

Unit 3

Teaching Methods

Introduction:

Once a technical teacher has learned to analyze and obtain content from the program area / curriculum, tasks must be converted into measurable performance objectives and teaching methods determined. In fact, teaching requires many decisions. The teaching method for a class, such as lecture/discussion, demonstration and type of supplemental materials must be decided. These decisions are based on the objectives for the course and lesson. Effective instruction provides direct interaction between the teacher and students. Excellence in teaching involves dedication to the principles of the four-step method for planning each lesson: (1) Introduction (motivation), (2) Presentation (strategy), (3) Application (student activity), and (4) Assessment (evaluation).

Unit Objectives:

Upon completion of Unit 3 – Teaching Methods, new teachers will be able to:

1. Discuss the Four-Step lesson planning components -- Introduction (motivation), Procedures (strategy), Application (student activity) and Assessment (evaluation)
2. Write and evaluate performance objectives, including task, condition and standard
3. Describe the daily lesson planning process
4. Develop a Lesson Plan that includes appropriate Topic / Title, Objectives, Introduction, Procedures, Application and Assessment strategies
5. Plan appropriate presentation strategies / methods of instruction
6. Utilize instructional media to enhance teaching

Unit Outline:

3-1 Lesson Planning

A. Planning Tools

- 1. Curriculum Maps**
- 2. Course Syllabi**
- 3. Unit Plans**
- 4. Daily Lesson Plans**

B. Lesson Plan Components

- 1. Introduction (motivation)**
- 2. Procedures (strategy)**
- 3. Application (student activity)**
- 4. Assessment (evaluation)**

C. Performance Objectives

- 1. Task**
- 2. Condition**
- 3. Standard**

3-2 Instructional Media

- A. Selecting Instructional Media**
- B. General Guidelines**
- C. Color and Contrast**
- D. Enhancing Lesson Objectives**
- E. Appropriate Use**
- F. Review and Practice**

G. Internet Use

H. Blackboard Use

I. CPS Use

J. School Pad Use

K. PowerPoint Use

L. Digital Devices

3-3 Special Needs Planning

A. Terminology – ARC, IEP

B. Accommodations

C. Differentiated Strategies

3-4 Methods of Instruction

A. Illustrated Lecture / Discussion

B. Demonstration

C. Group Techniques / Questioning

D. Role Modeling

E. Communication Skills

F. Body Language

G. Praise – General and Specific

Activities for Unit 3 – Teaching Methods

Upon completion of Unit 3, you should be able to complete the following:

1. Using the Lesson Plan format, develop an exemplary 20-minute class to present this week.
(see instructions provided)
2. Plan and develop visual materials for the 20-minute class to be presented this week.
3. Select types of instructional media that you can use to teach your classes and plan ways they could be used.
4. Plan application activities that could be used with your 20-minute class this week.
5. Select types of student application activities that you can use with classes you teach.
6. Describe the relationship between the Presentation step and the Application and Assessment steps of a lesson plan?
7. Describe the relationship between the Objectives and the Assessment step of a lesson plan.
8. Discuss the Introduction step of the lesson plan as it is used to get the student's attention, interest, and provide motivation.
9. Identify and describe the three components of a performance objective.
10. Discuss the purpose of the Presentation part of a lesson plan.
11. Discuss the importance of developing a lesson plan for each instructional day.
12. Plan appropriate presentation strategies / methods of instruction
13. Utilize instructional media to enhance teaching
14. Correctly answer questions related to this Unit on a written test.
15. Effectively apply the principles discussed in this Unit in the classroom.


Lesson Planning

Is it essential for teachers to plan?

Are teachers that take time to plan more successful in helping students reach course goals?

Should teachers take time to plan instruction on a daily basis?


At the end of this lesson presentation, new teachers will be able to:

- Explain the use of different planning tools such as curriculum maps, course syllabi, unit plans, and daily lesson plans.
- Define words typically associated with instructional planning, such as: syllabus, curriculum map, unit plan, lesson plan, standard, objective, concept, instructional strategy, learning activity, scenario, and essential question.
- Identify learning activities within a lesson plan and explain the purpose of each section of a lesson plan.


Activity: How do I go about planning instruction?

Read the scenario distributed in class.

Compare the scenario with your own experience in receiving course information from your principal or a district administrator.

Then answer the discussion questions.

Tools for instructional planning:



- **Course syllabi** communicate the expectations of a course to students, parents, other teachers and the community. They often include: course description, course standards, major projects, assignments, assessment plan, grading scale, and class expectations.
- **Curriculum maps** are planning tools that typically chart a course for the year and are organized by week, month, or grading period. The map usually identifies: knowledge and skills, major learning activities, and methods of assessments.
- **Unit plans** organize learning activities to help students achieve a "chunk" of course content with similar concepts and skills. Units usually last a week or more and include a number of daily lessons.

What is a lesson plan?



Lesson plans are usually one class period in length and include an opening activity to focus students on the objective or essential question, presentation of content, opportunity to apply content knowledge, a review of instruction, and assessment of knowledge gained.

- I. Introduction
- II. Presentation
- III. Application
- IV. Assessment

Step 1 – Introduction



- Set the context for the lesson (Can you provide a real world example or draw from previous experiences/lessons?)
 - Ask a question
 - Tell a personal story
 - Relate the lesson to a previous lesson or indicate future needs
 - Conduct a pre-assessment (formative)



Performance Objectives/Essential Questions

- An **objective** describes what students will know and be able to do as a result of a lesson, unit, or course. Objectives typically begin with the phrase, "At the end of this lesson, the student will be able to..." They may also be phrased as "I can..." statements for students.



Examples of Objectives

- At the end of this lesson, given a diagram, students will be able to list the organs of digestion and explain the functions of each.
- Given the proper tools and instructions from a vehicle manufacturers shop manual, students will be able to properly clean and deglaze cylinder walls with 100% accuracy.
- At the conclusion of this lesson students will be able to prepare an income statement for a service business.



Essential Question

- An **essential question** is designed from the course standards that focus students on the most important points of the unit of study.
 - What organs make up the digestive system?
 - How do you clean and deglaze a cylinder system?
 - What steps must be followed in preparing an income statement?



Activity: Creating a Performance Objective

- Think about the lesson you will present on Thursday.
- Write one performance objective related to the lesson.
- Share the objective with a classmate.
 - Does it state specifically the skill/knowledge to be gained?
 - Does it include a condition?
 - How will it be measured/assessed?



Step 2 – Presentation

- How will content be delivered?
 - Lecture
 - Demonstration
 - Instructional media
 - Texts and/or Resources
- It is important to include safety and employability skills throughout the presentation



Review

- At various points in the lesson, it is important that teachers review major concepts, safety principles, work habits, etc. to ensure students remember and perform those concepts at a later time!
 - Remind students of objectives
 - Ask questions often
 - Allow students to ask questions or critique demonstrations
 - Have students demonstrate skills or explain skills before application



Step 3 - Application

- Provide students an opportunity to practice concepts/skills
 - Demonstrate the skills (telling & showing each step)
 - Supervise performance closely
 - Monitor and correct errors
 - Check for safety
 - Assess Performance
 - Have students repeat task if necessary

Application Examples

Knowledge Based	Skill Based
- Assignment Sheets	- Lab Project
- Classroom Project	- Simulated Activity
- Small Group Activity	- Live Work Activity
- Internet Research	- Problem Solving
- Text Assignment	- Team Project
- Game	- Demonstrating to other students
- Role Play	



Step 4 - Assessment

- You will assess students every day in your class to ensure they have retained the content.
 - Formative Assessment (Questioning, exit slips, check lists, quizzes, etc.)



Activity: Review a Sample Lesson Plan

- Working with a class partner, review a sample lesson plan.
- Find each component of an effective lesson and circle the types of learning activities used.
- Then answer the questions on the handout.



Review

- Name one thing you learned today about lesson planning.
- Do you have any questions about instructional planning?
- Quiz (Matching)

Instructional Media

New Teacher Institute

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Introduction

- ✦ The same media can be used to help with planning and managing your classroom.
- ✦ Instructional media can be used by administrators, teachers and the students to augment the learning process.
 - ◆ In this lesson we will look at:
 - General guidelines for instructional media
 - Selection and use of media

Review of Lesson Planning

- ✦ Lesson Planning
 - ◆ Introduction
 - ◆ Procedures
 - ◆ Application
 - ◆ Assessment

Objectives

- ✘ List and explain the use of at least five different types of instructional media
- ✘ Prepare and use instructional materials, media resources or technology for class presentations/demonstrations

General guidelines for instructional media

- ✘ The student must be able to see the instructional media from anywhere in the classroom.
- ✘ The media should enhance the lesson's objectives.
- ✘ Instructional media is not a substitute for lesson planning.

General guidelines for instructional media cont.

- ✘ Instructional media should be used in lessons where it is appropriate. Don't make something "FIT".
- ✘ Review and practice with the instructional media before you use it.

First guideline - The student must be able to see the media.

This is size 12 font.
This is size 14 font.
This is size 18 font.
This is size 24 font.
This is size 32 font.
This is size 40 font.
This is size 48 font.
This is size 60 font.

Do you write legible and large enough for the student to see when you use the chalk board or whiteboard?

First guideline cont.

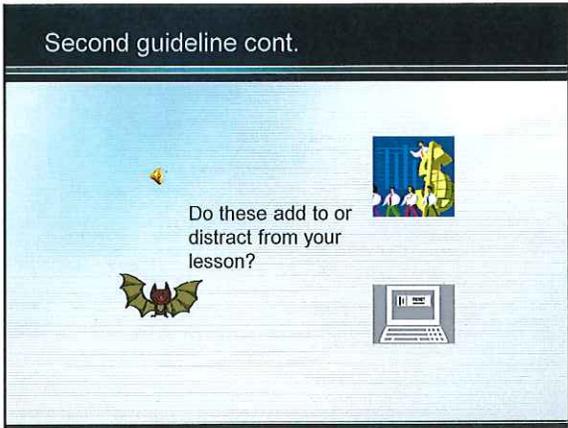
When selecting or developing instructional media beware of color and contrast.

Second guideline - The media should enhance the lesson's objectives.

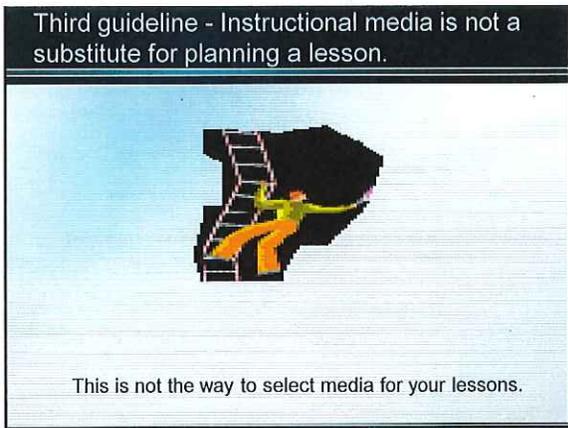
The media should add to not distract from the lesson's objectives.

Second guideline cont.

Do these add to or distract from your lesson?



Third guideline - Instructional media is not a substitute for planning a lesson.



This is not the way to select media for your lessons.

Third guideline cont.

- ✘ Planning a lesson can not be substituted with randomly selected media. It is important to chose instructional media based on the objectives of the lesson and the expected student outcomes.

Fourth guideline - Instructional media should be used in lessons where it is appropriate.

We Remember
10% of what we read.
20% of what we hear.
30% of what we see.
50% of what we see and hear.
70% of what we discuss with others.
80% of what we personally experience.
95% of what we teach others.

Edgar Dale

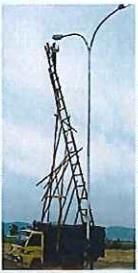
Fourth guideline cont.

- Career and Technical Education lessons are activity oriented this usually involves the use of equipment. These lessons usually CANNOT be presented using only a lecture format.

Fifth guideline - Review and practice with the instructional media before you use it.

Murphy's Law: If things can go wrong they will go wrong.

O'Mally's Principle: Murphy was an optimist.



Fifth guideline cont.

- ✦ Make sure that the instructional media you have selected fits your lesson.
- ✦ You must be sure that your instructional media will work.
- ✦ Using multiple types of instructional media for the same material will help students with different learning styles.
- ✦ Tell your students what you are looking for.

Demonstrations of instructional media

- ✦ You will be using several types of instructional media. Make sure you pay attention to the instruction sheets in the use of this media.

Internet use

- ✦ Use the internet to find a resource for your teaching subject.
- ✦ Show the source you found to the instructor.
- ✦ Be sure to follow the steps in the instruction sheet.

Blackboard use

- ▶ You will log on to Blackboard and read the announcement.
- ▶ Be sure to follow the steps in the instruction sheet.

CPS use

- ▶ You will use the CPS unit to answer one question.
- ▶ Be sure to follow the steps in the instruction sheet.

iPad Use

- ▶ You will use the iPad to write your name. After you write your name show the instructor the page.
- ▶ Be sure to follow the steps in the instruction sheet.

Powerpoint use

- ☑ You will create one slide in PowerPoint. After you create your slide show the instructor the slide.
- ☑ Be sure to follow the steps in the instruction sheet.

iPad Use

- ☑ You will use the iPad as a document camera.
- ☑ Be sure to follow the steps in the instruction sheet.

Learn from your students

- ☑ In some cases your students will have more background than you do when using a particular instructional media. Use that background to your advantage let them present the demonstration to your class.
- ☑ Several of your students will be proficient in searching the web, developing PowerPoint presentations and other instructional media.

Other instructional media

- ✦ The instructional media you are using today are just a few of those available.
- ✦ Others available to you might include podcast, movie maker, digital cameras, digital video cameras, overhead projectors and etc.

Planning

- ✦ As the teacher you can use instructional media to help you with your planning and documentation of your classes.
- ✦ Classroom planning should include the development of lesson plans, unit plans, syllabus, supply request, equipment request, schedules for work-based learning, Advisory Committee meetings, and etc.

Planning cont.

- ✦ Regardless of how you do your lesson planning, using a computer, a lesson plan book, a notebook and write out in long hand. It is extremely important that you as the teacher plan and organize lessons for your classroom. Your planning will help eliminate discipline problems. If you plan on keeping them busy they can't get in trouble.

Assessment

There are two instructional media you will be using today that you can use for assessments.

- ◆ CPS
- ◆ Blackboard
 - Both of these can automatically grade your assessments.
 - Both include electronic grade books you can use.

Summary

- Instructional media is a valuable tool for the teacher.
- From the beginning planning to the last assessment your work can be made easier by using instructional media.
- Today's lesson was a very brief exposure to instructional media. Many of your schools have the instructional media you used today. Find it and experiment with it, then use it in your classroom.

Summary cont.

- Your professional development plans should include learning more about how to use instructional media in your classroom.

Explore

In groups of two use the instruction sheets at the various workstations to learn a basic step using each of the instructional media.

Questions

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