

NTA UGC NET

GENERAL PAPER - 1

SAMPLE THEORY - *(English Medium)*

- * Teaching Aptitude:
Introduction
- * Classroom Interaction
- * Subject Matter
- * Teaching Process



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UGC NET PAPER-I

GENERAL & TEACHING APTITUDE

SAMPLE THEORY

TEACHING APTITUDE

TEACHING APTITUDE : INTRODUCTION

CLASSROOM INTRACTION

SUBJECT MATTER

TEACHING PROCESS

PSYCHOLOGICAL THEORIES OF TEACHING

METHODS OF TEACHING

SOME EXAMPLES

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INTRODUCTION

Teaching is a complex process which brings socially desirable behavioral change in a person. Teaching is a part of teaching-learning process. It is required to bring certain changes in a person according to the need of his society and environment in which he is living. 'Teaching is not an act as it is dynamic in nature so it is termed as process. It is also not a fundamental concept as it is greatly influenced by social and human factors.

Teaching is both art and science. It is an activity involving teacher and student with a view to the development of student. The main aim of teaching is to bring about socially desirable behavioral changes in the students and can be achieved only if teaching is effective and based on certain values or principles. Teaching is one of the main parts of the teaching-learning system. So effective teaching is mostly depending on the teacher. It is a common fact that a good teacher is born and not made. Training and research can make a good teacher better and a better teacher best.

Teacher should follow various methods of teaching devised from time to time. A teacher encourages the practice of thinking among students. Teacher should give to the students the freedom and opportunity to express their ideas.

Teaching is required to give education to the students. We can define education as "the aggregate of all processes by means of which a person develops attributes, attitudes and other forms of behavior of positive value in the society in 'which he lives". We can also define it as "the 'social process by which people are subjected to the influence of a selected and controlled environment, so that they may attain social competence and optimum individual development".

The complete process of education must contain four common factors

- (i) Educator (teacher)
- (ii) Educand (Student)
- (iii) the subject matter
- (iv) the context (setting).

Now, education is the process of developing some abilities in an individual. Though abilities are inborn quality, it is also a fact that these can be nurtured and developed in an educand through various means by an educator.

Education must also be relevant and useful to the society in which educand has to live. Since 'every individual is unique in their own way, the educator has to adopt strategies and methods suitable to individual needs. The educational productivity (rate of efficiency of work) can be classified as qualitative and quantitative. For better education both qualitative and quantitative productivity is required. Quality means here the excellence in the part of textbook, teacher student aids, facilities and other teaching aids whereas quantity refers the number of teachers, institutions, professionals, etc.

Education is a complex social cultural and ethical process designed in a social or cultural content. It is related with social structures, cultural environment, values, and ideas of people, society and government. All these factors are dynamic in nature. So teaching is also a dynamic process and its definition changes according to place and time. Morrison defines it as a disciplined social process in which teacher influences the behaviors of the less experienced pupil and helps him develop according to the needs and ideas of the society.

A good definition of teaching should

- (i) Tell whether teaching is a process or act.
- (ii) Clearly indicates constitutional factors.
- (iii) Reveals objectives, and
- (iv) Say something about its organizational tripolar process involving human or material source of teaching students and set of organized activities designed and manipulated for bringing changes in the behavior of the teaching.

Since teaching is a process and it is dynamic in nature so it changes its concept according to time and place. It is a professional activity. Teaching can be analyzed and assessed. This analysis and assessment provide feedback for further improvement in methods of teaching. Teaching is highly dominated by communicating skill. It is interactive process carried with purpose and objectives, Teaching may have various forms: formal, informal, directional, instructional formational; training, conditioning, talking, showing etc. All these words can't

be synonym of teaching. Teaching is a much broader term, all these activities are parts of teaching at different level. Teaching has been analyzed in several ways for understanding it, for designing. Teaching methods and materials with a view to realizing specific objectives making teaching more effective. This modification is based on feedbacks.

TEACHER: -

Teacher is a person, who, due to his rich unusual experience in education or both in a given field is able to contribute to the growth and development of the other person who comes in contact with him. There are four dimensions associated with a teacher, his competence, efficacy, enthusiasm and morale.

Teacher's competence:

Teacher's competence has been defined as the extent to which the teacher has the relevant subject matter and the pedagogical expertise needed to impart the curriculum effectively.

Teacher's efficacy:

It is defined as the self-belief in his capacity of doing what is expected from them.

Teacher's enthusiasm:

A teacher must be very enthusiastic.

Teacher's Morale:

It is very important in maintaining balance in the classroom interaction. The various factors contributed to the morale are psychological well-being, self-esteem; commitment to a cause. Knowledge and identification with the organizational goal. The teacher's morale is a combination of psychological, physiological and environmental cause.

CLASSROOM INTERACTION:

The classroom interaction between a student and a teacher is completely based on the climate created by teacher. He should be able to bring the bondness of friendship with a definite degree of firmness. The interaction must be smooth and pleasant without any

friction for a complete and fruitful teaching learning process. Normally, verbalism goes on in the name of teaching.

Students are merely expected to listen to the explanation and lectures. This is known as direct teaching. The effectiveness of direct teaching has been questioned many times and it is found that this type of teaching is not very effective. For effective teaching the active participation of students is very important.

This participation is done through the classroom interaction. This interaction consists of their explanations and lectures with student's suggestions, ideas concepts, and questions, etc. These activities of students make important for making teaching learning process effective, democratic and friendly. Interaction is required for the rectification of the drawbacks of direct teaching. This interactive teaching is known as indirect teaching. Through the interaction; the teacher analyses the capacity and requirement of students and can bring subsequent changes in their behavior according to the requirement and can also change the way of teaching.

One of the most important things in classroom interaction is the communication.

SUBJECT MATTER:

It is also known as curriculum. Curriculum is a "general overall plan of the content or specific material of instruction that an educational institution should offer to the student by way of qualifying him for graduation or certification". It is also a body of prescribed educational experience under an institutional supervision, designed to provide an individual with the best possible training and experience to fit him for the society of which he/she is a part, or to qualify him for a trade or profession. It is also defined as "a subject matter, instructional materials, situations or experience that may help to develop understanding, skills, appreciation and attitudes. Curriculum should be logical, psychological and according to the needs of the pupil and also the society. It should be objective in approach. Curriculum can be of two types:

(i) Teacher oriented curriculum -

In this type of curriculum, the process of selection of materials content is based on the needs- of the instructor/teacher. The teacher is proficient in his particular field and is considered superior.

(ii) Child/student oriented curriculum –

A curriculum in which the criteria for the selection and sequence of material, activities and experiences for any particular pupil are the needs, maturity, interests and experiential backgrounds of the individual child.

In our country NCERT is the main institution authorized for making curriculum. Every state has his own curriculum making bodies known as SCERT. Some states follow the NCERT curriculum. All schools affiliated CBSE boards generally follow NCERT curriculum. At higher level every university makes their own curriculum according to the guidelines of University Grant Commission which acts for the uniformity in curriculum at higher level in our country.

TEACHING PROCESS: -

Teaching is a process carried out in different steps. There are five main steps of teaching: -

(i) Preparation: -

This stage is required or intended for the preparation of both the teacher and the student. The teacher prepares the student for a new topic or lesson in a variety of ways.

(ii) Presentation: -

At this stage the new lesson actually begins. The students know what they are going to learn. The subject material should be carefully arranged by the teacher. He has to encourage the students to observe, compare and contrast the facts presented to them. This stage requires mental alertness from the students. The presentation rests in the principle of selection of the area to be covered. It is not necessary for a teacher to cover up all areas of the course of study. He may leave some areas for student's self-study.

(iii) Comparison: -

In this section after presentation of subject matter, the student is given opportunity to compare two or more sets of facts. This enhance the understanding of lesson among students as they compare and observe different facts.

(iv) Generalization: -

This stage comes after the comparison and observation. Different types of conclusions can be drawn from comparison and generalization. These conclusions are systemized in a particular order to give a generalized truth.

(v) Application: -

At this stage the generalized facts are applied for various uses. This is the most important step of teaching learning process.

QUALITIES OF A TEACHER

- (i) Teacher should be mentally and physically fit.
- (ii) Teacher should be keen in his work and should be enthusiastic and anxious to keep his knowledge fresh & update.
- (iii) He should possess patience and tolerance and try to study the difficulties and problems of students and try to solve them in a quiet and calm manner.
- (iv) He should have feelings of love and sympathy.
- (v) He must not be superstitious about his students and class.
- (vi) He should be well dressed and well maintained.
- (vii) His voice should be sweet, polite and clear.
- (viii) His language should be understandable to the students.
- (ix) He must not give any false promise.
- (x) He/she should have interest in his profession and the knowledge must be updated.
- (xi) He must not have any bad habits.
- (xii) Teacher must have a good communication skill and must be a master of his area or field of teaching.
- (xiii) Teacher should be trained in various methods of teaching.
- (xiv) He should know the child psychology.

- (xv) Teacher should be a good researcher.
- (xvi) He should have a control over students to maintain peace and order in class.
- (xvii) Teaching should be pupil central rather than subject central
- (xviii) Teacher -should organize extra-curricular activities for better understanding of subject matter.
- (xix) Good interpersonal relationship should be maintained.
- (xx) Rewards and punishments should be given according to their behavior but usually punishment should be avoided.
- (xxi) Teacher should use modern techniques, methods and gadgets in teaching for better understanding of subject matter.
- (xxii) Teacher should evoke curiosity in the pupils by presenting the subject matter in an effective manner with clear explanation leading to better understanding of the matter.
- (xxiii) Teacher should arrange subject matter in a logical way.
- (xiv) Teacher should make a lesson plan before presenting the lesson in the class.
- (xxv) Teacher should work as a leader in the class.
- (xxvi) Teacher should maintain a democratic atmosphere in the class so that every student will be able to put his doubt, questions and ideas with suggestion.
- (xxv) Teacher should act as a role model for his student's with his character and behavior. He may follow the way of simple living and great thinking.
- (xxv) Teacher should inspire his pupil.

TEACHING APTITUDE

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based on certain values or principles. Teaching is one of the main parts of the teaching-learning system. So effective teaching is mostly dependent on the teacher. It is a common fact that a good teacher is born and not made. Training and research can make a good teacher better and a better teacher best. Teacher should follow various methods of teaching devised from time to time. A teacher encourages the practice of thinking among students. Teacher should give to the students the freedom and opportunity to express their ideas. Teaching is required to give education to the students.

Education may be defined as the process of drawing out least in an individual. We can define education as "the aggregate of all processes by means of which a person develops attributes, attitudes and other forms of behavior of positive value in the society in which he lives". We can also define it as "the social process by which people are subjected to the influence of a selected and controlled environment, so that they may attain social competence and optimum individual development". The complete process of education must contain four common factors

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For better education both qualitative and quantitative productivity is required. Quality here means the excellence in the part of textbook, teachers student's aids, facilities and other teaching aids whereas quantity refers the number of teachers, institutions, professionals, etc. Education and teaching are interrelated. Education is a complex social cultural and

ethical process designed in a social or cultural content. It is related with social structures, cultural environments, values, and ideas of people, society and government. All these factors are dynamic in nature. So teaching is also a dynamic process and its definition changes according to place and time.

Morrison defines it as a disciplined social process in which teacher influences the behaviors of the less experienced pupil and helps him develop according to the needs and ideas of the society. Smithers med it as an organized system of workers. He/she has to exercise an analytical approach to make it clear that any influence for bringing the desired neither of the definition fulfills the purpose modification in behavior.

Psychology Theories

Much of what we know about human thought and behavior has emerged thanks to various psychology theories. For example, behavioral theories demonstrated how conditioning can be used to learn new information and behaviors. Psychology students typically spend a great deal of time studying these different theories. Some theories have fallen out of favor, while others remain widely accepted, but all have contributed tremendously to our understanding of human thought and behavior. By learning more about these theories, you can gain a deeper and richer understanding of psychology's past, present and future.

1. Behavioral Theories
2. Cognitive Theories
3. Developmental Theories
4. Humanist Theories
5. Personality Theories
6. Social Psychology Theories
7. Learning Theories

Behavioral Theories

Behavioral psychology, also known as behaviorism, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Advocated by famous psychologists such as John B. Watson and B.F. Skinner, behavioral theories dominated

psychology during the early half of the twentieth century. Today, behavioral techniques are still widely used in therapeutic settings to help clients learn new skills and behaviors. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shapes our behaviors.

Cognitive Theories

Cognitive theories of psychology are focused on internal states, such as motivation, problem solving, decision-making, thinking, and attention. Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy and linguistics.

The core focus of cognitive psychology is on how people acquire, process and store information. There are numerous practical applications for cognitive research, such as improving memory, increasing decision-making accuracy and structuring educational curricula to enhance learning.

Developmental Theories

Theories of development provide a framework for thinking about human growth, development, and learning. If you have ever wondered about what motivates human thought and behavior, understanding these theories can provide useful insight into individuals and society.

Humanist Theories

Humanistic psychology theories began to grow in popularity during the 1950s. While earlier theories often focused on abnormal behavior and psychological problems, humanist theories instead emphasized the basic goodness of human beings. Some of the major humanist theorists include Carl Rogers and Abraham Maslow.

Personality Theories

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. Personality psychology looks at the

patterns of thoughts, feelings, and behavior that make a person unique. Some of the best known theories in psychology are devoted to the subject of personality.

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Social Psychology Theories

Social psychology is focused on helping us understand and explain social behavior. Social theories are generally centered on specific social phenomena, including group behavior, prosocial behavior, social influence, love and much more.

Social psychology looks at a wide range of social topics, including group behavior, social perception, leadership, nonverbal behavior, conformity, aggression and prejudice. It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behavior.

Learning Theories

Learning theories focus on how people learning and acquire new knowledge. This is an interdisciplinary topic of interest that often draws upon information from psychology, education, instructional design, and other areas.

METHODS OF TEACHING

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

1. TRADITIONAL TEACHING METHOD - AN EVALUATION

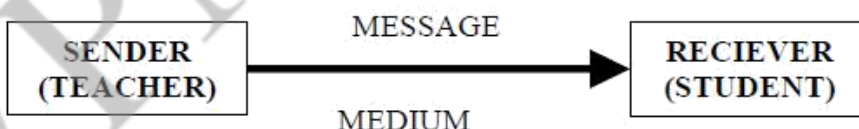
In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and-talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective and it

is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture, students assume a purely passive role and their concentration fades off after 15-20 minutes.

Some limitations which may prevail in traditional teaching method are:

- Teaching in classroom using chalk and talk is "one-way flow" of information.
- Teachers often continuously talk for an hour without knowing student's response and feedback.
 - » The material presented is only based on lecturer notes and textbooks.
 - » Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
 - » The handwriting of the lecturer decides the fate of the subject.
 - » There is insufficient interaction with students in classroom.
 - » More emphasis has been given on theory without any practical and real life time situations.
- » Learning through memorization but not understanding.
- » Marks oriented rather than result oriented.



MODERN TEACHING METHODS

A. Lecture Method

- It creates new ideas.
- It is good for large class.
- Teacher is experienced and has mastery on subject, explain all points and can answer all questions raised by students.
- Students can ask if they need any clarification.
- Learn through listening
- Teacher explains all points.
- Students give their input
- Teacher discuss whole topic in the class in easy language so students can easily understand the topic.
- It is good for large class.
- Teacher provides all knowledge related to topic.
- Time saving as teacher is supposed to finish lecture in time.
- Students give their views at the end of lecture. Students can ask question if they have any problem to understand lecture.
- Students know and understand basic concepts

B. Group discussion:

- More participation of students.
- Students listen to other's opinion & express their opinion.
- Discuss with teachers the points that were missed during discussion.
- Students learn on their own & find out key points.
- Students exchange their ideas.
- Students get point of view of all and not only those who always speak.
- After discussion when students give their presentation, teacher corrects their mistakes.
- Students can make their own notes.
- The learning is more effective.
- Concepts become clear after discussion.
- Every student gives his/ her opinion.

C. Individual presentation

- Students first thoroughly understand the topic before giving presentation i.e. mastery on topic.
- It increases confidence among students.
- Good way to learn for only one student who is presenting.
- Students search lot of books to collect material
- Teacher's supervision is important

D. Assignment

- It enhances the ability of research on any topic as the students search topic from different books, websites etc.
- Active learning

E. Seminars

- Give chance to meet other people of same profession.
- Motivate and make student active in learning.
- Interested method.

F. Workshops

- Give chance to meet other people of same profession.

G. Conferences

- Give chance to meet other people of same profession.
- Networking with other institutions and professionals.

INNOVATIVE TOOLS

(A) MULTIMEDIA LEARNING PROCESS

Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multisensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such many institutions are moving towards problem based learning as a solution to produce graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus

on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means of creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge. Problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

(B) OTHER INNOVATIVE TOOLS SUGGESTED

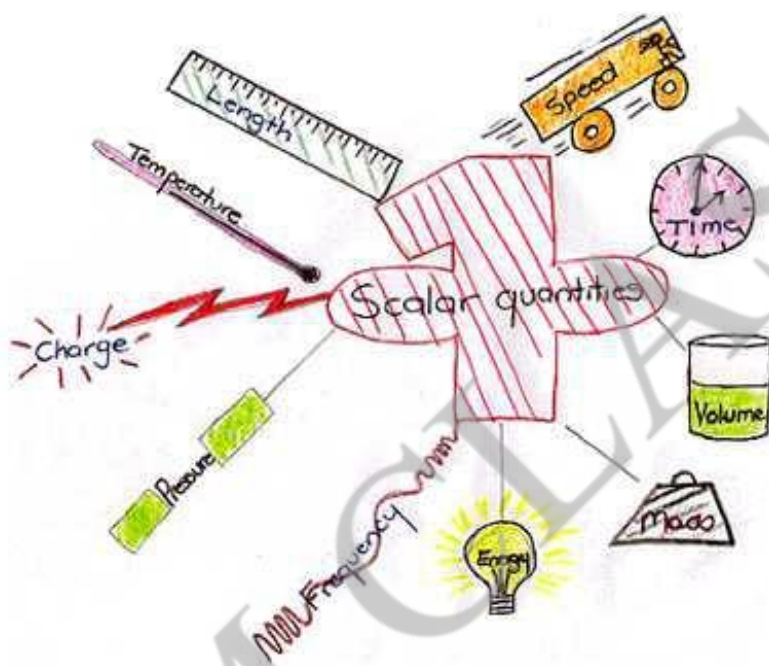
The researchers suggest some of the methods that can very well be applied by the modern teachers. As the researchers feel that basically the core objective of teaching should never be deviated by the use of an innovative method. The following methods which are suggested are an extension to the traditional methods of teaching.

(1) MIND MAP

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only keywords and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map.

As the recent research point that any particular information explained with the help of graph charts makes a high impact in the minds of the people and keeping this as the core aspect the teachers may try to pictures the concepts and show the same to the students.

AN EXAMPLE OF MIND MAP FOR SCALAR QUANTITIES



TEACHING WITH SENSE OF HUMOUR - "HUMOUR- AN EFFECTIVE MEDIUM OF TEACHING"

Everyone loves a teacher with an infectious sense of humor. Humor strengthens the relationship between student and teacher, reduces stress, makes the course more interesting and if relevant to the subject, may even enhance recalling of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication.

Numerous studies in the field of [advertisement](#) have noted that humor is the most effective tool for enhancing recall of advertisements. It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be

encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.

MNEMONIC WORDS- WORDS APPROACH

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example, in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

- » Dictionary must be used widely
- » Word power increases
- » Teacher also gets to know many words pertaining to a particular concept.

Z TO A APPROACH

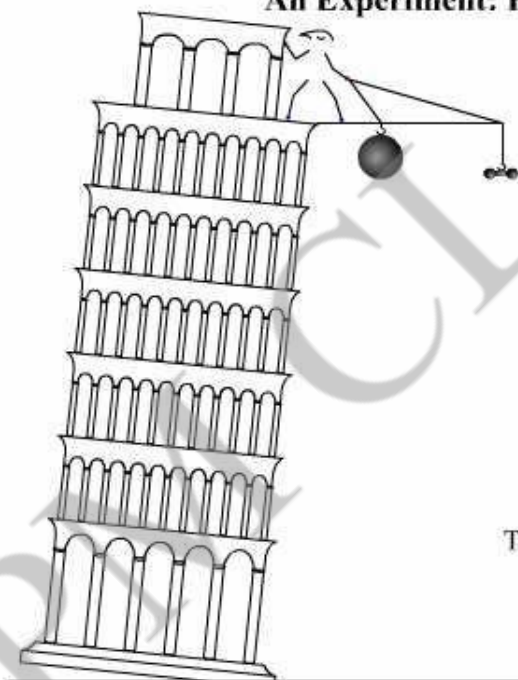
This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example, in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping.

Strengths

- » Makes a particular concept clear
- » Students develop interest to know exactly the concept.
- » Creates long lasting memory/correlation of a concept.

Weaknesses

- » Take quite long time for a teacher to introduce a concept
- » Initial difficulty in understanding a particular concept will be encountered.

LEANING TOWER OF PISA EXPERIMENT - EXAMPLE: Z - A APPROACH**An Experiment: Falling Objects**

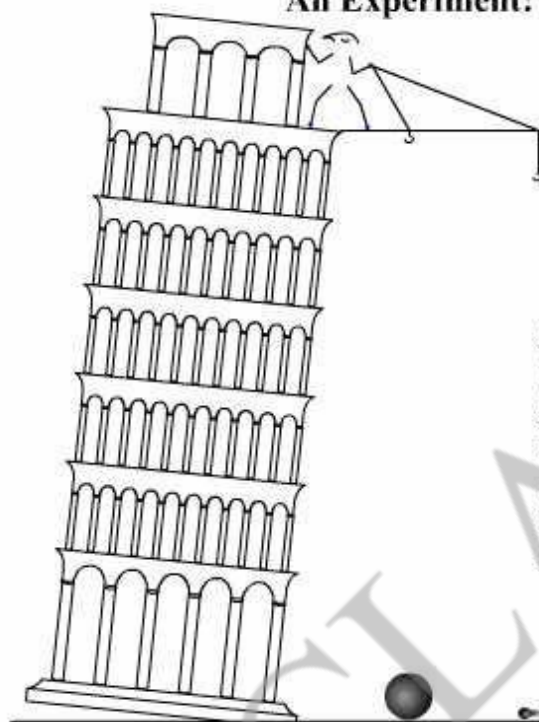
Try this experiment yourself.

Drop objects

Z - A approach is explained in the following two charts. In the first chart a man drops cannon ball and lead weight from the top of the building. Hypothesis for this experiment is both the object will fall at the same rate

In the second chart the cannon ball and lead weight have reached the ground.

An Experiment: Falling Objects



Our experiment proves the experimental hypothesis correct, two different-sized objects fall at the same rate. This is because the rate of acceleration of an object in a field of force (gravity) is independent of the object's mass (if we ignore wind resistance).

ROLE PLAYING AND SCENARIO ANALYSIS BASED TEACHING

Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment.

For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical

knowledge. Similar kind of technique can be applied in management, engineering and science courses.

What is a teaching aid?

Definition- A teaching aid is a tool used by teachers, facilitators, or tutors to help learners improve reading and other skills illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fear, or boredom, since many teaching aids are like games.

KINDS

Here are some kinds of teaching aids:

1. ALPHABET BOOK

Introduction-

Alphabet books are sometimes used

" as motivational tools to attract people's attention to books

" as supplements to primers

" to help transfer reading skills from one language to another, or

" to introduce the sounds and letters of an alphabet.

Definition - An alphabet book is a collection of pages that lists and illustrates the entire alphabet.

Features

Here are some features of an alphabet book. An alphabet book usually contains the following for each letter:

- One or more keywords
- an illustration of each keyword, and
- the letter(s) in small and capital letters.

Variations

An alphabet book might include

- all the letters in a language
- only the vowels
- selected vowels and consonants

- sentences using the keywords and letters
- paragraphs or stories featuring the keywords or letters
- an entire page of examples of the use of one letter, or
- several letters on each page.

2 ALPHABET CHART

Introduction-

An alphabet chart is useful for displaying the alphabet letters, either

- on a wall
- as part of a book, or
- by itself.

It can be a tool from which letters are introduced and taught.

Definition-

An alphabet chart is a single page that lists the entire alphabet, or selected parts of the alphabet.

Features -

The size of an alphabet chart can range from a wall chart large enough to be seen by a group to a small leaflet. An alphabet chart usually contains the following for each letter:

- a keyword using the letter
- an illustration of the keyword, and
- the letter in small and capital letters.

3 CALENDAR

Introduction-

Calendars are a popular item in most parts of the world. Here are some ways to use calendars in a literacy program:

- As a teaching aid
- For fund raising
- As gifts, incentives, or awards

- As motivation to read
- For reading practice

Definition -

A calendar is a page or a series of pages that shows the dates, days, and months of one year.

Features -

A calendar usually contains numbers, text, and illustrations.

Text -

Here are some kinds of text to use on calendars:

- Months and days of the month in the local language and possibly in other appropriate languages
- Proverbs and folktales
- Quotes from famous people or literature
- Scripture portions
- Self-help information
- Stories

Illustrations

Here are some kinds of illustrations to use on calendars: Here are some kinds of calendars:

- Calendars with
 - o every month printed on one large sheet of paper, and
 - o enough room for some pictures and text.
- Calendars with
 - o one picture and some text on a large colored piece of paper, and
 - o pages for each month written on smaller pieces of white paper and stapled on to the large colored paper.
- Calendars with
 - o a separate page for each month, with
 - o an illustration, and

o some text on each page.

- Commercially produced calendars with handwritten local language text added
- Pocket or desk agendas

4 **CHART**

Introduction-

A chart is a useful way to present and display information or instructions, especially in a classroom or other educational situation. It can range in size from a large wall chart to a single piece of paper.

Definition-

A chart is a group of related facts presented in the form of a diagram, table, graph, or other visually organized model.

Example -

Here is an example of a chart used in literacy:

- Alphabet chart

Kinds -

Here are some kinds of charts used in literacy:

- Alphabet chart
- Consonant chart
- Enlarged primer page
- Number chart
- Punctuation chart
- Song chart
- Vowel chart

5 EASY READER

Introduction

Easy readers are good for beginning readers. They can help motivate beginning readers by giving them a whole book that they can read by themselves.

Definition

An easy reader is a short book with a small amount of text and large illustrations. The illustrations are designed to give clues to what the text says.

- flash card

Introduction

Flash cards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally.

Definition

A flash card is part of a set of cards on which are written items to be studied. They are "flashed" (shown quickly) one by one to a learner to elicit a quick response.

Uses

Here are some other uses for flash cards:

- Use two matching sets of them with games such as How to play the Memory game.
- Have learners practice tracing the characters on the cards with their fingers.
- Make up your own games using the cards.

Features

Here are some features of flash cards:

- Flash cards are sets of cards printed with information to be studied, such as
 - o definitions
 - o formulas
 - o letters
 - o multiplication tables
 - o prefixes

- o syllables, or
- o words.

6 **FLIP CHART**

Introduction-

Flip charts are a useful teaching aid. You can purchase prepared or blank flip charts, or you can make them. Flip charts are useful in teaching situations where you need to teach a number of people at a time. They are used

- when books are unavailable, scarce, or too expensive for individuals to have their own copy
- when other media such as overheads and slides are not available, and
- where group learning is most culturally appropriate.

Definition

A flip chart is a collection of large pages which are bound together at the top. The pages are "flipped" or brought up and to the back as they are used.

Features

A flip chart is bound together at the top in such a way that the pages can be easily turned and lie flat.

Variations

Some flip charts have a reduced version of the page that faces the group printed on the back of the preceding page. This makes it possible for the leader to see the same thing the group is seeing.

Others have teaching notes printed on the back.

Use

Flip charts can be placed on an easel or held. The leader stands beside or holds the flip chart, referring to the text printed on the back if necessary. As each page is finished, the leader flips it over to the back.

Flip charts are easiest to use when the pages facing the group have large print and illustrations.

The back of the pages can have

- the same text and illustrations in a smaller size

Note:

This allows the leader to see exactly what the group is seeing without being in front of the chart.

- teaching notes or other information for the leader

The leader's version must be printed on the back of the previous page, so that when the previous page is flipped, the group sees the new page and the leader sees the appropriate notes on the back of the old page.

Kinds

Here are some kinds of flip charts:

Here are some kinds of flip charts used in a literacy program:

- Community development information
- Discussion outlines
- Parts of a lesson
- Primers
- Songs
- Stages of a process
- Steps of a procedure
- Stories
- Textbooks

7 POSTER

Introduction-

A poster is an informative, often decorative way to attract attention to the information it contains.

Here are some ways to use posters in a literacy program:

- To advertise events or products
- To display information or instructions
- To teach some kinds of information

Definition-

A poster is a bill or placard usually displayed in a public place. It is often decorated with designs or illustrations.

Kinds -

Here are some kinds of posters:

- Posters you make yourself.
- Ready-made posters from
 - o business organizations
 - o community development organizations
 - o government offices
 - o medical companies, or
 - o tourist agencies

8 SENTENCE BUILDING CARDS

Introduction

Sentence building cards are a teaching aid that is inexpensive and easy to make and use.

They are useful to give learners practice in

- word recognition, and
- sentence recognition and building.

Definition-

Sentence building cards are a teaching aid. They allow learners to build sentences by matching individual words to words in a sentence that has already been written.

Features -

Each set of sentence building cards consists of

- a large sentence card with pictures and sentences, and
- several small word cards.

The large sentence card has several illustrations drawn in boxes down the left side of the card. Each illustration has a sentence written in a box beside it. The illustrations serve as clues to the sentences.

The small word cards have words that match the words in the sentences on the sentence card.

The learner

- looks at the pictures
- reads the sentences, and
- builds the same sentences by placing the matching word cards in the space below the sentences.

9 **SENTENCE BUILDING GRID**

Introduction-

A sentence building grid is a simple way to help learners put parts of sentences together to form whole sentences.

It is useful to give learners practice in sentence recognition and building.

Definition-

A sentence building grid is a teaching aid that allows learners to construct sentences by choosing parts of sentences and putting them together to form whole logical sentences.

Description

A sentence grid is a chart arranged in columns. Each column contains words that are a specific part of a sentence, such as

- articles
- subjects
- objects, or
- verbs

10 **SYLLABLE WHEEL**

Introduction

A syllable wheel is a teaching aid that is inexpensive and easy to make and use.

It helps learners develop the following word attack skills:

- Blending consonants and vowels into syllables
- Breaking syllables into component parts
- Recognizing syllable patterns
- Recognizing symbols for consonant sounds
- Recognizing symbols for vowel sounds.

Definition

A syllable wheel is a teaching aid that allows a learner to substitute letters in a designated position in a syllable. The learner rotates an inner wheel to line up letters printed on it with letters printed on an outer wheel.

Features

Here are the features of a syllable wheel:

- Two circles of heavy paper: a large circle with a smaller one on top of it.
- The two circles are fastened together in the center so that they can be rotated independently.
- The large circle has the first letter or letters of syllables printed all around the edge.
- The small circle has letters for the end of syllables printed around the edge.
- The circles or "wheels" are rotated to line up the letters to make various syllables.
- The syllable wheel may have a long "window" attached to frame a syllable as it is lined up.

This focuses attention on a specific syllable and eliminates the distraction of the other letters.

11 WORD BUILDING CARDS

Introduction-

Word building cards are a teaching aid useful

- to give practice in syllable recognition
- to give practice in word building

Definition

Word building cards are a teaching aid. They allow learners to build words by matching individual syllables to syllables in a word that has already been written.

Contents

Each set of word building cards consists of

- a large word card, and
- several small syllable cards.

The large word card has three built words written across the top with blank space under each word.

The small syllable cards have syllables that match the syllables in the words on the word card.

How to use

Follow these steps to use word building cards:

1. Give the learner a large word card.
2. Have the learner do the following:
 - Read the words on the card.
 - Build the same words from the syllable cards by placing the matching syllable cards in the space below the words.
 - Read the words they build.

12 WORD SLIDE

Introduction

A word slide is a teaching aid that is inexpensive and easy to make and use. It can be used to help learners practice specific sounds in the context of a word.

It helps learners develop the following word attack skills:

- Blending consonants and vowels into syllables
- Breaking syllables into component parts
- Recognizing syllable patterns
- Recognizing symbols for consonant sounds, and

- Recognizing symbols for vowel sounds.

Definition

A word slide is a teaching aid that allows a learner to substitute letters in a designated position in a syllable or word.

Features

A word slide consists of two pieces of paper.

- One has part of a word printed on it lengthwise.
- The other has letters or syllables that could complete the word printed on it from top to bottom.
- The second piece of paper slides through slits cut in the first piece. The letters or syllables printed on it complete words which change as you slide the paper from one position to another.

Computers and other equipment such as video and audio cassettes can also be used as teaching aids.

Learning Theory and Behavioral Psychology

Learning can be defined as the process leading to relatively permanent behavioral change or potential behavioral change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave. John B. Watson (1878-1958) was the first to study how the process of learning affects our behavior, and he formed the school of thought known as Behaviorism. The central idea behind behaviorism is that only observable behaviors are worthy of research since other abstraction such as a person's mood or thoughts are too subjective. This belief was dominant in psychological research in the United States for a good 50 years. Behavioral Psychology is basically interested in how our behavior results from the stimuli both in the environment and within ourselves. They study, often in minute detail, the behaviors we exhibit while controlling for as many other variables as possible. Often a grueling process, but results have helped us learn a great deal about our behaviors, the

effect our environment has on us, how we learn new behaviors, and what motivates us to change or remain the same.

Classical and Operant Conditioning

Classical Conditioning.

One important type of learning, Classical Conditioning, was actually discovered accidentally by Ivan Pavlov (1849-1936). Pavlov was a Russian physiologist who discovered this phenomenon while doing research on digestion. His research was aimed at better understanding the digestive patterns in dogs.

During his experiments, he would put meat powder in the mouths of dogs who had tubes inserted into various organs to measure bodily responses. What he discovered was that the dogs began to salivate before the meat powder was presented to them. Then, the dogs began to salivate as soon as the person feeding them would enter the room. He soon began to gain interest in this phenomenon and abandoned his digestion research in favor of his famous Classical Conditioning study.

Basically, the findings support the idea that we develop responses to certain stimuli that are not naturally occurring. When we touch a hot stove, our reflex pulls our hand back. **It does very instinctually, in this no learning involved.** It is merely a survival instinct. **But why some people, after getting** burned, pull their hands back even when the stove is not turned on? Pavlov discovered that we make associations which cause us to generalize our response to one stimuli onto neutral stimuli it is paired with. In other words, hot burner = ouch, stove = burner, therefore, stove = ouch.

Operant Conditioning.

Another type of learning, very similar to that discussed above, is called Operant Conditioning. The term "Operant" refers to how an organism operates on the environment, and hence, operant conditioning comes from how we respond to what is presented to us in

our environment. It can be thought of as learning due to the natural consequences of our actions.

Let's explain that a little further. The classic study of operant conditioning involved a cat who was placed in a box with only one way out; a specific area of the box had to be pressed in order for the door to open. The cat initially tries to get out of the box because freedom is reinforcing. In its attempt to escape, the area of the box is triggered and the door opens. The cat is now free. Once placed in the box again, the cat will naturally try to remember what it did to escape the previous time and will once again find the area to press. The more the cat is placed back in the box, the quicker it will press that area for its freedom. It has learned, through natural consequences, how to gain the reinforcing freedom.

We learn this way every day in our lives. Imagine the last time you made a mistake; you most likely remember that mistake and do things differently when the situation comes up again. In that sense, you've learned to act differently based on the natural consequences of your previous actions. The same holds true for positive actions. If something you did results in a positive outcome, you are likely to do that same activity again.

Reinforcement

The term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of a specific response. For example, if you want your dog to sit on command, you may give him a treat every time he sits for you. The dog will eventually come to understand that sitting when told to will result in a treat. This treat is reinforcing because he likes it and will result in him sitting when instructed to do so.

This is a simple description of a **reinforce, the treat**, which increases the response, sitting. We all apply reinforces every day, most of the time without even realizing we are doing it. You may tell your child "good job" after he or she cleans their room; perhaps you tell your partner how good he or she look when they dress up; or maybe you got a raise at work after doing a great job on a project. All of these things increase the probability that the same response will be repeated.

There are four types of reinforcement: positive, negative, punishment, and extinction. We'll discuss each of these and give examples.

Positive Reinforcement.

The examples above describe what is referred to as positive reinforcement. Think of it as adding something in order to increase a response. For example, adding a treat will increase the response of sitting; adding praise will increase the chances of your child cleaning his or her room. The most common types of positive reinforcement are praise and rewards, and most of us have experienced this as both the giver and receiver.

Negative Reinforcement.

Think of negative reinforcement as taking something negative away in order to increase a response. Imagine a teenager who is nagged by his mother to take out the garbage week after week. After complaining to his friends about the nagging, he finally one day performs the task and to his amazement, the nagging stops. The elimination of this negative stimulus is reinforcing and will likely increase the chances that he will take out the garbage next week.

Punishment.

Punishment refers to adding something aversive in order to decrease a behavior. The most common example of this is disciplining (e.g. spanking) a child for misbehaving. The reason we do this is because the child begins to associate being punished with the negative behavior. The punishment is not liked and therefore to avoid it, he or she will stop behaving in that manner.

Extinction.

When you remove something in order to decrease a behavior, this is called extinction. You are taking something away so that a response is decreased.

Research has found positive reinforcement is the most powerful of any of these. Adding a positive to increase a response not only works better, but allows both parties to focus on the positive aspects of the situation. Punishment, when applied immediately following the negative behavior can be effective, but results in extinction when it is not applied

consistently. Punishment can also invoke other negative responses such as anger and resentment.