

PROFESSIONAL PRACTICE: EQUIPMENTS AND TEACHING AIDS IN TEACHING AND LEARNING

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IF YOU WANT TO BE SUCCESSFUL, MAKE OTHERS SUCCESSFUL



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PREAMBLE

- ❖ The quality of the education and training given to youth **depends greatly on the ability of institutions** to adjust their educational content to the **changing skill requirements of the nation.** (Mayindo, 1995).

❖ This is especially true of teaching students with the advent of new technologies. Higher learning institutions should aim to equip students with useful skills and to improve their knowledge and capabilities in their chosen fields.

❖ Awobodu (2000) has noted that teachers utilization of relevant equipment, materials and tools in teaching facilitates learning and enhances student achievement.

- ❖ Ezeji (1993) highlighted that teachers' utterances, actions, *leadership styles*, *knowledge of the subject and skills in teaching* were all considered important factors in student learning.

❖ That is, acquisition of the knowledge needed for **effective utilization** of basic equipments during the class will help students to subsequently impart knowledge in their future job assignments.

❖ Aromolaran (1985) noted that the *lack of materials and equipments is a significant problem* in the education system in many countries.

SERVICE QUALITY

➤ 3 ASPECTS OF A GOOD TEACHER

- **Head (Cognitive/Knowing)**
- **Heart (Affective/Feeling)**
- **Hand (Psychomotor/Doing)**
- **(Studies in different countries concluded that students learn only 10 % by listening, 30% by watching, 60% by getting involved in the learning process.) Example of a Great teacher who used his 3H.**

BLOOM TEXONOMY

(COMPLEXITY LEVELS)

Cognitive Domain		
C1	Knowledge	Arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat or/and reproduce state
C2	Comprehension	Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select or/and translate
C3	Application	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use or/and write
C4	Analysis	Analyze, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question or/and test, derive
C5	Synthesis	Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up or/and write
C6	Evaluation	Appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value or/and evaluate

BLOOM TEXONOMY

PSYCHOMOTOR DOMAIN

Psychomotor Domain		
P1	Perception	Detect, describe, differentiate, isolate, distinguish, choose, select, relate, identify
P2	Set	Begin, proceed, explain, move, react, state, show, display, volunteering
P3	Guided Response	Copy, trace, react, respond, reproduce, follow
P4	Mechanism	Assemble, measure, mix, calibrate, dismantle, display, construct, grind, manipulate, mend, fix, heat, sketch, organize
P5	Complex Overt Response	Assemble, calibrate, construct, build, display, dismantle, mend, fix, measure, manipulate, sketch, mix, organize
P6	Adaptation	Alter, adapt, vary, change, rearrange, reorganize, revise
P7	Origination	Arrange, originate, create, build, construct, design, compose, combine, initiate

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BLOOM TAXONOMY

AFFECTIVE DOMAIN

Affective Domain

A1	Receiving Phenomena	Describe, follow, name ,select, reply, use
A2	Responding to Phenomena	Read, answer, discuss, perform, practice, recite
A3	Valuing	Justify, differentiate, study, explain, demonstrate, initiate
A4	Organizing Values	Organize, identify, formulate, integrate, arrange, synthesize
A5	Internalizing Values	Solve, modify, discriminate, practice, propose, revises

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SERVICE QUALITY EXCELLENCE

- **I create values for our customers through quality products and excellent services**
 - **have a customer first mindset**
 - **fulfill customers' expectation**
 - **be proactive**
 - **give speedy response and recovery**
 - **provide value-added services**

INTEGRITY AND PROFESSIONALISM

- ❖ I conduct my professional life with highest standard of integrity and professionalism
- Be open and honest in all dealings
- Be trustworthy
- Be proficient (Sand Painting....)
- Be committed to the best (....)
- Be confident
- Be up to date

INDIVIDUAL ACTIVITY

Write down in a piece of paper

- Your favorite game
- Favorite food
- Favorite footballer
- Favorite leader
- Favorite movie
- Favorite hobby
- Favorite friend
- Favorite book
- Favorite song
- Favorite brand of car

COMMON FEEDBACK FROM THE STUDENTS

- Don't care
- Don't share
- Not fair!
- Not consistent
- Not exemplary
- Not helpful
- Not friendly
- Not forgiving
- Not encouraging
- Not trusting
- Not Interesting



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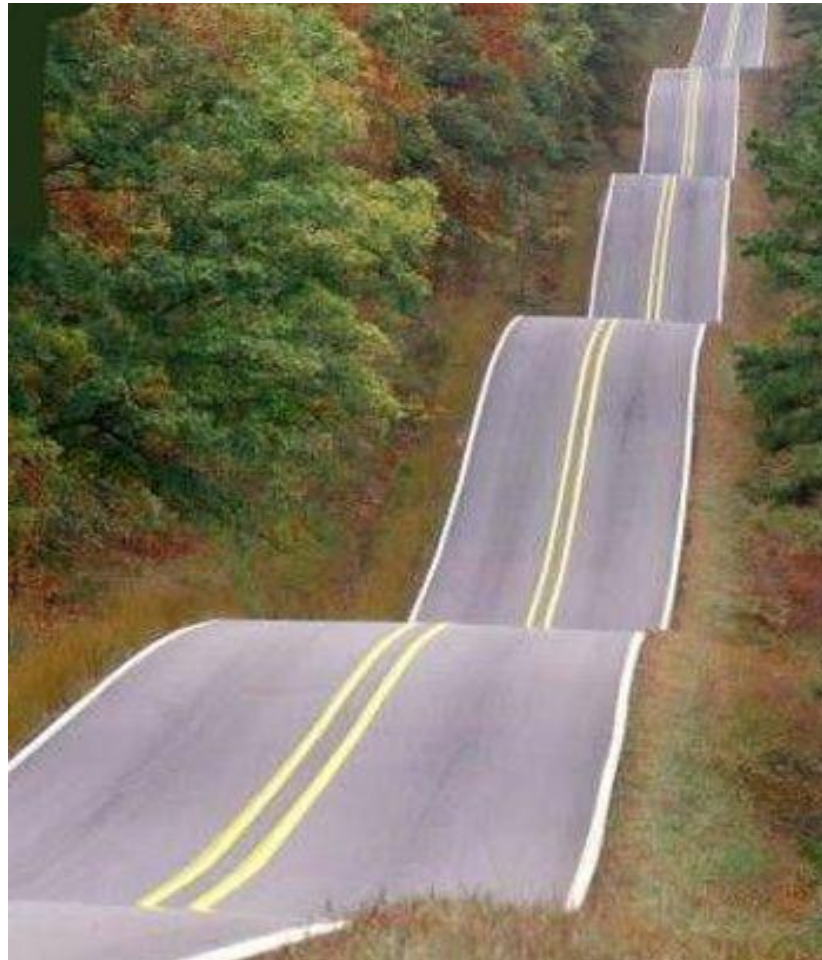


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EFFECTIVE TEACHING AND LEARNING



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HOW TO WIN, INFLUENCE AND MOTIVATE STUDENTS FOR RESULTS

❖ The 5Rs – key to influence students are:

1. **Respect** (pay value and boost self-esteem)
2. **Recognition** (Enhance goodwill and fairness)
3. **Reassurance** (Eradicate the 'F.E.A.R' syndrome)
4. **Reward** (Tangibles and intangibles)
5. **Relate** (with human touch, not with iron hands)

Motivational Video

STRATEGY OF EFFECTIVE TEACHING

<p>Dominant</p> <p>“Trust me” “Just do it” Fear: Betrayal Waterfall (3%)</p>	<p>Influencing</p> <p>“Like me” “You can do it” Fear: Rejection Geyser (11%)</p>
<p>Compliance</p> <p>“Inform me” “Do it right” Fear: Criticism Stream (17%)</p>	<p>Steady</p> <p>“Steady lah!” “We can do it” Fear: Uncertainty Hot spring (69%)</p>

TYPICAL LEARNING PROCESS



PUTPUT

TYPE OF TEACHER: WHICH TYPE ARE YOU?

- **G P M G** **Peace Keeper**
- **Shock Absorber** **Philanthropist**
- **Broadcaster** **Non-existential**
- **Bulldozer** **Life Saver**
- **Encyclopedic** **Procrastinator**
- **Rolex Oyster** **11.59**
- **Classifier** **Touch Me Not**
- **Analyst**

THE 5 WS OF ADMIRABLE AND CHARACTERED TEACHER

- **W – Wise leading and balanced living**
- **W – work for significance (people, purpose and performance)**
- **W – worthwhile relationship**
- **W – winning teambuilding (.....)**
- **W – walking the talk**

EQUIPMENTS FOR TEACHING

- ❑ Audio CD Players
- ❑ DVD players
- ❑ Overhead Projectors
- ❑ Portable P.A. Systems
- ❑ Slide Projectors
- ❑ Televisions (...)
- ❑ Visualiser
- ❑ Cordless presenter

TEACHING AIDS

- ❖ **A teaching aid is a tool used by teachers to**
 - help learners improve reading and other skills
 - illustrate or reinforce a skill, fact, or idea, and
 - relieve anxiety, fears, or boredom, since many teaching aids are like games.
- **Examples of teaching aids**
 - Flip Chart PP Slides
 - Simulations and games
 - Internet Poster
 - Science equipments (....)
 - Flash cards Music
 - Short movies (Asian parents)
 - Story telling (.....)

WHY TEACHING AIDS

- **Using aids while teaching is important for many reasons:**

1. First, people tend to not remember what they're told if they don't have a visual to remember it by (especially if it's information they aren't highly motivated to remember).

- **The only parts of Chemistry I can still remember are the concepts which were taught by demos.**

2. Students who are not academically inclined automatically tune out when a teacher is standing in the front and droning on and on about a topic. When there's something for them to watch, they end up paying attention and becoming engaged (in most cases).

WHY TEACHING AIDS...CONTD.

- **3. Students who are not native speakers may have a very difficult time understanding scientific words, but if they have something visual to see, they can understand the concept faster**
- **4. Lastly, using demos allows students to see scientific equipment being used - some of which they may not have a chance to use themselves . Demos show students exactly how certain concepts were discovered (such as this.....)**



One Hundred Dollars

\$100 - Most counterfeited money denomination in the world.
Keeps the world moving.



Ten Thousand Dollars

\$10,000 - Enough for a great vacation or to buy a used car.
Approximately one year of work for the average human on earth.



One Million Dollars

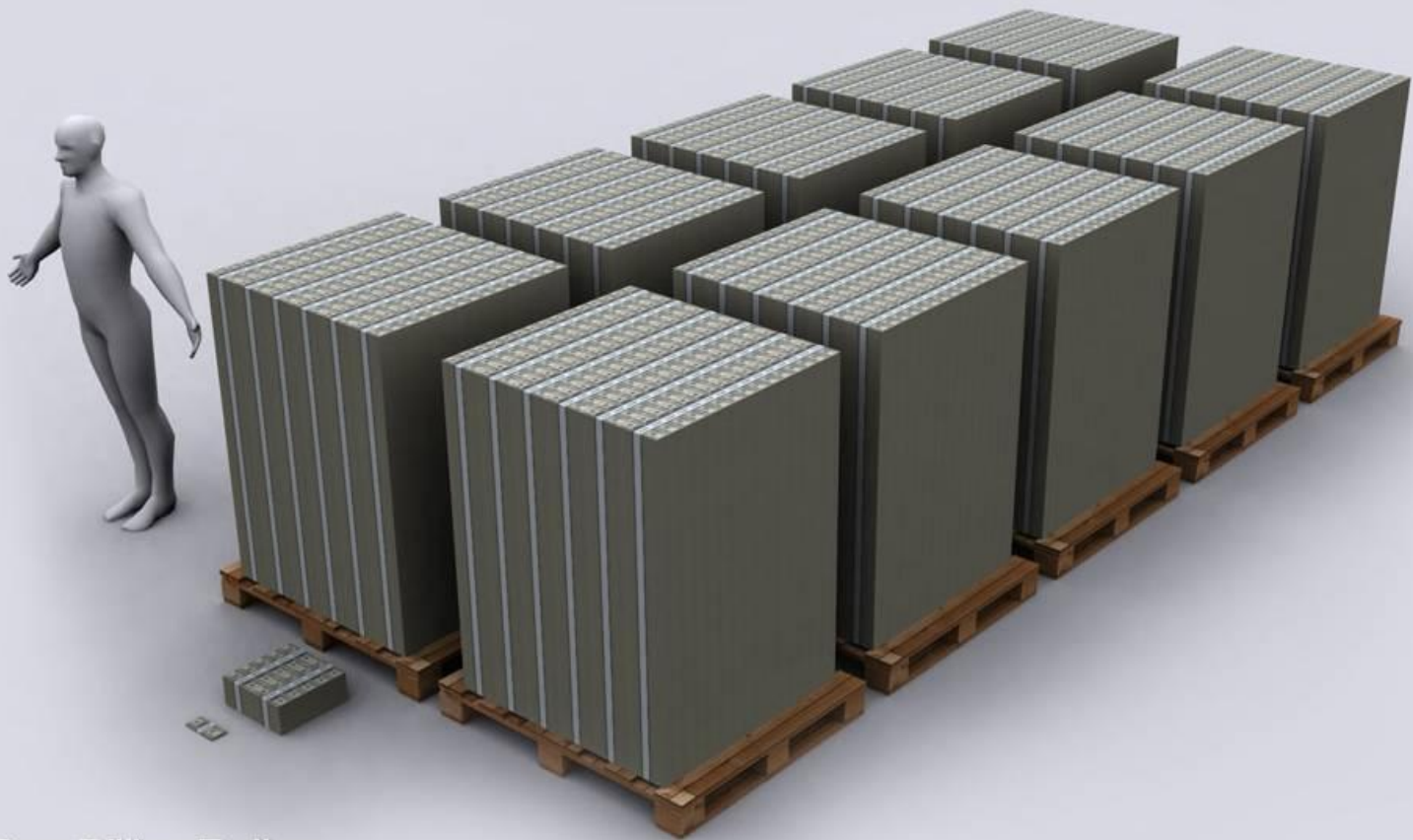
\$1,000,000 - Not as big of a pile as you thought, huh?
Still this is 92 years of work for the average human on earth.



One Hundred Million Dollars

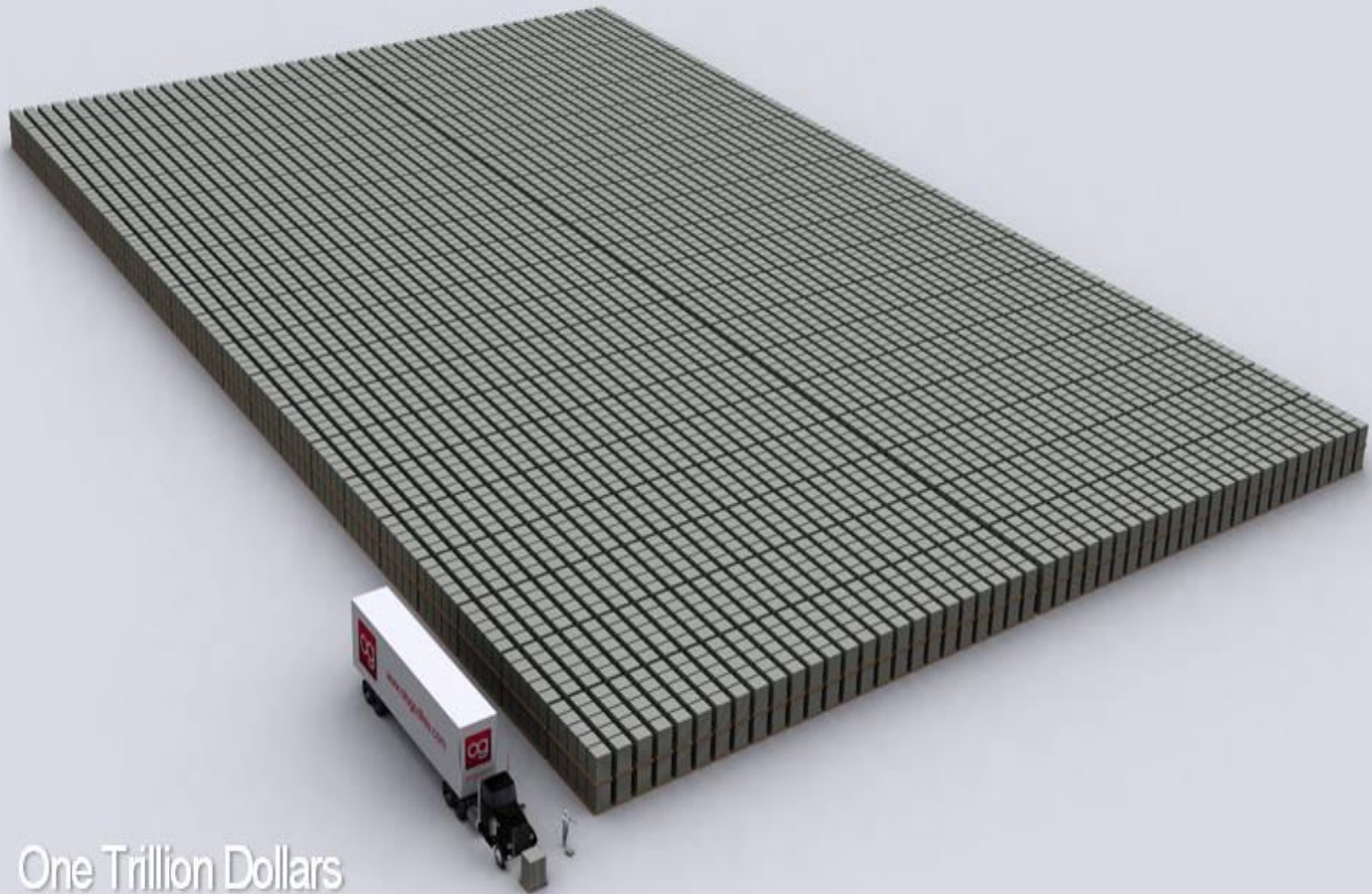
\$100,000,000 - Plenty to go around for everyone.
Fits nicely on an ISO / Military standard sized pallet.





One Billion Dollars

**\$1,000,000,000 - You will need some help when robbing the bank.
Now we are getting serious!**

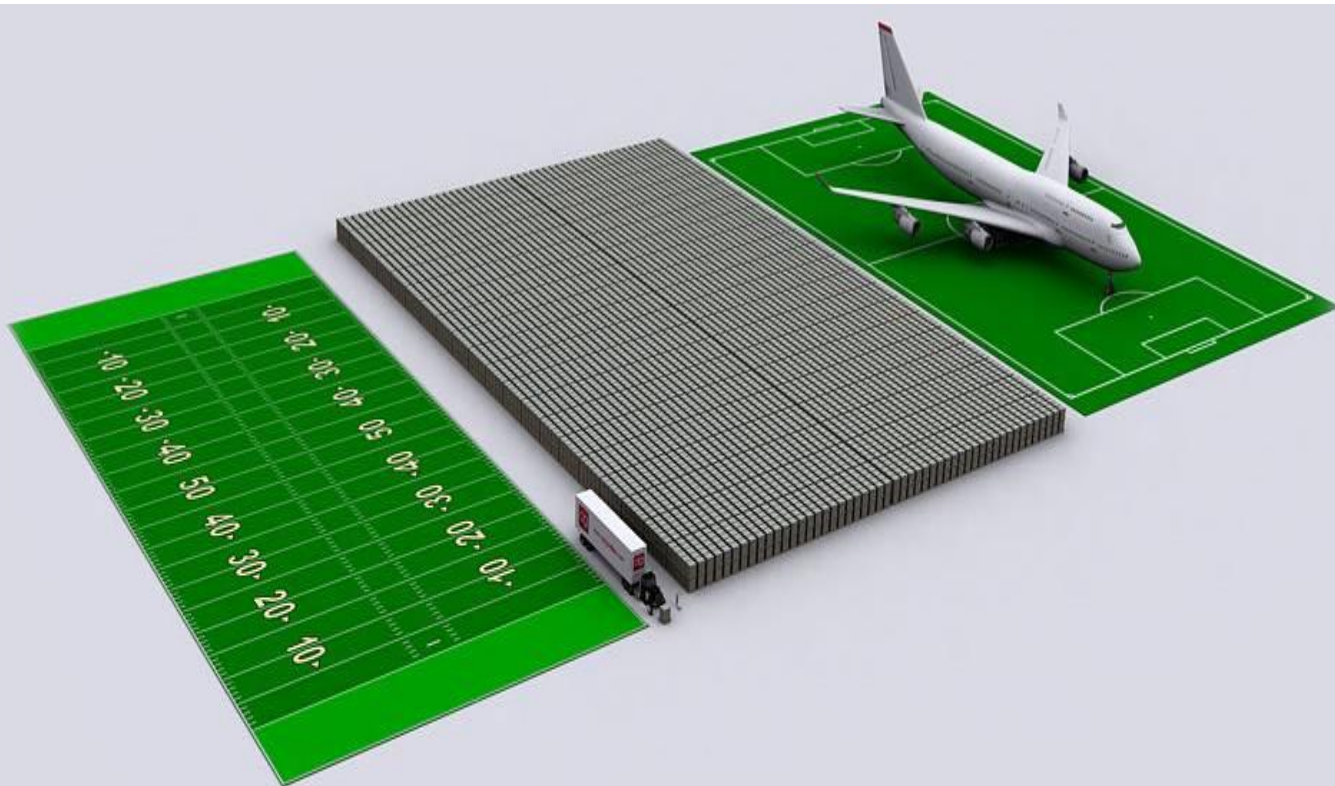


One Trillion Dollars

\$1,000,000,000,000

When the U.S government speaks about a 1.7 trillion deficit - this is the volumes of cash the U.S. Government borrowed in 2010 to run itself. Keep in mind it is double stacked pallets of \$100 million dollars each, full of \$100 dollar bills. You are going to need a lot of trucks to freight this around.

If you spent \$1 million a day since Jesus was born, you would have not spent \$1 trillion by now...but ~\$700 billion- same amount the banks got during bailout.



One Trillion Dollars

Comparison of \$1,000,000,000,000 dollars to a standard sized American Football field and European Football field.
Say hello to the Boeing 747-400 transcontinental airliner that's hiding on the right. This was until recently the biggest passenger plane in the world.



15 Trillion Dollars

\$15,000,000,000,000- Unless the U.S. government fixes the budget, US national debt (credit card bill) will topple 15 trillion by Christmas 2011.

Statue of Liberty seems rather worried as United States national debt passes 20% of the entire world's combined GDP (Gross Domestic Product). In 2011 the National Debt will exceed 100% of GDP, and venture into the 100%+ debt-to-GDP ratio that the European PIIGS have (bankrupting nations).

FACTORS INFLUENCE SELECTION OF TEACHING EQUIPMENTS/AIDS

- ❑ AVAILABILITY
- ❑ TOPIC OF DISCUSSION
- ❑ LEVEL OF PROGRAM
- ❑ LEVEL OF COMPLEXITY
- ❑ STUDENTS PREPAREDNESS
- ❑ EASE OF USE
- ❑ SUITABILITY

THINGS TO BE AVOIDED WHEN USING PROJECTOR

- ❑ Too wordy
- ❑ Lack of clarity
- ❑ Don't just read from slides
- ❑ Do not use pp slides to teach quantitative subjects
- ❑ Don't rush
- ❑ Don't concentrate on slides alone
- ❑ Avoid jargons

Effective Class Management

- Punctuality
- 1hour class – no break, stop the class after 50 minutes
- Group discussion (mixing races, s-w students etc.)
- Case study
- Q and A
- Practice in class
- Giving feedback regularly
- Establish authority

EFFECTIVE CLASS MANAGEMENT (CONTD.)

- **Treat students as adult**
- **Be fair and non-partial**
- **Use real life examples**
- **Summarizing lessons taught**
- **Use different equipment and different tools**
- **Be honest (If answer is not known, do not bluff)**
- **Effective use of whiteboard**

LIFE

TRANSFER OF LEARNING AND ACTION PLAN

- ❖ **1. What are 3 ideas you intend to implement in your teaching when you go back.**

- ❖ **2. Write down 3 learning you would like to share with your colleagues.**

- ❖ **3. Critically evaluate (pros and cons) the following teaching aids:**
 - PP Slides, Flip Charts, Simulations and games, Internet, Short movies and Story telling.

THANK YOU

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