



Certificate in Teaching Methodology in Higher Education

This is a Shadow Program of the Second Staff
Development Program organized by the Internal Quality
assurance of SLIIT.

Session 1 2018.08.23

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Acknowledgement



Our discussion
today....

Responsibilities of a
teacher

Classroom
management

Student centred
teaching

Lesson 1: Responsibilities of a teacher

1. Teaching
2. Research
3. Dissemination of knowledge
4. Institutional development
5. National & International development

Criteria	Professor	
1. Contribution to teaching & Academic Development	10	22%
2. Research & Creative Work	25	56%
3. Dissemination of Knowledge & contribution to University & National Development	10	22%

Lesson 2: Classroom Management

Factors Influencing Teaching

- a) Teacher's Personal Characteristics (TPC)
- b) Teacher's Experience and Preparation
- c) Context of Teaching

(a) TPC- (1) Gender

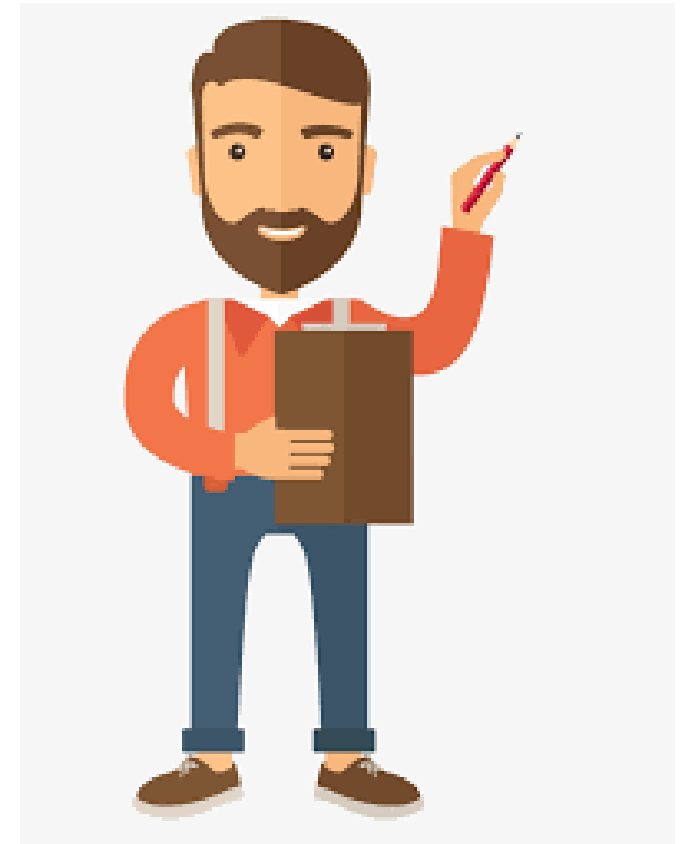
Female

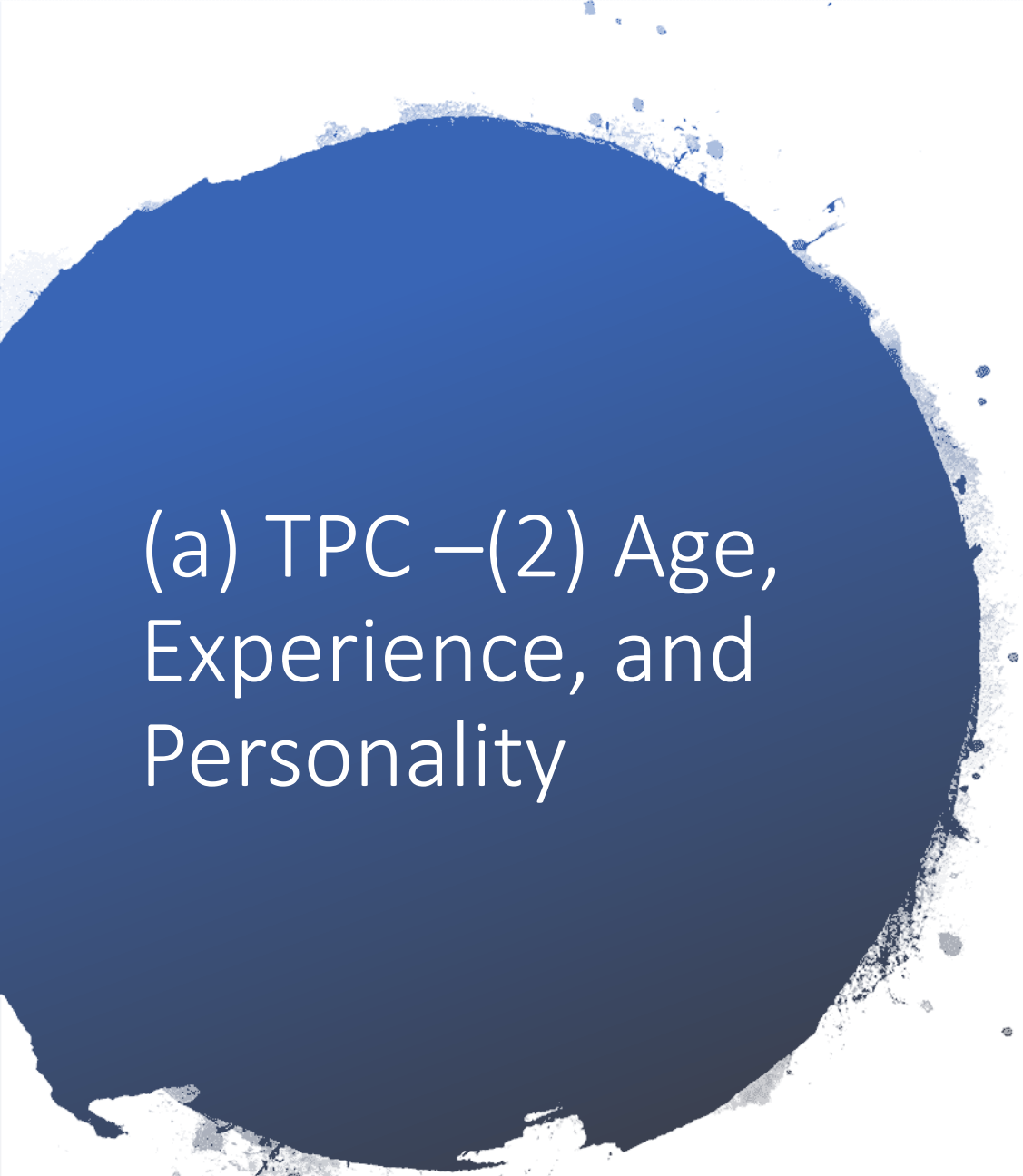
- Tolerant
- Praise
- Tender minded
- Pupil supportive



Male

- Dominant
- Authoritarian
- Organized





(a) TPC –(2) Age, Experience, and Personality

(As per researches)

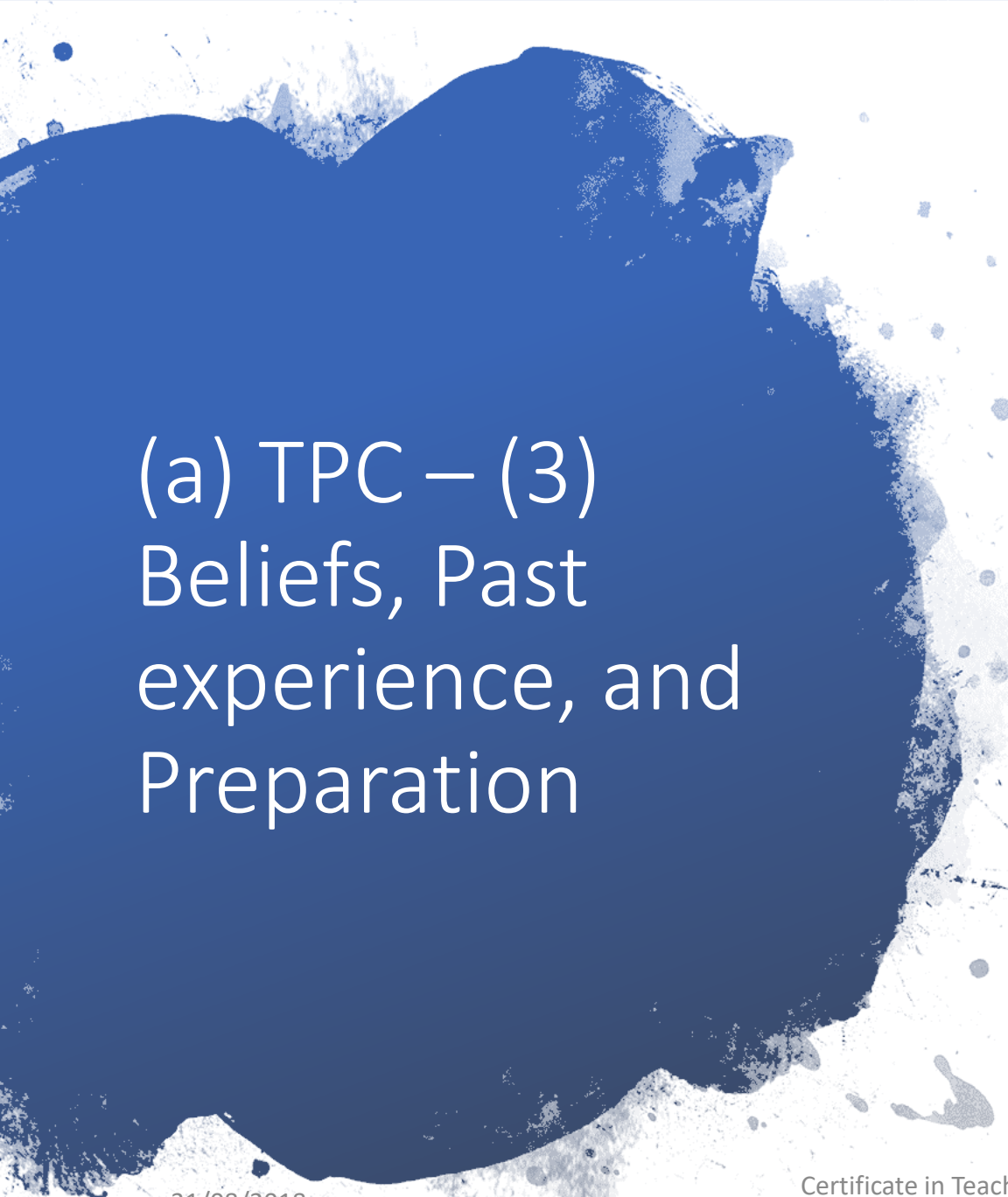
Better in first few years

Accept innovations and change more easily

More controlling

More attention to personal and social dimensions

A warm enthusiastic teacher can motivate student



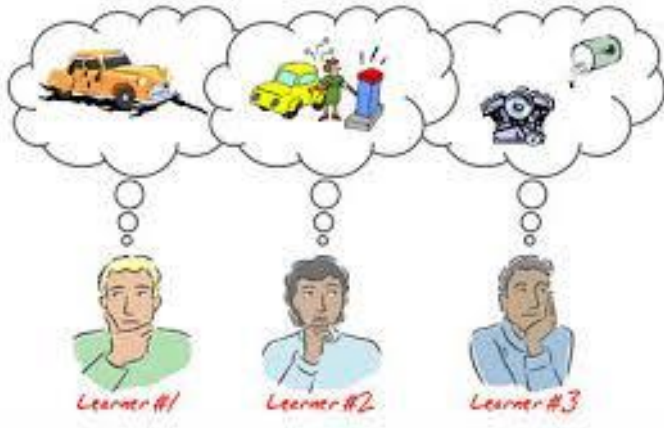
(a) TPC – (3) Beliefs, Past experience, and Preparation

1. You teach as you were taught
2. Modelling and imitating your former teachers
3. Correlation between Pedological preparation and student learning
(Pedology=the scientific study of the nature and development of children)



(c) Context

5 Influential factors



(c) Context

1. Learner Differences

- Economic
- Culture
- Gender
- Development process

2. Class and Classroom size

3. Materials and Equipment

4. Time allocation

5. Nature of Lesson Objectives

(c)Context of Teaching -The Fish Bowl

Class is like a fish bowl with different fish varieties.....

1. Some are trouble makers
2. Some go with the flow
3. Some are “Teacher pleasers”

Dealing With Challenging Students





Piranha

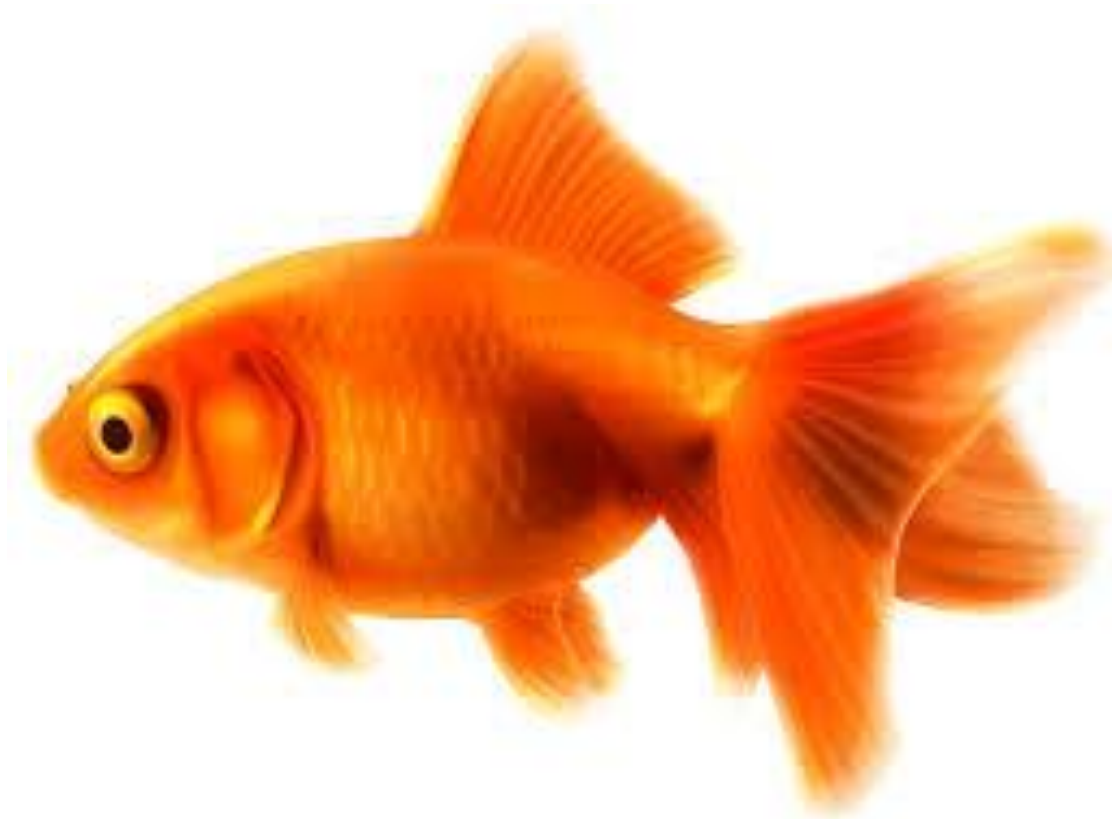


- Can be Passive, Aggressive or Overly aggressive
- Have negative attitude
- Have attendance problems
- Are “at risk”

Catfish



- Good- natured, but have limited motivation
- Social beings
- Tend to corporate: follow MOST rules
- Perform to average or
- Just enough to stay out of trouble with mom/dad



Goldfish

- Are in the top 10-15 % of the class
- Highly motivated to perform well
- Show enthusiasm for learning
- Over or High Achievers

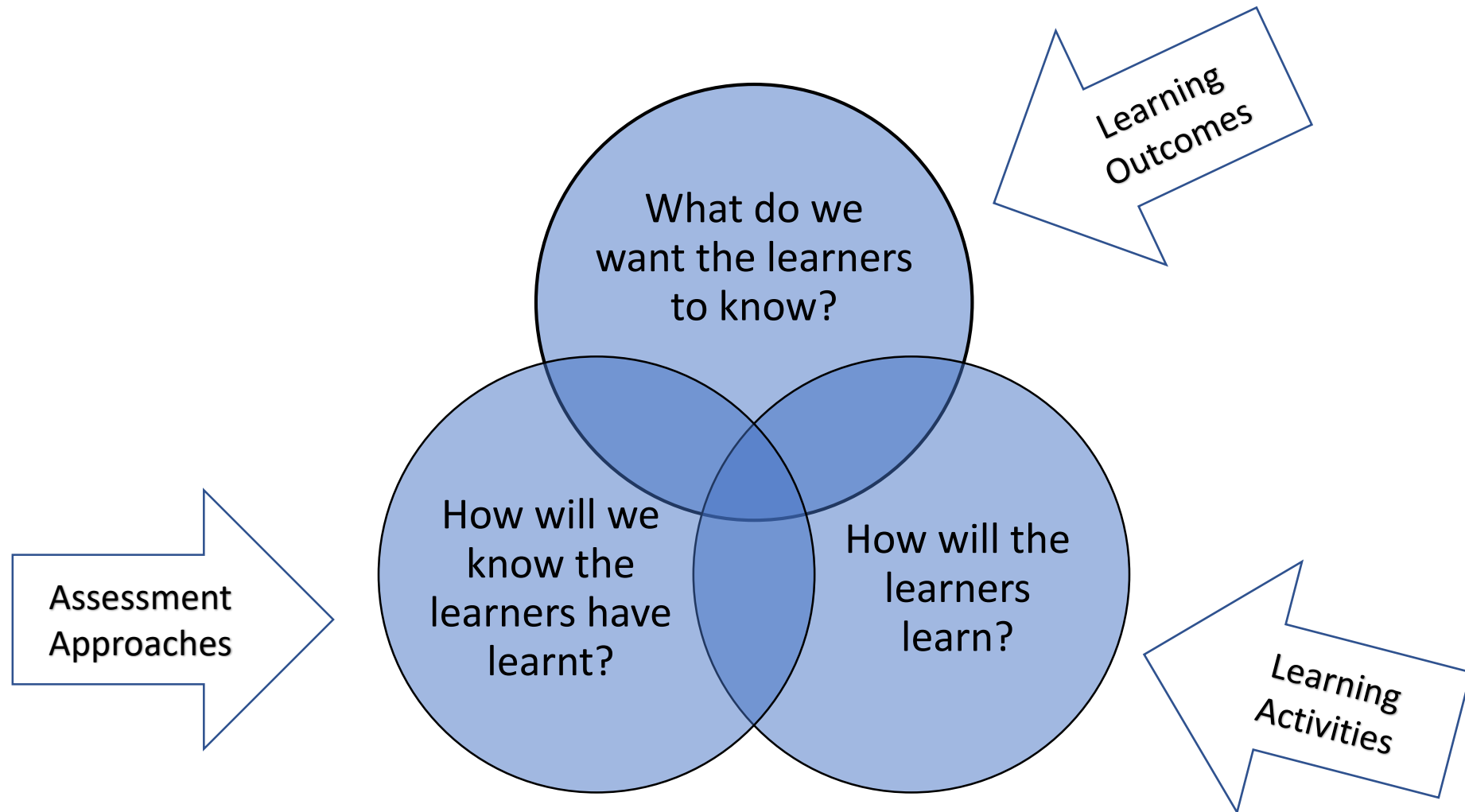
A proposal for our own benefit

1. Can we take few classes and define the students into the 3 categories.
2. Then using the Delphi method we can come to consensus and finalise names of students in each category.
3. I will prepare a questionnaire in consultation with Lakshmi, Viraji and Rashika and then get feedback from the students.
4. Based on scientific analysis we can ascertain if our hypothetical judgements match with reality
5. This will be a timely and very valuable research in higher education
6. We all can publish many research articles under different contexts using these comprehensive data.

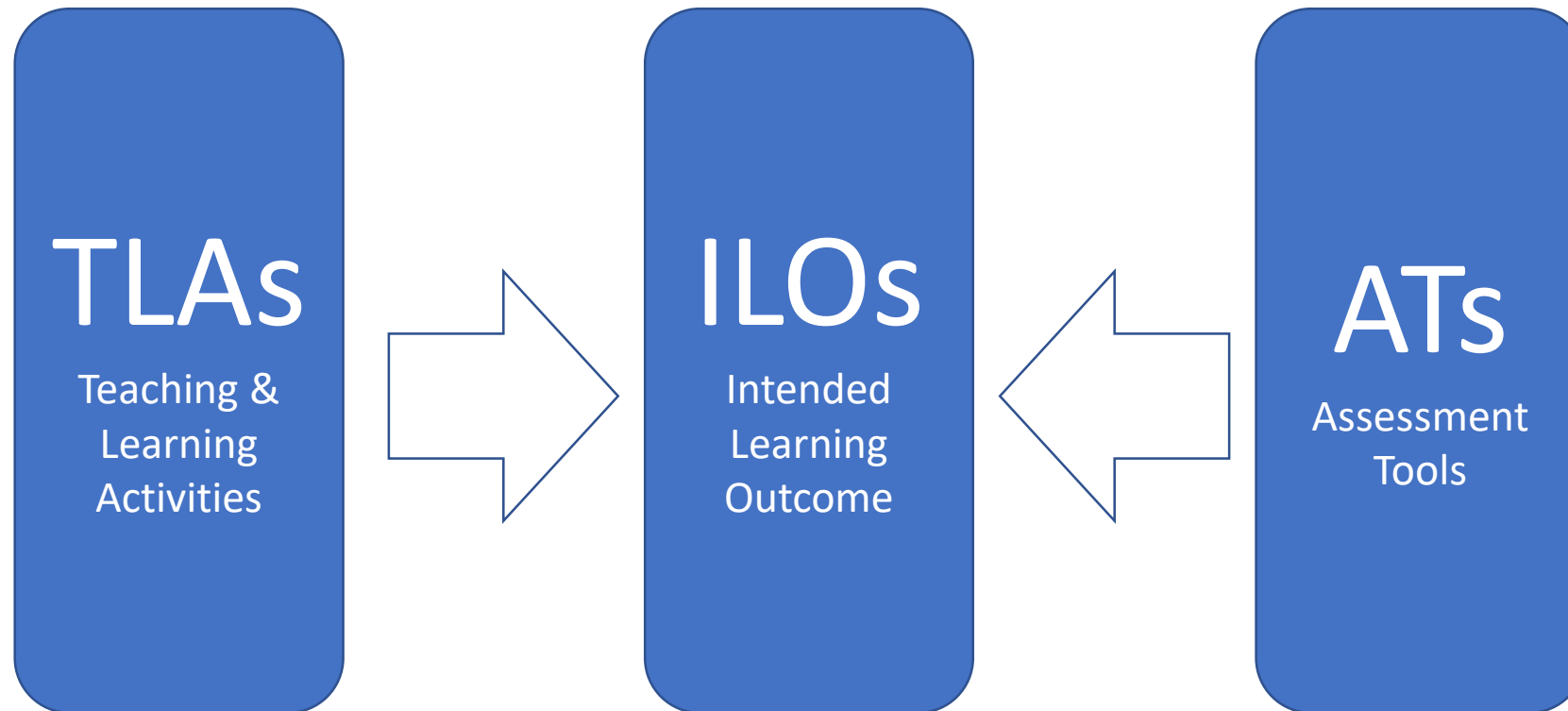
Student centered teaching for outcome based education

Most important and exciting experience so far I got in the
training

Learning & Teaching



Outcome Based Education



Objective

Place the student at the centre of the Teaching/Learning Process

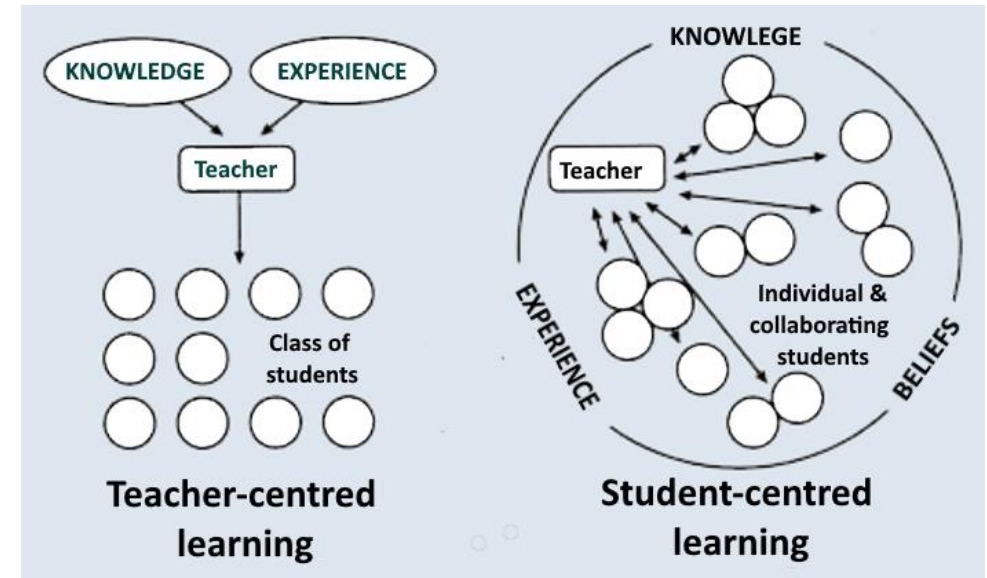
Strategic Road map

Place the burden and the responsibility of learning on the learner



Student Cantered Education

From Teacher Centric to Student Centric



Prof. Udith's view

The Teacher's agony

1. Extensive time to prepare to get the students' attention
2. Assignment Dilemma: they sleep while we read 50x100 pages
3. Answer scripts

Therefore teacher can pass a part of this burden to students while adding value to the learning process



Bloom's Taxonomy



Creating:

Can students create a new product or point of view?
They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating:

Can the student justify a stand or decision?
To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing:

Can the student distinguish between the different parts?
They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying:

Can the student use the information in a new way?
They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Understanding:

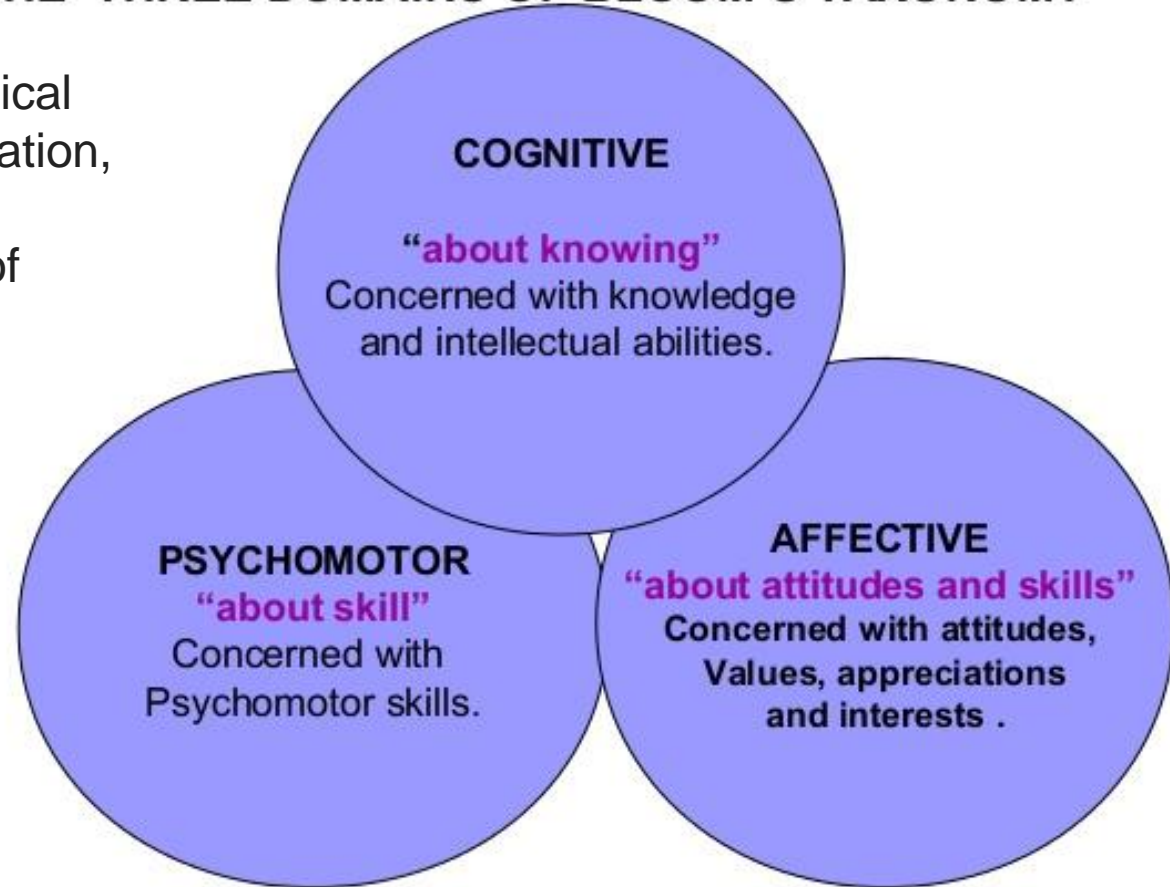
Can the student explain ideas or concepts?
They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.

Remembering:

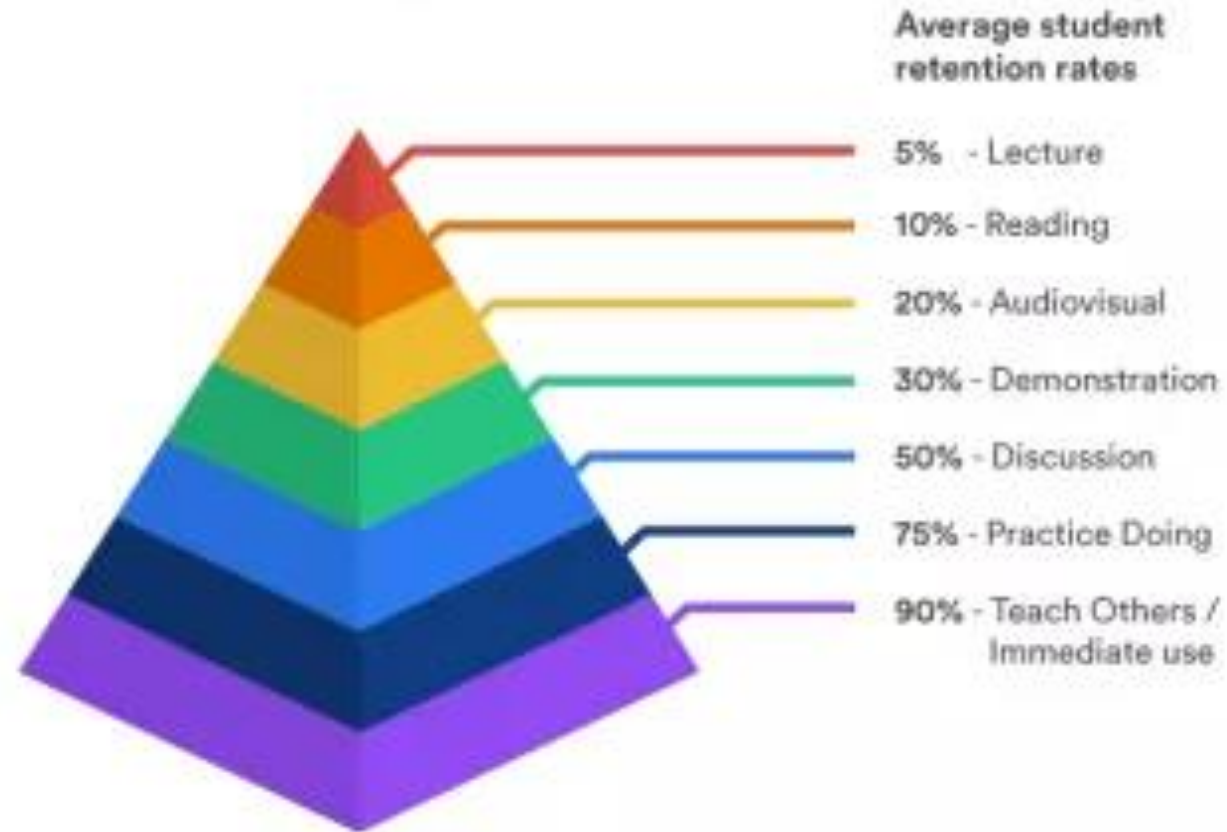
Can the student recall or remember the information?
They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

THE THREE DOMAINS OF BLOOM'S TAXONOMY

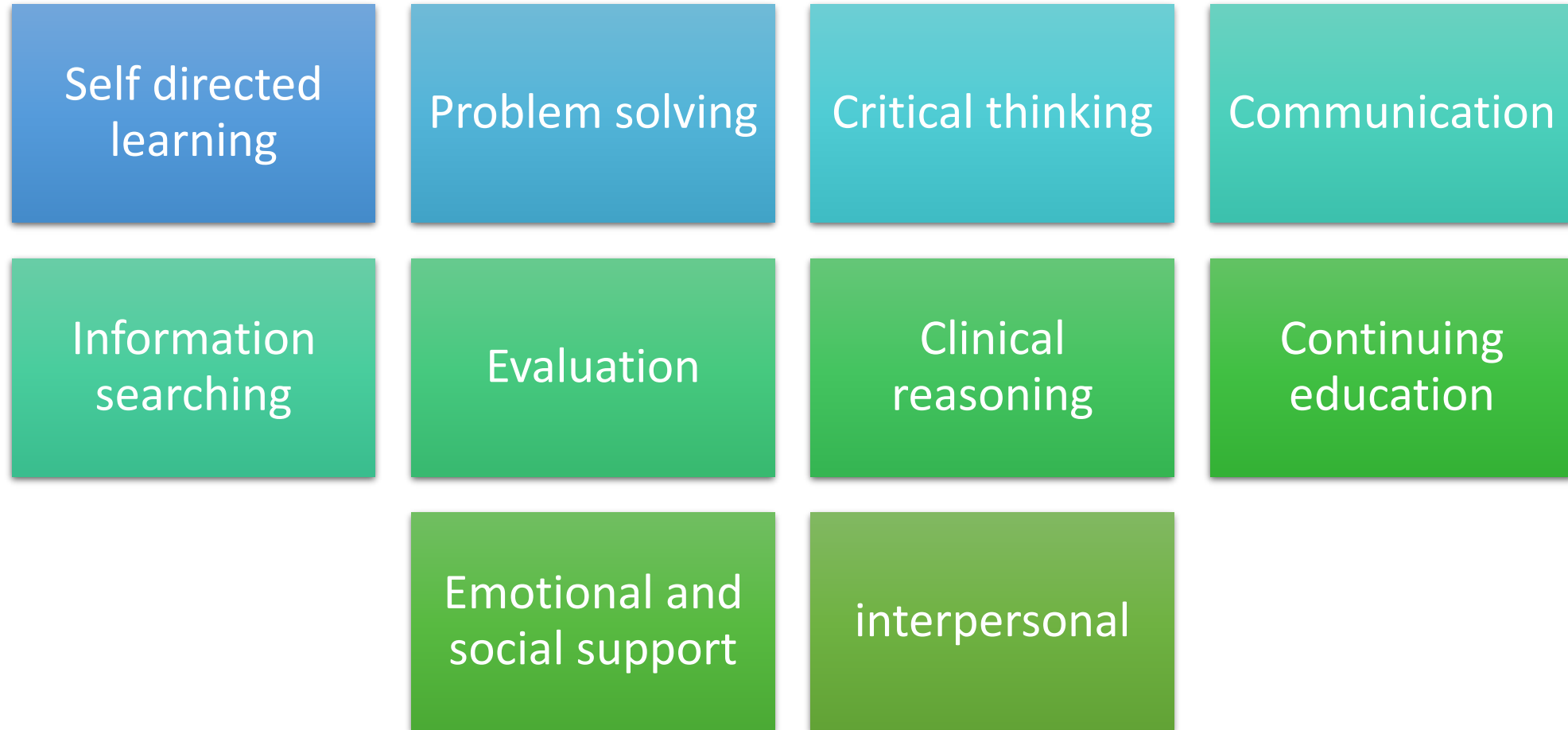
Psychomotor learning is demonstrated by physical **skills** such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions which demonstrate the fine motor **skills**, such as use of precision instruments or tools.



Learning Pyramid



The idea is to develop the skills through



Summary of our discussion today....

1. Responsibilities of a teacher
2. Classroom management
3. Factors Influencing Teaching
 - a) Teacher's Personal Characteristics (TPC)
 - b) Teacher's Experience and Preparation
 - c) Context of Teaching
4. Student centred teaching for outcome based education
5. Blooms Taxonomy
6. Developing learning skill

Next session.....

16 interactive
teaching methods
for student centred
education....

6th September 2018
@ 3.30pm