# GTA Training session 3



# Task 1

Who are you? (*Reflection*)

Take fifteen minutes to think about how you can best introduce yourself to your class. Think of this as part of a job interview, you need to sell yourself to your students; you want them to want to be in your class. Make notes on the positive attributes that you bring to the classroom.

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Read back through your notes and use them to prepare a two minute introduction for your class. Make it as real as possible.

Look at your presentation! Would you be keen to learn from you? Would you like the person stood in front of you?

# Task 2

Introduce yourself to the class. (We may not have time to see all of your presentations, depending on class size)

How did you do? (*Self-Reflection*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Would you do anything differently, now that you have seen your peers? (*Reflection on peers*)

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**Note:** The best teachers often share certain characteristics. While anyone with the right education can become a teacher, certain types of people have personalities more naturally suited to this type of work. A person who identifies those traits in him or herself should become a good teacher.



# Adaptable

* A teacher who is stubborn, rigid and unable to adapt to changes in the environment is not suited for a career as a teacher. On the other hand, someone who can take a new curriculum, a new group of students with personal challenges and everything else that might be thrown at him and adapt to the situation with ease will excel in the field. Every class, every year and even every day can present new challenges in the classroom.

# Organized

* People who are organized and like order tend to make good teachers. Having a system and being able to use it, rather than being scattered and unfocused, is an advantage. Good teachers also need to be excellent at planning. Proper planning greatly increases the efficiency of a classroom and is a vital characteristic for the creation of effective lesson plans.

# Creative and Humorous

* The best teachers persuade students to truly engage with the material they teach. This keeps students from dropping out, improves their marks and inspires their passion. Humor keeps the driest material from being boring. Creativity allows a teacher to solve problems when it becomes clear that students aren't interested in certain topics.

# Empathetic

* A teacher also has to play at being a social worker. A teacher needs to be able to empathize with students and to connect with them. Students don't just need teaching; they also need support that will allow them to develop emotionally and grow into functional professional adults. Development of values is as important as the accumulation of knowledge, and an empathetic teacher who understands this is more likely to be a good teacher than someone who does not.

Are you any of the following?

|  |  |  |  |
| --- | --- | --- | --- |
| Traits - are you | Yes | No | Comments |
| Adaptable |  |  |  |
| Organized |  |  |  |
| Creative |  |  |  |
| Humorous |  |  |  |
| Empathetic |  |  |  |

Think back to the introduction sessions. Pick one person, and complete the chart for them.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Traits | Yes | No | Comments (How did they show the traits) |
| Adaptable |  |  |  |
| Organized |  |  |  |
| Creative |  |  |  |
| Humorous |  |  |  |
| Empathetic |  |  |  |

# Planning

An effective classroom requires careful planning and preparation to ensure that a classroom is productive and students are successful. Often a session does not go as planned, but with careful organization and having back-up plans, everything can still run smoothly and students are still engaged and learning.

An effective lesson plan communicates, ineffective ones don't. Teachers create lesson plans to communicate their teaching activities regarding their specific subject-matter. Almost all lesson plans developed by teachers contain student learning objectives, teaching procedures, the required materials, and some written description of how the students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. ***HOWEVER***, new teachers usually find detailed lesson plans indispensable. Learn to write good lesson plans - it is a skill that will serve you well as a teacher. If you're really serious, about teaching, become proficient in writing effective learning objectives. All good lesson planning should begin by you asking yourself the following questions:



# Task 3

Think about your next teaching session. Think about the questions above and have a go at completing the lesson plan below. There is a copy at the back for you to use/photocopy for all your sessions. They need to go into your professional practice Portfolio.

Lesson planning should be seen as a key developmental aspect of a teacher’s ongoing professional reflections and planning. Appropriate plans provide a framework for revisiting and evaluating the success of the lesson

Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Students: \_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aims and Outcomes: what is the purpose of the session? | | | What criteria/Standards/level has been met? | |
|  | | |  | |
| Lesson Objectives: by the end of this session the students should be able to….? | | | | |
|  | | | | |
| Lesson components: What is happening in each of the session and how are the students taking part? | | | | |
| Time: | Content: | Teacher activity | Students activity | Recourses |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Additional notes: What else is important to know? E.g. Links to other learning, setup requirements… | | | | |
|  | | | | |

# 

# What are Learning Objectives?

Learning Objectives are statements that describe what a learner will be able to do as a result of learning. They are sometimes called learning outcomes. Learning Objectives are also statements that describe what a learner will be able to do as a result of teaching. Some definitions stress that a learning objective is a sort of contract that teachers make with learners that describes what they will be able to do after learning that they could not do before, the 'added value' of teaching. However the connection between teaching and learning is not a simple one. Just because knowledge or skills are taught does not mean that particular knowledge or skills are learned. Many factors can interfere with the achievement of objectives: the existing knowledge of the learner, the relevance or usefulness of the material presented the skills of the teacher.

# What are the difference between Aims and Objectives?

Aims are general statements concerning the overall goals, ends or intentions of teaching. Objectives are the individual stages that learners must achieve on the way in order to reach these goals. For example a teacher might have an aim that a student should be able to complete and use a good lesson plan. However to achieve this aim a series of objectives must be met

A lecturer might have as an overall aim that students should understand the relationship between protein structure and function. To achieve this aim the following objectives might have to be met: describe amino acid structure, list common categories of amino acid, explain how peptide bonds are formed and how hydrophobic interactions create secondary structures, etc, etc.

# How do you write aims and learning objectives?

As a teacher you will need to decide what you want your learners to be able to DO after they have learned something that you have taught. Many things can be potentially learned during a teaching session but you will use your judgement to focus on the most important outcomes for your learners at that stage of their course. For example; if you want them to be able to complete a lesson plan after you have explained the procedure, then, that would constitute your aim. But to achieve that they may or should have to have attained a series of objectives on the way. Some of these objectives might include the basic knowledge behind a lesson plan, what it is and why we as teachers use them etc. etc. Further skill objectives might include communicating with peers, explaining the procedures etc. So the aims and objectives for one possible teaching sequence might look like the following:

|  |  |
| --- | --- |
| |  | | --- | | **Aims:** By the end of the session, students should be able.  To understand the difference between a good lesson plan and a bad one and the individual meanings of Aims and Objectives.  **Objectives:** In order to achieve this the student will be able to:   1. Explain why lesson plans are important to teachers. 2. State the differences between Aims and objectives. 3. Explain how they see themselves using lesson plans. 4. Describe what SMART targets are. | |

Note that objectives do not include the word 'know' or 'understand'. They do include active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'. Know and understand do not specify any overt 'doing' and although knowing and understanding underpin learning, objectives are always written using active doing verbs. They are statements of what you want your learners to do. At the end of the day being a teacher, doctor, nurse or dentist is about doing things not just knowing things.

# Why do we have to use learning objectives?

There are a number of ways of thinking about this question. The quickest answer is that all teachers in higher education have to use learning objectives. The Quality Assurance Agency (QAA) is the quality control branch of the Higher Education Funding Council and it specifies that all taught sessions must have learning objectives. QAA observers, when conducting a subject review, use an observation protocol that includes monitoring the learning objectives of the teacher. QAA observers have the right to watch any teacher teach and can ask them what their learning objectives are.

It is also a question of quality and audit. If you have no objective standards how can you monitor your teaching effectiveness and how can you improve? Since all teachers must evaluate their teaching they must know what their output is.

From a curriculum perspective the learning objectives from each taught session should fit together coherently building towards the overall aims of each module and the whole curriculum. If learning objectives are not known for each session then it is impossible to see how the whole curriculum fits together. It becomes impossible for teachers in different phases of the curriculum to see what students have learned in other areas making managing and auditing the curriculum more difficult.

# Examples of learning objectives verbs

The following lists contain examples of verbs which describe the sorts of things you want your students to be able to do and may help you to write useful learning objectives.

# Knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| analyze | arrange | calculate | circle | cite |
| classify | compare | contrast | compare | define |
| describe | diagram | differentiate | group | identify |
| interpret | itemize | label | list | match |
| name | outline | plan | record | revise |
| select | solve | state | tabulate | give examples |
| evaluate | recognize |  |  |  |

# Skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| adjust | assemble | chart | collect | use |
| draw | employ | establish | illustrate | imitate |
| interact | locate | maintain | measure | modify |
| operate | organise | rearrange | return | set up |
| practice | manipulate | master | fit | perform |
| demonstrate |  |  |  |  |

# Attitudes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| accept | adopt | advocate | approve | assess |
| challenge | characterise | choose | criticise | defend |
| evaluate | formulate | judge | justify | manage |
| model | persuade | recommend | resolve | select |
| specify | value | re-assure | empathise |  |



Just as your students will have individual learning styles, you, as a teacher, will have teaching styles that works best for you. It is important to be aware of your preferences when creating/planning and delivering sessions.

One way in which teaching styles can be categorized is as:

* [Formal authority](http://members.shaw.ca/mdde615/tchstycats.htm#formal)
* [Demonstrator or personal model](http://members.shaw.ca/mdde615/tchstycats.htm#demonstrator)
* [Facilitator](http://members.shaw.ca/mdde615/tchstycats.htm#facilitator)
* [Delegator](http://members.shaw.ca/mdde615/tchstycats.htm#delegator)

Do you know what type you are?

# Formal Authority

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher centered, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is "I am the flashlight for my students; I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline." Teachers with this teaching style are not as concerned with building relationships with their students nor is it as important that their students form relationships with other students. This type of teacher doesn't usually require much student participation in class.

# Demonstrator or Personal Model

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. These types of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

# Facilitator

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centred learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

# Delegator

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

Students are often asked to work independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to effectively work in group situations and manage various interpersonal roles.

# Task 4

Read the list of teaching styles and identify which is your preferred style. Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Teaching Media

List as many media/technological teaching tools or methods you can think of:

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The following are just a few useful websites for technology and teaching.

<http://serc.carleton.edu/sp/library/media/index.html>

<http://www.interactiveeducation.ac.uk/out_joh.pdf>

<http://www.cmu.edu/teaching/technology/research/index.html>