

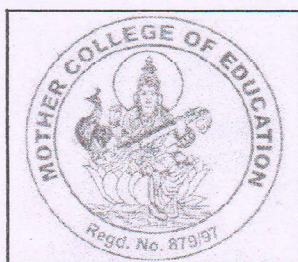
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S. S. Biswal

LEARNING AND TEACHING

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Mother College of Education, Code Number:249

Y.D.PETA-531115



B.Ed. Programme (Academic Year-2017-2019)

Semester-- I / II / III / IV

Course:

Name: _____

Roll No: _____ Regd.No: _____

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ACTIVITY-1

prepare a list of study habits prevailing among students of a particular class through interaction of students

They are the Stephen Hawking or Marissa Mayer of your class and you're probably scratching your head wondering why you can't do it too, am I right? Many students lose motivation when someone else is thriving and you feel as though you're lagging behind. This is not uncommon but if you're thinking their learning ability is simply due to good genetics, you're wrong. It's more likely that they are using better study strategies than you.

There's a bunch of good habits for students high-achievers are already following that may surprise you. Follow these learning tips to take the lead! Top students learn by:

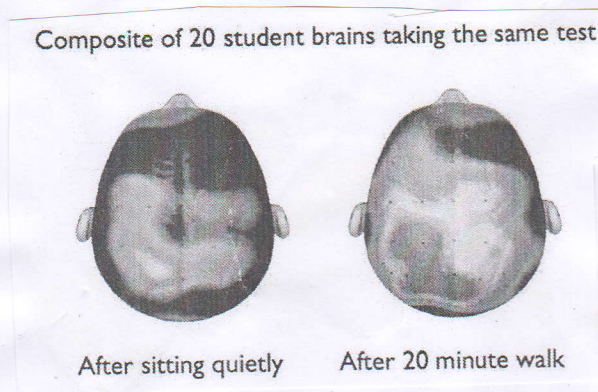
① creating a study plan

This seems like a complete no-brainer but top students never fail to properly plan their future success. If you are feeling over-whelmed with the amount of work you have on your plate, a clear and

balanced study plan will boost your motivation when you tick a task as complete and reduce stress by focusing on one piece of the puzzle at a time. check out goconqr's study planner tool here.

② Taking study breaks:

Does this study tip surprise you? many students think they can cram a lot of information into their heads by sitting down and learning straight for a few hours. However, your ability to learn reduces the more time you spend staring at your books. Use that break time wisely and take a walk to boost your brain activity further, here's the proof:



3. Building their own study notes

Our philosophy has always been in support of active learning by encouraging students to build their own set of study notes using mind maps, flashcards and

and other effective methods. Countless users have shared their success stories with us saying that creating their own online notes has helped them discover a unique way to learn and enabled them to maintain exceptional grades which illustrates how powerful active learning can be.

④ Getting Enough sleep

Exhaustion is the enemy of the elite. Here's why sleep is important; when you properly rest, your brain strengthens the knowledge you have learned during the day by assimilating information so the better you learn. The relationship between sleeping and learning is often disregarded by busy students but those at the top know the importance of this essential element of the learning process.

⑤ Asking questions

Instead of passively sitting in lectures absorbing what's going on, have you noticed what the top performing students are doing? They are engaging in the learning experience by asking questions, striking up a conversation with

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the lecture and getting involve in their learning. of course, you don't want to be the one to be the one to put your hand up but it doesn't mean you should not question what you are studying. Always ask why, it's a big question for a small word.

6. Testing themselves Regularly

cramming doesn't even enter the mind of a top student. Reviewing material in regular bursts ensures that information is stored in the memory over the long-term, extending the learning experience beyond the test. many top students use the spaced-repetition concept to optimize learning by systematically reviewing notes to embed knowledge in the brain. creating practice quizzes is another way to regularly engage your mind.

⑦ practicing under test conditions

The number one way high-achievers ensure they reach their target grades is by preparing for tests in the way that they will set the real thing. This means a certain amount of dedication will need to be demonstrated by setting a timer, putting your books away and answering

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questions to put your brain to work. online quizzes are an ideal way to easily create exam-like conditions and put your knowledge to the test.

⑧ Applying Learning to Real-life

Top students recognise that acquiring skills is critical for the challenges faced in life. Learning is not about studying for a test and getting good grades. It's about understanding knowledge and what you can do with that knowledge. During the deeper learning process, students take ownership of their learning by applying core academic skills to real-life situations.

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ACTIVITY-II

A report on learning situations, learners attention, motivational status among the students of a particular class through interaction of students

"Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime."

one of the most important factors that leads us to achieve anything in life is motivation, and nowhere is that more important than in the classroom. While some students are naturally eager to learn, though, others need - or expect - their teachers to inspire, challenge and stimulate them. For these teachers, motivating a student is perhaps the greatest challenge they face.

Motivation is a key factor in students success at every stage of their education. Teachers play a pivotal role in providing and encouraging it. Here are some practical ways for teachers to practice that skill and motivate their students.

① Be enthusiastic about your subject

A teacher's enthusiasm is a crucial factor in student motivation. If students see that their teacher is happy to be in the classroom and excited about teaching them, they will learn by example. Therefore, share your enthusiasm and passion for your subject. Your positive energy leads to the students becoming more motivated as a positive attitude is a must for a successful learning atmosphere.

② create a pleasant, relaxed and enjoyable environment

A classroom is a great place for learning, but sitting at a desk day in day out can make school seem a bit dull for some students. Move around and interact with your students. The first step to creating a friendly learning environment for your students is to know them better. Getting to know your students is about more than just memorizing their names. It means understanding their needs, desires and interests.

Furthermore, the classroom can always benefit from fun activities such as group games. When students are having fun, they will pay attention and focus on the work that is required of them rather seeing the lesson as a boring chore.

③ use achievable and relevant materials

It is essential for you to know what the most effective approach to teaching the language is and what activities are suitable for a given group of learners. The teaching material must be relevant to the students. You should make the materials inclusive enough to reach the all levels of student ability.

When students feel the task at hand is achievable, they will work more diligently towards finishing it. Ensure opportunities for students success by assigning tasks that are neither too easy nor too difficult.

④ Help students set achievable goals for themselves

Failure to attain unrealistic goal can disappoint and frustrate students. Encourage students to focus on their continued improvement not just on their grade on any one test or assignment. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses.

⑤ make students active participants in learning

It is extremely important for students to feel that they are valued members of a learning community. They are more likely to learn by doing, making, writing, designing, creating, solving than just by listening to a lecture. When students participate in a lesson, they are more interested in it. Additionally allow students to work together. They find it fun trying to solve problems and work on projects with other students.

⑥ strengthen students self-confidence

Research has shown that students are more affected by positive feedback and success. Always congratulate students needs to improve, but also praise areas where the student is them confidence in themselves.

⑦ Be specific when giving negative feedback

Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person.

Without a doubt, motivation is a key aspect of the whole educational process. As an important part of student achievement, motivation is required as a commitment to learning. Teachers must be familiar with a range of practical motivational strategies, as well as the means to implement them in the classroom, because when students are motivated, they learn in the best possible way.

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ACTIVITY-III

③ conduct a group discussion on strategies of memorization- repeated reading, writing peer group discussion, explaining to others etc and prepare a report

This sampling of strategies provide ideas for helping students prepare for discussions and for collaborating with others to develop those ideas.

Instructor - designed questions

- * Distribute questions on the course schedule or on blackboard
- * Include a mix of "closed" comprehension questions, which have a limited number of correct answers, and open-ended questions, which can generate multiple strong responses.
- * Begin class by asking for responses to at least one of the questions. Record resulting ideas on the chalkboard, integrate these ideas throughout rest of the class.

Student-designed questions

- * Ask students to bring to class to discussion questions.
- * Give students instructions and examples to clarify what types of questions are most effective for generating discussion and how they can use the questions to deepen their own learning.
- * Grade the questions and give students feedback to help them improve their question-writing skills over time.
- * To reduce the number of submitted questions to a manageable amount divide the class into two-four groups and assign the responsibility for writing questions to only one group per class session.

5-minute informal writing in response to a question

- * When used at the start of class, the exercise might ask students to recall or explain factual information or major ideas from the assigned reading.

- ★ when used in the middle or end of a class, this exercise can ask students to synthesize, complicate or counter ideas that have already been discussed or presented, or to identify the "most important point" or the "muddiest point" in a discussion.
- ★ include time to ask for volunteers to read what they have written.
- ★ record responses on the board and use these responses to shape the direction of the discussion.
- ★ Add any points that students did not address but that are essential.

Small - Group Discussions: Facilitation strategies and selected models

Strategies for Facilitating Small - Group Discussions

- ★ Give specific time limits and instructions
- ★ Limit groups to 2-3 students each. With larger groups, some students will not participate.
- ★ Allow time after the group discussions for groups to report the results of group work and for students in other groups

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to ask questions and comment on their peers' ideas.

- * Integrate the results of group work into the closing discussion or lecture, and refer back to these ideas, when relevant in subsequent class sessions.

Informal collaborative Learning Groups

- Ask each group to analyze and annotate a figure, image, or short passage of text, or to solve a problem, then explain it to the class.
- Assign roles and so that each student has a clear and essential responsibility within the group. Explain each role so that the responsibility of each are clear and understood as essential to the group's success.
- Each time you assign such roles in groups, ask students to take on a different role than that which they fulfilled the last time. The idea is that students ~~study~~ should fulfill each role roughly the same number

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of times, so that each student learns new skills and does not always take on the role the student is most comfortable in.

Think, pair, share

- Ask students a question, then direct them to first think and write notes on their own for 30 seconds to a minute, then discuss their answers with a neighbor for 3-5 minutes, then present their ideas to class.

- Record these ideas on the board, asking for other students to build on their peers ideas as you go.

Think-Aloud pair (Tread) Problem Solving (TAPPS)

- Divide students into groups of 3
- Give each pair a problem to solve, a text to interpret, or a case history to discuss.
- Ask students to designate an explainer, a questioner, and a recorder.
- The recorder records the explanation via writing notes and/or drawing diagrams.



ACTIVITY-IV

④ understanding the nature of interaction between teachers and students by Flander's interaction model and prepare a report.

The Flander's system is an observational tool used to classify the verbal behavior of teachers and pupils as they interact in the classroom. Flander's instrument was designed for observing only the verbal communication in the class room and non-verbal gestures are not taken into account. The basic assumption of the system is that in the classroom the verbal statement of a teacher are consistent with his non-verbal gestures or with his total behavior. Neal S. Flander has categorized the instruction of teachers and pupils in classroom. There are 10 categories in this system.

① Flanders's Interaction analysis's categories

		category number	activity
Teacher talk	Response	①	Accept Feeling: accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. feeling may be positive or negative
		②	Praises or encourages: praises or encourages pupil action or behavior. jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'umhm?'
		3	Ask questions: asking a question about content or procedure with the intent that a student may answer
	Initiation	④	Lecturing: giving facts or opinions about content or procedures. expressing his own ideas, asking rhetorical questions.

		6	giving direction: directions, commands or orders to which a pupil is expected to comply.
		7	criticizing or justifying authority: statements intended to change pupil behavior from non acceptable to acceptable pattern, stating why the teacher is doing what he is doing.
Pupil talk	Response	8	pupil talk in response to teacher: talk by students in response to teacher. teacher initiates the contact or solicits student statement.
	Initiation	9	pupil talk initiated by the pupil: talk by students which they initiate. It calling on 'student is only to indicate who may talk next. observer must decide whether student wanted to talk. If he did, use this category
Silence		10	silence or confusion: pauses, short periods of confusion in which communication cannot be understood by the observer.

procedure of Flanders's interaction Analysis:

Encoding and decoding are the two process of interaction analyses. The encoding process is used for recording classroom events and preparing observation matrix.

① Encoding process:

The first step in the process of encoding is to memorize the code numbers in relation to key phrase of words, which are indicated in capital in ten-category system. An observer sits on the last bench of the classroom and observes the teacher when he is teaching.

Ground rules for encoding observation:

Because of the complexity of the problems involved in categorization, several ground rules have been established. The rules of observation add in developing consistency in trying to categorize teacher classroom behavior.

Rule 1: when it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category.

Rule 2: If the primary tone of the teachers behavior has been consistently director

25 (20)

consistently indirect.

Rule 3: An observer must not concern with his own ~~to~~ biases or with the teacher's intent. If a teacher attempts to be clever.

Rule 4: If more than one category occurs during the three seconds interval, then all category used in that interval are recorded.

(b) Decoding process:

After encoding the classroom events into ten-category system 10×10 matrix table is prepared for decoding the classroom verbal behavior.

(c) Interpreting the matrix:

No classroom interaction can be ever recreated. It is part of a moment in history. The purpose of interaction analysis is to preserve selected aspects of interaction through observation, encoding, tabulating and then decoding.

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ACTIVITY-V

⑤ prepare a detailed report on different roles of an ideal teacher in the existing circumstances.

Teachers play a key role in the education and also student's life.

A person with proper vision, experience, and an education degree can enter the teaching profession.

Teaching job is a great responsibility than a mere job.

It has an impact on the growth and well-being of the nation.

The teacher today is quite diverse than past and has a wide role in almost every occupation.

In many cases of a successful student, there seems to be a good teacher. The relation in between seems to be very harmonious with complete dedication and affection from the teacher towards the student. This phenomenon had never been the other way.

Role of Teachers in Education

Education is necessary for politicians, businessmen, artists, farmers, religious groups, students career growth.

pic



Some of the great revolutions of political and industrial revolutions around the world. Their vision helped various societies to gain self-sufficiency and financial freedom. Some of them helped in the spread of knowledge and establishment of good educational institutes.

Education is vast and it has grown to a large extent in last century. Many fields in science, commerce, arts have come up and the area of study is very large. So considering these developments a

1. Teacher has to imbibe the education of his subject to a complete extent possible to deliver when needed.

2. He has to write books, articles, conduct seminars etc. to publicize the knowledge needed to the society.
3. The education system has to be designed and taught so that the learners can do some sort of service to society after attaining it.
4. The knowledge has to be imparted to pupil within short time period, in a most understandable way using effective teaching strategies like academic software.
5. He should avoid creating confusion or misrepresenting of education to students and society.

Role of a teacher in students life

Teacher plays an important role after parents in molding the students. Students are to be handled with affection and courtesy. The students point of view must always be considered once before he apply his opinion on them.

1. An ideal teacher should be impartial, disciplined, not affected by respect, insult and at all times be courteous.

2. The teaching should be done from the level of learner. Then gradually upgrade to higher level and not the reverse so as to leave them empty minded.

Fig.



3. Teaching should also be done by reference to standard textbooks for each topic on the subject. This helps student get complete and reliable information.

4. Teacher can solve many of the problems of the student in respect to his thoughts, behavior, career etc.

Role of teachers in schools

At school, a teacher is like a parent to the student. He must try to see if the students are fine, healthy and active. He has to encourage students to take up extra curricular activities besides studies and also welfare programs with the support of his colleagues.

In case parents of any students wish to meet them, the teacher must be ready to listen and cooperate with them.

They emphasises that one should play the role of a teacher with dedication, honesty, affection and patience.

As a final word, the career of teaching should not be taken up just for a job but instead for self-satisfaction and social development.