <https://www.educationdegree.com/articles/should-i-become-a-teacher/>

***Source relevant to picture 2** <https://www.penncapital-star.com/commentary/want-to-end-the-teacher-exodus-it-starts-with-a-little-respect-lloyd-e-sheaffer/>

<unesdoc.unesco.org/ark:/48223/pf0000235272>

Task 1 Corrected Version

In addition to the roles seen so far, the teacher is a facilitator. The facilitator is the one who provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth. Moreover, he evaluates the needs and abilities of students and determines methods and techniques to best present and provide instruction. The instructor is also perceived as a guide. The guide is the one who leads or directs another's way, and who exhibits and explains points of interest as well as risky maneuvers, thus predicting future success or failure.

Task 2

Type: Collaborative

Allotted time: 30mns

In an essay form, synthesize teacher role.

Task 2 Corrected Version

Teachers would have their ways and norms but if they are highly involved, they would work for the betterment of the students, encourage hard work, and would be open to questions and queries. Students usually see authoritative teachers as caring and reasonable. When the teacher assumes the role of a prompter, he is giving complete ownership to the students. Teachers give the students a push when they are stuck or have confusion and doubts. In this role, the teachers prompt what the students should be doing and kind of take them through the process. They act as a guide or a coach in the whole learning process. . A demonstrator is one who crosses boundaries and goes to the limit to ensure that the students have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts. One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behaviour and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession. Ultimately, a teacher is a person who will have to fill many roles. They are people with educational leadership skills and they must continue to grow and develop as professionals. Teachers, and novice ones, have to seek any opportunity to improve his teaching. Sharpening any skill depends heavily on the potential, the individual has, and the amount of practice, as well as research on the field. The instructor can gauge his abilities at each phase of the overall training, and after, when being exposed to actual situations.

CHECKING COURSE OBJECTIVES

CHECKING COURSE OBJECTIVES

SESSION 12 TD 12

Introduction: Bloom's Taxonomy Reminder:

Using a taxonomy that explains different levels of learning can be helpful for selecting the appropriate action verbs for your course objectives. These will help prevent you from choosing lower order actions when you really want students to demonstrate higher order thinking. Bloom's Taxonomy is broken into six knowledge dimensions: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating and range from lower order thinking skills to higher order thinking skills. By their very nature, higher order thinking skills are more difficult and build on the previous lower order thinking skills. An oversimplified explanation of this would be the following: A student cannot be expected to create a design brief (Creating) if they cannot remember what a design brief is (Remembering). Traditionally,

entry-level courses ask students to demonstrate remembering, understanding, and applying thinking skills with a few higher order-thinking skills while graduate level courses ask students to demonstrate analyzing, evaluating, and creating thinking skills with a few lower order-thinking skills.

1. Clarity

Before introducing a lesson, the instructor has to review his materials for brevity and clarity. All too often, students are stuck, not because the lesson is too difficult, but because the instructions are not clear or handouts are haphazardly designed. Audit your instructional materials year to year, with the aim of gradually simplifying and improving them. Another effective way to provide greater clarity is to use headings and annotations to direct student attention to key ideas. The below example shows the use of headings and subheadings:

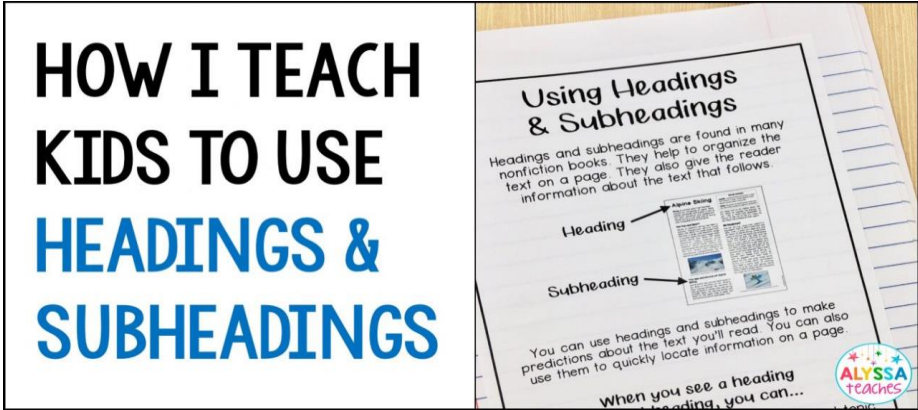


Figure 9. Teaching Headings & Subheadings

2. Use Background Knowledge

Tackling a new topic without sufficient background knowledge is like exploring a cave without a flashlight: Without a foundation of familiar terms lighting up the path ahead, students will struggle to grasp the lesson. That is because the brain always seeks connections to previously stored material, which ties ideas together and reinforces the conceptual scaffolding.

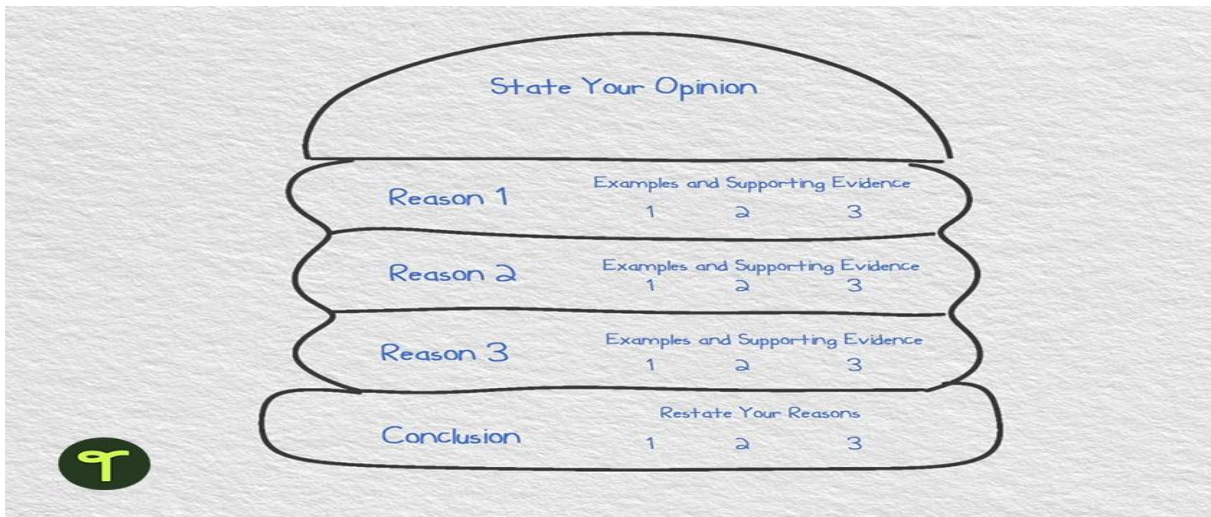


Figure 10. Conceptual Scaffolding

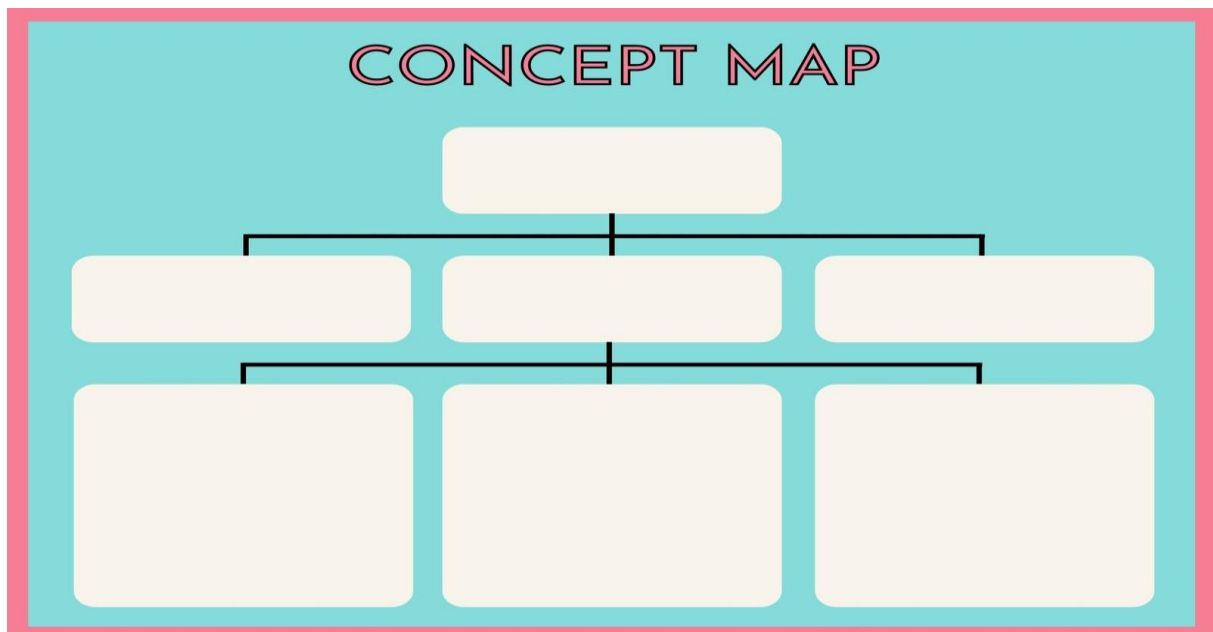
3. Multimodality: Provide multiple ways for students to learn the material by pairing a written or verbal lesson with pictures, diagrammes, or video, or by asking them to physically act out concepts, write songs, or reenact historical events. Relying on multiple sensory pathways encodes learning material more effectively, thus, leading to more durable memories.



3. Graphic Organisers & Anchor Charts

Visual scaffolds can serve as a roadmap for students, helping them navigate unfamiliar conceptual terrain by providing a bird's-eye view of the lesson. Distilling a complex topic into a handful of key ideas not only promotes comprehension, but also can greatly enhance long-term recall of the material. In the early stages of learning- as students are grappling with unfamiliar information- it is helpful to supply prompts, hints, or even partially completed

anchor charts and graphic organisers to make learning more effective. Asking students to start from scratch can overload their working memory, but pre-filling core concepts in a graphic organizer can scaffold and guide the learner's cognitive processing.



4. Asking Metacognitive Questions

When students encounter new material, it can feel like a flood, overloading their ability to process the information. While external scaffolds—outlines and anchor charts, for example—provide valuable support, it is also beneficial to encourage students to develop their own portable strategies for managing novel information. Metacognitive questions provide students with a template for interrogating new material, putting them on the path to becoming independent learners. Students can ask questions like these:

What stands out to me about this new material? What makes me wonder?

Which parts or terms are unfamiliar to me, and which parts do I recognise?

How does this connect with what I already know?

What follow-up questions do I have?

Why is this idea important?

Note: This can be paired with assignments.

How Can Course Objective Differ from Module Objective?

Course objectives are much broader in scope than module level objectives. Where module objectives break down skills and knowledge into very specific, discrete skills. Course objectives aim more to overarching student understanding and higher level thinking skills. In a unit, you may have ten or more objectives explaining all of the steps or tasks involved in learning a concept. For a course, three or six learning objectives seem to be achievable.

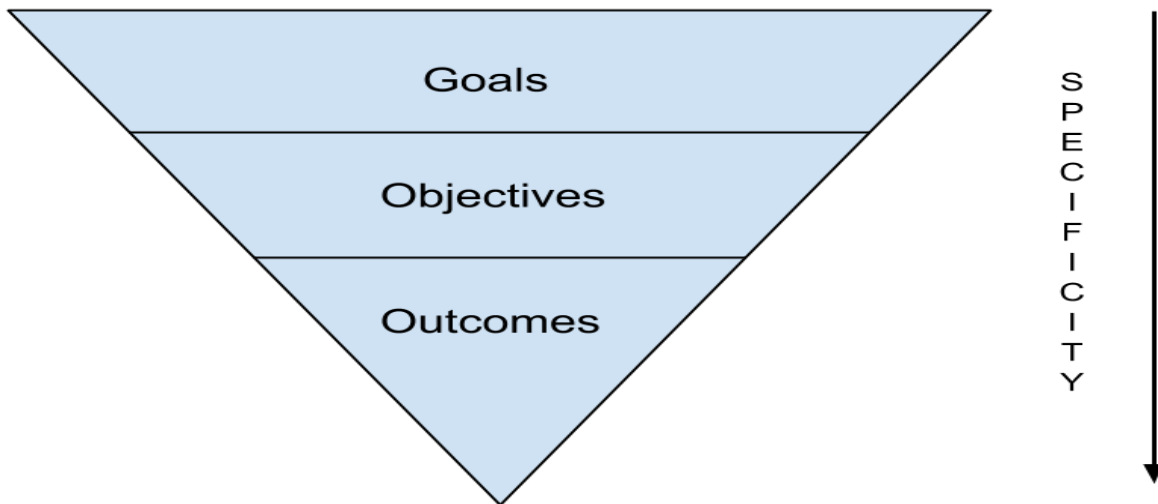


Figure 11. Course Objectives

Task One: Set simple course objectives of the following title: definite and indefinite articles:

Type: individual

Allotted time: 15mns

Students will:

- 1-Sort new vocabulary words into categories and explain their decisions.
- 2-Respond to a sentence prompt using the indefinite articles 'a' or 'an'.
- 3-Contrast the indefinite articles 'a' and 'an', and determine the difference between the use of definite and indefinite articles.

Vocabulary:

a, an, the, one,

apple, banana, cookie, egg, igloo, onion, sandwich, umbrella

Preparation:

Gather pictures or actual food items from the movie: a banana, an apple, an onion, a sandwich, a cookie, an egg, an ice cream sandwich. You may also add other items.

Materials promoting learning:

Prepare enough word cards for each pair of students of the 12 words from the new vocabulary list, to use for the Word Sort activity.

Task Two

What might be the lesson procedure for that topic?

Type: Collaborative**Allotted time: 30mns****Task Corrected Version****Lesson Procedure:**

Open Word Sort. Have students do the Word Sort before providing any explicit instructions of the grammar topic, definite and indefinite articles. Working in pairs, students sort the words (without their articles) into any categories that make sense to them. Make sure the students talk about their ideas, and then share them when they come together as a class. If no one has made categories with the indefinite articles, then introduce the concept.

Acting might be a strategy with a great help, here, ask two pupils what they have brought in their lunchboxes, using the indefinite articles 'a' or 'an'. Then display pictures or realia of additional items that you brought to class, including the basket, bag, or lunchbox. Invite volunteers to choose an item, name it with its indefinite article (a / an), and place it in the basket or lunchbox. As the students name each item, write -- or invite a student to write-- the name of each item in two columns on the board, according to the indefinite article (a or an). Ask the students what they think the difference is between 'a' and 'an'.

Note: This is also a good time to review the vowels.

We are going on a Picnic. Ask pupils to think of, or draw, items they would bring to a picnic. Write the prompt on the board: "We are going on a picnic and I'm bringing a/an ...". Do a round robin chain with each student adding an item. Begin with the two items in the Igloo and Umbrella Image Encourage pupils to think beyond food items, such as a ball, a hat, a friend,

an easy book. As the students respond, they repeat what each student said, and then add their own item. For example cite some learners' ones, with the respective items.

Conclusion

Using a taxonomy that displays different levels of learning can be helpful for selecting the appropriate action verbs for your course objectives. These will help prevent you from choosing lower order actions when you really want learners to demonstrate higher order thinking. Traditionally, entry-level courses ask students to demonstrate remembering, understanding, and applying thinking skills with a few higher order-thinking skills while graduate level courses ask students to show what they have constructed upon what was learnt before, and if they are eventually capable to composing. Course objectives are much broader in scope than module level objectives. Without a foundation of familiar terms lighting up the path ahead, pupils will struggle to grasp the lesson. That is because the brain always seeks connections to previously stored material, which ties ideas together and reinforces the conceptual scaffolding it is also beneficial to encourage students to develop their own portable strategies for managing novel information. Asking learners to start from scratch can overload their working memory, but pre-filling core concepts in a graphic organizer can scaffold and guide the learner's cognitive processing. Relying on multiple sensory pathways encodes learning material more effectively yielding to what we call 'fossilisation'.

References

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, E. J., & Krathwohl, D. R. (Eds.). (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: Longmans, Green and Co.

<https://teaching.charlotte.edu/teaching-guides/course-design/writing-measurable-course-objectives#:~:text=A%20course%20objective%20specifies%20a,the%20foundation%20of%20the%20class.>

<https://www.edutopia.org/article/6-foundational-ways-to-scaffold-student-learning/>

CHECKING UNIT OBJECTIVES

CHECKING UNIT OBJECTIVES

SESSION 13 TD 13

Introduction

When planning learning activities, you should consider the types of activities that students will need to engage in to achieve and demonstrate the intended learning outcome/s. The activities should provide experiences that will enable students to engage, practice and

gain feedback on specific outcome/s. This can be drawn or inspired from real-life analogies or instances. Some questions to think about when designing the learning activities:

- a- What would motivate your students to do these activities?
- b- What do students need to hear, read, or see to understand the topic?
- c- How can I engage students in the topic?
- d- What are some relevant real-life analogies, etc, that can help students explore the topic?
- e- What will students need to do to practise and demonstrate knowledge of the topic?

I-Free Writing/Minute Paper/Question of the Day Exercise

There are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions, usually done individually. These activities give students the opportunity to organise their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think holistically and critically, and improving their writing skills.

II-Think–Pair–Share

This type of activity, the instructor first asks pupils to consider a question on their own, and then provides an opportunity for learners to discuss it in pairs, and finally together with the whole class. The success of these activities depends on the nature of the questions asked. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes, and express eventually different responses.

The procedure is as follows:

- a- Ask a question, usually by writing it on the board or projecting it.
- b- Have students consider the question on their own (1 – 2 min).
- c- Then allow the students form groups of 2-3 people.
- d- Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
- e- Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty

sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

III-Case Studies and Problem-Based Learning

Case studies are scenarios that apply concepts learned in class to a “real-life” situation. They are usually presented in narrative form and often involve problem-solving, links to course readings or source materials, and discussions by groups.

IV-Active Learning Framework

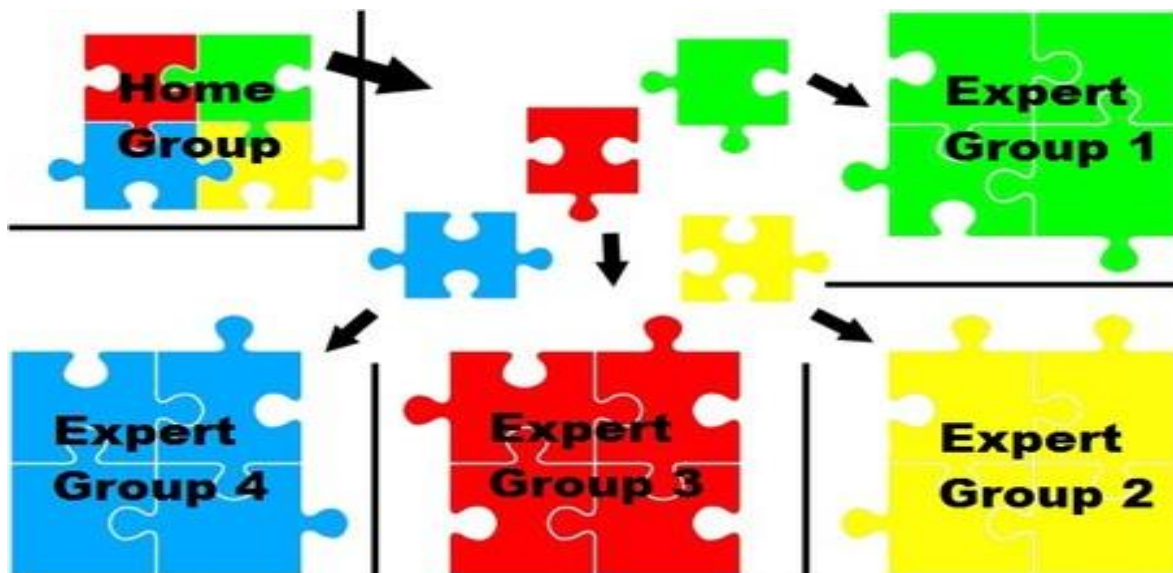
Activities are what make your course come alive and help your students achieve learning outcomes. Because activities are what students will most experience and learn from, we first spend time articulating an active learning framework that details with how to create effective activities and then addresses why to build in social elements to these learning experiences. Finally, we share a variety of activities to consider in your course. There are many ways to incorporate active learning throughout instruction. For this to be effective, it is important to incorporate these three key elements (Fink, 2003).

Information and Ideas: Students receive information and ideas often indirectly through lectures or textbook readings. However, students can also engage directly with primary sources, such as journal articles, through exploration and analysis and synthesis, furthering their understanding.

Experiences: A key component of active learning is the physical “doing” or “observing” to gain rich learning experiences in authentic settings or tasks. For example, if an instructor wants to prepare students to become a museum curator, they could participate in a virtual tour of an art history museum then prepare for a question-and-answer session with a curator. Similarly, the students could observe by shadowing the curator, or volunteer at the museum, deepening their learning experiences. If opportunities like these are not possible, the instructor could still provide an indirect experience. For example, students could research the responsibilities of a curator and work together to create a small art exhibition. Doing so gives students the opportunity to apply their learning to an authentic situation. Regardless of whether the experience is direct or indirect, the objective is for students to actively participate in their learning.

Reflection: Students must also reflect on what they have done to consolidate their ideas and make meaning out of the experience. Reflection is an important factor for students to make

meaning and should be included in each activity. Below are examples of two types of activities:



<https://itali.uq.edu.au/teaching-guidance/teaching-practices/designing-learning-activities>

Figure. 12, 13 Think-Pair-Share & Jigsaw Activities

Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. University of Oklahoma.

TEACHER SELF-ASSESSMENT

TEACHER SELF-ASSESSMENT

SESSION 13 TD 13

Introduction

Self-assessment by teachers not only helps them identify their strengths and weaknesses, but to evolve as reflective practitioners. Thus, the below table as a self-assessment tool for teachers presents with a prospect to contribute successfully in Continuous Professional Development activities. It will also provide the future or novice teachers with an occasion to display their exceptional performances. Performance Indicator will help the teacher to understand where he stands and what more he will need to do in order to, at least, reach the expected level. Further, it will help to understand their expected roles and responsibilities in facilitating students' learning and achieving professional duties in a correct way.

F. Professional Responsibilities				
The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage, and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments, keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.

Source: Tarashuk, M. (2019). Teacher Self-assessment: The Final Rubric

1-Teacher’s Self-assessment Rubrics (TSAR)

Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher. TSAR is based on six performance standards mentioned below. These Performance Standards reflect the expected roles and responsibilities of a teacher.

- (1) Designing Learning Experiences
- (2) Knowledge and Understanding of the Subject Matter
- (3) Strategies for Facilitating Learning
- (4) Interpersonal Relationship
- (5) Professional Development
- (6) School Development

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher’s performance is assessed on a continuum ranging from ‘Much effort is needed to reach the expected standard’ to ‘beyond the expected standard’. The subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

2-Performance Standards (PS)

Performance standards are areas in which teachers perform their tasks and responsibilities. They refer to statements describing what is expected of a teacher’s knowledge and performance in his/her day-to-day teaching and other related activities inside and outside the classroom. The following performance standards have been identified:

Performance Standard 1: Designing Learning Experiences:

The teacher designs the classroom activities, appropriate pedagogical strategies, resources, learning outcomes, assessment procedures to meet the needs of all students.

Performance Standard 2: Knowledge and Understanding of Subject Matter:

The teacher demonstrates an understanding of the curriculum, subject content, and developmental needs of students by providing relevant learning experiences.

Performance Standard 3: Strategies for Facilitating Learning:

The teacher uses resources and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning. Besides, engages students in learning by using a variety of teaching-learning strategies to meet individual learning needs. Furthermore, communicates clearly with learners, collects, analyses, and uses all relevant information to assess learners' academic progress. Eventually, provides timely feedback to both-learners and parents throughout the school year.

Performance Standard 4: Interpersonal Relationship

The teacher collaborates and works with colleagues, students, parents and communities to develop and sustain a positive school climate that supports students' learning.

Performance Standard 5: Professional Development

The teacher maintains a commitment to professional ethics, engages in innovation and classroom (action) research, takes responsibility and participates in professional growth that results in enhanced students' learning.

Performance Standard 6: School Development

The teacher takes initiative and contributes to the activities which lead to the school's development.

Performance Indicators

Performance indicators are specific activities that are required to be performed by a teacher inside and outside the class in order to be observed and assessed.

Descriptors

Performance descriptors are observable and measurable statements of teachers' actions aligned to each performance indicator. They serve as the basis for identifying the level of performance.

Task One: Try to elicit the message/s conveyed throughout the photography.

Type: Individual, Allotted time: 15mns



Figure 14. Good Elementary School Teachers: Can really change your life

Photograph source: by Digital Vision/Thinkstock

Comment

Teacher performance is gauged instead by measuring how students perform compared to how they performed at the end of the previous school year—this is the so-called value-added approach. If test scores are raised consistently for most students in a teacher’s classroom year after year, we can be sure that it is mostly because of the teacher. Of course, test score improvements can still be affected by all sorts of considerations beyond the teacher’s control, like class size, a community’s economic difficulties, and random chance. The value added technique does its best to control for these myriad factors, and to provide some indication of how certain researchers are about whether student improvements resulted from great teaching or just dumb luck.

Evaluating teacher performance is difficult. To generate comparable performance metrics for teachers across entire schools. This requires going beyond the subjective assessments of principals, administrators, and institution staff. Most schools have come to rely on standardised tests to compare student performance, and these same tests are now employed to evaluate the instructors who teach them. Evaluating teachers based on the performance of their students is going to reward teachers for efforts deployed with both smart and diligent

students, and slow and less active ones, for getting them tirelessly engaging in schoolwork, and for effective teaching approaches.

Task Two: Comment on the following photography:

Type: Individual, Allotted time: 15mns



Figure 15. School Teacher & Happy Students Working together in Classroom*

Comment

As the photography reveals, the teacher is undertaking a friendly relationship with her pupil. The photography additionally shows that the instructor embraces smooth and gentle correction, and this directly impacts on the learner's positive response. The message we can depict is that the instructor's positiveness and care is the major educational trait communicated via this illustration. Eventually, we can predict a successful learning attainment (assimilation).

Reference

*From: [tock.adobe.com/fr/images/school-teacher-and-happy-students-working-together-in-classroom/469126024](https://stock.adobe.com/fr/images/school-teacher-and-happy-students-working-together-in-classroom/469126024)

<https://slate.com/business/2012/01/good-elementary-school-teachers-they-really-can-change-your-life.html>

TD 2 TEACHER SEL-ASSESSMENT (FOLLOW UP)

Task 3: What could you say about the following photography?

Type: Collaborative

Allotted time: 15mns





Figure 16. Teacher's Yelling & Students Responses

Task Corrected Version

“Shouting at individuals, especially those who are more vulnerable, humiliates them and brings out their flight or fight responses. It can even make pupils physically unwell. Shouting tells the children that the teacher is not in control of their emotions and pupils then just tune out or become louder to compensate.” Yelling works for a little while, but eventually learners will start to tune you out. At first, your students will respond to the yelling, but then it just becomes normal to them and you are left spinning your wheels while the children in your classroom ignore you. Another reason why yelling at our students is ineffective is because it is just a temporary fix. Over time, if this becomes a regular response, students will just learn to tune you out when you start to raise your voice, and it will have the opposite of the intended effect.

Yelling only works in the moment. Like a playground bully, it is used to intimidate students into compliance. The only reason why it works is that the teacher has an unfair size and/or authority advantage. Behavior only changes when students want to behave better—which is the result of strict accountability combined with a teacher they like and trust. In the end, yelling causes more misbehavior, not less. Yelling at students is near the top of the list of parent complaints. In addition, it is difficult to defend. “I’m sorry, I just lost my cool” is about the best you can do. The fact is no misbehavior, and no level of disrespect, warrants yelling at students.

Eventually, students are more influenced by what you do than by what you say. When you yell, react emotionally, misbehave, or otherwise lose your composure, you provide a poor model for your students for how to behave when things do not go their way. However, when you show a great sense of accountability and control over your class, this simply means that you are worthy to that profession. In short, Yelling is a costly mistake.

Task 4: Synthesize teacher's positive practices.

Type: Collaborative, **Allotted time:** 15mns

A teacher's enthusiasm and positive attitude have such an impact on the students in the classroom. Enthusiasm is defined as a state of mind. It inspires action and is the most contagious of all emotions. Enthusiasm inspires! An enthusiastic teacher can be described as one who is energetic, enjoys teaching, conveys a love for what he or she does, and is self-confident. Can you imagine having a teacher who does not have these qualities?

Reference

<https://smartclassroommanagement.com/2011/01/08/10-reasons-why-you-should-never-yell-at-students/>

ADDITIONAL TASKS

MEANT FOR RECAPITULATIVE PURPOSES

ADDITIONAL TASKS

MEANT FOR RECAPITULATIVE PURPOSES

Task 1 Relating to Course N6 Teaching Prosocial Behaviours

Type: Collaborative

Allotted time: 20mns

Recognise, then categorise behaviours, which can be fostered in classroom environment.

- 1 Provide feedback on progress towards reaching specific prosocial goals.
- 2 Explain rules and expectations of a new situation and give a reminder before that event.
- 3 Use social stories to prepare individuals for new situations.
- 4 Encourage prosocial behaviours with peers.
- 5 Use reminder to follow rules in a concealed way that respects the person's dignity.

- 6 Role play: what to do prior to participating in new or difficult situations.
- 7 Use social skills building friendship.
- 8 Catch people being good and praise that behaviour.
- 9 Demonstrate random acts of kindness.
- 10 Use signals as reminders of what to do in hard situations.
- 11 Explain WHY we follow the rules.
- 12 Welcome other people's perspectives on situations.
- 13 Offer individuals new opportunities to participate in the community such as volunteering.
- 14 Read books about how to be a good friend.
- 15 Show empathy when someone is upset.
- 16 Give reminders about why it is important to be polite.
- 17 Highlight individuals' prosocial strengths and build upon them.
- 18 Cheer someone on when they are on the verge of giving up.
- 19 Model respect for elders and do something nice to show them your care.
- 20 Encourage positive self-talk.
- 21 Compliment others.
- 22 Give the person a healthy outlet to display anger.
- 23 Provide visual cues to describe the steps of an activity, chore or game.
- 24 Use a peer friend system.
- 25 Check in with the individual to see where they are having difficulty with prosocial skills.
- 26 Work together to solve problems.
- 27 Improve communication skills.
- 28 Practice optimism and recognise we can all do better.
- 29 Practice manners prior to going into the community.

30 Help those with disabilities.

Task 2 Relating to Course N6 Teaching Prosocial Behaviours

Type: Collaborative

Allotted time: 20mins.

Volunteering encompasses several ways, for instance, working in a soup kitchen for the homeless is very popular. Donating old clothes to charity is always helpful. Of course, volunteering is the most obvious example of prosocial behavior. It involves an action that will help others, but does not directly benefit ourselves. How could you encourage learners in getting involved in such activities, for the sake of fostering prosociability? Suggest a volunteering activity that matches their age-range, even if imaginary, but contributing in removing upsetting.

Reference

Thirty Ways to Promote Prosocial Behaviour. Retrieved from: <https://pbs.cedwvu.org/pbs-resources/30-ways-to-promote-prosocial-behavior/>

Prosocial Behaviour Examples Retrieved from: <https://helpfulprofessor.com/prosocial-behavior-examples/>

Task 3 Relating to Course N 12 Checking Unit Objectives

Type: Cooperative in Jigsaw Method

Allotted time: 15mins

Procedure Reminder

1. Dividing students;
2. Choosing the groupleader;
3. Assigning a topic

Note: In its turn, the topic can be divided (fragmented subtasks) into subtopics, each group member gets specialised in, thus becoming expert. The final phase consist of gathering all goupmembers' contribution to shape a completed puzzle.

Task: What would be your strategy to get engaged the maximum learners in jigsaw work, especially, the antisocial ones.

Task 4 Relating to Course N 12 Checking Unit Objectives

Type: Cooperative in Jigsaw Method

Allotted time: 15mns

Information, experience, and reflection, relying on these bases, the students are given fifteen minute to dispatch three subtasks, culminating on the following topic: What would be the remedial strategy/s to assist slow pupils in keeping track at the end of the unit.

Strategy 1 :It is easy enough to say we want all our students to work at their own pace, and in most classrooms, some flexibility is built in to allow for this. When a student completes work at a significantly slower pace than his peers, sometimes taking three or four times longer than everyone else, it can create a problem. A problem in keeping track with peers. Group work gets more complicated, whole-class instruction is limited, and the student is too often put in an uncomfortable position as everyone else is waiting for. Furthermore, working at this slow pace means the student is simply putting too many hours in on schoolwork, time that could be spent reading, socializing, relaxing, or exploring other interests. Our first step in finding the best way to help this student is to determine whether a more serious issue is at the root of the problem. For an excellent overview of many of the causes of slow-paced work, read Steven Butnik's article Understanding, Diagnosing, and Coping with Slow Processing Speed.

Strategy 2 Student Survey

The strategy consists of giving students a survey at the beginning, middle and end of the instructional period. Therefore, the teacher might ask questions about what they were feeling and thinking about school. It an eye opening to be able to see all the information at once. Pupils also shared more information and deeper information as the trimester went on. The instructor has to win the learners' trust to reveal their weakness and lacunae.

Ask questions like:

What has been the most challenging thing this period?

What is accomplishment, you did this trimester that you are proud?

If you could change one thing about school (or class) what would it be?

Is there something in class that does not seem fair to you?

When can you focus the best? What is the room like?

Task 5: A rose - thorn - bud activity is a quick three-part check-in you can use to have students tell you about their achievements.

Rose - a small win or accomplishment

Thorn - a challenge they faced

Bud - something they are looking forward to

Task 6: A classroom is a mixture of children having different learning competencies and interests. Each student is special and unique, which is why some may perform well in some subjects while others may not. Each student will be different from another and may showcase different talents and creativity. In this group of students, some may lag behind others in terms of their academic performance. Some students take more time to comprehend learning topics, they are slower learners. There will be some students who are slow learners in every class. However, with some extra care and attention, they will be able to keep up with other students. You can modify your pedagogical methodologies to keep them on the same page as others.

Reference

<https://www.social-emotional-workshop.com/student-check-in-activities/>

<https://www.cultofpedagogy.com/slow-working-students/>

Task 7 Relating to Course n 13 Teacher Self-assessment

Type: Collaborative

Allotted time: 30mns

According to the below table, what is the questionnaire that you would address to your learners for a reflective sake.

No. Item	Statement
1	I consider contextual teaching
2	I see the problem from various perspectives
3	I plan, monitor and evaluate the learning done
4	I have a strong commitment so that all students can take lessons
5	I am responsive to student learning needs
6	I am open to criticism of my performance in class
7	I set short-term and long-term goals
8	I am looking for alternative learning methods
9	I evaluate the effectiveness of teaching
10	I continuously review the objectives, methods and learning material

Source: https://www.researchgate.net/figure/Examples-of-statements-in-the-reflective-thinking-questionnaire_tbl1_350540645

Task Corrected Version

The questionnaire below is meant for primary learners for reflective purposes.

Primary Grades Level

Directions: The teacher should read each survey question aloud to students. For each question, the student should circle.

“Yes” if they agree with the question and “No” if they disagree with the question.

Learning Goals and Feedback

1. My teacher tells me what I am going to learn.

Yes No

2. My teacher tells me how well I am doing in class.

Yes No

3. My teacher notices when I do well in class.

Yes No

Rules and Procedures

4. My teacher tells me what the rules are for our classroom.

Yes No

5. Our classroom is a good place to learn.

Yes No

New Information

6. My teacher tells me when I need to listen carefully because s/he is saying important things.

Yes No

7. Sometimes we work in groups in my class.

Yes No

8. My teacher helps me remember things I already know.

Yes No

9. My teacher teaches us new things a little bit at a time.

Yes No

10. My teacher helps me think about what I learn.

Yes No

Note: This is a type of questionnaire that instructors can conduct to address educational concerns and issues in classroom.

Reference

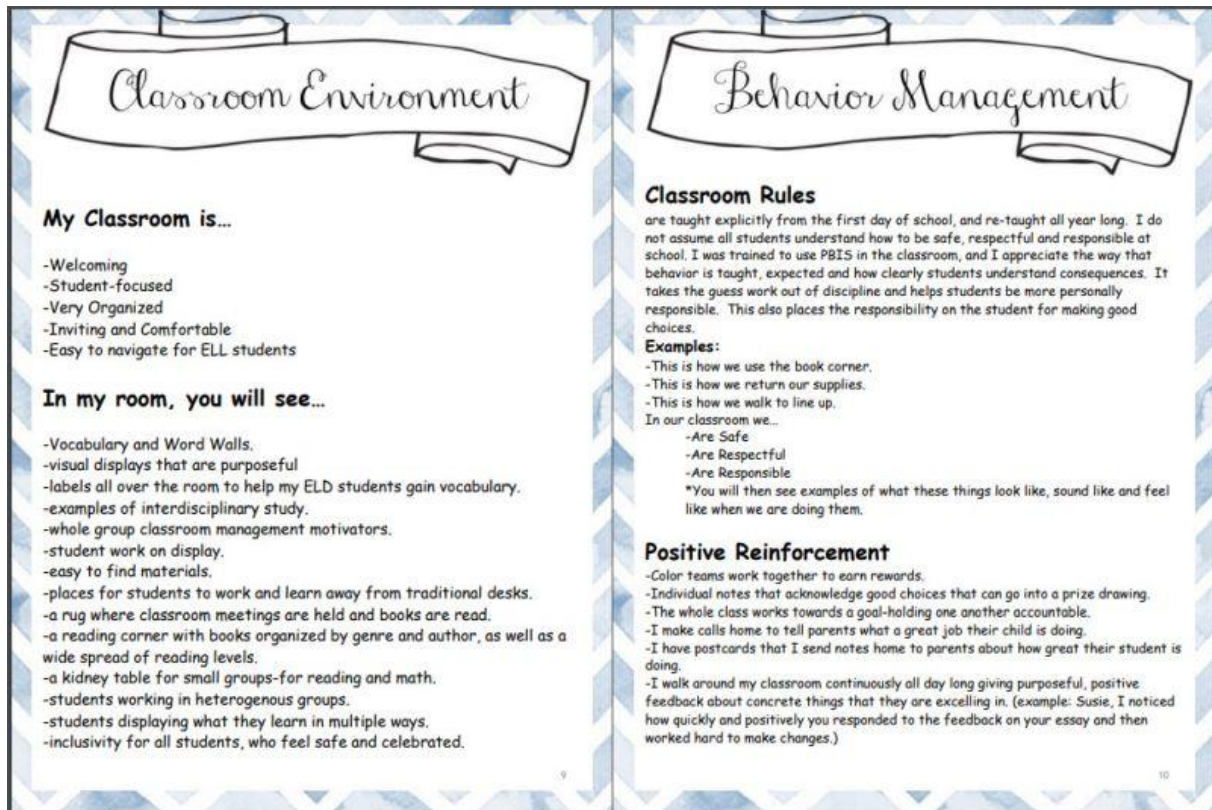
Becoming a Reflective Teacher retrieved from. marzanoresearch.com/classroomstrategies

Further Information Relating to Course n 13 Teacher Self-assessment

Teacher Portfolio Definition Reminder

A teaching portfolio is a tool that highlights the instructor's strengths as an educational professional. It can be a binder of paper-based materials, neatly organised and presented. Alternatively, as is increasingly more popular these days, it can be digital, including videos and other multimedia elements. Most teachers use portfolios when they are interviewing for a

new position as a way to demonstrate their abilities and achievements. A portfolio can comprise lesson plans, pictures and videos, notes from pupils and parents, and more. These can all help potential employers get more thorough pictures and actual experiences.



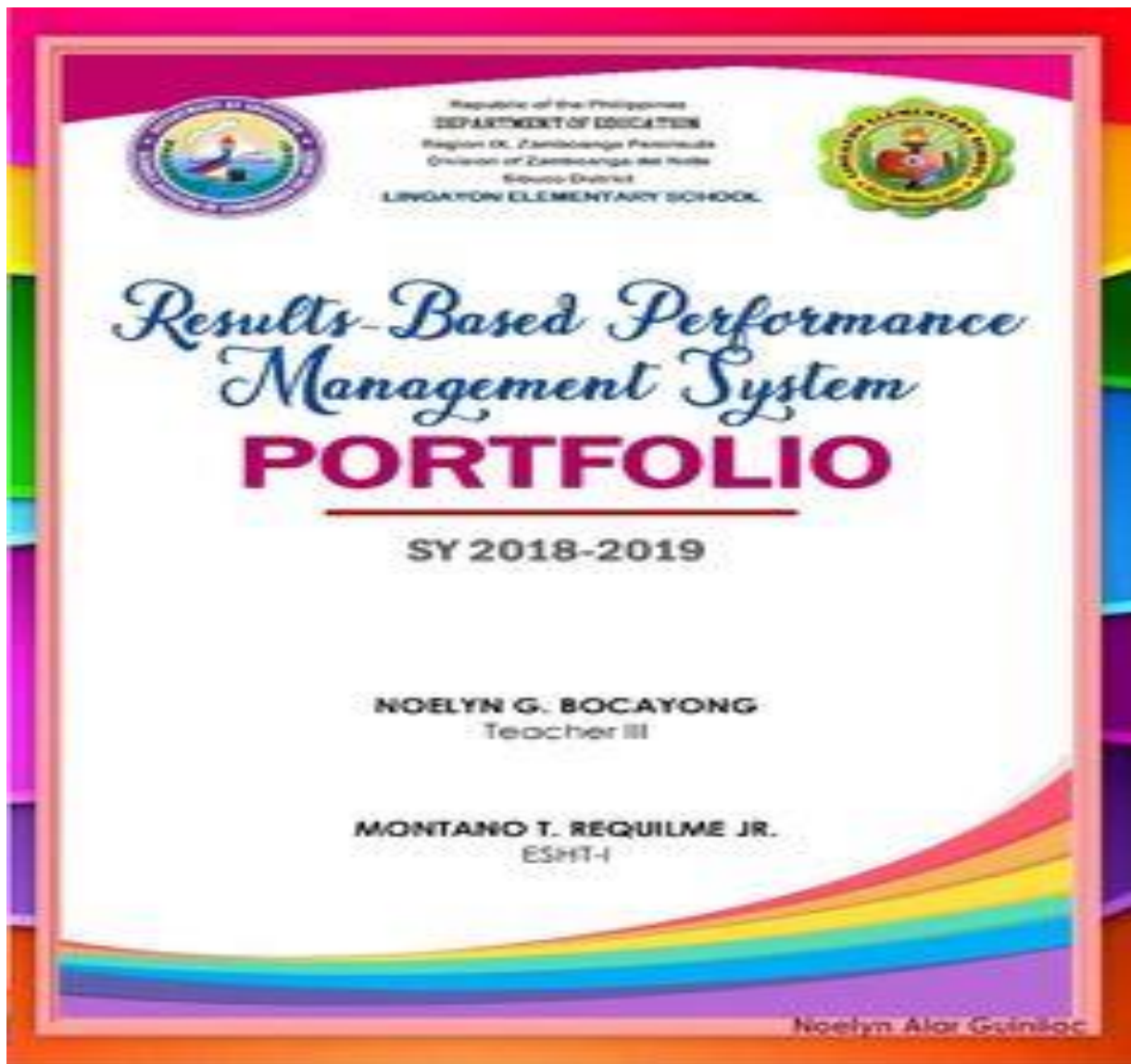
As alternative to conventional portfolio, digital one should be well organised and make it easy for supervisors to learn more about you. Share the link on your resume or cover letter, and bring a tablet or laptop with you to interviews so you can show it off there too. For creating a quality portfolio using Google Sites, which makes it more substantial and inclusive.

Reference

<https://www.weareteachers.com/teaching-portfolio-examples/>

Learner Portfolio

Learner portfolio might be a significant technique to track learners’ improvement first, as it could be a medium to assess one’s teaching.



Source: <https://www.pinterest.com/pin/149392912618924900/>

Task 8

Type: Collaborative

Allotted time: 15mns

Comment on the above picture, what could you say about Pupil's portfolio?

Task 9 Relating to Course n 11 Checking Course Objectives

Type: Collaborative

Allotted time: 20mns

Engaging students with content that is relevant to life beyond school, as telling anecdotes, case studies, and real-life examples from outside the classroom. It is in fact, a significant means to root your teaching in “the real world”. Suggest two or three activities dealing with that perspective.

Example, writing about a funny incident that happened to them, in a form of story.

Task 10 Relating to Course n 11 Checking Course Objectives

Type: Collaborative

Allotted time: 20mins

‘Knowing what excites your students’ does more than just engage them. You will build strong relationships and rapport, too. Upon this basis, suggest two or three activities interacting with this idea.

Example, using technology to reinforce a grammatical rule.

Task 11 Relating to Course n 11 Checking Course Objectives

Type: Collaborative

Allotted time: 20mins

Get your students moving, is another strategy to break the monotony of repetitive actions, if your students struggle to sit still for an entire lesson, get them moving. All that pent-up energy can be channelled into a learning activity that puts them on their feet. Try the following. Have students come to the front and brainstorm together on the whiteboard.

1. Have students rotate through different stations around the room over the course of an action.

2. Have students split into groups or arrange themselves in different areas of the room.

Take a stand: have students move to a particular area of the room to indicate their thoughts on an issue.

Example, everyone who thinks x, move to the right side of the room; if you think y, stand on the left.

Task 12 Relating to Course n 12 Checking Course Objectives

Type: Collaborative

Allotted time: 20mns

Scaffold tasks with checkpoints

If you dump all your instructions on students at the start of a lesson before turning them loose with an activity, confusion and disengagement will likely follow.

That is why it is important to scaffold larger tasks by breaking them into achievable steps. Each of these can be separated by brief “checkpoints” of instruction reorienting students and reminding them of what needs to be done next. They also serve as a periodic call to attention when students are liable to go off track.

Task 13 Relating to Course n 13 Checking Course Objectives

Type: Collaborative

Allotted time: 20mns

A task that revolves around focusing on discovery and inquiry is another type of highly engaging activities. Sometimes the best thing you can do for engagement is to get out of your students’ way. Let them discover learning for themselves without being spoon-fed. They will exercise critical and creative thinking, and pursue the lines of inquiry that interest them.

Note: This does not mean you should retreat behind the teacher’s desk. Observe your students, listen to them, and talk to them about what they are thinking. Be their guide as opposed to their instructor.

Task 14 Relating to Course n 14 Checking Course Objectives

Type: Collaborative

Allotted time: 20mns

Ask good questions activity: Is an activity relying on asking incentive questions requiring in-depth thinking and rational reasoning. The task consists of asking good questions of your students and you will drive rich, engaging discussions that are open to everyone. There are some criteria that a question should adhere to:

Good questions should be:

- 1.Open-ended: to avoid “yes/no” answers
- 2.Equitable: open to answers of varying depth and complexity

3. Legitimate: asked because you want to hear students' thoughts and opinions, not because you are searching for a correct answer.

When students answer a question, engage with their response. Even if it is incorrect or misinformed, recognise their effort and use it to refine the question further, example, you are on the right track, but could we also think about, etc.

Task 15 Relating to Course n 15 Checking Course Objectives

Type: Collaborative

Allotted time: 20mins

Friendly competition is a task that is based upon creating a friendly competitive atmosphere for learning further. Use in-class games, quizzes, or gamified learning programmes to engage pupils with friendly competition. For example, allow students to test their spelling skills by competing in 60-second quizzes against peers in their class or around the globe in real time.

Note: "Friendly" is the keyword here. Make sure competitive activities are low stakes and emphasise on learning instead of winning.

Task 16 Relating to Course n 15 Checking Course Objectives

Type: Collaborative

Allotted time: 20mins

Shake things up, might be an alternative of activities targeting a massive students' engagement. Predictability is safe, but it can get boring. Mix up your staple teaching strategies with new and novel activities from time to time. Talk to other teachers for ideas. In addition to engagement, you will also be giving your learners an example of what it means to take a risk and try something new. Furthermore, this type can foster curiosity and sense of exploration.

Note: Experimenting with some new parts of the teacher toolkit also makes it easier to differentiate your instruction. A new activity or delivery method might be the trick to engaging that student who has been a tough nut to crack all year.

Adapted from: <https://www.3plearning.com/blog/20-student-engagement-strategies-captivating-classroom/>

Task n 17 Relating to Course n 1 Introduction to Psychosocial Psychology: The Overlapping Development of Personality

'Puzzles and Games' relying on problem-solving and social interaction activities promote socialization. Puzzles and board games can be a great way for shy learners to interact with others in a structured environment. These activities promote problem-solving, critical thinking, and conversation, while helping them feel comfortable with their peers. **For example**, children can join their respective teams/groups to find an end to a story; they can come up with funny, sad, or happy closure.

Task n 18 Relating to Course n 1 Introduction to Psychosocial Psychology: The Overlapping Development of Personality

Drama and Role-Playing Activities contribute in building learner's confidence and communication. Drama and role-playing activities can help shy pupils come out of their shell by providing a safe space to express themselves, build confidence, and develop communication skills. **For example**, the instructor might look for local theater programme or consider hosting a small playdate where children can dress up and act out their favorite stories.

Recapitulation

Choose from a variety of exercises designed to help them self-regulate and find their balance. In fact, the child is a mixture between, happiness, worry, and panic. Finding the best activities for shy children is all about discovering what sparks their interest while providing them with opportunities to grow and socialise at their own pace. Each of these activities offers a pathway for them to develop confidence, communication skills, and a stronger sense of self.

Task n 19 Relating to Course n 1 Introduction to Psychosocial Psychology: The Overlapping Development of Personality

Thumb-up Responses activities, are type of activities in which the learner does not need to talk too much, or provide extensive replies. It requires just a short moment of reflection, and moving the thumb up. Thumb-up indicates good answer; a good answer is a successful trial, which makes sense for a shy learner. This technique can trigger risk-taking and chase reluctance

Adapted from:

<https://getgoally.com/blog/9-of-the-best-best-activities-for-a-shy-child/#:~:text=Puzzles%20and%20Games%3A%20Problem-Solving,feel%20comfortable%20with%20their%20pe>

Task n 20 Relating to Course n 1 Introduction to Psychosocial Psychology: The Overlapping Development of Personality

The suggested task revolves around integrating a category of pupils pervasively present in each class. Reaching learners who need support, even if they are reluctant to pursue it, is one of the most rewarding aspects of being an educator. It is also one of the most challenging task. Creating a positive environment is the first step towards engaging reluctant category. The second step is to empower their position within the group. The final phase is to give them opportunities for leadership. Below are some guidelines helping in achieving this goal:

Best ways to engage reluctant learners is to involve them in the decision-making process.

Focus on what each student does well.

Relate lessons to learners' interests.

Present new concepts in bite-size pieces.

Be there to support them.

The single most important strategy in helping engage reluctant learners is building a meaningful relationship with them. This means showing that you care about them, not just as a student, but as a human. Some strategies for this include:

Get to know learners as individuals. Find out favorite foods and cherished hobbies. Learn about families and hopes for the future. Commit these facts to memory and bring them up later.

Talk about non-school related topics. Use some chat ideas.

Share about your own life. Children and teens need to see you as a human too!

Laugh often. Find ways to have fun, whether it is through games or just meaningful chats.

Be consistent and compassionate. Childrens and teens thrive on routine and consistency. That also includes keeping high but fair expectations.

Get involved in extracurricular activities. If a pupil plays basketball, consider joining a practice or heading to a game to cheer them on.

Reference

Adapted from: <https://www.tutor.com/articles/engage-reluctant-learners>

<https://www.thepathway2success.com/strategies-to-engage-reluctant-learners/>

GAUGING FORMATIVE & SUMMATIVE LEARNING

GAUGING FORMATIVE & SUMMATIVE LEARNING

1. End-of-Term Exams

End of term examinations are one of the most common methods of assessment and evaluation in higher education. These exams have a simple structure, the instructor formulates relevant questions, and the students submit their answers within a specific interval.

They not only help teachers assess students' subject matter knowledge but also provide quantitative results, allowing teachers to grade students and determine their success rate. What Moreover, teachers can avoid the heavy workload attached to paper assessments by leveraging online test platforms to conduct the assessments.

End of term exam is graded 20 out of 20

2. Oral Tests

There exists an alternative gauging means, which is oral test, spontaneous and real-time responses from students after a specific course or programme, then the oral summative test is an ideal option. I can use unstructured, semi-structured, or structured interview approaches to assess students' progress.

Many teachers conduct oral tests on various topics in classrooms to analyse students' understanding of the subject matter. The type of questions asked during oral tests depends on the kind of interview method the teacher embraces.

Oral test is graded 05 out of 20

3. Group Projects and Practical Assignments

Another excellent way to evaluate students' knowledge is to assign them tasks within small groups. For example, a group task can help evaluate how students develop a framework and solve a particular problem after training them on conflict resolution and teamwork.

Assigning practical projects to students for specific subjects, with precise and clear guidelines, gives teachers a direct chance to assess students' abilities and skills in real-time.

This is one of the key advantages of summative assessment, as instructors can determine learners' strengths and give them constructive feedback.

Group projects and practical assignments are graded 05 out of 20

4. Formal Essays

What can be better than formal essays to determine students' perspectives and thought processes? Promoting essay writing skills helps students explain their ideas and understanding of any topic.

It is a great way to evaluate their level of knowledge regarding a particular concept. Formal essays allow them to argue for or against a topic, narrate their learning experiences or explain their understanding of a subject matter in a descriptive prose.

Formal essays are graded 05 out of 20

5. Class Involvement

Refers to students' willingness to participate and take part of classroom talk. I can gauge at the instructional period their attention, interest, and optimism with regard to the learning process. The degree of investment and the quantity and quality of interventions are highly significant to fill this criterion.

Class involvement is graded 05out of 20

Recapitulative Gauging Table of End-term Period

Recapitulative Grades	Gauging	Table	of	End-term	Period
<hr/>					
End of term exam is graded 20 out of 20					20
Oral test is graded 05 out of 20					05
Group projects and practical assignments are graded 05 out of 20					05
Formal essays are graded 05 out of 20					05
Class involvement is graded 05out of 20					05

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