

Q. 1 a) Define teaching and elaborate old and new aspects of teaching.

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically. Dewey:- considers it as a manipulation of the situation, where the learner will acquire skills and insight with his own initiation.

(1) H C Morrison:- Teaching is an intimate contact between the more mature personality and a less mature one.

(2) Jackson:- Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).

3) J B Hough and James K Duncan:- Teaching is an activity with four phases, a curriculum planning phase, an instructing phase, and an evaluating phase.

This definition presents the organizational aspect by which we can describe and analyze the teaching process.

(4) N.L.Gage (Democratic point of view):- Teaching is interpersonal influence aimed at changing the behavior potential of another person.

(5) Clerk:- Teaching refers to activities that are designed and performed to produce in students behavior.

We can define teaching according to the following three viewpoints.

(a) Authoritarian

(b) Democratic

(c) Laissez faire.

(a) Authoritarian:-

According to this viewpoint-

- Teaching is an activity of memory level only
- This teaching does not develop thoughts and attitude in the students.
- Is known as thoughtless teaching
- This teaching is teachers centric criticism of the teachers.

(b) Democratic teaching:-

According to this-

- Teaching is done at understanding level.
- Memory level teaching is the prerequisite (concept) is first memorized and then understand
- Such teaching is known as thoughtful teaching.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- According to this point of view, teaching is an interactive process, primarily involving classroom talks which takes place between teachers and student.
- Here students can ask questions and criticize the teachers.
- Here students can ask the questions and self-disciplined is insisted.

(c) Laissez Faire Attitude:-

- It is known as reflective level teaching.
- It is more difficult than memory level and understanding level of teaching.
- Memory level and understanding level teaching are must for the reflective level of teaching.
- It is highly thoughtful activity.
- In this level both students and teachers are participants.
- This level produces insights.

“The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is **Modern Teaching Methods** in simple words.”

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.

b) Highlight the principles of effective teaching.

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.

When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).

2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.

Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies.

There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students.

4. Effective teaching involves prioritizing the knowledge and skills we choose to focus on.

Coverage is the enemy: Don't try to do too much in a single course. Too many topics work against student learning, so it is necessary for us to make decisions – sometimes difficult ones – about what we will and will not include in a course. This involves (a) recognizing the parameters of the course (e.g., class size, students' backgrounds and experiences, course position in the curriculum sequence, number of course units), (b) setting our priorities for student learning, and (c) determining a set of objectives that can be reasonably accomplished.

5. Effective teaching involves recognizing and overcoming our expert blind spots.

We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps and can become confused, draw incorrect conclusions, or fail to develop important skills. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves.

6. Effective teaching involves adopting appropriate teaching roles to support our learning goals.

Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

7. Effective teaching involves progressively refining our courses based on reflection and feedback.

Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists (e.g., student work, previous semesters' course evaluations, dynamics of class participation), or we may need to seek additional feedback with help from the university teaching center (e.g., interpreting early course evaluations, conducting focus groups, designing pre- and posttests). Based on such data, we might modify the learning objectives, content, structure, or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.

Q. 2 a) Why a teacher's personality traits are important to create and maintain a classroom/learning environment?

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

Personality traits are a combination of characteristics that are innate to people as individuals as well as characteristics that develop from specific life experiences. The personality traits that make up a person go a long way in determining how successful he is.

There are certain personality traits that help teachers and students succeed. Success may mean different things for different people. Teachers and students who hold the majority of the following characteristics are almost always successful regardless of how success is defined.

Adaptability

This is the ability to handle a sudden change without making it a distraction.

- Students who have this trait can handle sudden adversity without letting academics suffer.
- Teachers who have this trait are quickly able to make adjustments that minimize distractions when things do not go according to plan.

Conscientiousness

Conscientiousness involves the capacity to complete a task meticulously with efficiency and of the highest quality.

- Conscientious students can produce high-quality work consistently.
- Conscientious teachers are extremely organized and efficient, and they provide their students with quality lessons or activities daily.

Creativeness

This is the ability to use original thinking to solve a problem.

- Students who have this trait can think critically and are adept problem solvers.
- Teachers who have this trait are able to use their creativeness to build a classroom that is inviting to students, create lessons that are engaging, and incorporate strategies to individualize lessons for every student.

Determination

A person with determination can fight through adversity without giving up to accomplish a goal.

- Students who have this trait are goal orientated, and they do not allow anything to get in the way of accomplishing those goals.
- Teachers with determination figure out a way to get their job done. They do not make excuses. They find ways to reach even the most difficult students through trial and error without giving up.

Empathy

Empathy allows a person to relate to another individual even though she may not share similar life experiences or problems.

- Students who have this trait can relate to their classmates. They are nonjudgmental. Instead, they are supportive and understanding.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- Teachers who have this trait can look beyond the walls of their classroom to assess and meet their students' needs. They recognize that some students live a difficult life outside of school and try to figure out solutions for helping them.

Forgiveness

Forgiveness is the capacity to move beyond a situation in which you were wronged without feeling resentment or holding a grudge.

- Students who are forgiving can let things go that could potentially serve as a distraction when they have been wronged by someone else.
- Teachers with this trait can work closely with administrators, parents, students, or other teachers who may have created an issue or controversy that was potentially detrimental to the teacher.

Genuineness

People who are genuine demonstrate sincerity through actions and words without hypocrisy.

- Students who show genuineness are well-liked and trusted. They have many friends and are often looked upon as leaders in their classroom.
- Teachers with this trait are viewed as highly professional. Students and parents buy into what they are selling, and they are often highly regarded by their peers.

Graciousness

Graciousness is the ability to be kind, courteous, and thankful when dealing with any situation.

- Students who are gracious are popular among their peers and well-liked by their teachers. People are drawn to their personality. They often go out of their way to help others any time an opportunity arises.
- Teachers who have this trait are well respected. They are invested in their school beyond the four walls of their classroom. They volunteer for assignments, help other teachers when needed, and even find ways to assist needy families in the community.

Gregariousness

The ability to socialize with and relate to other people is known as gregariousness.

- Students who have this trait work well with other people. They are capable of making a connection with just about anyone. They love people and are often the center of the social universe.
- Teachers who have this trait can build strong, trusting relationships with their students and families. They take the time to make real connections that often extend beyond the walls of the school. They can figure out a way to relate to and carry on a conversation with just about any personality type.

Grit

Grit is the ability to be strong in spirit, courageous, and brave.

- Students who have this trait battle through adversity and stand up for others, and they are strong-minded individuals.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- Teachers with grit will do anything to be the best teacher they can be. They will not let anything get in the way of educating their students. They will make difficult decisions and serve as an advocate for students when necessary.

Independence

This is the ability to work through problems or situations on your own without requiring assistance from others.

- Students who have this trait do not rely on other people to motivate them to accomplish a task. They are self-aware and self-driven. They can accomplish more academically because they do not have to wait on other people.
- Teachers who have this trait can take good ideas from other people and make them great. They can come up with solutions to potential problems on their own and make general classroom decisions without consultation.

Intuitiveness

The ability to understand something without reason simply through instinct is intuitiveness.

- Intuitive students can sense when a friend or a teacher is having a bad day and can try and improve the situation.
- Teachers who have this trait can tell when students are struggling to grasp a concept. They can quickly assess and adapt the lesson so that more students understand it. They are also able to sense when a student is going through personal adversity.

Kindness

Kindness is the capacity to help others without the expectation of getting anything in return.

- Students who have this trait have many friends. They are generous and thoughtful often going out of their way to do something nice.
- Teachers who have this trait are very popular. Many students will come into class looking forward to having a teacher with a reputation for being kind.

Obedience

Obedience is the willingness to comply with a request without questioning why it needs to be done.

- Students who are obedient are well thought of by their teachers. They are typically compliant, well-behaved, and seldom a classroom discipline problem.
- Teachers who have this trait can build a trusting and cooperative relationship with their principal.

Passionate

People who are passionate get others to buy into something due to their intense feelings or fervent beliefs.

- Students with this trait are easy to motivate. People will do anything for something about which they are passionate. Taking advantage of that passion is what good teachers do.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- Passionate teachers are easy for students to listen to. Passion sells any topic, and a lack of passion can lead to failure. Teachers who are passionate about their content are more likely to produce students who become passionate as they learn.

Patience

The ability to sit idly and wait on something until the timing is perfect is patience.

- Students who have this trait understand that sometimes you have to wait your turn. They are not deterred by failure, but instead, view failure as an opportunity to learn more. They reevaluate, find another approach, and try again.
- Teachers who have this trait understand that the school year is a marathon and not a race. They understand that each day presents its challenges and that their job is to figure out how to get every student from point A to point B as the year progresses.

Reflectiveness

Those who are reflective can look back at a point in the past and draw lessons from it based on the experience.

- Such students take new concepts and mesh them with previously learned concepts to strengthen their core learning. They can figure out ways in which newly acquired knowledge is applicable to real life situations.
- Teachers who have this trait are continuously growing, learning and improving. They reflect on their practice every day making continuous changes and improvements. They are always looking for something better than what they have.

Resourcefulness

Resourcefulness is the ability to make the most of what you have available to solve a problem or make it through a situation.

- Students who have this trait can take the tools they have been given and make the most out of their ability.
- Teachers who have this trait can maximize the resources they have at their school. They are able to make the most out of the technology and curricula that they have at their disposal. They make do with what they have.

Respectfulness

The ability to allow others to do and be their best through positive and supportive interactions is respectfulness.

- Students who are respectful can work cooperatively with their peers. They respect the opinions, thoughts, and feelings of everyone around them. They are sensitive to everyone and try to treat everyone as they want to be treated.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- Teachers who have this trait understand that they must have positive and supportive interactions with every student. They maintain the dignity of their students at all times and create an atmosphere of trust and respect in their classroom.

Responsibleness

This is the ability to be accountable for your actions and to carry out tasks that have been assigned in a timely manner.

- Students who are responsible can complete and turn in every assignment on time. They follow a prescribed schedule, refuse to give in to distractions, and stay on task.
- Teachers who have this trait are trustworthy and valuable assets to the administration. They are regarded as professional and often asked to help out in areas where there is a need. They are highly reliable and dependable.

b) Enlist the role of a primary teacher.

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs.

These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

For information on training and support for interventions, please see section on Continuing Professional Development

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

Q. 3 Why is outlining of goals/objectives necessary before planning a lesson?

“A lesson plan is a teacher’s detailed description of the course of instruction for an individual lesson or a teacher’s document used to plan a lesson.” (en.wikipedia.org)

“A writing noting the method of delivery, and the specific goals and timeline associated to the delivery of the lesson content.” (longwood.com)

“An organized outline for single instructional period. it is a necessary guide for the instructor in that it tells what do you do, in what order to do it, and what procedure to use in teaching the material of a lesson”.

“A written document used in planning a presentation.” (wps.prenhall.com)

“A teacher-developed and teacher-written study plan that guides instruction. It contains an outline of the important, points of a lesson arranged in...” (natomagroup.com)

In my opinion, a lesson plan is a teacher’s document planning for teaching.

The first thing a teacher must do is decide on the lesson plan’s focus. The teacher creates one idea or question they want the students to explore or answer. Next, the teacher creates classroom activities that correlate with the established ideas or question. This includes individual and group activities. A lesson plan must correlate with the text book the class uses. The school or the teacher usually selects the text book or provides teachers with a limited text book choice for particular unit. The teacher must take great care and select the most appropriate book for the student. A good lesson plan can reflect interests and need of students. It incorporates best practices for the education field. The lesson plan correlate with the teacher’s philosophy of education. Which is that the teacher feels is the purpose of the student. Lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignment.

1. To know who the students are. Know ability levels, backgrounds, interest levels, attention spans, ability to work together in groups, prior knowledge and learning experience, special need or accommodations, and learning preferences. This may not happen as quickly as you would like, but it is important for designing instruction that will meet the needs of your student. That’s key in successful teaching and learning.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

2. To know the content. It is important for you to research the subject matter that you will be teaching. You should also utilize curriculum guides published by the state in which you teach and the local school district that employs you. It is also a good idea to know the national standards and state standards that drive curriculum frameworks and that will give you a lot of information relative to your subject area. TeAch-nology.com has a large number of links that will help you to search for information relative to that subject matter you are employed to teach. one link that can help is as follows
3. To know the materials that are available to help you teach for success. Take and keep an inventory of the materials and resources that are available to you as a teacher. for example: technology , software, audio/visuals, teacher mentors, community resource, equipment, manipulative, library resources, local guest speakers, volunteers, or any materials that can assist you in teaching

Planning For Instruction

Before the teacher starts teaching, the teacher must plan for instruction in order to make successfully in teaching.

1. Content The teacher must list the important facts, key concepts, skills, or key vocabulary terms that you intend to cover. You can also prepare an outline with key learning outcomes. Remember to refer to your curriculum guides.
2. Goals To identify the aims or that you want your students to achieve as result of the lesson you plan to teach. goals are end produce and are sometimes broad in nature. Goals relate directly to the knowledge and skill you identify. Goals determine purpose, aim, and rationale for what you your students will engage in during class time. The goals are typically written broad educational or unit goals adhering to state or national curriculum standards.
3. Objectives To identify the objectives that you hope your students will achieve in the tasks that will engage them in the learning process. objectives are behavioral in nature and are specific to performance. Objectives tell what you will be observing in student performance and describe criteria by which you can measure performance against. In many way, objectives represent indicators of performance that tell you, the teacher, to what extent a student is progressing in any given task. Instructional objectives can start with. A “given” that describes a condition that enables your students to perform any given task. A “given” could be any activity, a specific set of direction ,materials needed to perform a task, any assignment, for anything that set up a condition for students to engage in the task being observed and measure for performance. The heart of the objective is the task that the student is expected to perform. it is probably one of the most important part of the lesson plan because it is student centered and outcome based. Objectives can range form easy to hard tasks depending on student abilities
4. Materials List the materials and recourses that will be need for the lesson to be successful, the teacher also use technology resources needs to achieve objectives.

Course: General Methods of Teaching (6400)

Semester: Spring, 2021

5. Introduction Describe or list a focusing event or attention grabber that will motivate the students to want to pay attention and learn about what the teacher plan to teach. It will depend on the ages and stage and of the students and will rely on students interests and backgrounds. The teacher must remember to get the students to attend and respond to the introduction will set the stage for the rest of lesson.
6. Development Describe how the teacher plans to model or explain what the teacher wants the students to do. Modeling the learning behaviors the teacher expects of his students is a powerful development tool and provides demonstration that students can then imitate or practice on they town. During development, models of teaching are used to facilitate students learning. Models can include direct instruction, inquiry, information processing strategies, or cooperative learning strategies.
7. Practice The teacher must list or describe ways in which the teacher will provide opportunities for the students to practice what the teacher wants the students to learn. The more opportunities the teacher provides, the better chance they have to master the expected outcomes. These opportunities are in classroom assignments or tasks that give the teacher, the chance to guide and monitor progress.
8. Independent Practice The teacher should list or describe ways to provide opportunities for the students to complete assignments to measure progress against the goal of instruction. These assignments are meant to give the teacher s the chance to determine whether students have truly mastered the expected outcomes. Remember to only plan for task that the teacher believes students can accomplish without guidance.
9. Accommodations The teacher should list or describe ways that the teacher will differentiate instruction according to students' needs. This can include any curricular adaptations that are needed to meet special needs students.
10. Checking for Understanding To list or describe ways that the teacher will check for understanding. Assessment and ongoing feedback are necessary for monitoring progress. This can include questioning, conferencing, or journal writing.
11. Closure To list or describe ways that can wrap up a lesson. This can include telling students in the most important concepts that were covered in lesson, asking the students what they thought were the key concepts, or preparing them for the next lesson building upon what was presented. The key is to leave the students with an imprint of what the teacher hope to achieve in any given lesson.
12. Evaluation The teacher must list or describe the ways to assess or measure the student success in achieving the outcomes that the teacher planed to reach. This can include a variety of ways to evaluate student performance.

Q. 4 a) Highlight the Hunter's seven steps of lesson planning.

I. Getting students set to learn

Step 1: Review -- Typically at the beginning of the lesson, review previous material that is relevant to this lesson.

Step 2: Anticipatory Set -- Getting students to focus their attention on the material to be presented -- getting them interested or prepared for what they are about to learn.

Step 3: Objective -- State the objective for the lesson.

II. Instruction

Step 4: Input and Modeling -- Presenting new information to students. Once the material has been presented, using them to show students examples of what is expected as an end product of their work.

III. Checking for understanding

Step 5: Checking Understanding -- Determining whether or not students are making sense of the material as the material is being presented.

Step 6: Guided Practice -- Immediately after instruction students are given the opportunity to apply or practice what they have just learned and receive immediate feedback.

IV. Independent practice

Step 7: Independent Practice -- After students appear to understand the new material, they are given the opportunity to further apply or practice using the new information. This may occur in class or as homework, but there should be a short period of time between instruction and practice and between practice and feedback.

b) How is 5E's model of lesson planning different from the other models?

The 5E Model, developed in 1987 by the Biological Sciences Curriculum Study, promotes collaborative, active learning in which students work together to solve problems and investigate new concepts by asking questions, observing, analyzing, and drawing conclusions.

The 5E Model is based on the constructivist theory to learning, which suggests that people construct knowledge and meaning from experiences. By understanding and reflecting on activities, students are able to reconcile new knowledge with previous ideas. According to subject matter expert Beverlee Jobrack, "Educational movements, such as inquiry-based learning, active learning, experiential learning, discovery learning, and knowledge building, are variations of constructivism."

In the classroom, constructivism requires educators to build inquiry, exploration, and assessment into their instructional approach. In many ways, this means the teacher plays the role of a facilitator, guiding students as they learn new concepts.

The following is an overview of the five phases of the 5E Model.

ENGAGE

In the first phase of the learning cycle, the teacher works to gain an understanding of the students' prior knowledge and identify any knowledge gaps. It is also important to foster an interest in the upcoming concepts

so students will be ready to learn. Teachers might task students with asking opening questions or writing down what they already know about the topic. This is also when the concept is introduced to students for the first time.

EXPLORE

During the exploration phase, students actively explore the new concept through concrete learning experiences. They might be asked to go through the scientific method and communicate with their peers to make observations. This phase allows students to learn in a hands-on way.

EXPLAIN

This is a teacher-led phase that helps students synthesize new knowledge and ask questions if they need further clarification. For the Explain phase to be effective, teachers should ask students to share what they learned during the Explore phase before introducing technical information in a more direct manner, according to “The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching.” This is also when teachers utilize video, computer software, or other aides to boost understanding.

ELABORATE

The elaboration phase of the 5E Model focuses on giving students space to apply what they’ve learned. This helps them to develop a deeper understanding. Teachers may ask students to create presentations or conduct additional investigations to reinforce new skills. This phase allows students to cement their knowledge before evaluation.

EVALUATE

The 5E Model allows for both formal and informal assessment. During this phase, teachers can observe their students and see whether they have a complete grasp of the core concepts. It is also helpful to note whether students approach problems in a different way based on what they learned. Other helpful elements of the Evaluate phase include self-assessment, peer-assessment, writing assignments, and exams.

Q. 5 define the term motivation. What strategies a teacher can use in the classroom to motivate students?

Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals. A strong positive motivation will enable the increased output of employees but a negative motivation will reduce their performance. A key element in personnel management is motivation.

According to Likert, “It is the core of management which shows that every human being gives him a sense of worth in face-to face groups which are most important to him....A supervisor should strive to treat individuals with dignity and a recognition of their personal worth.”

Definitions:

Motivation has been variously defined by scholars.

Some definitions are discussed as follows:

Berelson and Steiner:

“A motive is an inner state that energizes, activates, or moves and directs or channels behaviour goals.”

Lillis:

“It is the stimulation of any emotion or desire operating upon one’s will and promoting or driving it to action.”

The Encyclopedia of Management:

“Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness.”

Dubin:

“Motivation is the complex of forces starting and keeping a person at work in an organization.”

Vance:

“Motivation implies any emotion or desire which so conditions one’s will that the individual is properly led into action.”

Vitales:

“Motivation represents an unsatisfied need which creates a state of tension or disequilibrium, causing the individual to make in a goal-directed pattern towards restoring a state of equilibrium by satisfying the need.”

Memoria:

“A willingness to expend energy to achieve a goal or reward. It is a force that activates dormant energies and sets in motion the action of the people. It is the function that kindles a burning passion for action among the human beings of an organisation.”

Nature of Motivation:

Motivation is a psychological phenomena which generates within an individual. A person feels the lack of certain needs, to satisfy which he feels working more. The need satisfying ego motivates a person to do better than he normally does.

From definitions given earlier the following inferences can be derived:

1. Motivation is an inner feeling which energizes a person to work more.
2. The emotions or desires of a person prompt him for doing a particular work.
3. There are unsatisfied needs of a person which disturb his equilibrium.
4. A person moves to fulfill his unsatisfied needs by conditioning his energies.
5. There are dormant energies in a person which are activated by channelizing them into actions.

Types of Motivation:

When a manager wants to get more work from his subordinates then he will have to motivate them for improving their performance. They will either be offered incentive for more work, or may be in the space of rewards, better reports, recognition etc., or he may instill fear in them or use force for getting desired work.

The following are the types of motivation:

1. Positive Motivation:

Positive motivation or incentive motivation is based on reward. The workers are offered incentives for achieving the desired goals. The incentives may be in the shape of more pay, promotion, recognition of work, etc. The employees are offered the incentives and try to improve their performance willingly.

According to Peter Drucker, the real and positive motivators are responsible for placement, high standard of performance, information adequate for self- control and the participation of the worker as a responsible citizen in the plant community. Positive motivation is achieved by the co-operation of employees and they have a feeling of happiness.

2. Negative Motivation:

Negative or fear motivation is based on force or fear. Fear causes employees to act in a certain way. In case, they do not act accordingly then they may be punished with demotions or lay-offs. The fear acts as a push mechanism. The employees do not willingly co-operate, rather they want to avoid the punishment.

Though employees work up-to a level where punishment is avoided but this type of motivation causes anger and frustration. This type of motivation generally becomes a cause of industrial unrest. In spite of the drawbacks of negative motivation, this method is commonly used to achieve desired results. There may be hardly any management which has not used negative motivation at one or the other time.