



Teacher-Centered Lesson Planning and Instruction



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Group No. 2



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Teacher-centered Methods

1. Teacher talk (lecturing)
2. Demonstration
3. Assignments and homework
4. Memorizing
5. Reviewing
6. Questioning
7. Discussion



1. Lecturing(Teacher talk)



Teacher Talk (Lecturing)

- ▶ Teacher is the primary communicator of knowledge.
- ▶ Teacher directly manages the pace and sequence of instruction.
- ▶ Includes:
 1. Lecturing to students (formal).
 2. Talking with students (informal).

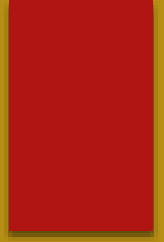


Teacher Talk (Lecturing)



- ▶ Remember that:
 - ▶ You can “teach at” students, but this does not ensure students have learned the material.
 - ▶ You must monitor students to ensure that you have not lectured too long.

Improving Teacher Talk



- ▶ Newer approaches to teacher talk:
 - ▶ Feedback lecture.
 - ▶ Guided lecture.
 - ▶ Responsive lecture.
 - ▶ Demonstration lecture.
 - ▶ Pause procedure lecture.
 - ▶ Think/write/discuss.
 - ▶ Lecture with graphic organizer.
 - ▶ Socratic method lecture.

Lecture Type	Process
Feedback Lecture	<p><i>Lecture:</i> 10 to 15 minutes. Students are given an outline of the lecture beforehand. The teacher lectures from the outline (Class Notes), with students taking notes.</p> <p><i>Breakout group:</i> 15 to 20 minutes. Students are given questions to answer based on the lecture and their notes.</p> <p><i>Debriefing:</i> 10 to 15 minutes. The Socratic method is used and is structured around the questions given to the students. The teacher uses a list of Big Ideas, key concepts, and facts to ensure understanding.</p>
Guided Lecture	<p><i>Lecture:</i> 10 to 15 minutes. Students are given a list of objectives. The teacher lectures from Class Notes. Students are asked to listen (no writing) and are expected to be able to recall the information.</p> <p><i>Individual assignment:</i> 5 to 10 minutes. Students are to write down all the information they can recall.</p> <p><i>Breakout group:</i> 10 to 15 minutes. Students work in groups to reconstruct the Big Ideas, concepts, and facts.</p> <p><i>Debriefing:</i> 5 to 10 minutes. Students ask questions to fill in and expand on missing information. The teacher calls on other students to respond and uses a list of Big Ideas, key concepts, and facts to ensure understanding.</p>
Responsive Lecture	<p><i>Breakout group:</i> 15 to 20 minutes. The teacher, perhaps once a week, sets aside time for questions on material covered during the week. Students develop and rank open-ended questions for a recent or upcoming topic for the teacher to answer, with at least one question from each student. Or, when they arrive for class, students drop off a question in a box for the teacher to respond to.</p> <p><i>Lecture:</i> 15 to 20 minutes. The teacher asks why each question is important and answers it. Student volunteers should also be called on to answer the questions.</p>

Lecture Type	Process
Demonstration Lecture	<p><i>Lecture:</i> 15 to 30 minutes. The teacher lectures from Class Notes. At points during the lecture, the teacher stops to demonstrate a procedure or process. The demonstration is laced with questions to draw out of the students the next steps in the demonstration.</p> <p><i>Demonstration:</i> 15 to 20 minutes. The demonstration can occur anytime during the lecture.</p> <p><i>Debriefing:</i> 5 to 10 minutes. Teacher calls on students to explain or demonstrate the process or procedure.</p>
Pause Procedure Lecture	<p><i>Lecture:</i> 15 to 20 minutes. The teacher lectures from Class Notes with students taking notes.</p> <p><i>Breakout pairs:</i> Every 5 minutes. The teacher pauses to allow pairs of students to share notes to correct and collect missing information.</p> <p><i>Debriefing:</i> 5 to 10 minutes. The teacher calls on students to respond to prepared questions to summarize the Big Ideas, key concepts, and facts.</p>
Think/Write/Discuss Lecture	<p><i>Lecture:</i> 15 to 20 minutes. The teacher lectures from Class Notes. At least four key questions are planned at pivotal points in the lecture.</p> <p><i>Student response:</i> 2 to 3 minutes. The teacher pauses after each question for students to write answers to the question.</p> <p><i>Debriefing:</i> 5 to 10 minutes. The teacher calls on students to recite their written answers to the questions. The teacher repeats and summarizes Big Ideas and concepts.</p>

Lecture Type	Process
Lecture with Graphic Organizer	<p><i>Lecture:</i> 15 to 20 minutes. Rather than taking notes, students are provided a handout of a graphic organizer (web, Venn diagram, etc.), map, or other visual to complete while the teacher lectures. The teacher completes the same organizer on the chalkboard or a transparency on the overhead projection.</p> <p><i>Debriefing:</i> 15 to 20 minutes. The teacher circulates during the lecture, making sure students are completing the organizer and probing for concepts through the Socratic method.</p>
Socratic Method Lecture (named after Socrates for his persistent questioning; see Topic 28)	<p><i>Lecture:</i> 15 to 30 minutes. The lecture is structured on a series of carefully sequenced questions. This kind of lecture usually follows a reading assignment so that students have a baseline of knowledge, although many questions require students to use logic and inference skills. This lecture can be longer because the number of questions increases students' engagement in the class.</p>
Traditional Lecture	<p><i>Lecture:</i> The teacher has a set of Class Notes that are similar to the notes that the students are expected to record and primarily reports information so students can record their notes (see discussion of note taking below). Such lectures today should be rare in middle and high schools and are presented here more as a nonexample. They should be converted into one of the other types of lectures.</p>
Adapted from Bonwell and Eison (1991).	

Improving Lectures

- ▶ Conduct lectures more as discussions.
- ▶ Integrate different types of lectures and organizing patterns.
- ▶ Integrate visuals and manipulatives into the lecture.

Guidelines When Lecturing

- ▶ Have a beginning, end, and logical order.
- ▶ Reinforce with visuals.
- ▶ Encourage student participation.
- ▶ Have a clear ending, followed by activity.
- ▶ Keep teacher talk short.
- ▶ Keep pace relatively quick.

Guidelines When Lecturing

- ▶ Prepare notes/outline. Do not read lecture!
- ▶ Guide students in note-taking (what is important?).
- ▶ Don't just summarize textbook, or students will not read it. Augment and supplement.
- ▶ Move about the room when lecturing.
- ▶ Explain vocabulary as you go (prefix, root word, suffix). Remember that all teachers are language arts teachers!

Guidelines When Lecturing

- ▶ Use examples and analogies to bridge knowledge.
- ▶ Establish and maintain eye contact.
 - ▶ Develops rapport and help with classroom management.
- ▶ Don't talk too fast.
- ▶ Make sure you can be heard and understood.
- ▶ Avoid monotone.



2.Demonstration

Demonstration



- ▶ The term demonstration refers to a wide variety of potential educational projects, presentations or products through which students “demonstrate” what they have learned.
- ▶ Demonstration is a methodology liked by students.
- ▶ Students are actively engaged in the learning activity.



Guidelines when Demonstrating

- ▶ Decide the most effective way to conduct the demo:
 - ▶ Teacher.
 - ▶ Teacher with student helper.
 - ▶ Student.
 - ▶ Entire class OR small groups.
 - ▶ Teacher first, then small groups repeat.

Guidelines when Demonstrating

- ▶ Make sure the demonstration is visible to all students.
- ▶ Have a *plan B*.
- ▶ Model proper safety precautions.



Assignments and Homework

Assignments and Homework

Practice should be incorporated into the Instructional Sequence as either an in-class assignment or an out-of-class assignment (homework).



Types of Practice

- ▶ **Independent Practice** can take place in school or as homework.
 - ▶ The student is expected to complete the task without (or with very little) assistance from the teacher, other students, or anyone else.
 - ▶ Independent Practice is also graded.
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- ▶ **Guided Practice** ALWAYS takes place at school in a classroom, library, studio, laboratory, or computer room, where the teacher can observe and give feedback.
 - ▶ The teacher actively interacts with students, providing “**over-the-shoulder instruction**” to an individual or group.
 - ▶ Tasks are graded.

Benefits of Homework

- ▶ Improves academic performance & study habits.
- ▶ Develops autonomy and self-discipline.
- ▶ Promotes efficiency by effectively using both the classroom and the home for learning.
- ▶ Facilitates parental involvement in children's education.

Memorizing

Memorizing

- ▶ Sometimes students must memorize things, even without much understanding.
 - ▶ Language → alphabet
 - ▶ Math → numbering system
 - ▶ Chemistry → common element symbols
 - ▶ Play trumpet → fingerings

Guidelines for Memorizing

- Avoid overuse of memorizing.
- If possible, have students understand meaning before memorizing.
- Use mnemonics to aid students in memorization.



Reviewing

Reviewing

- ▶ In general, reviewing is a positive and necessary practice.
- ▶ Recall is improved.
- ▶ Understanding is improved by strengthening semantic networks.

Alternative Review Techniques


- ▶ Student summaries
- ▶ Quiz games (Jeopardy)
- ▶ Discussion
- ▶ Broad questioning
- ▶ Dramatizations
- ▶ Application problems



Questioning

Questioning

- ▶ It is an interrogative expression often used to test knowledge.
- ▶ Well-formed questions help students develop their critical thinking skills.
- ▶ Provides an opportunity for students to elaborate and adjust their responses based on their interaction with the teacher and other students, as well as to put forth unique insights.
- ▶ It is one of the easiest way to convert instructions from passive to active learning experience, but it must be planned



In a Middle School Classroom, assign percentages based on the type of questions you think are most frequently asked by teachers in a typical class situation.

- 1. 87.0% Knowledge
- 2. 9.8% Analysis
- 3. 4.6% Synthesis
- 4. 4.0 % Evaluation

Best Practices for Questioning

1. Create and announce your questioning Framework at the first class.
2. Use wait time. If a student doesn't answer, then:
 - a) Repeat the question.
 - b) Rephrase the question.
 - c) Simplify the question.
 - d) Ask a student to attempt to rephrase your question.
 - e) Break the question down into its component parts.
 - f) Make your question more specific.
 - g) Ask students what it is about the question that they are finding difficult. Try to elicit some kind of a answer; don't just move on to another student.

Best Practices for Questioning

8. Encourage students to answer to the class, not just to you.
9. Form questions that are precise and definite, not ambiguous.
10. Encourage students to ask qualifying questions.
11. Keep questions short and to the point.
12. Do not ask for trivial information.
13. Hold students accountable by expecting, requiring, and facilitating their participation and contributions.
14. Never answer your own questions! If the students know you will give them the answers after a few seconds of silence anyway, there isn't an incentive.



Discussion

Discussion

- ▶ Leading an effective discussion can be one of the most difficult tasks of teaching.
- ▶ It requires a commitment to a shared dialogue with the students and great restraint by the teacher, who naturally wants to work through his or her planned lesson.



Best Practices in Discussion



1. At the beginning of the year have students discuss the nature of a good discussion.
2. Create a set of guidelines or rules for discussions that ensure civility.
3. Plan the discussion. What topics do you want to cover? In what order? What will you do if nobody says anything?
4. Create a stimulus, usually a provocative question, an emotionally laced statement, a proposition that on the surface appears to be a contradiction.

Best Practices in Discussion

5. For the teacher, the focus is not on what you will say, but on how you will respond to students' propositions and questions.
6. Use students' comments as points at which you insert your planned agenda.
7. Use a combination of group and whole-class discussions.
8. Guide participation by rephrasing a statement by one student into a question for another.

Best Practices in Discussion

- 9. If a class discussion is not going well due to lack of energy or enthusiasm, stop and discuss the situation with the students.
- 10. Discussion must be based on substantial knowledge.
- 11. Rather than respond, ask another student what he or she thinks.

Tips

Teacher's Tip

If participation in the class is being dominated by a few students, give every student five rubber bands or paper clips. Each time a person speaks, he or she must throw a rubber band into a plastic bucket in the middle of the room. When students have used up their rubber bands, they can't talk anymore until everyone has participated.

Teacher's Tip

Don't assume because it is a whole-class activity that you must lead the discussion. As an alternative, consider having one or two students lead the discussion while you join the class by taking a seat in one of the students' desks.