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Department of Education University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

DTE-550

01

03

General Methods of Teaching

Objective

This Course will enable the prospective teachers to:

1. Describe and discuss their personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers.
2. Summarize and debate the pros and cons of teacher-centered and learner-centered teaching methods and state their position as a teacher.
3. Make records of structured, reliable classroom observations and draw conclusions based on these observations.
4. Participate in a cooperative learning group that plans, teaches, and critiques a lesson.
5. Create and critique plans for teaching and learning in primary/elementary school classes.

Course Outline:

Unit 1. Teaching and Learning School

- 1.1 Definition of teaching and concept of effective teaching
- 1.2 Difference between teaching and Instruction
- 1.3 Relationship between teaching and learning
- 1.4 Sources of Information about effective teaching
 - Prospective teacher experience as a student
 - students currently in school
 - Published research
 - Observations in classrooms/Self and peer-reflection on classroom observation
 - Conversations with experienced teachers □ Theories about education and instruction
 - Cultural influences on teaching and learning

Unit 2. Managing Complex Classrooms

- 2.1 Sources of complexity in the classroom Managing a crowded space and scarce resources
 - Working with groups and individuals
 - Managing different activities occurring at the same time
 - Diversity among children
- 2.2 Managing Complexity
 - Establishing rules and regulations
 - Coping with unexpected events
 - Creating pairs of students to help each other

Unit 3. Teacher-centered and student-centered methods

3.1 Key Concepts

- Distinction between lower- and higher-order learning

- Outcomes from lower-order learning
- Outcomes from higher-order learning
- Instructional activities that enable lower-order learning
- Instructional activities that enable higher-order learning
- Direct instruction: a method to enable lower-order learning
- Indirect instruction: a method to enable higher-order learning

3.2 Model Lessons

- Sample lessons! Template for direct instruction lessons
- Sample lessons /Template for indirect instruction lessons
- Differences and similarities between Inquiry-based, problem-solving, and project based learning
- Choice: teacher-centered, learner-centered, or both?

Unit 4. Teaching Methods and Instructional Strategies

4.1 Definition, Structure, Procedure/Steps, Strengths and Weaknesses of the following

Teaching Methods and Instructional Strategies:

- Lecture
- Discussion
- Art of Questioning
- Demonstration Method

4.2 Concept of co-operative Learning

4.3 Rationale for co-operative learning

4.4 Models of co-operating learning

4.5 Procedure of co-operative learning

4.6 Limitation of co-operative learning

Unit 5. Self-regulated learning

5.1 Concept of self-regulated learning/ Becoming your own teacher

5.2 Parents and teachers attitudes towards self-regulated learning

5.3 Intrinsic and extrinsic motivation

5.4 Interdependence between learning and motivation

5.5 Mastery learning goals and performance learning goals

Unit 6. Interactive Classrooms for Conducive Learning Environment 6.1

Constructive interactions between teacher and students based on:

- Respect
- Credibility
- Fairness (justice)
- Trust

- Interest
 - Enthusiasm
 - Adaptive teaching
- 6.2 Constructive interactions among students
- 6.3 Importance of Cooperative working relationships
- 6.4 Examples of cooperative working relationships
- 6.5 Factors affecting on co-operative working relationship among students

Unit 7. Instructional Planning

7.1 Sources of knowledge for designing lessons

- Learning principles
- Pakistan's primary school curriculum
- Definitions of standards, goals, and objectives
- Examples of standards, goals, and objectives
- Bloom's Taxonomy of Educational Goals and Objectives

7.2 Assessment Definition of assessment in schools

- Personal experience with assessment
- Assessment practices in schools in Pakistan
- Purposes of assessment
- Distinction between formative and summative assessment
- Examples of formative assessment

7.3 Instructional materials

- Sources of instructional materials, including textbooks, in Pakistan
- School budgets for instructional materials
- Low- and no-cost materials to supplement or substitute for materials provided by the government.
- Examples of materials created from local resources by teachers for mathematics, science, and literacy

7.4 Review and synthesis

- Review of teaching methods and instructional and learning principles
- Review of students' current personal theories of teaching and learning
- Search for synthesis
- Complete instructional design project (lesson plan)
- Presentation of lesson plans designed by students

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