

UNIT – III

APPROACHES OF TEACHING

Approaches of lesson planning – Steps - Organizing teaching: Memory Level (Herbartian model), Understanding model(Morrison teaching model),Reflective level(Bigge and Hunt teaching model)-Unit plan-Lesson plan writing

Introduction

Every work requires a plan of action for its perfect completion. In the same way teaching process also requires a systematic plan. A lesson plan represents a single teaching unit for a class period. The teacher should know the objectives of teaching. Designing test is very important part of assessing students understanding of course content and their level of competency in applying what they are learning.

1. Identification of definite objectives
2. Selection of appropriate content and activities
3. Selection of procedures and methods for presentation of the content
4. Selection of evaluation exercises and
5. Selection of follow up activities etc.

Approaches of Lesson Planning

A Lesson Plan as a teaching outline of the important points of a lesson arranged in the order in which they are to be presented; it may include objectives, questions to be asked, references to materials, evaluation, assignments, etc. Lesson planning is a product of short term or micro level planning involving:

Generally various approaches are used to make a lesson plan.

A brief description is provided:

1. Herbartian approach:

John Fredrik Herbart, a German philosopher and educationist (1776 -1841) advocated be asked, references to materials, evaluation, assignments, etc. Lesson planning is a product of short term or micro level planning involving:

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1. Herbartian approach:

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Advocated pedagogy – based lesson planning. It is based on a perceptive mass theory of learning. All the knowledge and information is to be given from outside by the teacher because the student is considered similar to a clean slate. For the students, if an old knowledge makes a base for new knowledge (his previous knowledge or experiences), it may be acquired easily and retained for a longer

period. Herbart has given five steps: Introduction, Presentation, Organization, Comparison and evaluation. The main focus is on content presentation.

2. Unit Approach of Morrison:

It is based on unit transaction and planning. The Morrison's lesson plan of teaching is cyclic; Morrison has given five steps for his 'cycle phase' of teaching: Exploration, Presentation, Assimilation, Organization, and Recitation.

Exploration:

The teacher explores various methods and possibilities to motivate the students, to arouse the curiosity and to maintain the interest of the students. This is the preparation step where the teacher could plan for the success of the lesson.

Presentation:

This step is basically common to all the approaches of lesson planning which involves the selection and use of different methods to present the subject matter to the students.

Assimilation:

The third step involves intensive learning, and deep understanding of the subject matter that facilitate effective communication of the concepts.

Organization:

This is important step in unit approach to lesson planning as it determines the extent to which students are able to reproduce the material of the unit in writing without

May external help. The ability of the teacher to enable his students to reproduce the knowledge reflects the efficiency of the teacher.

Recitation:

Recitation in unit lesson planning means that an individual student is able to reproduce the same text orally on the completion of the lesson by a teacher.

LESSON PLAN

A lesson plan is **the teacher's guide for running a particular lesson**, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.).

Levels of teaching

We all know that teaching is a purposeful activity. Through teaching the teacher brings a desirable change in the learner. Both the concepts teaching and learning are interrelated to each other. Development of all-round personality of the learner is the final goal of teaching and learning. During teaching an interaction takes place between an experienced person (teacher) and an inexperienced person (student). Here the main aim is to bring change in the behavior of the student.

Teachers teach students at three levels. They have to keep in mind about the developmental stage of the learners so that desired educational objectives can be achieved. These three levels are

1. Memory level: Thoughtless teaching
2. Understanding level: Thoughtful teaching
3. Reflective level: Upper thoughtful level

Memory level of teaching

It is the first and thoughtless level of teaching. The objective of teaching at this level is just to impart information to students. The learner is required to memorize the subject matter and get the information stored in long term memory .It is concerned with memory or mental ability that exists in all living beings. Teaching at memory level is considered to be the lowest level of teaching. At this level,

- the thinking ability does not play any role.
- students only cram the facts, information, formulas and laws that are taught to them.
- the teaching is nothing but learning the subject matter by rote. [Bigge, MorrisL (1967)]
- The role of the teacher is prominent and that of the student is secondary.
- The study material is organized and pre-planned. The teacher presents the study material in a sequential order.

Memory level teaching lacks insight. Psychologically, it is cognitive level teaching

Methods used

Teacher dominated methods are used like drill, review and revision and asking questions

Drill means repetition or practice for the purpose of attaining proficiency in memorizing the material

A review and revision is revising the elements to related them with new experience and to form a new association for the development of new skills or learning to solve new problems

Asking the question is to examine whether or not the knowledge level objectives of teaching have been achieved.

Role of teacher

- Dominating, active and authoritarian role
- He is the authority to instruct deliver direct control and evaluate the performances
- Take initiatives, present the subject matter, directs the learner to do the activity in desired manner, plan exercises
- Right from the selection of subject matter to its evaluation, the key process of teaching learning remains with the teacher

Role of Learner

- There is a passive role of the learner in the memory level.
- Passive learner or listener is desired to do as directed by the teacher.
 - Instructional material delivered by the teacher has to be memorized in a mechanical manner.

Understanding level

Understanding implies knowing the meanings of things and concepts, grasping ideas, interpreting some relationship comprehending the facts and inferring one thing from some other Understanding something is to perceive the meaning, grasp the idea and comprehend the meaning. In the field of Education and Psychology, the meaning of ‘understanding ‘can be classified as

- seeing the total use of facts
- seeing relationship
- a generalized insight the teaching at the understanding level is of a higher quality than the one at the memory level.

It is more useful and thoughtful from the point of view of mental capabilities. At this level of teaching, the teacher explains the student about the relationship between principles and facts and teach them how these principles can be applied. Memory level teaching barrier is essential to be crossed for this level of teaching.

As compared to memory level teaching, the understanding level teaching has greater

merit. This enables students to have complete command over subject material. In the understanding level role of the teacher is more active. The students at this level are second any. At this level, no cramming is encouraged. The new knowledge acquired at this level is related to the earlier knowledge gained. A generalization is made on the basis of facts and the facts are used in the new situations.

At this level the learners are required to comprehend factual information to know the meaning of different concepts and their relationships and to apply facts concepts and principles.

- It is supported by the herbartian theory of appreciation which states that this is level of teaching which seeks the learner to acquaint himself with the relationship between the facts and principles

- Here the mental development of the learner is at a higher level than memory level

- His cognitive abilities are well developed

- He can think ,reason out, imagine ,can present things logically ,can analyze and synthesize and can evaluate the relationship between the principles and the facts

John Piaget statedthat, learner at this stage needs to

- Comprehend a large number of concepts, elements, facts principles, to know the relationship between the facts and principlesand to make a generalization .

Methods used

- Lecture method

- Discussion method

- Inductive and deductive method

Evaluation the teacher has to evaluate the ability to

- Comprehend
- Grasp
- Synthesize
- Generalize

Merits of the understanding level of teaching

1. At this level of teaching students to make use of their thinking abilities.
2. Knowledge acquired at this level forms the basis of the reflective level of teaching.
3. Here the teacher presents subject matter before the students in an organized and sequential form. The new knowledge acquired is related to the previously acquired knowledge.
4. Here the students do not learn by rote. Here they learn by understanding the facts and information and their use and purpose.

Demerits of the understanding level of teaching

1. It ignores higher cognitive abilities
2. Less emphasize on intrinsic motivation
3. No individualized learning.
- 4. Teacher centered

Reflective level of teaching this level is also known as introspective level. This level of teaching is the highest level of teaching learning activity. Reflecting on something means giving careful thought to something over a period of time. It also means thinking deeply about something. Reflective level of teaching is considered

to be the highest level at which teaching is carried out.

- It is highly thoughtful and useful.
- A student can attain this level only after going through memory level and understanding level.
- Teaching at the reflective level enables the students to solve the real problems of life.
- At this level, the student is made to face a real problematic situation. The student by understanding the situation and using his critical abilities succeeds in solving the problem.
- At this level emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level.
- The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops in their talents and capabilities.
- The role of the students is quite active.
- Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.

Morris L. Bigge defines reflection as, "careful, critical examination of an idea or supposed article of knowledge in the light of testing evidence which supports it and

the further conclusions towards which it points.

Reflective level teaching does not depend upon the memorization ,understanding of concepts and their application only; it demands the use of higher mental processes such as

- Reasoning
 - Thinking
 - Analyzing concepts
 - Imagination
 - Ideas and thoughts
 - Other bodies of knowledge critically, finding out the facts.
 - Solve problems
- Role of teacher Role of teacher is not so dominating and authoritarian. He is responsible for the creation and maintenance of the democratic, dynamic atmosphere where the teaching learning activities can be carried out smoothly.

Methods used

- Problem solving method
 - Investigating projects
 - Experimental method
 - Inquiry oriented method
 - Analytic method
- Evaluation system the evaluation system at the reflective level of teaching should test the higher order cognitive abilities like • reasoning • creativity

- original thinking • problem solving • critical thinking etc.,

Merits of reflective level teaching

1. The teaching at this level is not teacher-centered or subject-centered, it is learner-centered.
2. There is an interaction between the teacher and the taught at the reflective level teaching.
3. At this level, teaching is appropriate for the higher class.
4. At this level, teaching is highly thoughtful and useful than the teaching at the memory or understanding level.
5. Provides maximum flexibility and self- motivation.

Demerits of reflective level teaching

1. Not suitable for small children at the lower level of teaching.
2. It is suitable only for mentally matured children

At this level, the study material is neither organized nor pre-planned. Therefore students cannot acquire systematic and organized knowledge of their study courses.

3. There is excess burden to the teacher.

Suggestions for improving RLT

A teacher should keep the following suggestive points in view in order to make this level of teaching a success:

1. After creating the problem to be solved, the teacher should not interfere the thinking process of students at all. Students should reach the results themselves.

2. A teacher should raise the aspiration level of students as high as possible. High aspiration level can only lead to high level of reflection.
3. The teacher himself should be creative and highly intelligent.
4. The teacher should extract only such problems for reflective thinking which have direct relevance to the career of students. It means that problems must be useful for students.
5. Hypothesis which is the tentative solution of the problem should be formulated by students with the help of the teacher. Such hypothesis should never be formulated whose testing is not possible by the collected data.
6. In the evaluation process, if the teacher involves the students also, it is far better. It will help the teacher to critically examine the views. It means that the achievement of a student is evaluated not by his teacher only but his class fellows also evaluate him and criticize his views. Then final marks are allotted by the teacher on the basis of the total assessment.

Lesson plan: It is a plan for particular period.

Steps in planning a lesson

1. Motivation

This is the first step. This step helps the teacher to find out the previous knowledge present in children. The psychological principle of going from known to unknown is the principle of this step. The motivation can be done by some demonstration or through the use of charts, pictures, and excursion or through effective conversation (5 minutes only).

2. Presentation

In this step the lesson is slowly introduced. Both the teacher and the students participate in this teaching learning process. Almost the whole lesson will be completed in this step. At each step teacher should test their knowledge by simple methods.

3. Comparison

After teaching particular concept the teacher has to compare this knowledge with set of other examples.

4. Generalisation

This step needs reflective thinking. The knowledge learnt in presentation is compared and associated. A general idea and conclusion is formed.

5. Application

This step involves transfer of learning. The students make use of acquired knowledge in the other situations. By applying it to new situation they get their knowledge widened in new dimension.

6. Recapitulation

This is the last step. The student's ability to understand and reproduce the subject matter is tested in this step.

7. Home assignment

The teacher has to give them homework at the end of this lesson.

Unit plan

It is a plan for the entire unit. According to presto "A unit is a large block of related subject matter as can be over viewed by the teacher".

Steps in designing a unit plan

1. Preparation

The motivation should be natural and self-directed. Motivation is required not only in the beginning but throughout the lesson.

2. Knowing the previous experiences

Asking question related to the present content. It is essential to know about the background of the students.

3. Presentation

In this step some experiences are given to the students. These experiences may be direct.

4. Organisation and summarization

It is usually done at the closure of teaching unit to bring together all learning. This may also be done at intervals during the progress of the unit. Organization and summarization go together.

5. Review and drill

Some learning experiences require repetition which is called drill. Review and drill may be required at a number of places during the lesson.

6. Evaluation

It should be mainly self-evaluation. This may be in the form of oral or written.

Model Lesson Plan – Commerce

Student Teacher Name:xxx

Name of the School:xx

Standard: XI

Guide Teacher Name:xxx

Name of the Subject: Commerce

Unit: xxx

Date:xxx

Topic: Ware housing

Duration: 45 minutes

Instructional Objectives: The Student

1. Recalls the term hindrance of finance and functions of a bank
2. Recongizes the meaning of commercial bank
3. Defines the term commercial bank
4. Classifies the functions of commercial bank
5. Analyzes the functions of accepting deposit
6. Differentiates current deposit and fixed deposit
7. Observes (i)Pay in slip (ii)Withdrawal form (iii)Chart showing functions of a commercial bank

Instructional Resources Required

1. A chart showing the various functions of Commercial bank
2. Pay-in-slip
3. Withdrawal form

- 4. Passbook
- 5. Newspaper cuttings

Previous Knowledge of Learners

1. Identify and name the types of slips shown to you

Content	Specification	Learning Experiences	Evaluation
Hindrance of finance	Recalls	The teacher commences the class by quoting a few familiar banks	Hindrance of finance_____
Meaning of Commercial Bank	Recognizes	The teacher explains the commercial bank”A commercial bank which accepts various types of deposits form the public and lends short term loans and the students will observe	Commercial bank means_____
Definition	Defines	The teacher defines the term commercial bank “ Banking Regulation Act -1949 defines banking as the accepting for the purpose of lending or investment of deposits of money from public, repayable on demand or otherwise and withdrawal by cheque, draft, otherwise and the students will observe	Define Bank
Functions of Commercial Bank 1. Accepting deposits 2. Lending loans	Observes	The students are asked to tell the functions of a bank and a chart showing the various functions of the Commercial Bank is displayed by the teacher and the students observes	There are _____ Functions of Commercial Bank
Functions I.Primary Function	Classifies	The teacher writes the primary function of commercial bank on the black board current deposit, fixed deposits, saving deposits and recurring deposits The students come to know all the kinds of deposits and will write it in the note	How many kinds of deposits are there?
Accepting deposits: Current deposits Savings deposits Fixed deposits Recurring deposits	Explains	The teacher explains each terms: Current deposits: Is one which is opened by business men Savings deposits: Is one wherein you deposit your savings with the bank Fixed deposits: Is one wherein people deposit money for a fixed period of time Recurring deposits: Is one wherein a fixed amount is deposited every month. The students come to know the meaning of each kind of deposits	Explain the types of deposits

Pay -in -slip	Observes & Fills	The teachers shows the Pay-in-slip and the students fill the forms properly with the help of the teacher's instructions	What are the details asked in the play slip?
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Recapitulation:

Define the term 'Bank'

List out the functions of Commercial Bank

Home Assignment:

1. Collect some forms used in the banks

Signature of the Student Teacher

Signature of the Guide Teacher

Signature of the Teacher Educator