Welcome To Class
Monday, January 13, 2020

Hope You have a Great Time Today
Understanding Teaching & Teaching for Understanding
Learning Outcomes

Teaching, Learning & Instruction

- Be able to define and differentiate the meaning of the teaching, learning and instruction;
- Be aware of the Technical Processes in Teaching process;
- Identify the Scholarship and Best Practice of the Teaching-Learning process;
- Be familiar with the steps in teaching for Understanding;
- Have a clearer understanding of the Principles of Learning;
Ellen G. White says:
“Guard well the avenues of the soul.”

Acts of the Apostles, p. 519

What are the avenues of the soul?

“All should guard the senses, lest Satan gain victory over them; for these are the avenues to the soul.”

Ellen G. White, Testimonies for the church, Vol. 3, p. 507

How can the use of this PowerPoint presentation be a tool in this regard?
The way to the mind, to influence learning, is through the sense organs;

Therefore the more sense organs that can be utilized in the teaching-learning process, the greater will be the enhancement and the possibility for greater learning;

What implications does this have on teaching?
There are some terms that we must get their meaning in the context of what we will be doing today in this professional presentation:

(a) Teaching; (b) Educating, (c) Instruction, (d) Learning,

What is teaching?
Is teaching a science or an art (skill)?
Why a science? Or why an art? (Pedagogy)

- Formal teaching is getting learners to respond in an organized, systematic manner.
- To impart knowledge of, or skill in, to give instruction.
Educating is to develop the mental, moral, and social capabilities, especially by schooling or instruction.

Teaching is characterized as an intentional activity; it is undertaken with the purpose of bringing about learning.

As you teach, you must be cause your students to think; you become a facilitator of the learning process;

Teaching is not giving information to students, teaching is not telling. (If that was the case then giving each student a textbook to read would have been considered teaching)
Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something;

Teaching goes hand in hand with learning. “If learning is not taking place during this process, then you are not teaching.”

Hence, the grades / performance of your students in your class, is a very clear reflection of your teaching.
Teaching is a dynamic process, anything other than that is really not teaching.

The energy you bring to your classroom is very proportionate and very related to the energy and attitude you would get out of your students.

How you were taught (even if you feel you learnt) does not necessarily mean that it is the best way to teach.
Let us take some time to dissect the process of teaching.

The Performance of the Teaching Process

Teaching as a performance has at least four aspects:
(a) technical, (b) scholarship, (c) management, (d) moral.

Because we are dealing with teaching skills for the secondary level, the focus will be mainly on the technical and scholarship levels:
Technical Processes in Teaching

Technically there are three basic moves / measures / motions in excellent teaching:

i. Knowing how to establish a healthy, productive learning environment;

ii. Having the knowledge and skill to set up an environment to ensure interaction, which includes being able to ask meaningful questions;

iii. Knowing how to use assessment to ensure that learning has taken place
A healthy, productive learning environment includes both physical and emotional safety, as well as order and system within that environment.

Let us take a look at some definitions of words that will surface in the teaching process:
Some Basic Definitions

**Teaching** - is the act of getting students to respond in an organized, systematic manner.

**An effective teacher** - is able to match teaching goals, content attributes, and learner characteristics with a wide repertoire of teaching processes.

**Teaching processes** – consist of methods, strategies, structures, and techniques designed to organize teaching and ensure maximum learning.
Method - a planned set of steps designed to deliver instruction. The most common used in school is lecture.

Strategy - an organized system of instruction based upon learning theory or how scholars think in a particular discipline. It has a research base supporting its ability to produce strategy-relevant results in students.

Cooperative learning, mnemonics, mastery learning, direct instruction etc. are examples of teaching strategies.

These strategies are key to the interaction taking place within the classroom.
Structure - is a content-free, planned process designed to organize interaction of individuals for instructional purposes. Many structures are associated with cooperative learning, e.g. Think-pair-share, random call, rally table, etc.

Techniques - are steps designed to organize or manage the learning environment. Common techniques include what the student is to do when an assignment has been finished, being ready for a conference with the teacher.
Asking meaningful questions is another way to obtain response.

Using Bloom’s taxonomy of the Cognitive domain as a guide can provide a structure for asking questions from simple to complex:

   a) Knowledge;  b) comprehension;  c) application;  d) analysis;  
   e) synthesis;  f) evaluation.

Another framework for asking questions is to use one that helps teachers ask question on four different thinking levels:

   a) literal;  b) interpretive;  c) critical;  d) creative.
The Scholarship of Teaching

There are a number of perspectives to approach the scholarship of teaching.

The question is how do we defend the choices we make about teaching.

At the university we must be interested in pedagogy (the science and art of teaching), and I will propose one way to think about what some have called “best practices.”

Pedagogy involves four interrelated areas:

(a) instructional processes; (b) management techniques; (c) the curriculum; and (d) appropriate use of technology.
There are other practices that are essential in the delivery of effective pedagogy. Eight of them are listed:

1. A thorough knowledge of the basic facts, concepts, organizational schemas, and disciplinary culture of the subject matter taught.

2. A theoretical knowledge about learning, human behaviour, and the ability to translate that knowledge into practice.

3. To display healthy emotions and attitudes about learning and have the skill to teach others to acquire them as well.
4. Control of a wide repertoire of teaching processes (techniques, structures, & strategies) and the abilities to match these with these learning goals, with learner development levels, and subject matter needs.

5. To practice and to be able to teach others to practice healthy and moral and ethical behaviour.

6. To display practical knowledge of the environment in which they work.

7. A command of the knowledge of the professional development topics and processes to be taught, and the ability to communicate it.

8. Skill in the use of technology used to enhance teaching and learning.
Best Practices

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. When data support the success of a practice, it is referred to as a research-based practice.

A Best Practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.
• The following introduces a structural framework in the process of being involved in “Best Practice”

• I will present a Christ-o-centric view of what I think and believe that Christian Teacher Educators should be fully involved in as we all determine to take on “Best Practice” as part of our professional developmental process.
The three circles are used to show the foundation of the model.

Circular shape indicates strength and support.

The arrows pointing upwards indicate the direction to which the support is given.

The fact that each of the circles are about the same size indicate equal importance in their function.
Professional development is the key to keep us from getting into the rut we sometimes get ourselves.

This is key to our survival as Teacher Educators for the 21st Century.

This is the basis of our growth, and if we are not growing, we are dying.

The best way to prevent “burn-out” in the profession is to be involved in professional development.

In the history of education there has never before been a greater recognition of the importance of professional development.

Sparks and Loucks-Horsley (1990) define professional development as the “processes that improve the job-related knowledge, skills and attitudes of school employees” (pp. 234-235).

“Every modern proposal to reform, restructure, or transform schools, emphasizes professional development as a primary vehicle in efforts to bring about needed change” (Guskey, 1994, p. 3)
We cannot be teaching in a technological age and be afraid or timid to be involved in informational and educational technology. This is key to our survival.

“Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.” (Wikipedia)

Instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning." (Wikipedia)
We cannot be doing or practicing things by guess. We have to know and understand what research has shown in different situations. We must not just say “research says” we must be able to quote it and let our students know that we are not operating by guess, but we are following a set and organized plan.

Education professionals are always learning, finding out things, analyzing information, adapting their behaviour according to information received, looking to improve and adapting to modern demands. All of this constitutes research – whether professionals want to call it that or not.

Research can help teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth.

January 13, 2020 – “Understanding Teaching & Teaching for Understanding” – F. N. Baldeo, Ph.D
The band being circular is significant. There is no beginning or end. They all merge, work and influence each other and together they form the basis of sound strategies from which we should be operating as teacher educators.

These pillars support a circular band composed of **six elements** which inter-relate and influence each other.

Longman English Online Dictionary gives the definition of **elements** as “statement of fundamental ideas or facts as the basis of strategies.”

This band represents the essential educational structure that holds and secures all the components of the primary teacher education framework in place.
The importance of a **philosophy** of education is that it defines the purpose and focus of an educational institution. It becomes a part of its mission statement which in turn defines what subjects are taught, how they are taught and, perhaps more importantly, the values that are taught both implicitly and explicitly along with the subjects being covered.

*Philosophy* is the love of wisdom. Education is the spreading of that wisdom.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
The words *servant* and *leader* are usually thought of as being opposites. When two opposites are brought together in a creative and meaningful way, a paradox emerges. And so the words *servant* and *leader* have been brought together to create the paradoxical idea of *servant-leadership*.

Greenleaf discusses the need for a better approach to leadership, one that puts serving others—including employees, customers, and community—as the number one priority. *Servant leadership* emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making.
Modeling is a way to teach our rules. It involves demonstrating the specific behaviours and language patterns of an expectation in a way that promotes the rules in day-to-day experiences. When we model expectations, we translate and inspire more general expectations, such as respect, listening, or other behaviours. We act out the desired behaviours, showing what it looks and sounds like to listen to a classmate, or raise your hand and wait to be called on.
Collaboration is working together to achieve or realize shared goals. It encourages introspection of behaviour and communication, and aims to increase the success of teams as they engage in problem solving. Collaboration involves commitment by teachers educators who will be working together with school administrators, the school system, and the community. It involves time, support, resources, monitoring, and, above all, persistence. However, the biggest issue is time--time for planning, time for development, and time for evaluating. Each teacher needs to study teaching techniques, subject area(s), individualization, accommodation, and skills for collaboration in the classroom.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D

January 13, 2020
Reflection refers to the ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal (including social, political, historical and economical) and ethical contexts associated with schools, classrooms and the multiple roles of teachers (Knowles, Cole & Presswood, 1994).

Researchers agree that reflection can be summarized as a natural process that facilitates the development of future action from the contemplation of past and/or current behaviour. “Reflection on one's own work is a key component of being a professional” (Schon, 1993).
Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. From these ideas learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns.

Educators should use cognitive terminology such as “classify, analyze, predict, and create” to encourage and accept student autonomy and initiative, and to use raw data and primary sources, along with manipulative, interactive, and physical materials. Encourage dialogue, inquiry, elaboration of first responses, and to nurture the natural curiosity in students.

January 13, 2020

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
Immediately inside the **band of elements** is an equilateral triangle which has three fronts or faces. These represent the three holistic educational symbols.
Immediately inside the band of elements is an **equilateral triangle** which has three fronts or faces. These represent the **three holistic educational symbols**. The **arrows** from the broken lines from the band are pointing to the inside suggesting that these elements impact and influence the inner components, the three fronts or phases.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
Immediately inside the band of elements is an equilateral triangle which has three fronts or faces. These represent the three holistic educational symbols. The arrows from the broken lines from the band are pointing to the inside suggesting that these elements impact and influence the inner components, the three fronts or phases.

These represent holistic education symbolized by:
(a) The Head,
Immediately inside the band of elements is an equilateral triangle which has three fronts or faces. These represent the three holistic educational symbols. The arrows from the broken lines from the band are pointing to the inside suggesting that these elements impact and influence the inner components, the three fronts or phases.

These represent holistic education symbolized by (a) The Head, (b) The Heart.
Immediately inside the band of elements is an equilateral triangle which has three fronts or faces. These represent the three holistic educational symbols. The arrows from the broken lines from the band are pointing to the inside suggesting that these elements impact and influence the inner components, the three fronts or phases.

These represent holistic education symbolized by
(a) The Head
(b) The Heart
(c) The Hands
The Head represents Educational Knowledge.
The Head represents Educational Knowledge.

The Heart represents the Integration of Faith & Learning.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
The **Head** represents Educational Knowledge.

The **Heart** represents the Integration of Faith & Learning.

The **Hand** represents Learning Environment.

January 13, 2020  "Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
These three fronts of the teacher education framework enclose three educational components. Encarta Dictionary gives the definition of components as “a part of something that forms part of a whole.” These essential components of teacher education are represented by three concentric circles.
These three fronts of the teacher education framework enclose three educational components. Encarta Dictionary gives the definition of components as “a part of something that forms part of a whole.” These essential components of teacher education are represented by three concentric circles.

1. Community
These three fronts of the teacher education framework enclose three educational components. Encarta Dictionary gives the definition of components as “a part of something that forms part of a whole.” These essential components of teacher education are represented by three concentric circles:

1. Community

2. Teacher Standards
These three fronts of the teacher education framework enclose three educational components. *Encarta Dictionary* gives the definition of components as “a part of something that forms part of a whole.” These essential components of teacher education are represented by three concentric circles.

These three educational components are:

1. Community
2. Teacher Standards
3. Content
Diversity represents all the ways we are different. It does not pit one against the other for dominance; it only allows for cultural differences to be employed to improve teaching and learning. Diversity represents all the ways we are different. It acknowledges and uses these inherent differences to drive innovation as a way of creating better organizational performance and competitive advantage.

The merging or intersecting of the educational components of Community and Teacher standards leads to Diversity. Diversity represents all the ways we are different. It does not pit one against the other for dominance; it only allows for cultural differences to be employed to improve teaching and learning. Diversity represents all the ways we are different. It acknowledges and uses these inherent differences to drive innovation as a way of creating better organizational performance and competitive advantage.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
The merging or intersecting of the educational components of Community and Teacher standards leads to Diversity.

The merging of Content and Teacher Standards introduces Pedagogy.

Pedagogy is the art, craft, science, practice or process of teaching whose principles are based on sound educational theory.

Pedagogy is the art and science of how educators teach and how students learn it, which is the study of being a teacher. Pedagogy also includes how the teaching occurs, the approach taken to teaching and learning, the methods in which the content is delivered and what the students learn as a result of that process.
The merging or intersecting of the educational components of Community and Teacher standards leads to Diversity.

The merging of Content and Teacher Standards introduces Pedagogy.

The intersecting of educational components of Community and Content generates Engagement.

Engagement occurs when educators help "students make a psychological investment in learning. Students take pride not simply in earning the formal indicators of success( grades) but in understanding the material and incorporating or internalizing it in their lives.

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
The merging of all three **components** at the center represents **BEST PRACTICE**. The interaction of the **pillars**, the **elements**, and the **components** all impact and influence best practice. Thus we can envision best practice as the core and center of an effective, productive, and efficient teacher education programme.

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. When data support the success of a practice, it is referred to as a research-based practice. A **Best Practice** is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.
The superimposing of a cross within that triangle, and fortified on the platform of faith and learning, signifies the impact and influence of the teachings of Jesus Christ – the Master Teacher on Christian education, the statement “the cross of Christ … [as] the foundation of all true education‖ (White 1898, par. 7), as well as the concept from the declaration, “In the highest sense, the work of education and the work of redemption are one.” (White, 1952, p. 30), Gives credence to the cross of Jesus Christ in and on Christian Education.

January 13, 2020

"Understanding Teaching & Teaching for Understanding" – F. N. Baldeo, Ph.D
From my research and interaction a Best Practice model should include
(a) good, quality teachers,
(b) a holistic approach to education,
(c) non-compartmentalized programmes,
(d) components to build tradition and heritage in the students,
(e) preparation of teachers as leaders,
(f) more avenues for student to show innovations,
(g) demonstration of required practical skills,
(h) professional development, and
(i) equal opportunities to learn while providing equal opportunities for outcomes.
"To educate a person in mind and not in morals is to educate a menace to society."
- Theodore Roosevelt

“Progress is impossible if you do things the way you’ve always done them.”
- Wynn

There has been more information produced in the last 30 years than the previous 5,000. Information supply to us doubles every five years.

*Information Anxiety*

Wurman, Sume, & Leifer (2000)
How then are we able to “Teach for Understanding?”
“If you fail to plan, then you are planning to fail”

Then we have the seven “P’s”

Proper
Prior
Preparation
Prevents
Pathetically
Poor
Performance!

Questions:
What is the purpose of planning? What is the reason for our lesson planning?
Questions:

What is the purpose of planning?

What is the reason for our lesson planning? When we sit down to plan our lessons for teaching, what are the real reasons for this planning?
And how do we plan for the learning process to take place?

It starts with our learning outcomes;

Ensuring that the three types of learning are employed in the writing up of our outcomes;

How well do we utilize all of Bloom’s Taxonomy when we are writing learning outcomes?
Bloom's Taxonomy of Learning Domains
The Three Types of Learning

• **Cognitive:** mental skills *(Knowledge)*

• **Affective:** growth in feelings or emotional areas *(Attitude)*

• **Psychomotor:** manual or physical skills *(Skills)*
Original Domain

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

BLOOM’S TAXONOMY (Cognitive Domain)

New Domain

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Key Words (verbs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td>Recall data or information.</td>
<td>defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</td>
</tr>
<tr>
<td></td>
<td>Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension:</strong></td>
<td>Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</td>
<td>comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</td>
</tr>
<tr>
<td></td>
<td>Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spread sheet.</td>
<td></td>
</tr>
<tr>
<td><strong>Application:</strong></td>
<td>Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</td>
<td>applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</td>
</tr>
<tr>
<td></td>
<td>Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Example</td>
<td>Key Words (verbs)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td><strong>Troubleshoot a piece of equipment by using logical deduction.</strong></td>
<td>analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</td>
</tr>
<tr>
<td></td>
<td><strong>Recognize logical fallacies in reasoning.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Gathers information from a department and selects the required tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>for training.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Analyses, breaks down, compares, contrasts, diagrams, deconstructs,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**differentiates, discriminates, distinguishes, identifies, illustrates,</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>infers, outlines, relates, selects, separates.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis:</strong></td>
<td><strong>Write a company operations or process manual.</strong></td>
<td>categorizes, combines, compiles, composes, creates, devises, designs, explains,</td>
</tr>
<tr>
<td></td>
<td><strong>Design a machine to perform a specific task.</strong></td>
<td>**generates, modifies, organizes, plans, rearranges, reconstructs, relates,</td>
</tr>
<tr>
<td></td>
<td><strong>Integrates training from several sources to solve a problem.</strong></td>
<td><strong>reorganizes, revises, rewrites, summarizes, tells, writes.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Revises and process to improve the outcome.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td><strong>Select the most effective solution.</strong></td>
<td>appraises, compares, concludes, contrasts, criticizes, critiques, defends,</td>
</tr>
<tr>
<td></td>
<td><strong>Hire the most qualified candidate.</strong></td>
<td>**describes, discriminates, evaluates, explains, interprets, justifies, relates,</td>
</tr>
<tr>
<td></td>
<td><strong>Explain and justify a new budget.</strong></td>
<td><strong>summarizes, supports.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Bloom’s Taxonomy

## [Affective Domain]

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Key Words (verbs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receiving Phenomena:</strong> Awareness, willingness to hear, selected attention</td>
<td>Listen to others with respect. Listen for and remember the name of newly introduced people.</td>
<td>asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</td>
</tr>
<tr>
<td><strong>Responding to Phenomena:</strong> Active participation on the part of the learners.</td>
<td>Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</td>
<td>answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</td>
</tr>
<tr>
<td><strong>Valuing:</strong> The worth or value a person attaches to a particular object, phenomenon, or behavior.</td>
<td>Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment.</td>
<td>completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</td>
</tr>
<tr>
<td>Category</td>
<td>Example</td>
<td>Key Words (verbs)</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td>Recognizes the need for balance between freedom and responsible behaviour. Accepts responsibility for one's behaviour. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</td>
<td>adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</td>
</tr>
<tr>
<td><strong>Internalizing values (characterization):</strong></td>
<td>Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</td>
<td>acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</td>
</tr>
<tr>
<td>Category</td>
<td>Example</td>
<td>Key Words (verbs)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Mechanism:</strong></td>
<td>This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</td>
<td>assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</td>
</tr>
<tr>
<td></td>
<td>Use a personal computer. Repair a leaking faucet. Drive a car</td>
<td></td>
</tr>
<tr>
<td>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</td>
<td>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.</td>
<td>adapts, alters, changes, rearranges, reorganizes, revises, varies.</td>
</tr>
<tr>
<td></td>
<td>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.</td>
<td></td>
</tr>
<tr>
<td>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</td>
<td>Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</td>
<td>arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</td>
</tr>
<tr>
<td>Category</td>
<td>Example</td>
<td>Key Words (verbs)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Perception:</strong> The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</td>
<td>Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food.</td>
<td>chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</td>
</tr>
<tr>
<td><strong>Set:</strong> Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</td>
<td>Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation).</td>
<td>begins, displays, explains, moves, proceeds, reacts, hows, states, volunteers.</td>
</tr>
<tr>
<td><strong>Guided Response:</strong> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</td>
<td>Performs a mathematical equation as demonstrated. Follows instructions to build a model.</td>
<td>copies, traces, follows, react, reproduce, responds</td>
</tr>
</tbody>
</table>
Exercise:

Finish the sentence with words or phrases to express your thoughts and feelings about lesson preparation.

Lesson Preparation is ...............
Discussion

1. What steps do you take in preparing to teach? Which steps are the most helpful? The least helpful?

2. What is the most frustrating aspect of lesson preparation? How do you deal with this challenge?

3. If you were starting your teaching ministry over again, what things would you do differently in terms of lesson preparation?

4. If you were giving advice to new teachers, what would you share?
What are some of the reasons (as backed by educational research) why teaching is not meeting the “mark” in most instances?

a. Teachers most of the time in their planning process, plan just for teaching.
   • (Is anything wrong with that?, if so why? Or why not?)

b. Teachers are not planning for the learning process in their classrooms.

c. Our teaching is not catering for the kinds of students we have at school today.
What are the kinds of students we have at schools today?

- Essentially there are two kinds of students:
  - **Mary** – likes to get to the bottom of things
  - Wants to understand what is taking place in the classroom;
  - Reflects on possibilities, implications, and applications;
  - Uses higher cognitive processes;
  - Basically teaches herself;
  - Cannot be prevented from learning;

- Called the **Deep Learning student**
The next kind of student we have at school:

- **Harry** – goal is not to achieve understanding;
- Does not care about learning itself;
- His goal is to get a piece of paper in his hand;
- To pass exams;
- To get a degree;
- To get a decent job;
- Will only use higher cognitive processes if he has to;
- Will cut any corner in achieving his goals with minimum effort;

- Called the **Surface Learning Student**.
30 years ago there were more Mary’s at schools; Today there are much more Harry’s at schools; 

In fact the research shows that about two-thirds of our students are like the Harrys’; 
The general belief is that Harry is the only one to blame, but in reality it is not so; 

*Harry just has different goals from Mary;* 
The general teacher’s perception is that Mary is a good student, and Harry is a bad student; 

**d. Students are labeled and responsibility is conveniently deferred from the teacher.**
We have what I term: “Blame the student approach” to teaching;

Research has shown that there are three kinds of teachers:

**Level I teacher** – is concerned with “what students are”

For this teacher the exam is about sorting out the good student from the bad;

**Level II teacher** – focuses on the teacher and is concerned with “what the teacher does”

A good level II teacher will arm him/herself with an armada of teaching techniques, tips and tricks;
What is very evident with this type of teacher is that passive or surface learning students are produced;

*The Level III teacher* – is concerned with “what the student does, before, during and after teaching”
That teacher is concerned with the *product* or the *learning outcome* of the teacher;
Principles of Learning:

- Learning is not only based on the outcome of teaching;
- What students learn is influenced by their existing ideas;
  - Students’ prior knowledge can help or hinder learning.
- Effective Learning by Students requires Feedback from Teachers;
- Expectations affect Performance;
Principles of Learning (Cont’d)

- Progression in Learning is usually from the Concrete to the Abstract;
  - How students organize knowledge influences how they learn and apply what they know.
  - Students’ motivation determines, directs, and sustains what they do to learn.

- People Learn to do well only what they Practice Doing;
  - To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
Principles of Learning (Cont’d)

- 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 approaches to learning;
Principles of Learning (Cont’d)

- Students develop holistically and their learning is affected by the social and emotional aspects of the classroom climate;

- The learning environment is supportive and productive;

- Promote independence, interdependence and self motivation;

- Students’ needs, background, perspectives and interests are reflected in the learning programme;
Principles of Learning (Cont’d)

- Students are challenged to support and develop deep levels of thinking and application;

- Assessment practices are an integral part of learning;

- Learning connects strongly with communities and practice beyond the classroom;
Constructive alignment (as proposed by John Biggs) is a form of outcome-based education that focuses on teaching, learning and assessment at the classroom level.

All good teachers are concerned with what learning outcomes their students attain.

The teaching process must now be designed by good teachers in order to achieve those outcomes (not objectives).
What is the difference between objectives and outcomes?

Objectives refer more to what the teacher aims to do;

Outcomes are what the student should be able to do after being taught;

The teacher must have some experience in the teaching process before s/he can effectively have learning outcomes;
How does teaching help students achieve our intended learning outcomes?

Is it by lecturing to them about those outcomes?

No, in a lecture students listen and take notes with various levels of understanding.

In constructively aligned teaching, we must get the student to perform the verb that’s stated in the outcome.

eg. “Apply” a principle to a given situation.

A lecture or telling students about how to apply will do very little to learning how to apply.
Getting students to do the applying themselves is definitely the best way;
e.g. Students could be required to carry out a case study;

“What students do is actually more important in determining what is learnt, than what the teacher says or does.” Baldeo (2017)

Ralph Tyler puts it nicely: “Learning takes place through the active behaviour of the student; it is what he does that he learns, not what the teacher does.”
Research indicates that instructional planning for effective teaching includes the following elements:

- Identifying clear lesson and learning outcomes while carefully linking activities to them is essential for effectiveness.
- Planning the instructional strategies to be deployed in the classroom and the timing of these strategies.
- Recognizing the importance of linking instruction to real life.
• Using advance organizers, graphic organizers, and outlines to plan for effective instructional delivery.

• Considering student attention spans and learning styles when designing and planning lessons.

• Systematically developing outcomes, questions, and activities that reflect higher-level and lower-level cognitive skills as appropriate for the content and the students;

• Learning outcomes specify what learners’ new behaviours will be after a learning experience;
Objectives may be ‘general’ or be more ‘specific’;

They may describe what the teacher is to do or what the student is to do, the subject matter to be covered;

They provide a generalized intention or an expected student learning;

They are predominantly “content” related;

Objectives, activities and outcomes must be understood, and used appropriately in the classroom;
Activity & Assignments

How is activity different from objective or outcome?

Learning activity is what takes place in the process of students achieving their learning outcomes;

The result of learning outcomes at work in the classroom;

An assignment is a specific activity, which when accomplished, fulfils a learning outcome;
✓ Assignments must be creative, not simply busy work;

✓ Assignments must have a clear guidelines, thought provoking, and doable;

✓ They should question more answers rather than answer more questions, thus stretching the learners’ mind;
What makes an activity meaningful?

i. Activity that provides direction without dictatorship;

ii. Activity that stresses function and application;

iii. Activity with a planned purpose;

iv. Activity that is concerned with the process as well as the product;

v. Realistic activity that includes problem-solving, critical thinking situations;
Learning Outcomes or Objectives?

- Outcomes, Objectives, Aims and Goals are most certainly related;
- They are all used to direct curriculum planning and assessment;
- They have been, and still are, useful tools as a reference to ensure what and how we teach has purpose and direction;
- Goals and Aims originate from our Vision and Mission;
- They might be described as “hoped for” achievements or events;
Why are learning outcomes important?

Learning outcomes are the most important section of your course outline—the essence of your course. They are essential because they:

• define the type and depth of learning students are expected to achieve;

• provide an objective benchmark for formative, summative, and prior learning assessment;

• clearly communicate expectations to learners;

• clearly communicate graduates’ skills to prospective employers;
Outcomes differ from Objectives in that they describe **changes in students**, which result from the provided Learning Experiences.

Learning outcomes are focused on what the learner will know or be able to do by the end of a defined period of time and indicate how that knowledge or skill will be demonstrated.

The learning experiences used are determined by the Teacher and are not stipulated in the outcome.

Outcomes focus on the ends (will know) rather than the means-objectives (will cover).
Learning outcomes should focus on what the student should know and realistically be able to do by the end of an assignment, activity, class, or course;

Learning outcomes, if set out appropriately, are intuitive and user friendly;

Instead of focussing on what you will be teaching, it focuses attention on what the students will be learning;
Learning outcomes represent what is achieved and assessed at the end of a course of study and not only the aspirations or what is intended to be achieved;

Achievement of an Outcome usually requires long-term learning rather than short-term memory.
When an Outcome is achieved the ‘skill’ can be **transferred to other contexts**;
Objectives tend to relate only to a specific subject;
Outcomes allow for **student negotiation** on topic areas and even assessment methods.

- Objectives are restrictive;
- Outcomes relate to issues **beyond the school setting, and present and future roles for self and others**;
- Objectives tend to focus on the here and now for students only.
In achieving Outcomes, students must be able to regularly demonstrate learning, not in single bits, but in integrated applications relating to life-skills;

To achieve an Objective, students may only need to correctly recall knowledge once;

An Outcome focuses on what students know, can do and how they apply this knowledge – as teachers we must provide learning experiences which foster the development of observable demonstrations of what students know and can do.
<table>
<thead>
<tr>
<th>Vague outcome</th>
<th>More precise outcome</th>
</tr>
</thead>
</table>
| By the end of this course, students will have added to their understanding of the complete research process. | By the end of this course, students will be able to:  
• describe the research process in social interventions  
• evaluate critically the quality of research by others  
• formulate research questions designed to test, refine, and build theories  
• identify and demonstrate facility in research designs and data collection strategies that are most appropriate to a particular research project  
• formulate a complete and logical plan for data analysis that will adequately answer the research questions and probe alternative explanations  
• interpret research findings and draw appropriate conclusions  
• Adapted from http://ssw.unc.edu/doctrinal/curriculum/descriptions.html |
By the end of this course, students will have a deeper appreciation of literature and literary movements in general.

By the end of this course, students will be able to:
- identify and describe the major literary movements of the 20th century
- perform close readings of literary texts
- evaluate a literary work based on selected and articulated standards
Resources


*Curruculum Theories* http://cnx.org/content/m13293/latest/


www.d.umn.edu/~fguldbra/educ1101/.../The%20Sociology%20of%20Education


White, E. G. (1898) God’s word oour study book. *Youth Instructor*, July 7, par. 3