



# ***Skills of Educational Methods***

**Prepared by**

**Prof.Dr.Hanaa Abd -Elgawad Abd-Elmegeed**

**Assist.Prof.Dr.Madiha Hassan Baiomy**

**Dr.Amina Abd-Elrazek Mahmoud**

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توصيف مقرر دراسي

٢٠١٨/٢٠١٧

جامعة: بنها

كلية: التمريض

قسم: الاقسام العلمية بالكلية

١- بيانات مقرر		
الفرقة: الرابعة	اسم المقرر : مهارات طرق التدريس	الرمز الكودي :
فصل دراسي ثاني	Skills of educational methods	NUR 410
اعتماد مجلس الكلية بتاريخ	عدد الساعات الدراسية: نظري ٢ ساعة × ١٥ اسبوع عملي (-)	التخصص : بكالوريوس في علوم التمريض
٢٠١٣/٩/٢٣		

٢- هدف المقرر:
The course aims to provide the students with basic knowledge as well as skills regarding teaching methods.
٣- المستهدف من تدريس المقرر
أ- المعلومات و المفاهيم:
<i>By the end of the course, the student should be able to :</i>

- a.1-. List types of teaching process
- a.2- Identify the characteristics of effective- teachers
- a.3- identify learning style
- a.4- List important factors that may affect the learning process
- a.5- List types of educational objectives .
- a.6- Identify the characteristic of effective teaching media.
- a.7- List types of commonly used media
- a.8- List advantage and disadvantage for each instructional methods
- a.9- Identify learning domains.
- a.10- State most effective use for each instructional methods
- a.11- Define educational objective
- a.12- Mention classification of educational evaluation
- a.13- List principle of educational evaluation
- a.14- Define educational program
- a.15- Illustrate steps for planning educational program.
- a.16- List advantages and disadvantages of educational program.

ب- المهارات الذهنية :

**By the end of the course, the student should be able to:**

- b.1- Differentiate between education and teaching.
- b.2- Discuss the eprinciples of teaching.
- b.3- Enumerate importance of educational objectives.
- b.4- Describe the principles of teaching.
- b.5-. Determine importance of active teaching strategies
- b.6- Explain active training strategies.
- b.7- Specify appropriate instructional methods for different learning domains
- b.8 - Mention the role of educational media in teaching

- b.9- Differentiate between formative and summative evaluation.
- a.10- Mention basic kinds of programs
- a.11- Demonstrate physical educational program and its components.

ج- المهارات المهنية:

**By the end of the course, the student should be able to:**

- c.1- Apply Educational program in learning process
- c.2- Find out instructional methods for the previously selected objectives of the three learning domains (Project).
- c.3- Select appropriate media for delivery of instruction.
- c.4- Apply steps in program writing.

د- المهارات العامة:

***By the end of the course, the student should be able to:***

- d.1- Manage time / resources effectively.
- d.2- Communicate verbally or nonverbally competently.
- d.3- Use computer in developing teaching methods / materials.
- d.4- Use audio visual media in developing educational media

٤- محتوى المقرر:

1. Introduction to Teaching Process
2. Learning Process
3. Educational Objectives
4. Teaching and Learning Strategies
5. Educational Media
6. Teaching Plan
7. Teaching evaluation

## 8. Educational program

### ٥- أساليب التعليم و التعلم :

المحاضرات المعدلة

المناقشات اثناء المحاضرات (العصف الذهني)

العمل في مجموعات

### ٦- أساليب التعليم و التعلم للطلاب ذوي القدرات المحدودة

لا يوجد لدينا طلاب ذوي قدرات محدودة ولكن توجد أساليب تعليم وتعلم للطلاب المتعثرين دراسيا:

محاضرات اضافية

حلقات نقاش

التدريس في مجموعات صغيرة

واجبات اضافية

اشراف اضافي من الهيئة المعاونة

ملخصات

تمارين محلولة

### أساليب التعليم و التعلم للطلاب المتفوقين :

- Motivate the students to participate in available activities as sports,arts,cultures and science.
- Motivate students to participate in activities directing to community services and environment development .
- Training students for effective evaluation to teaching learning process through questionnaire.

### ٧- تقويم الطلاب

Semester work

Final oral examination.

أ- الأساليب المستخدمة

Final written examination		
Semester work	periodical	ب- التوقيت
Final oral examination	15 <sup>th</sup> week	
Final written examination	15 <sup>th</sup> week	
Semester work	10	ج- توزيع الدرجات
Final oral examination	10	
Final written examination	30	
Total	50	
٨- قائمة الكتب الدراسية و المراجع :		
		أ- مذكرات
		ب- كتب ملزمة
<b>Annette B., and Todd W. (2014):</b> How to create effective teaching plan. Available at: <a href="https://www.middleweb.com/16965/create-effective-teaching-plan/">https://www.middleweb.com/16965/create-effective-teaching-plan/</a> . Accessed on 6 February 2018.		ج- كتب مقترحة
<b>Price,w. (2015):</b> Certified nurse educator(CNE)review manual. Eurospan Group.		
<b>Sudha, R.(2015):</b> Nursing Education:Principle and Concept,Jaypee Brothers,Usa.		
<b>Foaad,S.(2015):</b> Handout for Health education skills, Faculty of Nursing, Benha University.		
www.Nursing science.com		د- مواقع علمية
<a href="https://www.skillsyouneed.com/learn/teaching-skills.html#ixzz4Y6t0H5q1">https://www.skillsyouneed.com/learn/teaching-skills.html#ixzz4Y6t0H5q1</a>		

رئيس مجلس القسم العلمى.....

أستاذ المادة : .....

# **Introduction to Teaching Process**

## **Outlines**

- 1- Introduction
- 2- Definition of education
- 3- Definition of teaching
- 4- The difference between education and teaching
- 5- Teaching process
- 6- Principles of teaching
- 7- Characteristics of effective teachers

## **Objectives**

**At the end of this lecture, the student will able to:-**

1. Define teaching
2. Define education
3. Differentiate between education and teaching
4. List types of teaching process
5. Describe the principles of teaching
6. Identify characteristics of effective teachers



## **Introduction**

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. For example; a child learns a new game from a group of friends in a playground.

Classroom teaching is a special instance of teaching. First, the group is large and diverse, which creates management challenges for the teacher. Second, learning takes place in an unnatural environment, which may create motivation and attention problems for students.

## **Definition of education**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves.

Education is one of the factors that are important for human development. It increase human mental and physical capacity that increase productivity, which all leads to human civilization. It consists of two major interdependent operations, teaching and learning, which form a continuous cycle, and involves two interdependent players, the teacher and learner.

## **Definition of teaching**

Teaching is the work that teacher help students to learn. Teaching refers to activities that are designed or produce change in student behaviors.

## **The difference between education and teaching**

1- Education is a general term that is given to a collection of subjects (art, science, philosophy ....) while teaching is a practical process that involves humans as dominant actors.

2- Teaching is an essential part of education

3- Education is a process while teaching is an occupation

For example: Teaching can be explaining something or taking a topic and discussing it with others or someone but if the students don't understand what is been discussed or learn it, it's just teaching and the teacher have done job but end result can be anything but if someone understands it and then uses it in future will be education as he/she/they gained the knowledge which can passed on as well.

## **Teaching process**

The teaching process is not easily separated into a definite number of steps. Sometimes, learning occurs almost instantaneously, and other times it is acquired only through long, patient study and diligent practice. The teaching process, on the other hand, can be divided into steps. Although there is disagreement as to the number of steps, examination of the various lists of steps in the teaching process reveals that different authors are saying essentially the same thing: the teaching of

new material can be reduced to preparation, presentation, application, and review and evaluation.



- 1. Preparation:** For each lesson or instructional period, the instructor must prepare a lesson plan. Traditionally, this plan includes a statement of lesson objectives, the procedures and facilities to be used during the lesson, the specific goals to be attained, and the means to be used for review and evaluation
- 2. Presentation:** The nature of the subject matter and the objective in teaching it normally determine the method of presentation
- 3. Application:** Is where the student uses what the instructor has presented.
- 4. Review and evaluation:** The instructor should review what has been covered during the lesson. Evaluation is an integral part of each classroom. The

instructor's evaluation may be informal and recorded only for the instructor's own use in planning the next lesson for the students, or it may be formal.

## **Principles of Teaching**

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

- 1. Definiteness of goals or objectives:** Being clear about expectations help students learn better.
- 2. Aligning learning objectives, assessments, and instructional activities:**  
Teaching is more effective and student learning is enhanced
- 3. Setting out priorities**
- 4. Utilizing past experience through reflection and feedback:** Teaching require adapting. Suppose last time teaching on first aid was not effective by demonstration then this time let's tries it with role play
- 5. Planning:** A planning will avoid confusion

- 6. Flexibility and elasticity**
- 7. Student centeredness**
- 8. Individual difference**
- 9. Linking with life**
- 10. Correlating with other subject**
- 11. Active participation and involvement**
- 12. Conductive environment and proper control**

### **Psychological Principles of Teaching:**

1. Motivation and interest
2. Repetition and exercise
3. Change rest and recreation
4. Sympathy and cooperation
5. Providing training to senses
6. Group dynamics
7. Encouraging self-learning
8. Fostering creativity and self-expression

### **Characteristics of effective teachers**

Students are most affected by the quality of their teachers. Not only do they interact with teachers every day in the classroom, but the quality of that interaction matters for our students' future

## **1. The ability to develop relationships with their students**

Teachers need to be able to build trusting relationships with students in order to create a safe, positive, and productive learning environment.

## **2. Patient, caring, and kind personality**

Personality characteristics related to being a compassionate person and having sensitivity to student differences, particularly with learners, was the second most frequently reported quality.

## **3. Knowledge of learners**

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

## **4. Dedication to teaching**

Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success.

## **5. Engaging students in learning**

Teachers should be able to engage and motivate students to learn. There are three types of engagement that are required for students to learn: cognitive,

emotional, and behavioral. Survey respondents mostly focused on making content interesting and the ability to motivate students to learn.

# **Learning Process**

## **Outlines**

- 1- Introduction
- 2- Definition of learning
- 3- Learning styles
- 4- Important factors that affect the learning process
- 5- Principles of learning
- 6- Learning process
- 7- Difference between education and learning
- 8- Characteristics of learning

## **Objectives**

At the end of this lecture the student will be able to:-

1. Define learning
2. Identify learning style
3. List important factors that may affect the learning process
4. Discuss the principle of learning
5. Identify the learning process
6. Differentiate between education and learning
7. Identify characteristics of learning

## Introduction

Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it. Learning is a process, not a product. Learning involves change in knowledge, beliefs, behaviors, or attitudes. Change produced by learning has a lasting impact on how students think and act. Learning is not something done to students, but rather something, students themselves do. It is a direct result of how students interpret and respond to their experiences.

## Learning definition

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. Learning has been defined functionally as changes in behavior that result from experience.

## Learning styles

Learning styles refer to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, one student might learn best by acting a process out, while another might prefer reading about the topic instead. There are **four** learning styles: **visual, auditory, reading/writing preference, and kinesthetic.**

### Visual



Visual learners prefer to take in information using charts, maps, graphs, diagrams, and more. Using images to explain concepts and ideas is the best way to reach a visual learner. Visual learners learn best when information is presented using patterns, shapes, and other visual aids in the place of written or spoken words. One-way teachers can differentiate their instruction for a visual learner is by using graphic organizers to teach a lesson. A flow chart might be used to explain a scientific process, for example.

### **Auditory**

This learning style describes students who learn best when information is heard or spoken. They benefit from lectures, group discussion, and other strategies that involve talking things through. “Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking,” teachers can post audio recordings of lessons on the class, or incorporate group activities that require students to explain concepts to their classmates.

### **Reading/Writing Preference**

Students who have a reading/writing preference prefer information to be presented using words. They love to read and perform well on written assignments such as stories or book reports. “This preference emphasizes text-based input and output – reading and writing in all of its forms”. A great way to help these students learn is by having them describe diagrams or charts using written statements. Then, they can study their notes later to better retain the information.

### **Kinesthetic**

Kinesthetic learners learn best when they can use tactile experiences and carry out a physical activity to practice applying new information. “People who prefer this mode are connected to reality, 'either through concrete personal

experiences, examples, practice or simulation”. Give these students a working example of an idea or process, or task them with recreating experiments to illustrate concepts.

## **Important factors that affect the learning process:**

### **Motivation**

Of all of the factors that can affect how people learn, motivation might be the most important. Someone who is motivated to learn a particular task or bit of information generally succeeds, even if she or he has to work long and hard to do so. When teaching a concept, always consider how the material is relevant to your students' lives, because when individuals see the reason for learning, their motivation increases. Provide feedback on students' learning to help them maintain their motivation.

### **Intellectual Ability**

Intellectual ability also affects learning. For example, some people have an easier time remembering information than others. Some students can readily understand abstract concepts, while others need concrete examples. Everyone has different intellectual strengths and weaknesses.

### **Attention Spans**

Attention spans vary among people. Some people simply prefer to be on the go and have difficulty attending to a lecture or task for any length of time. Since the most popular method of teaching requires students to listen and read, often while sitting still, students who have a short attention span might have difficulty learning.

## **Prior Knowledge**

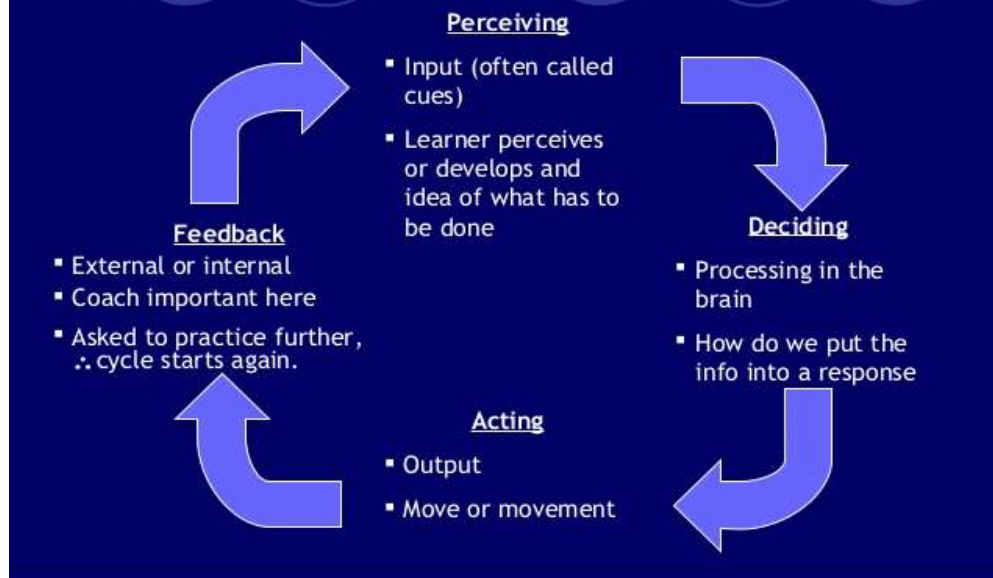
A student could have the highest IQ in the room, but if he hasn't been exposed to basic information that relates to the lesson, he will have difficulty learning. Activate students' prior knowledge before beginning a lesson.

### **The learning principles**

- Students' prior knowledge can help or hinder learning.
- How students organize knowledge influences how they learn and apply what they know.
- Students' motivation determines, directs, and sustains what they do learn.
- To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learnt.
- Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.
- Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.
- To become self-directed learners, students must learn to monitor and adjust their strategies for learning.

### **Learning process**

# The Learning Process



**Difference between education and learning:**

Education	Learning
1. Is the process of imparting knowledge, values, skills and attitudes which can be beneficial to an individual	1. Is the process of adopting knowledge, values and skills
2. Is acquired by individuals	2. Is the basic instinct possessed by all individuals.
3. Is something that one gets at some point in their life.	3. Is said to be an ongoing process
4. Is a formal process.	4. Is an informal process.
5. Is knowledge gained through teaching?	5. Is knowledge gained through experience
6. Is something that an individual gets from an outside source?	6. Is something that evolves in their self.

**Learning has the following characteristics (According to W.R McLaw).**

1. Learning is pervasive. It reaches into all aspects of human life.
2. Learning involves the whole person, socially, emotionally & intellectually.
3. Learning is often a change in the organisation of behaviour.
4. Learning is development. Time is one of its dimensions.
5. Learning is responsive to incentives. In most cases positive incentives such as rewards are most effective than negative incentives such as punishments.

6. Learning is always concerned with goals. These goals can be expressed in terms of observable behaviour.
7. Interest & learning are positively related. The individual learns best those things, which he is interested in learning. Most boys find learning to play football easier than learning to add fractions.
8. Learning depends on maturation and motivation.

### **General characteristics of learning**



# Educational Objectives

## Out lines

- 1-Introduction
- 2- Importance of educational objectives
- 3- Definition educational objective
- 4- Types of educational objectives
- 5- Learning domains

## Objectives

At the end of this lecture the student will able to:-

- 1- Define educational objective.
- 2-Enumerate importance of educational objectives .
- 3- List types of educational objectives
- 4- Identify of learning domains.

# **Educational objectives**

## **Introduction:**

The word Education is derived from the Latin word "Educare". Education is the manifestation of the divine perfection. Many of people merely think that the person who secures more marks is more educated but education is something different. Education is measured by the growth of a student into a true human being and a perfect man, not measured merely by the marks scored.

## **Importance of education**

Education tries to develop creativity and inspires relationship. Education gives life a meaning, purpose, wholeness and peace. The word education itself signifies its importance.

**E - Eradicate** ignorance and illiteracy

**D - Develop** a sense of discipline

**U - Utilize** the power of understanding

**C - Cultivate** a sense of curiosity and creativity

**A - Acquire** the quality of tolerance

**T - Teach** new thoughts

**I - Inculcate** interest for acquiring knowledge



**O - Obedient** to elders

**N - Noble** and humble

Therefore, Education is important to ones's Life.

## **Definition of educational objectives**

**Educational objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive

## **Types of educational objectives**

**1. General objectives:** Correspond to the functions of the type(s) of health personnel trained in an establishment.

**Example:** Providing preventive and curative care to the individual and the community, in health and in sickness.

**2. Intermediate objectives: Arrived at by breaking down professional functions into components (*activities*) which together indicate the nature of those functions.**

Example: Planning and carrying out a blood sampling session for a group of adults in the community.

**3. Specific (or instructional) objectives: Corresponding to (or derived from) precise professional tasks whose results are observable and measurable against given criteria.**

Example: Using the syringe to take blood sample (5 ml) from the cubital vein of an adult (criteria: absence of haematoma; amount of blood taken within 10% of the amount required; not more than two attempts).

### Learning Domains

Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning.

### The cognitive domain

The cognitive domain deals with how we acquire, process, and use knowledge. It is the "thinking" domain. The table below outlines the six levels in this domain and verbs that can be used to write learning objectives.

<b>Cognitive Domain Levels</b>					
-----Increasing Complexity----->					
<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, and graphic communication	Carry out or use a procedure in a given situation	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

Arrange	Abstract	Apply	Analyze	Argue	Assemble
Cite	Associate	Carry out	Attribute	Assess	Build
Choose	Categorize	Demonstrate	Deconstruct	Check	Combine
Count	Clarify	Determine	Differentiate	Conclude	Compose
Define	Classify	Develop	Discriminate	Coordinate	Construct
Describe	Compare	Employ	Distinguish	Criticize	Create
Duplicate	Conclude	Execute	Focus	Critique	Design
Identify	Contrast	Implement	Organize	Detect	Draft
Label	Exemplify	Operate	Outline	Evaluate	Formulate
List	Explain	Show	Parse	Judge	Generate
Locate	Extrapolate	Sketch	Select	Justify	Hypothesize
Match	Generalize	Solve	Structure	Monitor	Integrate
Name	Illustrate	Use		Prioritize	Plan
Outline	Infer			Rank	Produce
Recall	Interpret			Rate	
Recite	Map			Recommend	
Recognize	Match			Test	
Record	Paraphrase				
Repeat	Predict				
Restate	Represent				
Review	Summarize				
Select	Translate				
State					

### The affective domain

The affective domain deals with our attitudes, values, and emotions. It is the "valuing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

<b>Affective Domain Levels</b>				
-----Increasing Complexity----->				
<b>Receiving</b>	<b>Responding</b>	<b>Valuing</b>	<b>Organization</b>	<b>Characterization</b>
Openness to new information or experiences	Active participation in, interaction with, or response to new information or experiences	Attaching value or worth to new information or experiences	Incorporating new information or experiences into existing value system	Full integration/internalization resulting in new and consistent attitudes, beliefs, and/or behaviors
Ask Choose Describe Follow Give Hold Identify Locate Name Select Reply Use	Answer Assist Aid Compile Conform Discuss Greet Help Label Perform Practice Present Read Recite Report Select Tell Write	Complete Demonstrate Differentiate Explain Follow Form Initiate Join Justify Propose Read Share Study Work	Adhere Alter Arrange Combine Compare Complete Defend Formulate Generalize Identify Integrate Modify Order Organize Prepare Relate Synthesize	Act Discriminate Display Influence Listen Modify Perform Practice Propose Qualify Question Revise Serve Solve Verify Use

### **The psychomotor domain**

The psychomotor domain deals with manual or physical skills. It is the "doing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

<b>Psychomotor Domain Levels</b>				
-----Increasing Complexity----->				
<b>Imitation</b>	<b>Manipulation</b>	<b>Precision</b>	<b>Articulation</b>	<b>Naturalization</b>
Observing and copying another's action/skill	Reproducing action/skill through instruction	Accurately executing action/skill on own	Integrating multiple actions/skills and performing consistently	Naturally and automatically performing actions/skills at high level
Adhere Copy Follow Repeat Replicate	Build Execute Implement Perform Recreate	Calibrate Complete Control Demonstrate Perfect Show	Adapt Combine Construct Coordinate Develop Formulate Integrate Master Modify	Design Invent Manage Project Specify

# Teaching and Learning Strategies

## Outline:

- Effective teaching strategies
- Specific consideration when selecting instructional methods
- Different types of instructional methods
- Most effective use for each instructional methods
- Advantage and disadvantage for each instructional methods
- Appropriate instructional methods for different learning domains
- Importance of active teaching strategies
- Active teaching strategies
- Active training strategies
- Cooperative learning strategies
- Instructional methods for the previously selected objectives of the three learning domains (Project)

## Objectives

At the end of this unit the student should be able to:

- Identify effective teaching strategies
- List specific consideration when selecting instructional methods
- Describe different types of instructional methods
- State most effective use for each instructional methods
- List advantage and disadvantage for each instructional methods
- Specify appropriate instructional methods for different learning domains
- Determine importance of active teaching strategies
- Explain active training strategies
- List cooperative learning strategies
- Find out instructional methods for the previously selected objectives of the three learning domains (Project)

## Teaching and Learning Strategies

After determining learning objectives, the next step is the selection of teaching strategies or methods in relation to the desired objectives. Teaching Strategies or methods come in many forms: lecture, class discussion, small group discussion, and videotapes are among just a few types of teaching methods

### **What is the difference between strategy, technique and method in terms of teaching?**

#### ➤ **Strategy**

- Strategy usually requires some sort of planning. You'd probably use strategy when faced with a new situation, i.e. the strategy to win a game.
- A plan of action designed to achieve an overall aim.
- Strategy means a method. Such as when playing a football game, "That was a great strategy! It always works!" or when playing a video "Ok, our strategy is to go around the enemy".

Your example, "What's your strategy for setting goals?", is ok to say but some people might not know what you mean. Strategy is almost like the word 'tactic'. Example

- a) What tactics do you use?
- b) My teams' tactics are going around

#### ➤ **Technique**

Technique is a procedure or skill for completing a specific task. I'd imagine this would be used for predictable events, i.e. solving a long division equation.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom.

Ex.: Teachers all over have systems of rewards/ punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again.

Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work. This is really where someone with loads of experience can help another teacher improve her abilities. These are the tricks that can be taught to another teacher. Sort of "I find this really helps during math class" type of suggestions. Also a lot of the in-services and workshops all teachers attend offer little tidbits of games, activities, and actions that teachers can use to achieve certain goals in the classroom. Everything from sending a note home to mom and a trip to the principal's office to giving out 'points' for good behavior are examples of techniques teachers can use to keep ahead of the pack.

### ➤ **Method**

Method is a way something is done. Perhaps used for routine tasks.

**Teaching Method:** Refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students. Do you follow the textbooks and curricula to the letter with everything? Are you more of a Socratic teacher and prompt discussion by asking questions to lead students for understanding? Do you advocate learning by doing? Are your students expected to simply listen attentively and take notes (note that any student really does that) with the hopes that they can memorize the facts for assessment? This is not really a question of 'what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?

**Ex.:** The recipe (formula) that I found in the cookbook had different ways to cook the potatoes, but I chose the bake method in the oven.



## **The effective teaching and learning strategies**

When selecting teaching methods, there is no one best method; however, do try to use a combination of strategies.

Factors to be considered in selecting a teaching method

In selecting methods of delivering instruction, give a consideration to the following:

- ✓ Learner's ability –based on the nature/characteristics, age, maturity, abilities.
- ✓ Teacher's ability – must be personally and professionally qualified to teach.
- ✓ Objectives – expected outcomes of the lesson in terms of knowledge/skills and attitudes.
- ✓ Subject Matter – content to be taken.
- ✓ Classroom set – up – must be inviting to students and conducive to learning.
- ✓ Teaching place facilities/equipments/technologies – the availability of the needed equipments, technologies, tools for learning found in the right places
- ✓ Time – provided for each method.

### **Purpose of Methods**

1. Make learning more efficient
2. Make planning clear and precise, to prevent confusion, unnecessary delays and time wastage
3. Help in planning for assessment and evaluation of the lesson.
4. Enable learner to think logically.
5. Facilitates smooth transition from one activity to another.
6. Serve as guide in preparing all the needed materials, tasks and equipments.
7. Approximate time to be allotted for each activity to avoid waste of time.
8. Add to a feeling of confidence and security for the teacher and students.

## **Types of teaching and learning strategies**

Different teaching and learning strategies can be used; the educator must be carefully selecting the suitable methods for the stated learning objectives and outcomes.

### **1- Lecture**

✚ Lectures are probably most useful for giving a general introduction to a topic area, delivery of information; give broad overviews of content which is then followed by more active individual work from students to practice the material in more depth. .

✚ It is the most effective common method in teaching lower cognitive levels of knowledge and comprehension.

✚ The lecture itself does not teach the students to analyze; it merely illustrates the process.

### **Advantages**

1. Apparent saving of time for the teacher and resources.
2. Presence of the teacher.
3. Provide opportunities to explain ideas and concepts.
4. Covers a large group of students.
5. Cost effective method for getting large amount of information.
6. It can be repeated with minimal preparation.
7. Gives a feeling of security.
8. The teacher can organize; present and interpret recent development in the content area.
9. Student and teachers are familiar and comfortable with this method.

## **Disadvantages**

1. The lecture is a teacher-centered, which does not allow for differences in student learning styles or rates
2. Students are passive
3. Learning from lectures depends on the students' abilities to take notes.
4. Communication in one way
5. Needs clear introduction and summary
6. Needs time and content limit to be effective
7. Should include examples, story

## **2- Lecture with Discussion (Modified lecture)**

It is techniques used for pulling knowledge and ideas. It can be applied as a small groups or larger group discussion composed of 5 to 7 individuals assigned to discuss a certain topic within certain time limit

- Discussion serves best when the students have a background in the content of the discussion.
- It is used when the instructor wants the students to practice analysis and evaluation or to examine opinions.
- The discussion is a common method for allowing exploration of attitudes

## **Advantages**

1. The students are actively involved in processing information and ideas.
2. Students can share their experiences and participate in making decisions.
3. It provides means of communication and feedback between the lecturer and the learner.

## **Disadvantages**

1. Discussion can be very time consuming and unfocused unless the lecturer makes an effort to direct the flow.
2. The lecturer often has difficulty in getting the students involved
3. Class size must be restricted.

## **3- Case Study**

In this method a situation drawn from real life is followed step-by-step to illustrate a general principle or problem solving strategy, the students themselves are expected to study the case materials and generate the illustrated principles and questions from the specifics.

Class time is spent analyzing case materials through a series of instructor questions. At the end of the case, the instructor or a student summarizes.

## **Advantages**

1. Develops analytic and problem solving skills
2. Allows for exploration of solutions for complex issues
3. Allows student to apply new knowledge and skills
4. Because the cases are drawn from real situations, they tend to be more interesting and often easier to follow.

## **Disadvantages**

1. Case preparation is time consuming for the instructor and students.
2. Students need a base of information about the process or problem area to get the most out of case studies
3. Even though students are actively involved in the class, the instructor can still maintain a high degree of control over class flow through the questions asked.

## **4- Demonstration and Re-demonstration**

- ✓ Demonstration is done by the teacher to show the learner how to perform a particular skill.
- ✓ Demonstration is an effective teaching method for the psychomotor domain.
- ✓ Re-demonstration is carried out by the learner in an attempt to perform a task with cues from the teacher as needed.

### **Advantages**

1. Actively engages the learner through stimulation of visual, auditory, and tactical sense.
2. Develops the quality of observation.
3. Demonstrates is the right way of doing a complex task or skills.
4. Enables logical step-by-step presentation.
5. The teacher is present, so gives a feeling of security.

### **Disadvantages**

1. Students have different levels in skill acquisition abilities.
2. Students who quickly master skills become bored while the others are participated.
3. Mastering psychomotor skills is usually very stressful for students.
4. High faculty work load involved in supervision of student practice time.
5. High cost supplies and equipment may limit amount of practice available for students.

## **Simulation**

The aim of this method is to closely approximate what would happen in real life. It can be written simulation or simulated situation. This method engages the student in applying a process to a particular setting, not to learn the details of the

setting but as a means for experiencing and practicing the process independently. Although the instructor sets up the problem, it is the students who decide how to treat the problem with little or no direction from the instructor.

### **Simulations are best used to either to:**

- ✚ Introduce students to a new experience so that they will ask questions or
- ✚ Give them a chance to practice applying principles learned by some other method.

### **Cognitive Level**

- ✚ Simulations are designed to give students practice in applying decision-making strategies to specific situations.

### **Advantages**

1. Simulations concentrate on learning the process of problem solving more readily than other techniques.
2. Because they simulate real life situations, learning is more readily generalized from the classroom to the real world.
3. Simulations can be very effective in developing students' attitudes, especially self-confidence and a questioning approach

### **Disadvantages**

1. Simulations are time-consuming to design and execute.
2. The teacher does not have much control over which way a class period goes once the simulation begins.
3. There is often no one "right" way for a simulation to proceed, so the teacher must be prepared to handle a variety of circumstances.
4. Models are often easily damaged.
5. Usable for small groups.
6. Simulation models often expensive.
7. Never same as performing technique on a patient. Beware of faulty learning.

## **5- Role Playing (Interactive methods)**

A dramatic approach in which individuals assume the roles of others usually unscripted, spontaneous interactions that are observed by others and analysis and interpretation. Role playing consists of the acting out of real life situation and problems.

Role play (one-on-one and group) is an effective teaching method for the affective domain. It is an affective learning which deals with expression of feelings and acceptance of attitudes, opinions, or values.

### **Advantages**

1. Increase observational skills
2. Improves decision making skills
3. Provides immediate feedback about the interpersonal and problem-solving skills used in the role play.
4. Provide anon threatening environment.
5. Good for adult learners.
6. Does not generate extra costs as others

### **Disadvantages**

1. Highly time cost faculty to develop scenarios.
2. Faculty who like control of the learning environment may be frustrated.
3. Students may be reluctant to participate.
4. Some participants are resistant.
5. Time-consuming and strongly dependent on student's imagination
6. Requires considerable planning

## **6- Assignment sheet**

Provide student with essential materials of a selected topics that can studied individually as a home work.


## Advantages

1. Enables each student to work at his own pace.
2. Facilitates decision-making.
3. Allow teacher to save time that can then be spent on more complex activities.

## Disadvantages

1. Necessitates special educational competence.
2. No group dynamic.
3. Not helpful for all types of students.

## Matching learning domain with teaching method






 Various instructional methods for different learning domain and learning outcomes

### Learning Domain







### Suggested Teaching Method

#### Cognitive Level

#### 1. Knowledge







-  Text book
-  Lecture
-  Small group discussion
-  Computer-assisted instruction
-  Videotape

#### 2- Understanding

-  Guided discussion
-  Small group discussion
-  Role play
-  Videotape
-  Computer-assisted instruction
-  Case studies



## 2. Attitudes / Values





-  **Guided discussion**
-  **Small group discussion**
-  **Role play**
-  **Case study**
-  **Videotape**
-  **Simulation**

### Active Teaching Strategies

<u>Classical teaching strategies</u>	<u>Active learning strategies</u>
View learning as the <b>transmission</b> of information from the <b>teacher to the student</b> .	Active learning requires that students to <b>engaged</b> and to be <b>active</b> in the learning process.
The <u>instructor</u> is the <b>primary source</b> of knowledge, and <u>lecture</u> is the primary form of transferring knowledge.	The <u>instructor</u> serves a coach or facilitator, <u>guiding students</u> through activities, <b>but</b> letting the <u>students take control of the learning event itself</u> .

### **Value of active learning**

Boylan (2002) support the value of active learning as the most effective teaching technique for adult learning because it:

-  Increases motivation of adult
-  Increases student involvement in their own learning
-  Develops higher level thinking skills
-  Increases student and peer evaluations of faculty

## **Selecting and organizing learning experiences**

Regardless of the teaching method used, the teacher must properly plan to select and organizes the learning materials. So, when selecting learning experiences or learning materials, we need to give attention to questions such as:

- What is the student to learn? (theoretical contents, practical contents, or both of them)
- How is it to be learned? (Selecting teaching methods, and learning materials)
- How much attention must be given to it? (Student's assignment)
- How will I know if it has been learned? (Student's assessment and course evaluation)

## **Organizing learning experiences**

Adults learn best when learning experiences are well organized. Maximizing the effect of organizing learning experiences depends on three major criteria:

### **1. Continuity:**

■ It is the process of building on existing knowledge and skills to develop more comprehensive ability. (What is learned this term builds upon what was learned last term, what will be learned next year builds upon what is learned this year. This is sequence learning.

■ Process of sequence should proceed from general to specific and from simple to complex.

### **2. Integration:**

Integration is the relating what is taught in one part of development course to what is taught in another course or field.

Effective organization provides for relating one course to another and one field to another, which reinforces the learning in each course or field.

This is done both by helping the student to use things learned in one course or field in another, and by helping him to perceive differences as well as similarities in the concepts, principles, attitudes and skills utilized in the various courses and fields.

### **3. Sequence:**

Indicates relationship between different levels of the same subject. This requires close connection between theory and practice. Without theory, practice becomes chaotic, On the other hand, without practice, theory becomes mere speculation. Hence the efforts to connect theory and practice more closely are important contributions in planning and organizing learning experiences

# **Educational Media**

## **Outlines**

1. Introduction
2. Definition of media
3. The role of educational media in teaching
4. Characteristic of effective educational media
5. Types of media
6. The advantage and disadvantage of different types of media
7. Factors affecting media selection

## **Objectives:-**

At the end of this lecture the student will able to:-

1. Define the term of educational media
2. Mention the role of educational media in teaching
3. Identify the characteristic of effective educational media
4. List types of commonly used media
5. Discuss the advantage and disadvantage of selected media
6. Identify factors affecting media selection
7. Select appropriate media for delivery of instruction

## **Introduction**

Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Interactive media such as Smart Boards allow students to move items on a screen for illustrative purposes. Students view media as exciting learning aids, making learning entertaining and less monotonous.

## **Definition of media**

Media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes, and knowledge by using particular teaching methods to make learning easy, and to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

## **The Role of Educational Media in Teaching:**



1. Help to introduce the topic, itself it give an overview of what is going to be taught.
2. It helps in illustration of ideas, facts, principle or a point.
3. Helps to summarize a lesson.
4. Help in motivation of learners.
5. Encourages more students' participation in their learning.
6. More concrete experience that serves as a basis of thinking, reasoning and problem solving.
7. To present a large amount of information (e.g.; facts, ideas, principles, data, etc.). Within a short period of time.

**\*\*Media can be used to support one or more of the following instructional activities:**

- **Gain attention.** A picture on the screen, a question on the board, or music playing as students enter the room all serve to get the student's attention.
- **Recall prerequisites.** Use media to help students recall what they learned in the last class, so that new material can be attached to and built upon it.
  - **Present objectives to the learners.** Hand out or project the day's learning objectives.
- **Present new content.** Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video).
- **Support learning through examples and visual elaboration.**

- **Elicit student response.** Present information to students and pose questions to them, getting them involved in answering the questions.
- **Provide feedback.**
- **Enhance retention and transfer.** Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects.
- **Assess performance.** Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classroom projects.

### **Characteristic of effective teaching media**

- Well prepared
- Well presented
- Consider the class size
- Relevant ( Pertinent to topic and Up-to-date)
- Clarifying concepts or data
- Highlights most significant point
- Focusing audience attention
- Creating interest

## Types of Media

1. **Visual media:** The media will simply be seen, an example would be: photos, pictures, posters, cartoons, chalkboards, white boards, objects / models, text, and graphs.
2. **Audio media:** Media which will simply be heard alone, an example would be audio tapes, mp3, radio.
3. **Audiovisual media:** Media which will be heard in addition as seen, an example would be: Films, videos, TV, and sound slides.
4. **Printed Media:** These include textbooks, magazines, newspapers, journal, webpages...etc.
5. **Media reality:** The real media that exist within the whole natural environment, whether or not applied to a state of living or preserved, an example would be: Animals, specimens, etc.

### Chalkboard/Whiteboard





**Advantages:**

1. Economical /in expensive
2. Easy to prepare
3. Effective for small group
4. Facilitating interactivity/user participation, spontaneity

**Disadvantages:**

1. Time-consuming if you have a lot to write.
2. Handwriting may be difficult to read.
3. Chalk boards; use chinks which produce dust and some people find it uncomfortable or may be allergic to it.
4. Can't go back to something you've erased.
5. Difficult to save

**Flipcharts****Advantages:**

1. Inexpensive – can be made from butcher paper
2. Can be saved
3. Encourage spontaneity

**Disadvantages:**

1. Limited writing space

2. Changes are messy
3. Instructor's back to audience
4. Limitations on size of room and audience

## Overhead Projector/Transparencies

### Advantages:

1. Attention getting
2. Inexpensive
3. Easy to prepare
4. Instructor can face audience
5. Can write on while talking
6. Allows you to prepare all your slides in advance.
7. Particularly suited for complex diagrams, charts and illustrations.



### Disadvantages:

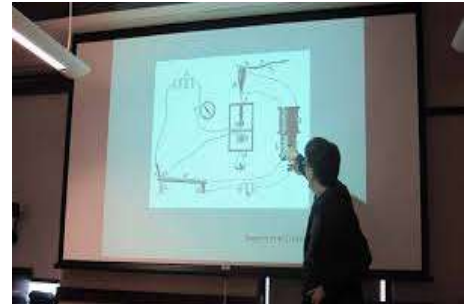
1. Requires equipment
2. Must know how to use equipment and troubleshoot (change bulbs, etc.)
3. Limitations on room and audience size
4. Can be blinding to instructor
5. Can be noisy
6. A blown bulb or power failure.
7. Image quality can also be a problem.



## Power Point Presentations

### Advantages:

1. Good for large rooms and audiences
2. Can be action oriented or words oriented
3. Order easily arranged
4. Can be very creative



### Disadvantages:

1. Expensive
2. Can be difficult to produce – easier with computer graphics
3. Room must be darkened somewhat
4. Requires equipment and knowledge of that equipment
5. Relatively portable

## Audiotapes/CDs

### Advantages

1. Widely available
2. May be especially beneficial to visually-impaired, low literate learners
3. May be listened to repeatedly
4. Most forms practical, cheap, small



### Disadvantages

1. Relies only on sense of hearing
2. Some forms may be expensive
3. Lack of opportunity for interaction between instructor and learner

## Videotapes/DVDs

### Advantages

1. Need specific skills to prepare, to operate the equipment and use effectively
2. Can not be changed/kept updated
3. Real world
4. Large number of audience
5. Effective for teaching psychomotor skills



### Disadvantages

1. Quality of videotapes can deteriorate over time
2. Some commercial products may be expensive
3. Some purchased materials may be too long or inappropriate for audience

### Factors affecting media selection:

- Messages/subject-matter of the content
- Objectives (introducing, motivating, training)
- Audiences ( age, gender, occupation/profession, educational level, learning style, skills, experiences, needs)
- Setting ( group size , location, seating arrangement)
- Mood/atmosphere (informal, formal, intense etc.)
- Resources (equipment, facilities, costs)
- Time constraint ( preparation, usage)
- Teacher skills, preferences, experiences

# Teaching Planning

## Outline:

- Introduction
- Definition of a lesson plan
- Importance of planning
- Components of an Effective Classroom Lesson Plan
- Stages of lesson plan
- Elements of lesson plan
- How to assess lesson plan

## Objectives:

At the end of this lecture the students should be able to:

- 1- Define a lesson plan
- 2- Demonstrate the importance of lesson planning
- 3- Enumerate 7 Components of an Effective Classroom Lesson Plan
- 4- Mention stages of lesson plan
- 5- List elements of lesson plan
- 6- Discuss how to assess lesson plan

## **\*\*Introduction:**

Instructional planning happens when a teacher is able to visualize and forecast the future of what, why, and how of the teaching-learning process.

## **\*\*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.)

## **\*\*Why is planning so important:**

- ✚ Planning is a roadmap to the instructor's success.
- ✚ Whenever you make a plan, you know what you want to achieve.
- ✚ This is because you know that how a decision will affect your plan in the long term and whether or not, this decision will help you in achieving your goals. Thus it helps you make decisions faster.
- ✚ Planning takes a lot of time and effort. But once you realise the time and energy you save with proper planning, there's no way you can un see it. Something so simple as creating a lesson plan can be this transformational event which instantly takes your teaching to the next level.
- ✚ A lot have been spoken about the importance of planning. So we are not getting into one of those long lectures where we go on and on about why planning is a crucial element in teaching-learning process.
- ✚ If you want, you could check out these resources regarding the importance of planning, planning and organizing for Instruction.

## **7 Components of an Effective Classroom Lesson Plan:**

**1. Materials:** e.g. Lined paper, pencils, rulers, Kagan chips, doc cam, laptop.

**2. Objective:**

- ✓ What exactly do you want your students to be able to do by the end of the lesson? This should be clearly communicated to your students orally at the very beginning of the lesson.
- ✓ Some teachers write their lesson objective on the board as a frame of reference for both students and themselves.
- ✓ Communicating the learning objective to your students both verbally and in writing makes it easier to stay on target throughout the lesson. The objective should be the ongoing focus of your lesson!
- ✓ Your objective should be SMART: specific, measurable, attainable, relevant, and time-bound.

**3. Set the Stage:**

- ✓ This is where you can really “sell” your lesson by getting your students excited about what you’re going to teach them!
- ✓ Tap into students’ prior knowledge to prepare them for new content you’re about to introduce.
- ✓ For example, if you’re about to present a lesson on using metaphors and similes in writing, start out by discussing what makes a story engrossing to a reader.
- ✓ Involve your students in the discussion by asking them to share out their thoughts based on gripping stories they’ve read.
- ✓ Some responses you may get are: “interesting characters”, “interesting plot”, “suspense”, “ability to relate to the characters or plot.”
- ✓ This discussion will lead right into using metaphors and similes as additional ways to make a story captivating to readers.

**4. Direct Instruction**

- ✓ This is the “meat” of your lesson plan. It’s where you present the new concept which is included in the lesson objective.
- ✓ Speak clearly and concisely. Less is more as long as you stay on topic.

➤ **Model**

Use the board or doc cam as you model what you're teaching. If it involves a process, show the process. Speak aloud as you model through the entire process, explaining each step as you go along.

➤ **Involve students.**

After modeling a few examples on your own, involve your students in a few additional examples using the board or doc cam. They will gain confidence as they go through the process with you!

## 5. Guided Practice

- ✓ After you've presented the new concept, modeled examples, and involved your class in a few additional ones, your students are ready for guided practice.
- ✓ This is where they get to apply the new concept independently and/or in cooperative activities.
- ✓ Circulate the room to check for understanding as students work. Pause to clarify as needed.
- ✓ If you notice an area where many students are confused or struggling, stop and address this particular point with the entire class.
- ✓ If necessary, go back and model a few additional examples, followed by additional guided practice. You want to make sure your students are applying the concept correctly rather than practicing mistakes.

## 6. Closure

- ✓ This is where you "wrap it up." It's a quick synopsis of the lesson.
- ✓ You may want to ask students to pair share or to share out something they learned that period, or to provide an example of the concept taught. Keep it short and sweet.
- ✓ **Example:** "Today we learned about metaphors and similes. Tell your partner one example of a simile and one example of a metaphor."

## 7. Demonstration of Learning (D.O.L.)

- ✓ This is how you as a teacher evaluate whether or not your students met your lesson objective.
- ✓ The D.O.L. should always be completed independently. It should take most students no longer than five minutes to finish, and can be a simple written activity such as a quiz (many teachers call these "exit tickets").



- ✓ Make sure the D.O.L. accurately reflects the learning objective and allows your students to apply what they learned during the lesson.
- ✓ The purpose of the D.O.L. is to provide you with valuable feedback which should drive your instruction.
- ✓ Student performance on the D.O.L. tells you if you need to go back and reteach the same lesson the following day, or if your students are ready to move on to the next lesson.

### **\*\*The 3 Stages of Lesson Planning**

#### **1. Outlining stage:**

Creating an overview of the curriculum, desirable outcomes, learning objectives etc. Structuring the timeline for the plan. Gathering data and teaching/course materials.

#### **2. Decision stage:**

Decision stage is where you create your plan, and decide on what and how you are going to execute your plan. Workflow of step by step implementation, delivery methods, assessment techniques, backup options, etc. comes under this section.

#### **3. Mapping stage**

Map the things which you have decided on with the things you want to achieve.

See if they align. If not, try to rethink your decision.

### **\*\*Elements of Lesson Plan**

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- Title of the lesson
- Time required to complete the lesson

- List of required materials
- List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)
- The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons
- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas
- Independent practice that allows students to extend skills or knowledge on their own
- A summary, where the teacher wraps up the discussion and answers questions
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow
- A risk assessment where the lesson's risks and the steps taken to minimize them are documented
- An analysis component the teacher uses to reflect on the lesson itself—such as what worked and what needs improving
- A continuity component reviews and reflects on content from the previous lesson.

**\*\*How to assess your plan:**

Nobody gets it right for the first time, or the second time. So have techniques and measurement metrics to assess your plan. Here are some of the proven techniques and metrics to keep in close watch if you want to know the effectiveness of your plan.

- **Student results**

Of course the most evident of outcomes. The results of your students and their performance gives you solid feedback on how well your plan works, and how effective it is. You could reflect on it and resort to making improvements and improvisations in your plan.

- **See whether if it provides any insights**

Your plan should ultimately provide some insights to you. It should help you realise your time management skills, teaching skills, and valid information about the curriculum.

- **Contributions into the teaching learning process**

The plan should also contribute to the curriculum and the teaching-learning process. It should help all the stakeholders keep a better track of the course and help them take more informed decision at the right time. Having a well-worked plan could seriously improve how you, and your students perceive the curriculum. It gets things organised and accessible.

- **Check for productivity**

See if your course plan helps you increase you productivity. Obviously the lesson plan can help you tackle problems more effectively. It keeps you informed which saves time and energy. This way, your plan could tap into your productivity potential which you didn't even know existed. You will be better equipped to complete tasks and evaluate outcomes faster.

- **How this plan helps the students**

While planning, take time to assess how it helps your students. A good lesson plan should contribute into the results and productivity of your students too. A

plan should benefit your students and keep them on track. Discussing the whereabouts of the plan with your students will give them a clear picture of what to achieve and expect. This could have a positive impact in the classroom and the desired outcomes.

- **Gathering feedback**

Long the way till the end, you must gather feedback from the stakeholder and measurable metrics. Continuous evaluation and gathering feedbacks is one of the most important aspects of Outcome Based Education (OBE). Feedback is the easiest way to know if your plan is working or not. Your plan should be considered flawed if it does not give room for feedbacks.

# Evaluation of educational programs in nursing

## Introduction

- Evaluation is a systematic process by which the worth or value of something, in nursing education teaching and learning is judged.
- Evaluation in education is the process of judging the effectiveness of education experience through careful appraisal. It involves a continuous process of collecting, recording, assembling and interpreting information.
- Education evaluation is made in relation to the objectives that have been determined by teachers and students.

## Definition of Evaluation

- Evaluation is a value judgment on an observation “performance test” or indeed any “data” whether directly measured or inferred.
- Evaluation is the process of determining to what extent the educational objectives are being realized.

## Purposes of evaluation:

- To determine the level of knowledge and understanding of the student in her/his classes at various times during the year or semester.
- To determine the level of the students’ clinical performances at various stages.
- To become aware of the specific difficulties of individual student of an entire class as a basis for further teaching.
- To diagnosis each students’ strengths and weaknesses and to suggest remedial measures which may be needed.

- To encourage students' learning by measuring their achievement and inform them of their success.
- To help student to acquire the attitude of and skills in self- evaluation.
- To help student to become increasingly self-directing in their study.
- To provide the additional motivation of examinations that provides opportunity to practice critical thinking, the application of principle, the making of judgment, etc.
- To estimate the effectiveness of teaching and learning techniques of subject content, and of instructional media in reaching the goals of her course.
- To gather information needed for administrative purposes, such as selecting students for higher course, placement of students for advance training, writing recommendations, meeting graduation requirement, etc.

### **Characteristics of evaluation:**

1. Evaluation is a continuous process
2. Evaluation includes academic and non-academic subjects:
3. Evaluation is a procedure for improving the products
4. Evaluation discovers the needs of an individual and designing learning experience that will solve these needs
5. Evaluation in terms of purposes
6. Correlation between the education system and the system of evaluation
7. Evaluation is a complex process

### **Components of evaluation**

*Component of evaluation are as following:*

- ✓ Specifying learning outcomes.
- ✓ Collection of evidence about students' growth
- ✓ Analysis and interpretations of growth/performance of students.
- ✓ Diagnostic appraisal (Indicating the level of performance)

- ✓ Redefining and readjusting the instructional objectives on the basis feedback.

## **Principles of evaluation**

- ✓ Considering, the interrelationship between objectives, instruction or learning experiences and evaluation.
- ✓ Determining and clarifying what is to be evaluation.
- ✓ Selecting evaluation techniques in terms of objectives to be served.
- ✓ Combining a variety of evaluation techniques for comprehensive evaluation.
- ✓ Knowing the strength and limitations of various evaluation techniques.
- ✓ Taking evaluation as a mean to an end, not an end in itself.

## **Types of evaluation**

1. Formative evaluation
2. Summative evaluation

### **1. Formative evaluation**

- The term “formative” denotes the ongoing or systemic assessment of student achievement while the term, course or program in progress.
- Formative evaluation is used to monitor learning progress during instruction and to provide continuous feedback to both student and teacher concerning learning success and failure. Feedback to student reinforces learning and feedback to teacher provides information for modifying instruction.
- Formative evaluation is done during an instructional program.
- It requires analysis of instruction material for mapping the structure of the learning tasks and actual teaching of course for a certain period.
- It seeks to identify influential variables.
- It tends to ignore local effects of particular program.
- It is focus on molecular analysis.
- It is cause seeking.

- It is interested in the broader experiences of the program users.
- Formative evaluations design is exploratory and flexible.

## 2. Summative Evaluation:

- The term “summative” refers to assigning a grade for student’s achievement at the end of a term, course or program.
- Summative evaluation typically comes at the end of a course of instruction. It is designed to determine the extent to which the instructional objective have been achieved and is used primarily for assigning course grade or certifying student mastery of the intended learning outcome.
- There should be some instructional program before summative evaluation.
- Summative evaluation should check whether there has been learning or not.
- It tends to use of well-defined evaluation designs.
- Summative evaluation focuses on analysis.
- It provides descriptive analysis.
- It is concerned with broad range of issues.
- Its instrument is valid and reliable.
- It tends to stress local effects.

### Difference between Formative and summative Evaluations

Characteristics	Formative	Summative
<b>Purpose</b>	To monitor progress of student by getting feedback.	To check final status of students.
<b>Content focus</b>	Detailed Narrow Scope	General Broad Scope
<b>Methods</b>	Daily assignment, observation	Tests, projects
<b>Frequency</b>	Daily	Weekly, quarterly, yearly, etc.

### Classification of Evaluation Techniques

1. Quantitative Techniques
2. Qualitative Techniques



## 1. Quantitative Techniques

- These are mainly used in educational evaluation. These are highly valid and reliable. They possess all three characteristics of a criterion test which includes appropriateness, effectiveness and practical ability.

- The quantitative test can be classified into three types:

1. Oral techniques of evaluation are used as lower level in organizing and teaching activities. The oral questions, debate and drama are used for this purpose.

2. Written techniques: these include the written questions that are asked and student has to write their answers. The written test are most effective than oral test. The written test is usually essay type and objective type test.

3. Practical technique: in practical technique type of evaluation some work is assigned to the student to accomplish it such techniques are used to assess the skills. This technique is used in science, medical, nursing and engineering etc.

## 2. Qualitative techniques

- These techniques are used in schools and colleges for internal assessment. These techniques are subjective and less reliable, but they are used for assessing the affective objectives. These techniques are classified into five categories:

1. Cumulative record: these records are prepared in schools and colleges for each student. The cumulative records of the students include educational progress results of tests, attendance, and participation in games, extra-curricular activities and physical health. The cumulative record of the students provides the awareness about their progress and weakness to teachers and parents.

2. Anecdotal records: this type of records maintains the description of significant event and performance of student. The interest and learning of the students can be assessed with help of such records.

3. Observation technique: it is used in all the stages of education but most useful in evaluating the small children at primary level. It is used for evaluating cognitive, affective and psychomotor objectives.

4. Check list: this is used for evaluating interest, attitude, and values of students. It includes certain statement of yes or no type; the student has to check either of two.

5. Rating scale: the rating scale is used for assessing the attitude of students towards teaching and subjects. It is used for higher classes because it requires the power of judgment of students. The statement of scales are concern with the specific objectives and learning

### **Conclusion:**

- Evaluation is a value judgment on an observation “performance test” or indeed any “data” whether directly measured or inferred. Through this lesson plan students will be able to learn about the types of evaluation, its characteristics, and principles of evaluation.

# **Educational Program**

## **Out lines:-**

- ❖ Introduction.
- ❖ Definition of educational program.
- ❖ Overall goals of educational program
- ❖ Steps for planning educational program.
- ❖ Steps in program writing.
- ❖ Basic kinds of programs.
- ❖ Advantages of educational program.
- ❖ Disadvantages of educational program.
- ❖ Physical educational program.
- ❖ A well-designed physical education program.
- ❖ The essential components of physical education.

## **Objectives:-**

At the end of this lecture the student will be able to:

- Define the educational program.
- Overall goals of educational program
- Illustrate steps for planning educational program.
- Explain steps in program writing.
- Mention basic kinds of programs.
- List advantages and disadvantages of educational program.
- Demonstrate physical educational program and its components.

## **Introduction**

In fact educational technology has wide range of application at last century and present .In 20<sup>th</sup> century; we saw a quick progressive appearance of new idea in learning one of these programmed instructions. The term programmed instruction refers to any form of pre-prepared pre-sequenced instruction directed toward specific educational or training objectives. It is not only a technique for effective learning but also a successful mechanism of feedback device for the modification of teacher behavior.

## **Educational program**

Educational program is a program written by the institution or ministry of education that determines the learning progress of each subject in all the stages of formal education.

Educational programs help people decide if they are going to be a teacher or not. They're mostly in high schools called C4 program. C4 programs helps students in high school decided what they are going to be before they get to college, so they do not waste their time taking class they do not need in college or wasting their parents money on classes and books they do not need.

## **Overall goals of educational program:**

- Awareness – to acquire an awareness and sensitivity toward the
- Knowledge – to gain a variety of experiences in and acquire a basic understanding of the associated problems
- Attitudes – to acquire a set of values and feelings of concern for the problem and motivation for actively participating in improvement and protection
- Skills – to acquire the skills for identifying and solving the problems

- Participation – to encourage others to be actively involved at all levels in working toward resolution of the problem.

## **Steps for planning educational program**

### **1-Situation**

- Developing needs assessment to quantify the issues and problem.
- What are hot topics or key issues facing you?
- How do those issues relate to your subject area/job description?
- What are the environmental factors that might influence this situation?
- You might start with a focus group or county advisory committee to develop questions to gather information. After that determine your role .
- What is that I can contribute toward a solution?

### **2. Target Audiences**

- Identify the target audience for educational programming.
- What are the demographics of your target audience?
- Think about your target audience's characteristics.
- Their personal characteristics.
- Their preferred learning style.
- Their motivation to learn.

### **3-Define the objectives and desired outcomes of this program.**

- Take time to really consider your written objectives and desired outcomes, in addition to activities.

Make sure that these desired outcome can be measured.-

### **4-Content/Subject Matter**

- Think about the content of the educational programming that will be needed to reach the desired outcome.
- Avoid information overload.
- Limit the number of desired outcomes.-
- Think of a motivating title for your program.

## **5-Training tools/ Activities/Outputs**

- Select appropriate output activities for the target audience.
- Know what are the best activities to teach this content.
- Considering the content and the various learning styles of the target audience.

### **Examples for learning styles:**

\*Workshops, Meetings, Counseling, Self-Training , Media Work study, Experiments.

- Select appropriate specific training tools to carry out these activities.

## **6. Budget/Inputs**

- Estimate the cost of inputs, materials needed, activities involved.
- What must be invested to develop and carry out the program include staff, volunteers, time, money, materials, equipment, technology and partners.

## **7-Marketing Plan**

\*Develop a plan to market the program to the targeted Audiences ,also know:

- How will the target audience be made aware of and encouraged to take part in this program?
- Why do they need this information?
- Where do these people already gathered?
- How do they prefer to get their information?

## **8-Implementation**

\*Develop the training tools and carry out the program.

## **9-Evaluation/ Assessment**

\*You must assess:

Were the desired outcomes met? -

-How did the program make a difference for participants?

### **10-Reporting**

-Summarize outcomes / impacts and develop many or an Impact Statement to share with participants partners and decision makers.

### **Steps in program writing**

#### **1. Preparation:**

- The teacher should analyze the suitability of the topic and prepare a content outline which divided into meaningful segments of information are called as a "frame".

#### **2. Actual writing:**

- The material is presented in frames to the student. At one time, only one single frame in which he is asked to make a response.
- The sequence of items is arranged that the student is taken from known response to the unknown response.

#### **3. Try out and revision:**

- When the first draft is ready, it should be tried out on several persons and re-edited.
- Frames are revised and final draft will be prepared.

### **Advantages of educational program**

1-Student work at his own - pace.

2-Student keeps active and alert.

3-Student provided with immediate knowledge of result.

4- It makes learning interesting.

5-Facilitate self- evaluation

6-Reduce work load of the teacher.

7- Help teacher to concentrate on guidance and organization activities

## **Disadvantages of educational program**

- 1-May be difficult and time consuming.
- 2- Use of educational program requires knowledge and skills.
- 3- There for no chance for student creativity
- 4- Preparation of programmed instruction is very costly.
- 5-It cannot be applied at primary level of education.
- 6-Only cognitive objectives can be achieved.

## **Physical educational program**

Over the past two decades, physical education has undergone a transformation in rigor and focus and now is recognized as essential to a young person's overall education experience and a foundation for lifelong healthy living

## **Physical education: The foundation of the Comprehensive School Physical Activity Program (CSPAP)**

Physical education is an academic subject and serves as the foundation of CSPAP. Physical education provides students with a planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship and self-efficacy.

During physical education, students practice the knowledge and skills they learn through physical activity, which is defined as any bodily movement that results in energy expenditure. Students also engage in exercise — any physical activity that is planned, structured and repetitive — for the purpose of improving or maintaining one or more components of fitness

## **A well-designed physical education program:**

- Meets the needs of all students.
- Keeps students active for most of physical education class time.
- Teaches self-management.



- Emphasizes knowledge and skills for a lifetime of physical activity.
- Is an enjoyable experience for all students.

## **The essential components of physical education**

### **1. Environment and policy**

\*School districts and schools define physical education expectations through specific physical education policy and policy guidance.

### **2. Curriculum**

\*National standards provide school districts and schools with guidance and direction for clarifying the common general outcomes expected in physical education programs.

### **3. Appropriate Instruction**

\*Appropriate instruction in physical education takes into account the developmental levels that students in all grade levels will exhibit.

\* A physical education classroom contains as many unique needs as there are students, and a physical educator is responsible for providing a customized education experience that meets the needs of each student.

\*Allow teachers to organize and deliver the content to students in the most effective manner possible includes practices such as maximizing the number of practice opportunities, working in small groups, limiting competition in class, and ensuring adequate equipment and space so that all students can engage in practice tasks for as much time as possible and become more self-directed.

### **4. Student Assessment**

\*Student assessment is the gathering of evidence about student achievement and making inferences about student progress based on that evidence.

\*Physical education teachers collect and track assessment data to make decisions about instruction and to measure student learning continually throughout the learning sequence that include checklists and rating scales.

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