Professional Development Strand

Unit 7: Teaching Methodology

Unit Guide

Lecturer Support Material

Acknowledgements

Unit outline

Unit		Modules
Unit 7 **Teaching Methodology**	**7.1**	**Introduction to Teacher Centred and Student Centred Approaches**
	7.2	**General Teaching Methods**
	7.3	**Multigrade Methods**

Icons

📖	Read	or	research
✎	Write	or	summarise
☞	Activity	or	discussion
ⓘ	Suggestion for lecturers		
☝	Comments		

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Unit 7: Teaching Methodology

The Professional Development strand aims, like all strands, to contribute to the production of responsible, reflective and competent beginning teachers who can serve the current and future needs of pupils from Grade 3 to Grade 8 within the primary system of Papua New Guinea.

The particular aim of the Professional Development strand is to provide students with sound knowledge of the Papua New Guinea education system, and educational theories and practices, in order to be competent and effective in the work they will do as primary teachers in this country.

The aim of Unit 7 is for beginning teachers to:

- Choose from a range of methods and approaches to learning appropriate to the class (including multigrade classes) or to the content being taught and learned.

(National Curriculum Guidelines. p.20)

Overview of unit topics

	7.1 *Introduction to Teacher Centred and Learner Centred Approaches*	7.2 *General Teaching Methods*	7.3 *Multigrade Methods*
Unit 7: ***Teaching*** ***Methodology***	*An Introduction to Teacher Centred and Student Centred Approaches*	*Direct Instruction as a strategy for teaching / Exposition as a strategy for teaching*	*What is multigrade teaching?*
	Whole class teaching	*Discussion as a strategy for teaching*	*Organising the multigrade classroom*
	Small group teaching	*Group work as a strategy for teaching*	*Grouping students in the multigrade classroom*
	Individualised teaching	*Cooperative learning as a strategy for teaching*	*Routines in the multigrade classroom.*
		Role play as a strategy for teaching	*Student centred learning in the multigrade classroom*
		Problem Solving as a strategy for teaching	*Strategies;* *Differentiated Learning / Peeling off / One Input many outputs*

Rationale

The unit is written as a three-credit point unit, however colleges will teach the unit in accordance to their program and credit point requirements.

It will be necessary to develop a semester course overview for this unit, selecting content according to the time available and credit points allocated.

The unit comprises three modules:

Module 7.1 Introduction to Teaching Methods introduces the idea that effective teachers draw on a wide range of approaches to teaching and learning to cater for the different needs of their students. The module introduces teacher centred and student centred approaches, and examines the role of whole class, group and individual instruction.

Module 7.2 General Teaching Methods builds upon the information introduced in Module 7.1, and explores specific teaching approaches or strategies, both teacher and student centred.

Module 7.3 Multigrade Methods examines the essential methods or strategies which can be used in the multigrade classroom. Classroom organisation, routines, grouping and teaching strategies which allow for differentiated learning are discussed.

How does the multigrade teaching unit fit in?

The National Curriculum Guidelines have placed multigrade methods as one module in *Teaching Methodology.* Since that time, and with a stronger emphasis placed on the importance of multigrade teaching in schools, a separate 3 CP unit has been written. This unit is called *Multigrade Teaching.* Some colleges are adopting this unit as a core unit in Professional Development, others as a college option or elective.

It will be necessary to determine if students have completed the *Multigrade Teaching* unit before teaching this module, as there will be some repetition of content if this is the case. Lecturers should negotiate with students on areas they would like to further develop in relation to multigrade or multigrade methods.

If students have previously completed the multigrade unit, module three could focus on the development of specific approaches and strategies in detail, eg students may plan a series of lessons using a number of different strategies for particular year groups.

Practicum and school experience considerations

Teaching Methodology focuses upon strategies which teachers can use in the classroom. Wherever possible, the content of the lecture program should be linked with school experience or practicum tasks. Weekly school experience would provide an ideal opportunity for students to try out the strategies as they are dealt with in the lecture program. This could also form part of the assessment for the unit.

The materials

The support materials for this unit include:
- Unit overview and support materials (unit)
- Lecturer Support Materials (module)
- Student Support Materials (module)

The unit overview provides an overall picture of the three modules which comprise this unit. It is necessary to view the unit in its entirety to plan a course overview and assessment tasks. The unit overview also contains statements relating to gender, inclusive education, language and multigrade considerations. These should be seen as important concepts which should be discussed and reinforced at appropriate times during the teaching of the unit. Strategies to improve the delivery of the unit are also included.

The Lecturer Support Material contains additional ideas and suggestions for teaching the content, in addition to raising awareness of inclusive education where relevant. These ideas can be found in text boxes throughout the module.

The Student Support Material is the same as the Lecturer material, without the additional information in the text boxes.

Objectives

Objectives for each of the modules may be found in the relevant Lecturer and Student Support material.

Teaching strategies and activities

Within the student resource materials for the modules, there are suggested activities for each topic. These activities are focused upon student centred tasks, and where possible, involve group work and practical application.

By providing examples of student centred and student led activity and learning, beginning teachers will develop skills and strategies which in turn will be taken into their classrooms.

Activities should focus upon maximising student involvement and interaction between peers and the lecturer.

The following strategies may be incorporated into lectures, and some may provide ideas for assessment strategies.

Brainstorming – gathering, organising and appraising all the facts known by the group to generate ideas and stimulate thinking.

Displays - Students can display information on charts which can then be displayed around the room. Information can be presented in a variety of ways, not always as a written assignment.

Diagrams - Diagrams can provide an alternate way to present information. Students can be actively involved in the creation and portrayal of information through the use of diagrams.

Discussions - provide opportunities for students to express ideas and feelings and listen to others.

Flow Charts - visual text that provides a symbolic method of explaining and recording a sequence.

Group Work - provides students with the opportunity to participate in achieving a shared goal, and allows students to value each member's contribution.

Guest speaker or visitor – A visit from an experienced teacher, inspector, etc allows a sharing of knowledge and skills.

Jigsaw groups – this task involves breaking up a topic into discrete tasks or activities. These tasks form the pieces of the jigsaw. Each expert group then presents their 'piece' to form a complete picture of the topic.

Matrix – a table which classifies information (numbers, words or symbols) into a grid layout to facilitate analysis and prediction. Teacher centred and student centred approaches could be viewed in a matrix format.

Mind Maps – are a way of recording information. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts.

Presentations – can be spoken, written or multimedia. It gives students the opportunity to organise, plan and present information and material to a particular audience. Presentations provide students with the chance to demonstrate some of the specific approaches taught during this unit.

Role Play – involves taking on and acting out roles in varied, non-threatening situations. This is a good strategy to allow students to try out ideas on their peers before taking them into the classroom.

Assessment

For students, assessment and evaluation can serve such purposes as:

- Enhancing learning, especially when tasks are set that encourage the use of learning strategies, understanding, or real life applications
- Provide feedback about progress and thereby help guide future learning
- Helping to stimulate motivation, especially through confirming learning and goal setting
- Building confidence and self-esteem
- Developing skills in evaluation through self and peer assessment

For teachers / lecturers, assessment and evaluation can serve such purposes as:

- Providing information about the whole group and individual students. In turn, this information can be used in a variety of ways to enhance and report on the learning program.
- Providing background information about student abilities, needs and interests
- Helping diagnose strengths and weaknesses of students to ascertain a starting (or follow up) point for planning and teaching
- Helping compare the performance of class members
- Identifying strengths and shortcomings in teaching

- Enhancing curriculum programming and planning
- Reporting to students and college administrators information about a student's progress and the learning program

> ☝ Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules which make up this unit.

It is the role of the lecturer/strand to determine assessment tasks relevant to the materials taught. The assessment tasks should provide information on the quality of student learning and the ability of the student to apply the theoretical concepts introduced in a relevant context. Where possible, each task should measure more than one objective. The number of assessment tasks will be determined by the credit point loading given for the unit.

Some suggested assessment activities are listed below. These are provided as samples only, and are not a prescriptive list. They do not cover all topics, are not presented in any particular order, nor are they weighted.

- Define and discuss teacher centred and student centred approaches. What are the differences in the roles of the teacher and student in the two approaches? Plan a lesson for a lower primary class using a teacher centred and student centred approach.
- Presentation: Plan, teach and evaluate a group discussion lesson with your lecture group
- Co-operative learning is not just group work. Explain this statement. Design an activity involving co-operative group work to teach during school experience / practicum. Reflect on the outcomes of your lesson.
- Plan and teach a Maths lesson using a 'peeling off' strategy. Make sure the activities are designed for different outcomes at different ability levels. Reflect on the outcomes of your lesson.

> ☝ Additional ideas for assessment can also be found in the lecturers support material for each module.

Inclusive education considerations

Inclusive education is educational systems, activities and materials that accept, celebrate and respond to the many differences that occur in students. Inclusive education is ensuring that no person is discriminated against based on gender, ability, ethnicity, race, religion or social grouping. Rather, inclusive education systems recognise the particular or special needs that individuals or groups may have, and develop approaches, techniques and resources to address such need. Inclusive education aims to ensure that all students are given the opportunity to attain optimal educational outcomes. Naturally, the provisions required by particular individuals or groups will differ according to their particular needs.

Gender

A gender inclusive curriculum is defined as a curriculum which by its content, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience. Gender inclusive curriculum content reflects the reality that women play an active role in all realms of human endeavour.

Teachers need to provide learning experiences that will ensure the inclusion of women and girls in the curriculum does not reinforce stereotypes. Women and girls should be depicted in a whole spectrum of roles: making decisions, initiating ideas and actions, being adventurous and brave as well as sensitive and caring, being physically active, occupying positions of responsibility and taking risks. The educational experiences of all students needs to adequately explore and reflect the changing roles of men and women in a rapidly changing technological society.

Language considerations

Lecturers will need to consider how best to incorporate bilingual teaching ideas where appropriate in this unit. Students could explore which strategies could be used effectively in a bridging classroom, and how group work and differentiated instruction could be used to cater for different language needs in the classroom.

Multigrade considerations

Multigrade methods are the focus of Module 7.3, however there will be opportunities to explore student centred learning throughout the unit. Students should consider how different teaching approaches could be utilised in the multigrade classroom.

The lecturer support material includes suggestions for discussion of inclusive education concepts where appropriate. These can be found in the text boxes throughout the module.

Making sense of the readings

The modules are arranged in topics, comprising a short reading and usually followed by an activity.

It is important that students full understand what they are reading, and sometimes additional strategies may assist in developing a deeper understanding of the content presented.

The following strategies for understanding texts are taken from Mannison, M. (1993) *Interactive Teaching Strategies.* Social Science Press, Australia.

Interactive reading breaks

This strategy divides reading material (text or articles) into digestible bits and calls for pauses during which readers raise points for discussion.

Learning e**nvironment**

Students work in pairs. Simply invite them to find a comfortable place to sit next to each other. They will have only one copy of the reading between them, so they need to sit side-by-side, or near the corner of a desk/table.

Materials

Select the material to be read, and divide it into sections for discussion purposes. Mark the sections, 'Reading Break 1' 'Reading Break 2' etc. Look for a short provocative reading and provide breaks frequently, especially the first time you introduce this strategy to students. Provide one copy for each pair.

Procedure

1. Ask someone from each pair to collect one copy of the material to read, and explain the following steps of the strategy (one copy per pair emphasises the joint nature of the endeavour… and saves paper):

    *   Read the segment (up to the point where it says "Reading Break 1') in silence
    *   While you are reading, think of a point you'd like to discuss with your partner
    *   When you have both reached 'Reading Break 1', turn the reading face down and discuss your questions

2. Conclude in a whole class circle, asking each pair to relate which discussion point they found most interesting, and why.

3. Try to organise the pairs so that they all finish at roughly the same time.

Reading and summarising pairs

By reading short segments of text in anticipation of summarising it to someone else, students become more focused on the content.

Learning environment

Comfortable space for students to work in pairs. They will have only one copy of the reading between them, so they need to sit side-by-side, or near the corner of a desk/table.

Materials

One copy of the reading material for each pair. Mark off small reading segments, or use already existing subheadings, in a textbook for example.

Procedure

1. Divide the class into random pairs; ask pairs to call themselves A and B.

2. Give students the following instructions:

   - Read together silently one segment of the text at a time
   - When finished reading each segment, put the material out of sight
   - A summarises the reading to B as completely as possible
   - B adds, amends, or clarifies the summary in discussion with A until they are both satisfied the meaning of the passage is clear
   - A and B check the original segment
   - When finished, A and B change roles, and repeat the same process with segment #2, and so on
   - When the end of the article is reached, partners construct a review summary of the whole reading

3. Keep your eye on the time (some pairs may need to be hurried up, others told they have plenty of time.

4. Ask what strategies and skills they learned from each other and how their pair reading and summarising could be improved next time. Students could be given a minute to think about these questions in silence before sharing with their partners.

Unit evaluation and reflection

An evaluation of the unit should be carried out each time it is taught. This provides important feedback on the effectiveness of the program presented.

When reflecting on our teaching the areas we should consider are:

- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit

Focus questions for lecturer reflection

Content of the unit

- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- Do you think the students are now more confident to teach this subject in the primary school?
- What recommendations can you make?

Methodology

- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

Assessment of the unit

- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/ too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

Unit co-ordination

- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering these questions, recommendations may be suggested to further enhance the effectiveness of the unit.

References

The student support materials contain all the readings necessary to complete the unit.
These readings have been adapted from the following texts:

Barry, K., King, L. (1998) *Beginning Teaching and Beyond (3rd ed)* Social Science
    Press, Australia

Collingwood, I. (1991) *Multiclass Teaching in the Primary School.* Unesco.

Journal of the Multiage Association of Queensland *Free to Learn.* 2000

Killen, R. (1998) *Effective Teaching Strategies, (2nd ed)* Social Science Press,
    Australia.

Mc Burney-Fry, G. (1998) *Improving Your Practicum*; *A Guide to Better Teaching
    Practice.* Social Science Press, Australia

McClay, J. (1996) *The Multi-Age Classroom.* Hawker Brownlow. Australia.

Mannison, M. (1998) *Interactive Teaching Strategies.* NB Publications. Australia.

Marsh, C. (2000) *Handbook for Beginning Teachers* (2nd ed) Longman, Pearson
    Education

Slavin, R. (1995) *Co-operative Learning*. Allyn and Bacon, Sydney.