

Course Title: **Classroom Instruction**

Course No.: Ed. 442

Level: B. Ed.

Year: 4<sup>th</sup> year

Nature of course: Theoretical<sup>1</sup>

Full Marks: 100

Pass Marks: 35

Teaching Hours: 150 hours

## 1. Course Description

This is a compulsory course designed for bachelor level to equip them with pedagogical methods and concepts on integration of ICT which can be applied across the school level subjects. This course intends to equip prospective teachers with knowledge and skills of pedagogical methods so that classroom instruction would be child/student centered, interactive and joyful with active participation of the children/students. Course adequately reflected on the condition of Nepalese schools/classroom and teachers in order to make transfer of pedagogical skills in the classrooms.

## 2. General Objectives

General objectives of this course are:

- To familiarize students with the various concepts of pedagogy
- To clarify roles of teacher, learner and classroom in improved classroom teaching learning
- To enable students to prepare variety of instructional plans
- To enable students to use essential structure of lesson in lesson planning and classroom delivery
- To facilitate students to conceptualize and use relevant methods related to teacher centeredness and students centeredness
- To enable students to develop sample lesson plans using variety of teaching strategies and present in the micro teaching
- To help students to demonstrate appropriate use of instructional materials
- To familiarize students with integration of ICT for improved classroom teaching learning
- To acquaint students with technology based teaching strategies.

## 3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"><li>• Define term pedagogy</li><li>• Elaborate nature and objective of pedagogy</li><li>• Explain theories of learning</li><li>• Relate theories of learning with classroom</li></ul>	<b>Unit 1: Concept of Pedagogy (7 hrs.)</b> <ul style="list-style-type: none"><li>1.1 Meaning, nature and objectives of pedagogy</li><li>1.2 Theories of Learning: Behaviorist, Cognitivist, Constructivist</li><li>1.3 Teacher centered, Student centered, Inclusive</li></ul>

<sup>1</sup> Practical works will be embedded as assignment mainly in the micro-teaching format.

<p>practices</p> <ul style="list-style-type: none"> <li>• Brief on different approaches of teaching methods</li> <li>• Compare and contrast different approaches of teaching methods</li> </ul>	<p>methods</p>
<ul style="list-style-type: none"> <li>• Elaborate on and analyze roles of different aspects in teaching learning</li> <li>• Compare and contrast theoretical knowledge with existing practices in the Nepalese school classrooms</li> <li>• Provide views/ideas how to maximize roles of teacher, learners and classroom in students' learning</li> <li>• Translate views/ideas to maximize roles of teacher, learners and classroom in students' learning in the sample lesson plans and micro-teaching</li> </ul>	<p><b>Unit 2: Teacher, Learners and Classroom (15 hrs.)</b></p> <p>2.1 Teacher  2.1.1 Essential qualities of good teachers  2.1.2 Teacher in active classroom</p> <p>2.2 Learners  2.2.1 Diversity of learners  2.2.2 Learning style and needs</p> <p>2.3 Classroom  2.3.1 Classroom environment  2.3.2 Seating arrangement  2.3.3 Classroom display  2.3.4 Class organization (Subject, Grade, Multi Grade, Multi Grade Multi Level)</p>
<ul style="list-style-type: none"> <li>• Justify need of teaching plan and structuring lesson in terms of students' learning</li> <li>• Describe different types of plans</li> <li>• Explain important parts of lesson</li> <li>• Prepare sample of different types of plans</li> </ul>	<p><b>Unit 3: Lesson Structure (15 hrs.)</b></p> <p>3.1 Concept  3.2 Types of plans – Annual, unit and daily  3.3 Essential parts of lesson structure – preparation for learning, delivery of lesson and consolidation (Pre-during-post, Anticipation, Building Knowledge, Consolidation - ABC)  3.4 Individualized instructional plan/Personalized System of Instruction (PSI)</p>
<ul style="list-style-type: none"> <li>• Explain when teacher centered methods are best to use</li> <li>• Describe various methods of teacher centered approaches</li> <li>• Prepare sample lesson plan using teacher centered methods</li> <li>• Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 4: Teacher centered methods (18 hrs.)</b></p> <p>4.1 Direct instruction  4.2 Concept teaching  4.3 Presenting and explaining  4.4 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>• Explain when student centered methods are best to use</li> <li>• Elaborate various categories of student centered methods and their intentions</li> <li>• Describe various strategies of student centered approaches in different categories</li> </ul>	<p><b>Unit 5: Student centered methods (35 hrs.)</b></p> <p>5.1 Learner engaged methods  5.1.1 Concept  5.1.2 Strategies: Brainstorming, Think Pair Share (TPS), Directed Reading Activity (DRA), Prediction from Terms, Direct</p>

<p>and their uses</p> <ul style="list-style-type: none"> <li>• Prepare sample lesson plan using different strategies of student centered approaches</li> <li>• Present sample lesson plan in the micro teaching</li> </ul>	<p>Listening Thinking Activity (DLTA), Text Coding, Know What to learn Learned – (KWL), What? So what? Now what?, Verbalized Learning, Learning Stations, Process-based Instruction</p> <p>5.2 Cooperative learning (Group engaged learning)</p> <p>5.2.1 Concept</p> <p>5.2.2 Strategies: Paired Reading Paired Summarizing (PRPS), Reciprocal Teaching, Read Summarize Question (RSQ), Jigsaw, One Stay Others Stray, Mix Freeze Pair, Pens in the Middle, Pyramid Learning, Paragraph Expert, Student Teams-Achievement Division – STAD)</p> <p>5.3 Problem-based instruction /Problem solving/ Project-based Learning</p> <p>5.3.1 Concept</p> <p>5.3.2 Strategies: Identify Define Explore Act Look (IDEAL), Defining Understanding Planning Evaluating (DUPE), I-Search, Socratic Questioning</p> <p>5.4 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>• Describe importance of review and revisions</li> <li>• Explain various strategies of review and revisions</li> <li>• Prepare sample lesson plan for review/revision lesson using different strategies of review and revisions</li> <li>• Present sample lesson plan in the micro teaching</li> </ul>	<p><b>Unit 6: Review and revisions of lesson (30 hrs.)</b></p> <p>6.1 Concept</p> <p>6.2 Strategies: Question Answer pair, Classify Categorize Organize, Relay, Guess Who?, Two Truths and A Lie, Snowballing, Question ball, Run to the Board</p> <p>6.3 Preparation of sample lesson plan based on above methods</p>
<ul style="list-style-type: none"> <li>• Describe concept and importance of instructional materials</li> <li>• Describe types of instructional materials and their uses</li> <li>• Identify of different sources of instructional materials</li> <li>• Incorporate appropriate instructional materials in the sample lesson plans</li> </ul>	<p><b>Unit 7: Instructional Materials (10 hrs.)</b></p> <p>7.1 Concept</p> <p>7.2 Importance of instructional materials</p> <p>7.3 Type (cost, making, duration of use)</p> <p>7.4 Sources of instructional materials (Local, market, web and ICT based)</p>

<ul style="list-style-type: none"> <li>• Familiarize with concept and working of basic digital</li> <li>• Familiarize with communication tools.</li> </ul>	<p><b>Unit 8: Introduction to ICT (10 hrs.)</b></p> <p>8.1 Basic Digital Literacy for Teachers: Word processor, spread sheet and presentation</p> <p>8.2 Communication tools (Internet and email, Search engine, Social Media)</p>
<ul style="list-style-type: none"> <li>• Differentiate between technology based versus traditional teaching strategies</li> <li>• Identify and select appropriate web sites for instructional support</li> <li>• Elaborate nature and importance of e-learning</li> <li>• Develop and use multimedia presentation for the lesson delivery (samples)</li> <li>• Acquaint with concept of intelligent tutoring system and virtual reality</li> </ul>	<p><b>Unit 9: Technology Based Teaching Strategies (10 hrs.)</b></p> <p>9.1 Technology based versus traditional teaching strategies</p> <p>9.2 ICT integrated pedagogy – concept and process</p> <p>9.3 Web-based instruction and e-learning</p> <p>9.4 Multimedia</p> <p>9.5 Intelligent tutoring system</p> <p>9.6 Virtual reality</p>

*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### 4. Instructional Techniques

##### 4.1 General Techniques

- Direct Instruction followed by discussion/sharing/interaction
- Analyze and relate Nepalese school practices with various concepts to improve classroom practices
- Student preparation and sharing of relevant samples/models
- Sharing, review and discussion in the group and whole class
- Home assignment and self study.

##### 4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
Unit 1	<ul style="list-style-type: none"> <li>• Use appropriate strategies such as direct instruction, presenting and explaining, DRA, KWL, PRPS, Reciprocal Teaching so that along with understanding the concept in this unit, students will have also demonstration on using various strategies in the narrative texts covered in unit 5.</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Use direct instruction in most of the content part</li> <li>• Discuss with the class implications of each of the concepts in the classroom/school practices</li> <li>• Ask students to analyze existing classroom scenario and suggest for improvement –</li> </ul>

	<p>preparation, presentation and discussion (2.3)</p> <ul style="list-style-type: none"> <li>• What? So what? Now What?, Pens in the middle, One Stay Others Stray, RSQ, IDEAL, DUPE strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Analysis of existing practices</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• Jigsaw, Mix Freeze Pair, Text Coding strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample plans and use them in micro teaching</li> <li>• KWL and RSQ family strategies can be used so that along with understanding the concept in this unit, students will have also demonstration on using various strategies covered in unit 5.</li> </ul>
Unit 5-6	<ul style="list-style-type: none"> <li>• Conceptual deliberation relating with use of the strategies in the earlier lessons</li> <li>• Model/sample lesson plans, micro teaching followed by discussion and feedback</li> </ul>
Unit 7	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching</li> </ul>
Unit 8	<ul style="list-style-type: none"> <li>• Conceptual deliberation</li> <li>• Model/sample development and use during micro teaching (multi media) as far as possible</li> </ul>
Unit 9	<ul style="list-style-type: none"> <li>• Conceptual deliberation and discussion</li> </ul>

## 5. Evaluation

This is theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of the Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks	
Group A: Multiple choice questions	20 questions	20 X 1 marks	20	
Group B: Short answer question	8 with 3 'or' questions	8 X 7 marks	56	
Group C: Long answer questions	2 with 1 'or' questions	2 X 12 marks	24	

## 6. Recommended Books and References

### Recommended Books

- Arends, R. I. (2013). *Learning to Teach (8<sup>th</sup> edition)*. New Delhi: McGraw – Hill Education Indian Edition. (Units 1, 2, 4, 5)
- Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: Open Society Institute. (Also available in Nepali translation). (Units 2, 5)
- Elliott, S. N., Kratochwill, T. R., Cook, J. L. and Travers, J. F. (2000). *Educational Psychology: effective teaching, effective learning*. New York: McGraw – Hill. (Units 1, 2, 8)
- Karmacharya, D. M. (2070 BS). *Teacher and Teaching. (In Nepali)*. Kathmandu: Makalu Publication House. (Units 3, 7)
- Muller, T., Lichtinger, U and Girg, R. (2015). *The Multi Grade Multi Level Methodology and its Global Significance*. Germany: Prolog-Verlag. (Unit 2)
- Singh, G. B. (2071 BS). *Active and Thinking Teaching Learning Methods (2<sup>nd</sup> edition)*. (In Nepali). Kathmandu: Jupitar Publications. (2, 3, 4, 5, 6)
- UNESCO. (2013). *Practical Tips for Teaching Multigrade Classes*. Bangkok: UNESCO. (Unit 2).

### References

- Ashman, A. F. and Conway, R. N. F. (1997). *An Introduction to Cognitive Education: Theory and Application*. New York: McGraw – Hill International Edition.
- Cotton, J. (2004). *The Complete Guide to Learning and Assessment: Learning Vol. 2*. New Delhi: Crest Publishing House.
- DOE. (2010). *Framework of Child Friendly School for Quality Education*. Sanothimi: Author.
- DOE/SC. (2005). *Child-friendly Schooling Teachers' Training Manual, 2062*. Kathmandu: Author.
- Joyce, B., Weil, M. and Calhoun, E. (2009). *Models of Teaching (8<sup>th</sup> edition)*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Pollard, A. (2006). *Reflective Teaching (2<sup>nd</sup> Edition)*. London and New York: Viva-Continuum.
- Udvari-Solner, A. and Kluth, P. (2008). *Joyful Learning – Active and Collaborative Learning in Inclusive Classrooms*. California: Corwin Press. (Units 5, 6)
- UNESCO. (2004). *Changing Teaching Practices*. Paris: UNESCO.
- UNESCO. (2015). *Transforming Teaching and learning in Asia and The Pacific: Case Studies from Seven Countries*. Paris: UNESCO. (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

UNICEF. (2003). *Happy Learning! A Guide to Best Practices for Achieving the Potential of Children*. Kathmandu: UNICEF.

Westwood, Peter. (2008). *What teachers need to know about Teaching Methods*. Victoria: Acer Press.

NCED teacher training packages

DEO MGML documents.