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Abstract (Best Teaching Practices)

“ A True Teacher accepts all students” This is a very popular saying. So a teacher should follow those teaching practices which to cater to the needs of all the students. Though this is difficult but a teacher can try to make his teachings effective by adopting varieties of methods as no one method is best in every situation. The method, which is best to teach one topic, may not be best to teach the other topic. There are certain other things also which should be taken into consideration while imparting education to students. We know that education is a partnership between teacher and student so a teacher should understand his/ her student well before adopting one method of teaching. Since we have to teach **category K13-15** students so we have to adopt a mix of methods to teach the same topic in the class so that each student can understand in a better way. We should also know that students learn by different methods like:

- Learning by **Aural** methods (we can use lecture method)
- Learning by **Visual** methods (we can show diagrams, charts, graphs etc)
- Learning by **Kinesthetic** (doing) methods (we can use role playing method)

So in all we should see the benefit of the students and also adopt few methods so make the students comfortable with you

A Brief Summary of the Best Practices in Teaching

Intended to Challenge the Professional Development of All Teachers

Interactive Teaching

There are certain practices that constitute excellence in college teaching. I'd like to talk briefly about good teaching. I fear doing this, knowing well how fine teachers differ as their characters and styles differ. First of all I would like to describe a **generalized view of good teaching**

- Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but also teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable.
- Good teaching is about substance and treating students as consumers of knowledge and is also about bridging the gap between theory and practice.
- Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students.
- Good teaching is also about style. **Should good teaching be entertaining?** Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it.
- Good teaching is about humor. It's often about making innocuous jokes, mostly at your own expense, so that the **ice breaks and students learn in a more relaxed atmosphere**
- Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.

In my following discussion, I would like to tell various methods of teaching . The teacher uses a mix of these methods according to the topic she/he is teaching.

Teaching methods can be categorized in the following ways.

- **Teacher-centered: lecture, questioning, demonstration**
- **Interactive: Class discussion, group work, case studies**
- **Individualized: modularized instruction, computerized instruction**
- **Experiential: field/clinical, laboratory, role playing, simulations/games**

Teacher-centered:

1. **Lecture** The purpose of a lecture is to clarify information to a large group in a short period of time. It is not to convey information! Lectures require a great deal of preparation time and need to be supported by various audio-visuals. The lecture is a great opportunity for instructors to feed their egos! Handouts, student presentations, guest speakers, films, filmstrips, and reading assignments are adaptations of lectures.

- One instructor: audience
- Efficient, especially for large groups
- effective for lower-level learning
- may provide foundational information preceding other methods
- experts are not always good teachers
- audience is passive
- needs clear introduction and summary
- should include examples, anecdotes

2. **Questioning**

- “Socratic” discovery method leads students to progress to correct answer
- may be combined with lecture or other methods
- monitors learning, involves students
- useful as supplementary method, but rarely used as only method
- can cause student anxiety
- can be time consuming

- 3 **Demonstration**

- useful for psychomotor skills or processes
- addresses higher-order cognitive skills
- usually preceded by lecture and followed by practice
- opaque projectors facilitate demo to large numbers

Interactive:

- 1 **Class discussion**

- whole group participates
- teacher leads, coaches
- effective for upper level cognitive domain
- class size must be small
- may cause student anxiety

- can be time-consuming
- requires careful planning by facilitator to guide discussion
- requires question outline

2 **Discussion groups**

- used for larger groups
- reduces anxiety
- groups may be structured for homogeneity or diversity
- useful for cognitive and affective domains
- teacher must circulate to keep groups on task and structure reporting/product to ensure effective use of time

3 **Case Studies**

- develops analytic and problem solving skills
- allows for exploration of solutions for complex issues
- allows student to apply new knowledge and skill
- people may not see relevance to own situation
- insufficient information can lead to inappropriate results
- case must be clearly defined in some cases
- case study must be prepared

Individualized

1 **Modularized instruction/independent study**

- independent use of resources (texts, audio-visual)
- practice and feedback at end of each module
- allows for individual speeds of learning
- time-consuming to produce, but reduces teacher time later
- requires students to be highly motivated and able to work independently
- may be used at all cognitive and affective levels

2 **Computerized instruction**

- ranges from automated programmed instruction to sophisticated simulations, games, interactive programs
- immediate feedback, infinite repetitions, allows independent work
- may cause anxiety in technophobes
- expensive, time consuming to produce
- may not be available to meet specific needs

Experiential

1 Field/clinical

- provides real-life experience
- less controllable
- student completes tasks while being observed and/or reports back and receives feedback late
- evaluations more difficult, may be more subjective
- requires much planning

2 Laboratory

- hands-on practice
- more controlled by teacher
- useful for upper level cognitive, affective, psychomotor
- necessary when field is impossible for practical or safety reasons
- evaluation may be difficult
- requires much advance planning

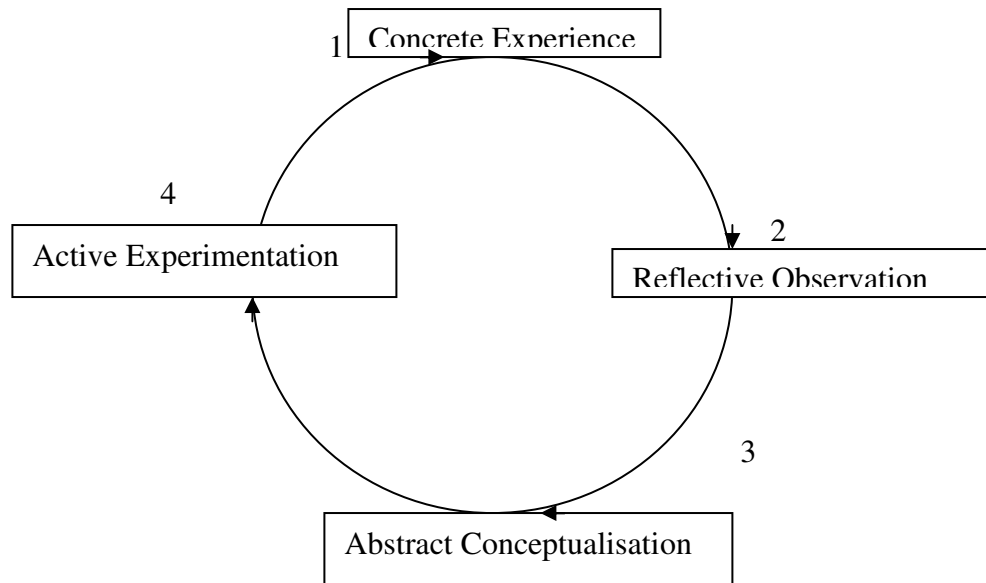
3 Role-playing

- useful for interpersonal skills or upper cognitive levels
- allows practice in lower-threat environment
- may be difficult to simulate real situations
- difficult to evaluate

4 Simulations/games

- facilitates practice in all domains
- requires well-structured materials
- immediate feedback; highly interactive

Conclusion: In my opinion, students learn best by doing themselves. The four-stage model of learning by doing by Kolb elaborated below shows that for learning by doing also we require the help of other methods (Teacher-centred, Interactive ,Individualized and Experiential):



Example: A student might start learning how to solve a problem first by having a lecture on it and then taking part in supervised practice with a dummy problem, which would give experience of (a simulation of) what it is like (stage **1** in the diagram above). For this the teachers can use **computers**

The teacher might then ask: "How did that feel? What might you have done differently?" to encourage the students to be reflective about the experience (stage **2**).

That night the student could look up, in a textbook, how to solve problems and read about the reasons for doing it in particular ways (stage **3**).

Next day, confronted with a real problem, the student would think: "As a result of what happened yesterday, and because of what I read last night I ought to do it like **this**" (stage **4**) This would provide a new experience and start the student on the next learning cycle

So from the above discussion, it is clear that when students are themselves involved in the topic, (learning by doing) they will grasp more knowledge as they will get the real experience of solving the problems so a teacher if uses a method say case study or role playing, first she will have to give a brief about the topic (lecture) followed by discussions with the students and only after students clarify their doubts and enhance their knowledge from internet, journals, magazines etc also, they will be able to solve the problems quickly.

As learning is a vast sea, so the more the experience a student gains, the better the solution he gives

So have an interactive session, to explore the capabilities of the students

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