

①

Register Number : 18113249

Name of the Degree : UG, B.ed

Subject Title : Learning and Teaching

Subject Code : A203

Date : 24/10/20

Signature of the
Candidate : 

No of pages

: ~~22~~ 21

[FAL-31181] - [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

①⑥

Techniques of higher learning

Higher learning is a synonymous with the term higher education, meaning education getting more effectively through various techniques. It will help student community or learning community to grow faster and higher. It helps them to grow within a time frame. Let's look at few of them.

Conference — ① It's a meeting of a large group organised to discuss current problems it's specifies to provide a workable solution

① The conference technique has acquired important place in different areas to discuss and solve the problem

① In the area of higher teaching and learning, the conference is one of the most important technique. The higher cognitive and effective objectives of education are achieved by employing the conference technique

Advantages of Conference

- Democratic values are developed among the participants
- It develops the habit of independent study
- Capacity of tolerance of anti ideas or others will increase
- Good manners for asking questions and higher learning habit will achieve



Seminars technique :- Seminars is an instructional technique of higher learning which involves paper reading on a theme and followed by the group discussion to classify the complex aspects of the theme. Objective of the seminars is also to develop higher cognitive abilities, analysis, synthesis and evaluation (all these will help for higher learning). The mentioned higher aspect of seminars by its own techniques.

Types of seminars - ① Mini seminars ② Main seminars ③ National seminars ④ International seminars

Symposium technique : The word symposium has several meanings. Plato has used this term for good dialogue. It's a higher learning technique. Objective of the symposium also help to achieve higher learning. It helps to identify and understand various aspects of theme and problem in a specific subject and leaves get chances to evaluate it.

Advantages :-

- ① It provides the broad understanding of the topic and problem
- ② It develop the feeling of co-operation and adjustment
- ③ Creativity is achieved by employing the symposium technique



(5)

* Workshop technique :- The word workshop has been borrowed from engineering, in workshops person has to do some task with their hands to produce something. a brief intensive course of education for a small group emphasising practical problem solving techniques is called workshop

Advantages - : It is use to realise the highest cognitive and practical abilities, it's used for developing professional ability and skills, it develops the feeling of cooperation and group work or team work

x ————— x

Learning different aspects

(2) a

Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences. the ability to learn is possessed by humans, animals, and some machines: there is also evidence for some kind of learning in certain plants.

Learning has different aspects and it totally helps to one's development and growth. these are few people argue that learning as 'construction of knowledge' and some others view that it's as transmission and reception of knowledge.

Learning as Construction of Knowledge

Learning is the process of creating and constructing knowledge, some individuals learning may occur in educational system. As students try to improve their learning. they take part in the learning teaching process. Learning teaching process operates by means of interaction between students, teachers and knowledge

Construction : Learning makes concepts clear and construct ~~and~~ it well in the mind of a learner. primary purpose of knowledge by learning students go beyond reproducing the knowledge the construct concepts in their mind and they act accordingly

Teacher is the constructor -- Teacher is the main person which help in construction of knowledge in students; teachers help the students to remember the knowledge and constructing it. learner gets the concept and construct it by the primary education it mostly come from teachers.

Strategies to construct the knowledge -- There are different strategies are there to construct the knowledge in the learners mind, helping students to uncover the knowledge, encourage the collaboration informally and formally across the students network



(7)

Learning as transmission and Reception of knowledge

Transmission — is sending & receiving messages, knowledge, signals, which includes no scope of creativity. It's just passing the exact content or concept without more creativity and additional things. generally this method of teaching is lecture method. teacher just conveys the message or concept of the lesson without any more activities and any more additions. teacher delivers the lesson or transmit the lesson to learning community.

Reception — is model of learning where there is a transmission of knowledge from the external source (for example, teacher) to receiver (the learner). So learning here is being taught. the teacher gives the students the concept and knowledge while students receive it purely.

Reception of knowledge is mainly related with receiving the knowledge. reception of knowledge can be vary according to the different factors. It may affects the students differently by the various atmosphere and environment around them

x ————— x

PART-C

(15)

Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences. The ability to learn is possessed by humans, animals and some other machines; there is also evidence for some kind of learning in certain plants.

(16)

Role of learner in various situation

- A good listener
- Interpreter
- generator of ideas
- criticizes
- Idea makes
- Thinker
- Constructor
- questions
- Evaluates
- Student

(17)

Metacognition is put simply, thinking about one's thinking. more precisely, it refers to the ~~role~~ of process used to plan, monitor, and assess one's understanding and performance. metacognition includes a critical awareness of one's thinking and learning one self as a thinker and learner.

9

18

Activity based learning the learning with fun more effectively

Example: Role play, acting, ~~personifying~~, playing a game for learning, drama, picnic all come under the activity based learning

19

Induce creativity among learners

- practice generating more ideas
- Use the jigsaw classroom
- Implement activity base learning
- Encourage new skills
- Foster a question friendly environment
- Model creativity in the classroom
- Encourage the initiatives of the learners
- Appreciate the students

20

Criteria for teaching

- ① The relational factor
- ② The formative process
- ③ The environmental dynamic
- ④ The knowledge component



(5) Constant improvement

(6) Student Voice

(21)

Teaching is a science, an Art and a craft. it's a science in that there are strategies and practices. ~~that a body~~

A teacher should creatively use the classroom for more effective learning while students are asking different questions teacher should answer it creatively to make ideas more clear. the same as well as teacher should teach creatively to make teaching more effective

(22)

participatory learning technique (PLT) is a way of organizing the classroom that motivates the learners to participate in the act of learning.

We can adopt participatory learning through

- Giving activity based learning
- Give chances for students to ask questions
- Give students opportunities to share their ideas
- Appreciate the involvement of students

(11)

33

Models of teaching

- personal model
- Behavioural model
- Social model
- Information process

A code of ethics sets out an organisations ethical guidelines and best practices to follow for honesty, integrity and professionalism. In teaching also keeping code of ethics or not ~~cross~~ crossing the code of ethics is very important. a teacher is a role model and wayshower for the students

PART-B

Phases of teaching

① pre - active phase

In the pre active phase of teaching the planning of teaching carried over. this phase includes all those activities which a teacher performs before classroom teaching



(12)

In the planning face of teaching, the foundation of this phase is set through the establishment of some kind of goals and objective. It pass through following aspects

- (a) Selection of the content to be taught
- (b) Organisation of the content
- (c) Justification of the principle and maxims of teaching to be used
- (d) Selection of appropriate methods of teaching

(*) Interactive phase — The second phase includes the execution of the plan, where learning experience are provided to students through suitable modes. It include sizing up the class. In this section or phase the most important thing are happening

In this phase a teacher passing through different phase of interaction they are perception, diagnosis, response, evaluation these phases are including in the classroom strategy and it works together for effective learning

→

(*) Post active phase :- In this phase as the teaching task sums up. teachers ask the questions from students. so the teacher can identify where the concept is not clear and need to address again.

In this post active phase teachers give to summarize the chapter to the students. It includes evaluation and analyzing of the specific teaching hours.

(4)

Influence of different learning

(*) peer group learning :- While peers working together they can accomplish many functions on learning those as follows

- (+) It gives a platform for developing social skills
- (+) A child can capable to make "give and take" relationship
- (+) The child get feedbacks to correct himself
- (+) Values and morals are developed through peer and peer group
- (+) Learning co-operation, social expectation, career choices, personality, and socialization



(14)

~~(14)~~

(16)

Group cohesion on learning - According to Stephen P. Robbins Group ~~cohesiveness~~ cohesiveness is the degree to which members are attracted to each other and are motivated to stay in group

- (+) It increase morale
- (+) It increase productivity of learners
- (+) It improves the communication
- (+) It Improves the quality of conformity and influences
- (+) It gives the idea of coexistence
- (+) It promotes the sharing ideas

Group dynamics on learning "Group dynamics is a field of inquiry dedicated to advancing knowledge about the nature of the group the laws of their development and their interrelations with individuals, other groups and larger institutions

- (-) It finds qualitative and quantitative individual differences at the institution
- (-) Students get "we feeling" through this
- (-) Students and teachers get clear idea about specific objective of concept
- (-) It helps for effective community life in the school

(6)

Factors of Learning

- ① Motivation —: Learners motivation is one of the major condition for learning. motivation is something that helps learner to do more to get more credits. degree of learners motivation really affects the effectiveness of learning.
A positive approach and learning will help the learners to grow higher and get great heights. an educator also can provide motivation to boost learning process
- ② Mental Set-Up —: Mental Setup refers to the preparation for an action, in the context learning. If a person is prepared to act. he can do the things quickly and in no time.
Without mental set up learning can't go smoothly and easily. It happens because the person mental set-up activities him to do the act
- ③ Nature of learning materials: It affects learning by providing the clue for understanding. these are number of features of the learning material which affect learning. familiarity and easy access with learning material affects it well
- ④ Environment of learning —: It also determine the level of learning.

(15)

(17)

(16)

Role of a teacher in learning process

(5)

Teachers are best known for the role of educating the students that are placed in their care. Beyond that teachers serve many other roles in the class room. Teachers set the tone of their classrooms, build a warm environment, monitor and nurture students, become role models, and listen and look for signs of trouble.

① Teaching Knowledge: One of the most important aspect of a teacher is. he/she is delivering the concept through different strategies to convey it effectively. the primary responsibility and role is passing knowledge.

② Creating classroom environment: Teachers also play great role in creating a classroom environment through different strategies. Teachers make fun and create the environment more positive.

③ Role modeling: Students spend their great deal of time with their teachers. They get an inspiration and model from their teachers.

④ Mentoring -: Another great role is mentoring the students. When students are approaching for the advice and instructions teachers mentor them by giving exact ideas for them.

⑤ Trouble Shooter -: Teachers shoot the troubles of the students. not only in their academics but also for their mental health.

16

16

18

17

8

Strategies of active learning

I

①

Think - Pair - Share - This strategy allows them to activate their prior knowledge and share ideas about content or beliefs with peers. This structure gives students a chance to organize their ideas - first in their own minds, then in a smaller group setting before sharing with the entire group.

②

Facilitate Whole group discussion, display Think - Pair - Share prompts about a concept are different ways of it.

II

Quick write - A prompt is posed for students to respond to in writing. Taking only five minutes or so, this is a quick way to accomplish one or more of the following: determine whether or not students have done the homework assignment, engage students thinking about a topic. The quick write can be graded to encourage students.

III

Turn and Talk - A question is posed to the class. Students simply turn to the person next to them and discuss the question with them. They can serve as a comfortable way for students to share their ideas with others. Set the stage for them to share their idea with larger group.



(18) (17) (19)

(XV) pulling - Having students vote anonymously on what they perceive as the best explanation or answer to a question followed by opportunities to discuss their ideas

(V) Individual and group quizzes Quizzes: Give students quiz based on a topic and make them answer each other. It will help them to grow fast

(VI) passing lecture (VII) sorting strips (VIII) jigsaws

(IX) partial outline / PPT for the class (X) virtual techniques use different strategies for learning

(9)

→ | Constructivist approach | →
| Of learning |

Constructivism is a psychological theory of learning. which is called epistemology. It argues that humans generate knowledge and meaning from their experiences. It is an approach developed by Seymour papert and his colleagues. It includes everything associated with pragmatic constructivism. went beyond to assert the constructive learning. It happens when the learners are engaged with learning process to Construct something.

→

(19)

~~18~~~~20~~

* Concept —: The concept of Constructivism was given by Piaget in his theory of cognitive development. He designed a proper framework to understand the structure, functioning and development of cognitive networks.

According to the theory of genetic epistemology, learning takes place. These are

① Assimilation

② Accommodation

③ Equilibration, the first of these is assimilation, which involves the incorporation of new information known as schemas

* Schema —: A schema is a kind of 'cognitive frameworks' for holding knowledge and organizing it. A schema represents a unit of one cognitive structure in the shape of a general potential to perform a particular class of behaviours.

According to Piaget, role of a teacher

① Facilitator

② Counsellor

③ Guide

④ Supervisor

⑤ Director

Examples of Application Constructivism

① Case studies

② Problem based learning

③ Discovery learning

10

Phases of learning

- ① Motivation Phase —: The learner must be motivated to learn by expectations that learning will be rewarding
- ② Apprehending phase —: Learner pays attention if learning has to take place, the learner must attend to essential features or main key points of what is to be learnt
- ③ Acquisition phase —: While learner is paying attention, if learning has to take place the learner must attend to essential features
- ④ Retention phase —: Newly acquired information must be transformed through short term to long memory
- ⑤ Recall phase —: Recall learned information to learn to gain cues to what has been learned
- ⑥ Generalisation phase —: Transferring and applying the knowledge
- ⑦ Feedback phase —: Students must receive on their performance through evaluations

(21)

~~20~~~~22~~

(11)

Personel development Model

The family of models is also concerned with realization of the instructional goals belonging to affective domain. the personal development model emphasize the process by which individuals can establish productive relationship with their environment and design their unique emotional life of an individual and ultimately aim for the development of an integrated functioning self.

The primary goals are :-

- To increase the student self worth
- To help student Understand themselves more fully
- To help students to recognize their emotions and become aware
- To help students develop plans for increasing their competence
- To increase the students openness

The model which belong to this family are

- Non directive teaching model
- Synthetic model
- Awareness training model
- classroom meeting model