Approaches to Teaching

[Author's Name]

[Faculty Name]

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Section 1:

Context

The process of learning involves many things besides listening to what the teacher has to say. For students to succeed in their learning, their behaviour in class must be consistent with the demands, as well as academic expectations of the teacher (instructional objectives), along with their learning and socialization with their peers. Today, teachers at all levels face an increasing number of students whose behaviour challenges the success of daily classroom instruction. To help teachers in instilling discipline and academic performance of students, scholars have come up with theories that are essential for these issues. These theories help teachers to manage their classrooms properly. It is necessary therefore, to explore these theories with regard to a classroom that has such issues.
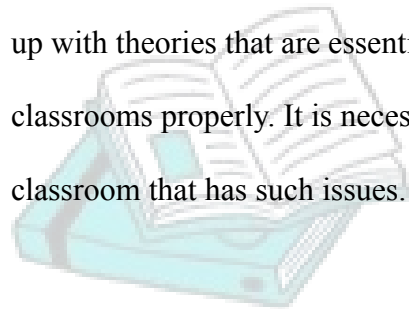
Aims and Objectives

The aim of this paper is to critically assess the relationship between classroom planning, teaching and learning. This paper draws on the theoretical perspectives from the module.

Subject Content

Many worlds converge within a classroom. The teacher, students, parents, curriculum, principal, school, district, public policy, and cultural beliefs are just some of the structures that interact with one another on a multitude of levels to create the framework in which children are educated (Levin and Nolan, 2000, p. 6). The resulting challenge for educational researchers is to

isolate precise variables for measurement and analysis while accounting for the multidimensional nature of the context. The body of literature on classroom planning is a prime example of this premise.

Although there are particular methodological and theoretical orientations that distinguish one area of study from another, there is consensus among many researchers that classroom planning is a complex construct that requires multifaceted and sophisticated examination. An outgrowth of this increasing tendency to conceptualize classroom planning broadly has resulted in a more expansive definition of the term to include a variety of teacher actions: establishing/maintaining an orderly environment conducive to academic instruction, developing positive relationships with students, fostering social/emotional development, and addressing problematic behaviour (Levin and Nolan, 2000, p. 6).

Teaching Approaches
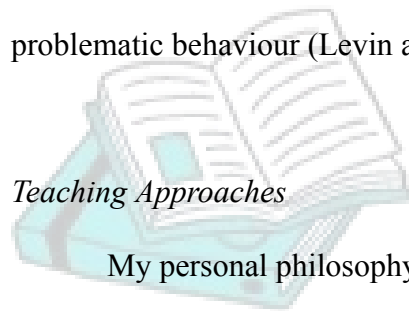
My personal philosophy of education is that every student has a right to learn from the teacher, and it is the mandate of the teacher to ensure this is achieved. The learners should always be well-managed in order for every student to learn best. This can be achieved through various ways. First of all, I believe that every lesson should be started with a positive attitude as well as high expectations. Research shows that if the teacher expects his or her students to misbehave, he automatically finds the misbehaviour from the students.

Section 2: Theory and Principles

Main theories of learning are taken into consideration such as,

- Behaviourism

- Cognitivism

- Humanism

- Andragogy

- Multiple Intelligences

- Theory of memory

In order to have a proper understanding of learning theories, it is vital to have an understanding of learning itself. This brings me to a question as to what is learning. Is it the name of change in a process or behaviour? Learning is the end product of some process which can be seen, felt and recognized and which consequently have a bearing on behaviour. In that perspective, learning is actually a quantitative enhance of knowledge, getting information or knowledge a lot. Let us try to understand the learning theory now which is an effort to explain how humans and nonhumans learn which facilitate us to understand the difficult processes of learning. According to Lefrancois (2012) one is in giving us with a theoretical framework and vocabulary for understanding the instances of learning which we observe. The other one is in guiding where to go for the solutions of the practical problems. Hypothesises do not provide us way out however; direct our concentration to the variables which are essential in finding the solutions.

Behaviourism: According to behaviourism learning is an increase in knowledge and information. Let us go to explore how people learn. There are certain conditions of learning at the top of which is behaviour. The behaviourist school of thought assumes that learner is basically passive, reacting to environmental stimuli. It is considered that he is a slate that is clean, and his activities are shaped either through negative or positive re-enforcement. Both sorts of re-enforcement anticipate the recurrence of the antecedent behaviour. It is punishment which

stops the antecedent behaviour (Moallem, 2001, p. 113). Behaviourism precedes cognitivism and discards structuralism and it is considered to be an expansion of logical positivism. Thus, learning is defined to be a change in behaviour of the learner. The originators and significant donors to behaviourism are B.F. Skinner, Ivan Pavlov, John B. Watson, E.L. Thorndike (Connectionism), Tolman, and Bandura (moving in the direction of Cognitivism). The key words of behaviourism are classical conditioning (Pavlov), operant conditioning (Skinner) and Stimulus response) the key points of this theory are the fundamental assumptions concerning the learning process. Three essential assumptions are supposed to be factual. 1st learning is patented by alteration in behaviour. Secondly the situation shapes up the behaviour and 3rd the belief of contiguity and then is re-enforcement which means of raising the probability that an occasion will be frequent are vital to describing the process of learning. For behaviourism learning is an acquisition of change behaviour by two kinds of probable conditioning, classical as well as operant conditioning (Moallem, 2001, p. 113).

Cognitivism: Then is cognitivism which replaces behaviourism. This school of thought considers human mind as a black box which needs to be opened and understood. Mental procedures, for instance thinking, knowing, memory and problem solving, needs to be explored. Knowledge should be observed as a symbolic mental construction. Learner is an information processor. At this point, I feel it fit to present a contrast between the two- Behaviourism and Cognitivism. Cognitivist's response to behaviourism is that human beings are not tamed animals who should merely react to environmental stimuli. Being rational creatures with qualities of head and heart, they need active participation in learning activities and their thinking presupposes their actions (Lefrancois, 2012, p. 256). Behaviour is observable since it is the outcome of what happens in the learner's head. Cognitivism considers human mind as the black box or computer

as a processor which produces certain outcomes. The originators and important contributors of

this theory of learning are Merril (Components Display Theory), Gagne, Wager, Briggs, Bruner

(moving in the direction of cognitive constructivism), Reigeluth (Elaboration Theory),

Candura(structural learning), and Schank (scripts). The key words of this theory of learning are

information processing, schema, symbol manipulation, Schemata, mental model, and information

mapping (Learning Theories Knowledgebase, 2012).

      Humanism: A theory of learning emerged in the 1960s which takes into account dignity,

potential, and human freedom. The essential assumption of humanism is that persons act with

intentionally, and are enthused by values. Humanism comes into contrast with behaviourism

which holds the notion of operant conditioning. Operant conditioning theory was proposed by

B.F. Skinner which consequently came to be known as Radical Behaviour. This hypothesis refers

to the technique in which performance function on environment (Moallem, 2001, p. 113).

According to the behaviourists, behaviour is an outcome of the applications of consequences.

Psychologist of cognitive believes that the finding out knowledge with constructive meaning is

essential to learning. According to the humanists it is significant to study the individual as a

whole. It is for the reason that the person develops and grows over their lifespan. The humanist

thought that the learning of self, goals and motivation are of particular interest. The main

proponent of humanism includes Abraham Maslow and Carl Rogers. A main principle of

humanism might be expressed as the progress of autonomous people and self-actualized. In

humanism, the learning is learner led and modified. The role of instructor is that of a facilitator.

Cognitive and affective requirements are keys. The objective is to build up self-actualized

persons in a supportive and cooperative environment. I apply this theory to my learners by being

a facilitator and extend personal assistance to help them with their studies. I provide

opportunities to them to learn properly. The exponents of this theory are Carl Rogers, Malcolm Knowles, Abraham Maslow and the main terms for the theory are self-actualization and it holds that learning takes place when the person who delivers learning relinquishes his authority and stands as mere facilitator (Learning Theories Knowledgebase, 2012).

Andragogy: It is the art or science of adult learning and it was an innovative suggestion created to make clear how the process of learning in fully developed persons is different from the means in which kids learn. In accordance with theory of andragogic, grown-up people are aggravated to be trained, are self-governing, liable, and make use of prior practices as a pattern for learning (Knowles, 1970, p.10).

Andragogy, an idea initiated by Knowles in the year of 1973, is a learner focused naturally. Andragogy is grounded in the humanistic learning theory (Moallem, 2001, p. 113). Knowles recognized 6 principles of process of adult learning that are,

- Adults are actually internally self-directed and motivated

- They carry life practices and facts to learning

- Adults are objective and relevancy oriented

- Adults are practical

- Adults like to get respect (Learning Theories Knowledgebase, 2012)

Section 3: Personal Assessment

In my teaching practice, I prefer and adopt humanism and andragogy because these theories focus on learners 'progress pertaining to learning. I negotiate with the learners to find out how best they can learn and try to discharge my role to the best as facilitator. I teach learners who bring life experience to learning and therefore, they need to be respected and considered as

important units of the learning environment. I put them through presentation, individual exercises, group activities and class interactions equally.

What I have learnt from the examples is the andragogy, which helps in the process of learning. As the technology and usage of other social media in classroom facilitate students or learners to stay busy and on assignment all through the lesson. As a result, we educator can use numerous teaching strategies and techniques to meet all the needs of students' learning. For example, tapping into social media is considers as a helpful learning practice for both the teachers as well as students. At present there are some social media tools which are student and teacher friendly (Knowles, 1970, p.10). These tools can be utilised to give instant feedback and evaluation to student in addition to keep the interest of student in the classroom for the whole period.

According to Knowles (1970), the teacher should be competent to make a respectful and conducive environment for all the students of the class, and must promote learning of students using a range of teaching and learning strategies.

The outcome of this approach may good enough, because I think that by using this, students will be willing to significantly check their own progress. In addition to this they will also be open to the new ideas as well as techniques of observing the world.

The Humanism has showed that this theory is much more effective in the process of learning or education; it has several characteristics. As this theory give students the opportunity to explore and get in touch with your senses, self-concepts and values. This education involves the senses, emotions, motivations, gestures and dislikes of the students. That is why I prefer this to practice this in my teaching approach as it is much more helpful for better learning process.

There are three key features of classroom planning in educational settings. The first is designing the educational environment to facilitate academic learning, ensure safety, and sustain order (Swinson and Cording, 2002, p. 72). Achieving this requires teachers to focus on arranging the physical setup of the classroom, establishing rules/routines/procedures for the various activities of the day, and monitoring student tasks and classroom events. Emphasizing these processes is supported by an ecological approach to classroom planning. This perspective stresses that teacher and student behaviours are contextual; one needs a thorough understanding of the setting, or habitat to understand what is happening in it. There are six characteristics of the classroom-as-context (Swinson and Cording, 2002, p. 72). It is a place where heterogeneous groups of people compete for limited resources to accomplish a variety of goals. Numerous things happen simultaneously in the classroom, events are unpredictable, and teachers do not have time to reflect but must react immediately to ever changing circumstances. Finally, the classroom is a public arena where students and teachers accumulate a shared set of experiences that serve as a foundation for all subsequent occurrences. Viewing classroom planning through an ecological framework involves recognizing that each classroom activity is its own context, with unique rules and procedures. Students and teachers must adapt as routines and expectations change. This is particularly salient in early childhood settings where transitions between various types of activities typically occur at a relatively frequent pace throughout the day (Swinson and Cording, 2002, p. 72).

Learning is defined as a process that brings together cognitive, emotional and environmental influences views. Learning as a procedure centres on what occurs at what time learning takes place. A theory of learning is an effort to explain how humans and nonhumans learn thus helping us appreciate the essentially complicated procedure of learning. Theories of

learning have two main values; one is in giving us with a theoretical framework and vocabulary for understanding the instances of learning which we observe. The other one is in guiding where to go for the solutions of the practical problems. Hypotheses do not provide us way out however; direct our concentration to the variables which are essential in finding the solutions. Motivation plays an important role and serves as a driving force for the learners to go ahead with the learning activity. If there is no motivation, the learners take the learning activity as something forced on them and they take time to be ready for it to carry out. Then I go explain re-enforcement which can be both positive and negative. Both the forms of re-enforcement work in different situations and teachers use them for their respective objectives. Whole versus part learning is an attempt first to learn pieces of a concept and then eventually combining all pieces to form the large concept. Learning curves is a graphical representation of the changing rate of learning for a given activity and tool. Meaningful learning means meaningfulness of the material, the more meaningful are the material, the easier the learning and retention. For example words are better remembered than nonsense syllables. Then are the learning styles which are various approaches and ways of learning. They involve educating methods, particular to an individual that are presumed to allow that individual to learn best.

Teaching is an art which portrays the creative side of a teacher and his capability to make his students engaged in the classroom. A teacher just needs to bring out the element of creativity which is hidden in the students. This creativity is not a difficult task; it is how a teacher applies skills and knowledge in different ways to make it pleasing and to achieve efficient outcomes. A teacher can make the students more attached to the subject under consideration and may improve the learning process, as well. Creativity offers various such benefits, teaching creatively not only help in grabbing and holding student's attention, but also provides students an opportunity to
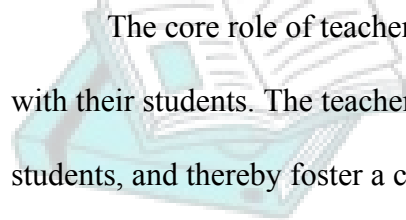
understand and learn what they have been taught in the classroom. It is up to a teacher how he presents the learning material in different ways and makes it productive enough, this also motivates students to become a creative learner.

All this creativity in the style of teaching enhances through the use of cross curricular work in the process of teaching and learning. Learning and teaching is all about how a teacher combines two different subject areas making it meaningful and understandable for the students. Using different learning and teaching approaches a teacher not only relates two different subject areas, but he also attempts to relate the core discipline to some real life experience, some key facts, or anything else that would make the environment of the class room more interactive. This helps students to participate actively and feel free to share their ideas with others. It is important for a teacher here to encourage and motivate the self-confidence of a student and appreciate his view points and ideas related to the subject under consideration. Teaching and learning approaches establish different links and interconnections which may be used to give the art of creative teaching a local, as well as a global dimension. A creative work conducted by a teacher in one school if shared with the world would certainly help out other teachers locally and globally who are facing any sort of issues in the teaching and learning process. Hence teaching is an art which actually enhances the teaching and learning process at any stage.

The development and implementation of learning strategies in classroom education are of utmost importance since the processes that affect cognitive and allow the development of skills in students, as well as allow the student to note the educational intentions. Another objective of the strategies is to help the student to carry out their independent learning expectations encouraging them to determine how to learn.

The learning strategies focused on the student have the goal to lead, guide, facilitate and assist the student to develop independent learning and responsible. The teacher let you carry out monitoring of student learning to do such as being your guide throughout the duration of this process. In the process of collaborative work, the students group, work carry out roles that relate to, complement and differentiate to achieve a common goal (learning of the content of the curriculum).

Collaboration is required to achieve a mutual task in which students work together to produce something that could not obtain individually, i.e., students can work together to reach conclusions about the learning activities contained in each unit and develop the projects identified in these same activities. It is noteworthy that marks the collaborative learning group effort between teacher and students and is facilitated by this interaction.

The core role of teachers in a humanistic education is based on a respectful relationship with their students. The teacher should always start with the strengths and individual needs of students, and thereby foster a climate for social is successful the communication of information academic, and emotional. The mechanism to achieve this is to turn classrooms into learning communities where new insight to regain its sense of play, pleasure and libertarian. The suggestion of total respect and support for curiosity, evade, evaluate the personalized search of knowledge, where all things become objects of study and examination. The teacher does not target these communities and is not a stranger but as a facilitator involved another member of the group. It is important to encourage and promote cooperation and support among colleagues without expecting to receive external awards for it.

Section 4: Lesson Plan

I teach math, chemistry and physics to intermediate and high school. I am a teacher/educator who deeply cares about the future of education and what it takes to prepare teachers for their classroom encounters both behind the scenes and in the classroom.

I established my lesson plan based on the requirements of the curriculum. I divided various topics that need to be covered every day. This helped me in effectively focusing on the topic and finishing the course on time.

I firmly believe in the need to teach students how to actively listen to one another, beyond demonstrating respectful listening behaviors, such as looking at the speaker in silence and nodding, but rather by articulating back to the speaker what was heard. A pertinent study shows that emulating attentiveness in class does not actually correspond with those paying attention to the content, more often than not, most are thinking about other things not even remotely related to the speaker's topic.
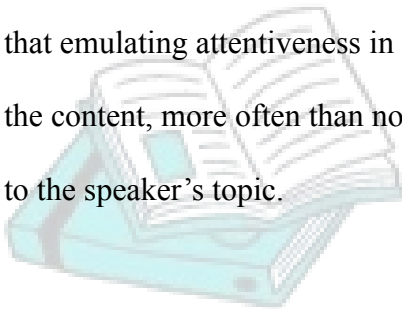
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