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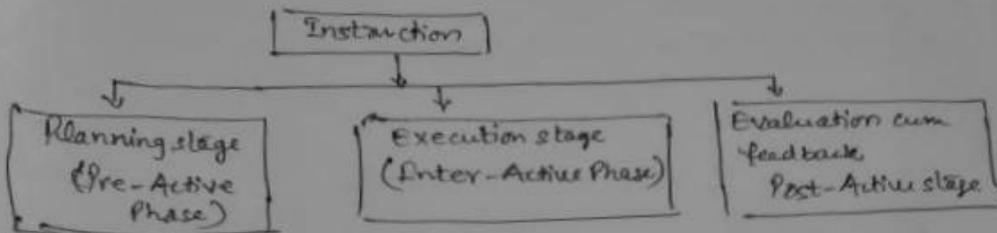
M.Ed II Semester

PaperCC8: Educational Technology and

ICT

II Unit

STAGES OF TEACHING



Phases of Teaching

⇒ PRE-ACTIVE STAGE OF TEACHING: This stage includes all those activities which a teacher performs before class-room teaching or before entering the class-room. Pre-teaching consists essentially of the planning of a lesson. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adopted, use of teaching aids and so on.

Planning is done for taking decision about following aspects-

- * Selection of the content to be taught.
- * Organization of the content.
- * Justification of the principles and maxims of teaching to be used.
- * Decision about the preparation and usage of evaluation tools.
- * Selection of the appropriate of methods of teaching.

- Suggestions -
- (a) Determining goal / objectives.
 - (b) selection of the content to be taught.
 - (c) sequencing the elements of content for presentation.
 - (d) Selection about the instructional methodology.
 - (e) How and when of teaching strategies.

INTERACTIVE STAGE OF TEACHING: The second stage includes where learning experiences are provided to students through suitable modes. the execution of the plan.

As instruction is the complex process by which learners are provided with a deliberately designed environment to interact with, keeping in focus pre-specified objective of bringing about specific desirable changes.

All those activities which are performed by a teacher after entering in a class are clubbed under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class.

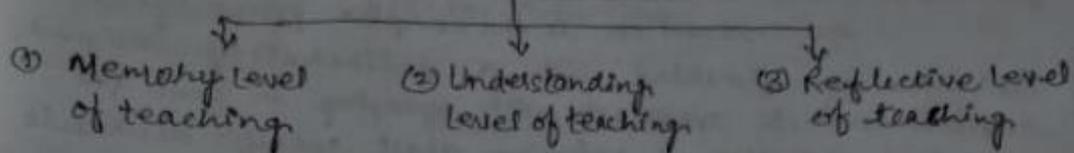
- Suggestions -
- (1) sizing up of the class.
 - (2) Knowing the learners.
 - (3) (i) Initiation
 - (ii) Response.

POST-ACTIVE STAGE OF TEACHING - Post-teaching stage is the one that involves teacher's activities such as analysing evaluation results to determine students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the systems in the next instructional period.

⇒ suggestions - The following activities are suggested in the post-active of teaching -

- (1) Defining the exact dimensions of the changes caused by teaching.
- (2) selecting appropriate testing devices and techniques.
- (3) changing the strategies in terms of evidences gathered.

II TEACHING OF LEVELS:-



(1) MEMORY LEVEL OF TEACHING: It is the first and thoughtless level of teaching. It is concerned with memory or mental ability that exists in all living beings. Teaching at memory level is ~~concern~~ considered to be the lowest level of teaching. At this level -

- the thinking ability does not play any role.
- students only cram the facts, information, formulas and laws that are thought to them.
- the teaching is nothing about but learning the subject matter by rote. [Bigge, Morrill (1967)]
- the role of the teacher is prominent and that of the student is secondary.

⇒ Merits of memory level teaching.

- (1) Useful for children at lower classes. This is because of their intellect is under development and they have a rote memory.

The knowledge acquired at memory level teaching forms a basis for the future i.e. when student's intelligence and thinkings is required.

Memory level teaching acts at the first step for understanding and reflective levels of teaching.

It is pre-requisite for understanding level teaching. The role of the teacher is important in this level of teaching and he is free to make choices of subject matter, plan it and can present it at will.

UNDERSTANDING LEVEL OF TEACHING

- DEMERITS -
- (1) This does not contribute to the development of the student's capabilities.
 - (2) The pupils are kept in strict discipline and examining is insisted on this teaching.
 - (3) Intelligence does not carry any importance in this type of teaching and it lacks motivation.

UNDERSTANDING LEVEL OF TEACHING: Understanding something is to perceive the meaning, grasp the idea and comprehend the meaning. In the field of Education and Psychology, the meanings of 'understanding' can be classified as -

- * seeing the total use of facts.
- * seeing relationship
- * a generalized insight

MERITS OF THE UNDERSTANDING LEVEL OF TEACHING

- (1) At this level of teaching students do make use of their thinking abilities.
- (2) Knowledge acquired at this level forms the basis of the reflective level of teaching.

- ② Here the teacher presents subject matter before the students in an organized and sequential form.
- ③ The new knowledge acquired is related to the previously required knowledge.
- ④ Here the students do not learn by rote.

⇒ DEMERITS - (1) Teaching at this level is subject centered.
 (2) There is no interaction between the teacher and students at this level.
 (3) This type of teaching mastery i.e. emphasized.

⇒ REFLECTIVE LEVEL OF TEACHING: Reflective level of teaching is considered to

- be the highest level at which teaching is carried on.
- * It is highly thoughtful and useful.
- * The role of the students is quite active.
- * Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.
- * The role of teacher in this level of teaching is democratic.

⇒ MERITS - (1) The teaching at this level is not teacher centered or subject-centered. It is learner centered.

(2) At this level, teaching is appropriate for the higher class.

(3) There is an interaction between the teacher and the taught at the reflective level teaching.

⇒ DEMERITS - (1) Not suitable for small children at the lower level of teaching.

(2) It is suitable only for mentally matured children. At this level, the study material is neither organized nor pre-planned.

⇒ OPEN EDUCATIONAL RESOURCE - OER :-

The term "Open Educational Resource" (OER) refers to educational resources (Lesson plans, quizzes, syllabi, instructional modules, simulations, etc.) that are freely available for use, reuse, adaptation, and sharing.

⇒ Types of OER: The types of open educational resources include full courses, course materials, licensed content (often streamed) video, tests, software, and other tools, materials, or techniques used to support access to knowledge.

- BENEFITS -
- Saves costs for students.
 - Grants access to more quality choices.
 - Helps prior learning and after learning.
 - Provides peace of mind for all users.
 - Other benefits. - (i) quality assurance (ii) sustainability of OER (iii) lack of public understanding about OER.

⇒ MASSIVE OPEN ONLINE COURSES (MOOCs) - The traditional classroom is

limited in how many students it can serve, but millions of people around the world want - and need quality education.

MOOCs are massive open online courses. The concept, spearheaded by edX, began as an opportunity for organizations to offer online courses to students all over the world, in the millions, for free. For example - the first-ever MOOC, still available today, was MIT's Circuits and Electronics course. In 2015, for the first time ever, learners earned college credit for MOOCs on edX.

BENEFITS - By opening the classroom through MOOCs edX brings the best courses from the best schools to millions of learners around the world. Today, MOOCs are making education more relevant and reimagine education.