

قال ف. سكوت فيتزجيرالد ذات مرة ، "إن اختبار الذكاء من الدرجة الأولى هو القدرة على الاحتفاظ بفكرتين متعارضتين في العقل في نفس الوقت ، مع الاحتفاظ بالقدرة على العمل." العالم ليس أسود أو أبيض ، ولا العقل كذلك التطبيق: إن تذكر المفاهيم والتعاريف أصعب بكثير من تذكر الإجراءات والأوصاف. لذا ، استخدم الأخير لتشغيل الأول. إذا كنت تدرس طلاب القانون حول الخطر المزدوج ، فأنصحهم بتخيل شخص ما يسرق أحد البنوك ، ويذهب إلى السجن ، ثم يسرق نفس البنك مرة أخرى ، دون إدانة.

صدقني - تقلل إضافة الصور من الجهد المطلوب للتذكر.
المسلسل مقابل المعالجة المتوازية

التعريف: تعلم موضوع واحد في كل مرة ، بالتتابع (المعالجة التسلسلية) ، مقابل تعلمها جميعاً مرة واحدة (المعالجة المتوازية).

التطبيق: يقارن علم النفس المعرفي معالجة العقل البشري بمعالجة المعلومات لأجهزة الكمبيوتر. تعمل أجهزة الكمبيوتر إلى حد كبير في ظل نظام معالجة تسلسلي ، وقد ثبت أن العقل البشري يعمل بشكل أكثر كفاءة بهذه الطريقة أيضاً.
ذاكرة عرضية

التعريف: المعلومات التي يتم الحصول عليها بدون قصد ، وغالباً ما تكون لا تُنسى مثل المعلومات التي تم الحصول عليها عن قصد. أظهر Craik و Tulving أنه لم يكن القصد من معرفة ما هو مهم للذاكرة اللاحقة ، بل نوع المعالجة المستخدمة في وقت التشفير. المعلومات التي تمت معالجتها بشكل هادف تم تذكرها جيداً سواء كانت هناك نية للاحتفاظ بها أم لا.

التطبيق: هذا دليل قوي على أن مطالبة الطلاب "بالدراسة الجادة" ببساطة لا تكفي. سيتعين عليك تقديم المعلومات بطريقة لا تُنسى (باستخدام العاطفة أو

التخصيص أو أي عدد من النصائح المدرجة هنا) أو حث الطلاب على تبني استراتيجيات حفظ فعالة
سعة ذاكرة العمل

التعريف: تعتبر الذاكرة العاملة (أو قصيرة المدى) عمومًا لها حد يبلغ حوالي 7 عناصر أو أجزاء.

التطبيق: صمم خطط الدروس الخاصة بك حول هذا الرقم ، ولا تتوقع من طلابك معالجة المزيد من المصطلحات أو المفاهيم بشكل فعال أكثر من ذلك في جلسة معينة.
مخطط

التعريف: طريقة لتنظيم المعرفة الحالية توفر إطارًا للفهم المستقبلي. تتضمن أمثلة المخططات القواعد الأكاديمية ، والمخططات الاجتماعية ، والقوالب النمطية ، والأدوار الاجتماعية ، ووجهات النظر العالمية ، والنماذج الأصلية. يستخدم الدماغ تلقائيًا المخطط لمعالجة وفهم المعلومات الجديدة بشكل أكثر كفاءة.

التطبيق: الدماغ لا يتذكر الحقائق. يتذكر الاتصالات. في تعليم اللغة الإنجليزية والأدب ، على سبيل المثال ، حث الطلاب على إجراء اتصالات بين النص المطروح وحياتهم الخاصة ، والنص الموجود في متناول اليد والنصوص الأخرى التي قرأوها ، والنص والعالم من حولهم.

العرضية مقابل الذاكرة الدلالية

التعريف: الذاكرة العرضية هي استدعاء للأحداث (أو الحلقات) التي حدثت في الماضي ؛ الذاكرة الدلالية هي استدعاء لحقائق محددة. يحدث هذان النوعان من الذاكرة في أجزاء مختلفة من الدماغ.

التطبيق: يفترض الكثير من الناس أن تذكر اسم الرئيس الثالث عشر يجب أن يكون سهلاً مثل تذكر كيف تعلمت ركوب الدراجة. على العكس من ذلك ، تعمل هذه الأنواع من الذاكرة بشكل مختلف تماماً في الدماغ ، وتذكر أي شيء له قيمة شخصية أسهل بكثير من تذكر حقيقة عشوائية. يمكن أن يكون استخدام الذاكرة العرضية لتحسين الذاكرة الدلالية أداة مفيدة - تشبه إلى حد كبير الصور المتفاعلة والترميز المزدوج.

التعلم الاجتماعي العاطفي (SEL)

التعريف: وجد علماء النفس في الثمانينيات أن سمات مثل ضبط النفس والمثابرة والوعي الذاتي قد تكون في الواقع تنبؤات أفضل لمسار حياة الشخص من المقاييس الأكاديمية القياسية. الآن هناك حركة تعمل عبر المناطق التعليمية لتعزيز "محو الأمية العاطفية" لدى الطلاب.

التطبيق: اسمح للطلاب بفرز مشاعرهم حول فصلك أو موضوعك بمهام تتطلب التأمل الذاتي. على الرغم من أن هذه التقنية موجهة في الغالب نحو الأطفال الذين لم تتطور عواطفهم بشكل كامل بعد ، إلا أن العواطف تؤثر على التعلم في أي عمر.

ما وراء المعرفة

التعريف: يستخدم علماء النفس المعرفي مصطلح ما وراء المعرفة لوصف قدرتنا على تقييم مهاراتنا أو معرفتنا أو تعلمنا. تؤثر هذه القدرة على مدى جودة وطول مدة دراسة الطلاب - والتي تؤثر بالطبع على مقدار التعلم الذي يتعلمونه ومدى عمقه. غالباً ما يقوم الطلاب ذوو مهارات ما وراء المعرفة الضعيفة بتقصير وقت دراستهم قبل الأوان ، معتقدين أنهم أتقنوا مادة الدورة التدريبية التي بالكاد يعرفونها.

التطبيق: تظهر الدراسات أن الوعي بتعلم الفرد يكفي لتعزيزه. ساعد الطلاب على التراجع وتقييم عاداتهم ومهاراتهم.

تنظيم المعرفة

التعريف: الطريقة الهرمية لتنظيم المعلومات وكيف ترسم خرائط جيدة لذاكرة الدماغ.

التطبيق: أحد الأمثلة المعروفة على تنظيم المعرفة هو السقالات التعليمية ، حيث يتم توفير التوجيه للمبتدئين حتى يبدأوا في إتقان المادة ، وعند هذه النقطة يتم إزالة "السقالات". تكمل هذه العملية الطبيعة الهرمية للتعلم.

التعرف على الأنماط

التعريف: يشير التعرف على الأنماط إلى عملية التعرف على مجموعة من المحفزات مرتبة في نمط معين مميز لتلك المجموعة من المحفزات. لا يحدث على الفور ، على الرغم من أنه يحدث تلقائيًا وعفويًا. التعرف على الأنماط هو قدرة فطرية للحيوانات.

التطبيق: تتطلب بعض أنواع التعرف ، مثل التعرف على الوجه والتعرف على الأنماط ، كميات كبيرة من قدرة معالجة الدماغ. هذا هو السبب في أن القدرة على إجراء اتصالات (أو التعرف على الأنماط) تم ربطها مرارًا وتكرارًا بالذكاء. تعتمد الأنظمة الرئيسية التي تستخدمها أدمغتنا لتنظيم المعلومات (المخططات والاستدلال وما إلى ذلك) على الأنماط. أشر إلى الأنماط لطلابك قدر الإمكان لتعزيز مهارات التفكير النقدي والفهم المتزايد.

حصره

التعريف: الميل البشري الشائع للاعتماد بشدة على الجزء الأول من المعلومات المقدمة ("المرساة") عند اتخاذ القرارات. على سبيل المثال ، يحدد السعر الأولي المعروض لسيارة مستعملة المعيار لبقية المفاوضات ، بحيث تبدو الأسعار الأقل من السعر الأولي أكثر منطقية حتى لو كانت لا تزال أعلى مما تستحقه السيارة بالفعل.

التطبيق: لمنع ذلك ، عزز التأخر في الإرضاء وعلم طلابك أن الإجابة المعقولة الأولى المقدمة ليست دائماً الإجابة الصحيحة.

تأثير السياق

التعريف: الفكرة القائلة بأن الإدراك والذاكرة يعتمدان على السياق ، بحيث يصعب استرجاع الذكريات خارج السياق أكثر من الذكريات الموجودة في السياق (على سبيل المثال ، سيكون وقت الاسترجاع والدقة للذاكرة المتعلقة بالعمل أقل في المنزل ، و والعكس صحيح).

التطبيق: قريب من التعلم المعتمد على الدولة والتهيئة. إن توفير السياق الصحيح لسؤال أو مفهوم يمكن أن يحدث فرقاً كبيراً - حتى أكثر من الصياغة أو نبرة الصوت أو إتقان الطالب.

تأثير الأسبقية والحادثة

التعريف: اكتشاف أن استدعاء الذاكرة أعلى بالنسبة للعنصر (العناصر) الأول في القائمة وآخر عنصر (عناصر) في القائمة.

التطبيق: اعرض مفاهيم مهمة في بداية الدرس وفي نهايته. من المحتمل أن يتم فقد الكثير مما هو في المنتصف ، لذلك لا ترغب في تقديم المواد الرئيسية التي تخطط لاختبار طلابك عليها في ذلك الوقت.

تأثير حرفي

التعريف: أن "جوهراً" ما قاله يُذكر أفضل من الصياغة الحرفية.

التطبيق: توقع أن يتذكر الطلاب الصياغة الحرفية للإجابة يتطلب الكثير في معظم الحالات. من ناحية أخرى ، فإن مطالبة الطلاب بإعادة صياغة العبارات أو الأحداث أو المفاهيم المهمة بكلماتهم الخاصة يعزز بشكل كبير من احتمالية تذكرهم جوهر ما يحتاجون إلى تعلمه.

ظاهرة طرف اللسان

التعريف: عندما يكون الموضوع قادراً على استدعاء أجزاء من عنصر ما ، أو المعلومات ذات الصلة ، لكنه غير قادر على استدعاء العنصر بأكمله بشكل محبط. يُعتقد أن هذا مثال على "الحجب" حيث يتم استدعاء العديد من الذكريات المتشابهة وتتداخل مع بعضها البعض.

التطبيق: ظاهرة شائعة للغاية في أي بيئة اختبار. يمكن تقليل "الحظر" بالعديد من الحيل المذكورة أعلاه ، بما في ذلك السياق ، والترميز المزدوج ، والتجزئة ، والصور المتفاعلة. تذكر أن كل ما يحتاجه الطالب لتذكر حقيقة ما هو "إشارة الاسترجاع" الصحيحة.

الاستدلال

التعريف: الاستدلال هو أسلوب قائم على الخبرة يساعد في حل المشكلات والتعلم والاكتشاف. يتم استخدام طريقة الكشف عن مجريات الأمور بشكل خاص للتوصل سريعاً إلى حل يُأمل أن يكون قريباً من أفضل إجابة ممكنة ، أو "الحل الأمثل". الاستدلال هو "قواعد التجربة" ، أو التخمينات المتعلمة ، أو

الأحكام البديهية ، أو ببساطة الحس السليم. مثال على ذلك هو الاستدلال على التوافر ، وهو اختصار ذهني يحدث عندما يصدر الناس أحكامًا حول احتمالية الأحداث من خلال السهولة التي تتبادر إلى الذهن الأمثلة.

التطبيق: كما كتب دوج بيلشو من موزيلا في مدونته ، "يمكن أن يكون ضارًا في الواقع لـ 1) الانطلاق في استخدام التقنيات التعليمية دون التفكير فيها بشكل صحيح (كيف وليس فقط ماذا) ؛ و 2) محاولة تكرار ما فعله شخص آخر في مكان آخر دون التفكير في السياق ". انظر قبل أن تقفز ، حتى لو بدت القفزة سريعة وفعالة.

Lecture method as teaching strategy : B.Ed. Notes

This article is about Lecture method as [teaching strategy](#) and is for B.Ed. students. This is a very important topic from exam point of view. I have tried to give notes in easy to follow language. Hope they help you.



Basics of LECTURE METHOD

student is passive listens. This creates dullness in the classrooms as the interaction between the pupil and teacher ceases to occur.

In the field of education, lecture method is used very frequently. This method is used in order to acquire knowledge and concept. Lecture method mainly focuses on cognitive objectives. The main emphasis of this strategy is the presentation of the content. In this method teachers plans and controls the whole teaching – learning process. To make the lecture interesting, the teacher can take the help of audio -visual aids.

Principles of lecture method

- (1) A student can learn better through listening.
- (2) Through lecture method, the teacher makes an attempt to impart perfect and complete knowledge of the subject or the topic students.
- (3) Subject matter can be correlated with other subjects.
- (4) New knowledge is given related to previous knowledge.

When to use lecture method

- (1) It is used to give an overview of a large unit.

(2) This method is an effective way for motivating pupils and developing their interest in the subject.

(3) It is used for supplementing the pupils reading and for clarifying main concepts.

(4) This method helps to save the time of students by providing important information in short time period.

(5) This method is used to provide background.

Steps of the lecture method

(1) Preparation for the lecture:-

This includes silent points like

(a) appropriate language and manner of presentation according to the nature of students.

(b) selection of audio-visual aids and instructional materials.

(c) planning the motivational technique

(d) anticipating certain difficulties and problem during the lecture.

(e) finding suitable solution and alternatives to these barriers to a successful lecture.

(2) Introduction to the lecture:-

It should be done briefly and if it is executed poorly, it can initially kill off the enthusiasm of the student.

(3) Giving the body of the lecture:-

The teacher should have a given cognitive framework upon which he relies to achieve a more logical presentation.

(4) Conclusion of the lecture:-

Following technique can be used to wrap up the lecture.

- (a) summarizing the major points presented.
- (b) forming generalization
- (c) giving implications.

Advantage of lecture method

- (1) It is economical with regard to time.
- (2) It helps in developing the habit of concentration among the students.
- (3) It helps in achieving even high order cognitive objectives (i.e) application, analysis, synthesis.
- (4) Lecture method presents the subject matter in a systematic way.

(5) It develops good audience habits.

(6) Through this method, new subject matter can easily be introduced.

(7) It enables linkage between previous knowledge with a new one.

Disadvantages of lecture method

(1) Since this is a teacher-centered method so it provides very little scope for student activity.

(2) Student plays a passive role in this method.

(3) Individual differences are not taken into consideration.

(4) It can not be used for achieving psycho motor objectives.

Further reference

[Top 5 Teaching Strategies](#)

[download learning and teaching document](#)

Learning And Teaching by Suresh Bhatnagar...

teaching and learning B.Ed. books

Lecture Method of teaching, Definition, Advantages & Disadvantages

Definition of Lecture Method of Teaching

Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information.

Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the **lecture**, combine the information and organized it.

One of the problems in this method is to grab the attention of students in class room. Another big problem is that many students in the class cannot follow the theme. Learning has a strong influence on method of teaching.

Learn more

Advantages and Disadvantages of Lecture Method

Advantages of Lecture Method of Teaching

1. In this teaching method a large amount the topics can be covered in a single class period.
2. Using of this method exclude the using of any equipment or Lab.
3. Learning material is not required.
4. Student listening skills developed.
5. Logical arrangement of the material in order to present it orally
6. Help to learn languages

Disadvantages of Lecture Method of Teaching

1. Psychologically this method is acceptable because individuals are not alike. Teacher delivers the same

lecture to both students without recognizing the individual differences.

2. Learning is an active process thus study should encourage to actively participate in the class room instead of just listening the teacher.
3. Language using in the lecture is above the standard of the students. They are not able get full advantage of the lecture.
4. Lecture are often forgotten by the students soon after while learning is retained if activities are experienced.
5. Attention level is not the same while student listening the lecture.

Learning is not a simple process. The pouring process is educationally not perfect or recommended for secondary level students. At this level it is difficult for student to pick new concepts using lecture method of teaching. They actually are meaningful, active and interesting experiences or activity in the class

Presentation on theme: "Lecture Teaching Method" —
Presentation transcript:

1 Lecture Teaching Method

Unit 2

Lecture Teaching Method

2 Lecture Teaching Method

What you will learn in this lesson:

Comprehend the Lecture Teaching Method

- Identify the two Learning Objective types
- List Cognitive Taxonomy levels
- Explain the purpose of General and Specific objectives
- State the components of a lecture lesson plan
- Give examples of questions to ask in a lesson

Why?

3 Learning Domains The Three Types of Learning

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

4 Cognitive Domain

5 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Remembering: Recall or retrieve previous learned information.

Examples: Recite a policy. Quote prices from memory to a customer. Recite the safety rules.

Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

Technologies: book marking, flash cards, rote learning based on repetition, reading

6 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

Examples: Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.

Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates

Technologies :create an analogy, participating in cooperative learning, taking notes, storytelling, Internet search

7 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Applying:

Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.

Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes,

gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates

Technologies: create a process, blog, practice

8 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and

Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.

Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Technologies: Fishbowls, debating, questioning what happened, run a test

9 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Evaluating:

Make judgments about the value of ideas or materials.

Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Technologies: survey, blogging

10 Cognitive Domain Taxonomy

Category

Examples, key words (verbs), and technologies for learning (activities)

Creating:

Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates

training from several sources to solve a problem. Revises and process to improve the outcome.

Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Technologies: Create a new model, write an essay, network with others

11 Objective Formats There are many ways to write objectives.

Mager and Gronlund are two ways to write behavior or performance objectives.

They should be used for different learning situations.

(Robert Mager PhD and Norman Gronlund PhD)

12 Mager Format

Best used for laboratory, shop, field, OJT (activity-based instruction)

Conditions are key component

May include reference to environment, tools, materials

Objective describes a single performance to be demonstrated, requiring a performance test.

More info on objectives stated in a Mager format will be covered in Unit 3

(next topic)

13 Gronlund Format Best used for classroom learning and independent study

Reading, listening, discussing and observing

Conditions of test are not stated

Use general and specific objectives

To be used for the first assignment: Lecture Lesson Presentation

General objectives

Describe general learning outcome

Include a word that relates directly to a taxonomy

14 Gronlund Format Specific Objectives

Series of sample behaviors showing evidence that the general learning outcome has been achieved

Always tie to a level of a taxonomy

Work best for:

Knowledge and comprehension levels (Bloom)

Verbal information, discrimination, concrete and defined concepts (Gagne)

All affective taxonomy levels (Krathwohl)

15 Lecture – General and Specific Objectives

Each unit should have a general statement describing the lesson

Statement begins with a word relating to Bloom's Taxonomy

16 Gronlund Format Example

General

Each student will understand the principles of ISO 9001:2000 Quality Management

Specific

Define quality management

Contrast ISO 9001:2000 with previous quality management standards

Describe typical applications of ISO 9001:2000

17 Components of General Objectives

Level of learning is underlined

Understand the role of quality management in organizations.

2. Relationship to be learned

the role of, the principle, the theory of, why the, how the, the reason for

3. Subject of the instruction

Content to be learned - quality management in organizations

18 Specific Objectives Behaviors that illustrate that students understand

Illustrate attainment of objective

Examples:

1. Define quality management

2. Contrast ISO 9001:2000 with alternative quality management programs

19 Specific Objectives

Each statement begins with a verb which is observable and measurable.

Other “understanding” performances:

Predict, compare, differentiate, contrast, categorize, defend

Use sparingly:

Cite, explain, state, describe, summarize, identify and give

Convert directly into test items

20 Gronlund Format Example 1

General

Students can apply simple multiplication theory

Specific

Can define what multiplication means in his or her own words.

Can define relevant terms such as multiplier and product.

Can solve multiplication problems using one digit numbers.

Can explain how the answer was derived.

21 Gronlund Format Example 2

General

- The student can apply simple multiplication theory

Specific

- Can define what multiplication means, in his or her own words. - Can define relevant terms such as "multiplier" and "product". - Can solve problems of the type $5 \times 4 =$ _____.

22 Lecture Lesson Components

23 Types of Content Facts Concepts Held as-is in memory

Hard to remember; made use of job aids or mnemonics

Use rehearsal to apply facts to job tasks

Concepts

Class of items that share features and are known by a common name

Give examples or use comparisons

Metaphors

Similes

Analogies

Knuckle mnemonic, left a bad taste, runs like a cheetah, analogy between the heart and a pump.

24 Types of Content Principles Examples of principles:

A statement of the relationship between concepts

May also be called a rule, theory, generalization or heuristic

Examples of principles:

All men are created equal (social)

As velocity increased, the perpendicular air pressure decreases (scientific)

On the job training meets individual differences (training)

25 Content

Primary role of training is to teach principles which enables the learner to use what is learned to solve problems on the job.

- Unless the principles are learned, the individual can't transfer the classroom training to the job and can't make effective decisions about where, when and why work is to be done.

26 Content Processes: A description of how things work:

There are two types of processes:

Business: how the system moves “things” from person to person, group to group or unit to unit, from start to finish

Technical: how things work in equipment or natural systems

* Procedures: series of steps performed by the individual to change, check, or move through a process. While processes are descriptive, procedures are directive. Simple procedures don't have decision points, just a straight sequence of steps. Complex procedures may have multiple decision points e.g. troubleshooting procedures.

27 Content Chunking content For example -Phone numbers nnnnnnn

Typical learner can only hold 7 (+ or - 2) items in working memory

For example -Phone numbers nnnnnnn

...

28 Organization Topical Problem-Solution Most common

Used for written materials – outline

Useful for reference and handouts

Problem-Solution

Most powerful – easily involves learner's imagination
(layout the problem then the means to solve problem)

29 Organization (cont'd)

Cause and Effect

Effective when describing physical laws, history, management

Used where a clear cause and effect relationship can be found

Use whenever possible

Simple to Complex

Used when explaining complex procedures, such as those involving numbers

Explain in sets (chunks)

Step must be understood before moving to the next

Used in skills training

30 Organization Overlay View Points

Used when explaining business or technical processes.

Process is explained several times, each time in greater detail

Best supported with visuals

View Points

Used to explain organizational roles, responsibilities, points of view, etc.

31 Organization Whole-Part-Whole Chronological

Give the big picture, then explain the details, and then give the big picture again

Chronological

Focuses on time of events, not the process itself

32 Support What you say or do to elaborate...

Mode

Words alone may be used to communicate abstract concepts, principles

Pictures are better for explaining concrete concepts

Purpose

Clarification support

“What I mean is...”

Proof support

“What I say is true...”

Interest support

“Stay with me now...”

33 Support Purpose Mode Oral Visual Clarification

Examples Comparisons

Diagrams, maps, photos, charts, slides, films, overheads, etc.

Proof

Statistics, quotations, journal articles

Diagrams and charts, photographs

Interest

Personal experience, jokes

Cartoons, graphics

34 Ask Rhetorical Questions

Introduction

Have you ever?

Can you imagine?

Why is this subject important to you?

Why should you learn about it now?

How much will be covered?

35 Ask Rhetorical Questions

Body

What happened next? (time)

What was the main problem? (problem solution)

What is the next location to move to (space)

What was the result (cause and effect)

36 Ask Rhetorical Questions

Conclusion

Summary

What have I said?

What does it mean?

Re-motivation

Why is this important to you?

How can you use it?

Close

Tie back to attention step

Imagine this – you are.....

37 How many presentation errors can you find?

Training presentation: Identify the various Instructional methods and techniques

Presentation training: What makes

the trainer dynamic?

How many presentation errors can you find?

Next slide –more info

38 Questions ??

We will talk more about this topic (tomorrow) in preparation for your Lecture Lesson assignment

[I Daniel](#) Modified over 7 years ago

8

Embed

Download presentation

Presentation on theme: "LECTURE. 28. UNIT. 5

Preparing to teach art, craft and calligraphy

Connecting art craft and calligraphy across the curriculum Managing art, craft."— Presentation transcript:

□ LECTURE. 28. UNIT. 5 Preparing to teach art, craft and calligraphy Connecting art craft and calligraphy across the curriculum Managing art, craft and calligraphy in the classroom.

Doing Art and Crafts with children in the elementary grades

SUMMARY OF LECTURE. 27. Unit. 4 Doing Art and Crafts with children in the elementary grades Doing Art and craftworks and handicrafts Art and Crafts across the curriculum Doing art and crafts with children in the elementary grade

UNIT LEARNING GOALS AND QUESTIONS

At the end of the Unit students teachers were able to know about crafts of Pakistan and their location, and how technology has brought a change in producing the crafts. They also produced crafts with their hands using inexpensive materials Questions. How are crafts linked to places where they are produced, who produces crafts? How are crafts activities linked to learning across the curriculum and what can children learn

Subject Matter Preparation Programs for Prospective Teachers

Subject Matter Preparation Programs for Prospective Teachers. Subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. The Commission in California sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in art.

An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other

than the one to appear on the credential. Similarly, degree programs for undergraduate students in art may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Art

The advisory panel that developed the standards ☐ was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.

Three significant changes enacted in this reform ☐ legislation are:

- New standards of quality and effectiveness for professional teacher induction programs. These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042.

Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- second year teachers.

•inclusion of a teaching performance assessment in preparation programs; and a required induction period of support and formative assessment for all first andIn addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and

technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Standards for Professional Teacher Preparation Programs

The effectiveness of theArt curriculum in California schools does not depend entirely on the contentknowledge of art teachers. Another critical factor is the teachers' ability to teach art To address the pedagogical knowledge and effectiveness of art teachers, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation, that leads him for a successful class preparation for art and craft class..

It is necessary to have full preparation for all ☐ theoretical and practical knowledge of art and craft. If it is a practical class then teacher is supposed to make arrangements for all the required materials to be used in the class.

How to Incorporate the Arts in All Subjects ☐

Art is a valuable tool for students to learn how to express themselves, work through a process, work cooperatively, and gain respect and understanding for others. How can we teach the arts in all subject areas so that students benefit from the learning opportunities that art affords them? For more ways art instruction benefits students, read “Ten reasons why teaching the arts is critical in a 21st century world” by Elliott Seif. -

Below are examples of the arts blended with other ☐ curriculum areas, helping students to draw out a deeper understanding and appreciation for both familiar and unfamiliar concepts. Science See art as a tool to make meaning of our relationship with the natural world in Art Through “The Natural World.”

Seventh graders combine science, dance, and ☐ language arts as they compare the anatomy of a frog and a human and then debate whether a frog can join a ballet company. Connecting With the Arts Library, like “Can Frogs Dance?” has the video and student materials.

MathematicsMathematicians understand ☐
symmetry differently than the rest of us, as a
fundamental aspect of group theory. Learn more in
Mathematics Illuminated, which includes a symmetry
interactive. Students can manipulate a wallpaper
design to practice common geometric motions such
as rotation and reflection.

Language ArtsStudents explore Greek myths ☐
using puppets in Connecting With the Arts Library,
“Breathing Life into Myths.”Artifacts & Fiction, how
visual art, paired with literature, can be used to
enhance students’ understanding of the predominant
culture and historical setting of a work of literature.

Foreign LanguagesLatin students learn the ☐
difference between translating and interpreting the
language using music and literary works of Mozart,
Vergil, and Cicero.In Teaching Foreign Languages,
some times students discuss “Dos caras” (Two faces)
by New Mexico author Sabine Ulibarri. They act out
scenes and make comparisons to a painting by a
local artist, some times “Interpreting Picasso’s
Guernica,” students write and deliver radio newscasts
interpreting the scene in the famous painting. -

Social StudiesFifth graders in The Arts in Every ☐
Classroom some times do “Teaching Visual Art,” view
portraits, looking beyond the face for historical cues.
They continue the lesson by creating new portraits
that reveal clues to the lives of their subjects through
clothing, expressions, and background.-

Additional

Resources: ☐

To learn more about why arts education is important and how to connect the arts with big ideas in other subject areas, view Connecting With the Arts, “Why Integrate the Arts? “What Are Connecting Concepts?” These ideas just scratch the surface of all they ways arts instruction can be incorporated in other curriculum areas. Please feel free to share more ideas in the comments.

How to Incorporate the Arts in All Subjects This ☐ statement is a part of a wonderful resource for adult learners, teachers, and Home Schoolers. There are lesson plans, videos, and interactive programs in the arts, foreign language, literature and language arts, mathematics, science, social studies and history. Take a look at such information.

Arts integration is an important way to enhance ☐ student learning and comprehension. Studies in neuroscience have found strong links between arts education and cognitive development (e.g. thinking, problem solving, concept understanding, information processing, and overall intelligence). Since many schools have decreased the instructional time for art and music, it is important for teachers to intentionally plan for the integration of the arts in content areas. Art lesson provides teachers with essential questions to consider in order to plan for this integration.

Art in Early Childhood: Curriculum ☐ Connections

Art has traditionally been an important part of early childhood programs. Friedrich Froebel, the father of kindergarten, believed that young children should be involved in both making their own art and enjoying the art of others. To Froebel, art activities were important, not because they allowed teachers to recognize children with unusual abilities, but because they encouraged each child's "full and all-sided development" (Froebel, 1826).

More than a century later, early childhood teachers ☐ are still concerned with the "all-sided" development of each child. Our curriculum includes activities that will help children develop their cognitive, social, and motor abilities. As Froebel recognized, making art and enjoying the art of other people and cultures are very important to the development of the whole child. The purpose of this article is to discuss the importance of art in young children's learning and development and to describe elements of an art program within a developmentally appropriate early childhood curriculum.

Art and Socio-Emotional Development Young ☐ children feel a sense of emotional satisfaction when they are involved in making art, whether they are modeling with clay, drawing with crayons, or making a collage from recycled scraps. This satisfaction comes from the control children have over the materials they use and the autonomy they have in the decisions they make (Schirrmacher, 1998; Seefeldt, 1993). Deciding what they will make and what materials they will use

may be the first opportunity children have to make independent choices and decisions.

Making art also builds children's self-esteem by ☐ giving them opportunities to express what they are thinking and feeling (Klein, 1991; Sautter, 1994). Sautter (1994) stated that when children participate in art activities with classmates, the feedback they give to each other builds self-esteem by helping them learn to accept criticism and praise from others. Small group art activities also help children practice important social skills like taking turns, sharing, and negotiating for materials.

Art and Cognitive Development For very young ☐ children, making art is a sensory exploration activity. They enjoy the feeling of a crayon moving across paper and seeing a blob of colored paint grow larger. Kamii and DeVries (1993) suggested that exploring materials is very important because it is through exploration that children build a knowledge of the objects in the world around them.

Activities centering around making art also require ☐ children to make decisions and conduct self-evaluations. Klein (1991) described four decisions that child artists make. First, they decide what they will portray in their art—a person, a tree, a dragon. Second, they choose the media they will use, the arrangement of objects in their work, and the perspective viewers will take. Children decide next how quickly or how slowly they will finish their project,

and finally, how they will evaluate their creation. Most often, children evaluate their artwork by thinking about what they like and what other people tell them is pleasing (Feeney & Moravcik, 1987).

As children grow and develop, their art-making ☐ activities move beyond exploring with their senses and begin to involve the use of symbols. Children begin to represent real objects, events, and feelings in their artwork. Drawing, in particular, becomes an activity that allows them to symbolize what they know and feel. It is a needed outlet for children whose vocabulary, written or verbal, may be limited (de la Roche, 1996). This early use of symbols in artwork is very important because it provides a foundation for children's later use of words to symbolize objects and actions in formal writing.

Art and Motor Development While making art, ☐ young children develop control of large and small muscle groups (Koster, 1997). The large arm movements required for painting or drawing at an easel or on large paper on the floor build coordination and strength. The smaller movements of fingers, hands, and wrists required to cut with scissors, model clay, or draw or paint on smaller surfaces develop fine motor dexterity and control. With repeated opportunities for practice, young children gain confidence in their use of tools for making art and later for writing.

Making art also helps children develop eye-hand coordination (Koster, 1997). As children decide how to make parts fit together into a whole, where to place objects, and what details to include, they learn to coordinate what they see with the movements of their hands and fingers. This eye-hand coordination is essential for many activities, including forming letters and spacing words in formal writing.

Art Experiences in Classrooms for Young Children
Although art activities help children develop in many areas, teachers must recognize that art also has value in and of itself. Fostering the development of children's aesthetic sense and engaging children in creative experiences should be the objectives of an early childhood art program.

Activities that involve children in both making and enjoying art are essential if programs are to meet the needs of the whole child. The challenge for early childhood teachers is to provide these activities in an art program that is developmentally appropriate and that can be integrated throughout the curriculum.

Such a program should include:

displaying children's artwork in a classroom gallery

using reproductions to expose children to masterpiece art
taking field trips to local museums to provide opportunities for art appreciation
providing access to a classroom art center in which children choose their own topics and media
displaying children's artwork in

a classroom galleryinvolving families in the art program.

To integrate an art program into a developmentally ☐ appropriate curriculum, adults must recognize that children express their ideas through art, just as they do in writing. Creative teachers find ways to support children's learning across the curriculum through activities in which children make art and enjoy the art of others. The following elements form the basis of an art program to be integrated into a developmentally appropriate curriculum for young children.

Using Masterpiece Reproductions Posters and ☐ smaller reproductions of masterpiece art can be purchased at most art museums or through teacher supply catalogs. Less expensive reproductions can be obtained from calendars, stationery, magazines, and newspapers. Teachers can use these reproductions in many ways to support children's learning throughout the classroom and curriculum.

Museum Field Trips Taking young children to an ☐ art museum can be a challenging experience for any adult. Museums are designed for grown-ups who engage in thoughtful reflection, not for active children who want to point and exclaim. With a little preparation, however, a museum field trip can be an enjoyable experience for all.

Many museums schedule special times for ☐ children's tours and family visits. During these times,

the museum staff and other patrons expect children to visit, and special tours and support personnel will be available. If the children will not be participating in a tour planned specifically for them, it is important that the teacher select a few key items on which to focus during the visit. Artwork done by artists featured in the classroom or portraying objects related to thematic units will be of interest to the children.

They will have a context for thinking about and ☐ discussing what they see. Because the attention span of young children is short, museum field trips should not be lengthy. Thirty minutes is probably long enough for children to view the pieces pre-selected by the teacher without getting tired or frustrated in the museum setting. Other exhibits can be saved for future field trips.

Classroom Art Center The art center should ☐ provide opportunities for child-centered activities. Although teachers might suggest themes, too much direction or assistance interferes with the creative process. Adult models for children to follow are also frustrating because most children do not have the fine motor and visual perceptual skills to replicate adult efforts. Instead, teachers can encourage children to design and complete their own projects by recognizing that the same themes may be repeated many times as children explore ideas and practice skills.

Displaying Children's Art in a Classroom Gallery A ☐ classroom gallery exhibiting children's art highlights the work for the children themselves and for classroom visitors. A large bulletin board or wall space provides a backdrop for the gallery. Children should take the responsibility for mounting their work and selecting its placement in the gallery. Labels, including a title for the work, name of the artist, medium, and year of creation, can be dictated and will provide a meaningful experience with print. Children can also serve as curators and lecturers, giving tours of the gallery to classroom visitors.

Conclusion Through the art activities described in ☐ this article, young children will develop abilities and skills that have application in many other areas of the curriculum. Most importantly, however, children will also develop an appreciation for the art of other people and cultures, and the confidence to express their own thoughts and feelings through art. Far from creating individual prodigies, this integration of making and enjoying art in the early childhood classroom will result in the "all-sided development" of the children participating.

SUMMERY OF TODAYS LESSON: ☐
Today's lecture was based on how teachers need class preparation for art and craft. How is art and craft education related to the curriculum

