

Pedagogy of a School subject

Part – I

B.Ed., First Year

Unit – II

Planning for Instruction

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INTRODUCTION

Planning means making decisions about what information to present, how to present the information, and how to communicate realistic expectations to students. Planning is an important part of teaching and learning process. We can be achieved the goal if planned in the proper manner.

PLAN

- Plan refers to arrangement for future action

PLANNING

- It is a continuous process



METHODS OF PLANNING

Macro Plan

Year
Plan

Unit
Plan

Micro Plan

Lesson
Plan



YEAR PLAN

- **Planning for the whole year is called year plan**
- **It helps to the teacher for formulate the objectives**
- **To provide good teaching and learning process.**
- **To adopt the best evaluation techniques**
- **It includes units to be taught in the subject, objectives to be realised through units, number of periods available to teaching and test.**

UNIT PLAN



UNIT PLAN

- **Planning for a whole unit is called unit plan**
- **It is a large subdivision of subject matter.**
- **The has to reorganize the subject matter into suitable units.**
- **It should organize similar type of content**

STEPS IN UNIT PLAN

1. Content Analysis

- subject matter is an orderly sequential manner
- simple to complex, abstract to concrete level
- should select suitable method of teaching

2. Objectives and Specifications

- To find out the objectives and specifications

3. Learning Activities

- Organize the activities to arrive the listed objectives

4. Evaluation

- To know whether the listed objectives are achieved or not.
- It is the evidence of achievement.

LESSON PLAN



- Planning for a particular unit is known as lesson plan
- Lesson plan is a teacher mental and emotional visualization of classroom activities.
- We should concentrate on the lesson plan after the planning of the units.
- A teaching outline of the important points of a lesson arranged in order.

Lesson Plan

- Is a blue print
- Is a guide map for action
- Is a creative piece of work
- Is a comprehensive chart of classroom teaching
- Is a systematic approach



Importance of Lesson Plan

- **Utilize the available resources in the best manner**
- **Teach the lesson in a logical sequence**
- **Can achieve the desired aims/objectives**
- **Use the suitable methods and techniques.**
- **Lesson plan based on the objectives of teaching.**
- **give the best learning experiences**
- **Definite aim for each days' work**

Principles of Lesson Planning:

To make ones teaching successful and effectives a teacher plans the lesson, prepares it and puts down his plan in the form of lesson note. In this process of lesson planning, the following principles are to be followed:

- (i) Selection of suitable subject matter.**
- (ii) Presentation of the selected material in an organized, orderly for effective learning.**
- (iii) Learner activities and participation in the teaching-learning process.**
- (iv) Attainment of objectives and its evaluation.**



Origin of Lesson Plan

- The origin of lesson plan is from Gestalt psychology. Gestalt theory of learning has a great influence on human learning.
- There are two approaches of teaching plan.
- The first approach is propounded by Herbart. He stresses on the content and information's in a plan.
- The second approach is given by John Dewey and Kilpatrick. They have emphasized on the experiences of learner rather than information.
- B.F. Skinner has provided a recent approach to the teaching-learning plan. He stresses on the modification of behavior

There are various forms of written lesson plan in our country and abroad but we are considering the following concepts for using the lesson plan writing

- 1. Herbartian approach to lesson planning**
- 2. Bloom's Taxonomy**



HERBARTIAN MODEL

JOHANN FRIEDRICH HERBART was born
in 1776 in oldenburg, North Germany.

- **He was a German philosopher and psychologist**
- **He believed that new ideas, when properly presented to the students become linked to existing ideas and form a system of associated ideas.**
- **He is also known as father of scientific pedagogy.**



Herbartian Approach

Involves the following steps

1. Motivation or Preparation

- A process of relating new material to be learned to relevant past ideas or memories in order to give the pupil a vital interest in the topic under consideration.
- prepare the students to get the new knowledge.

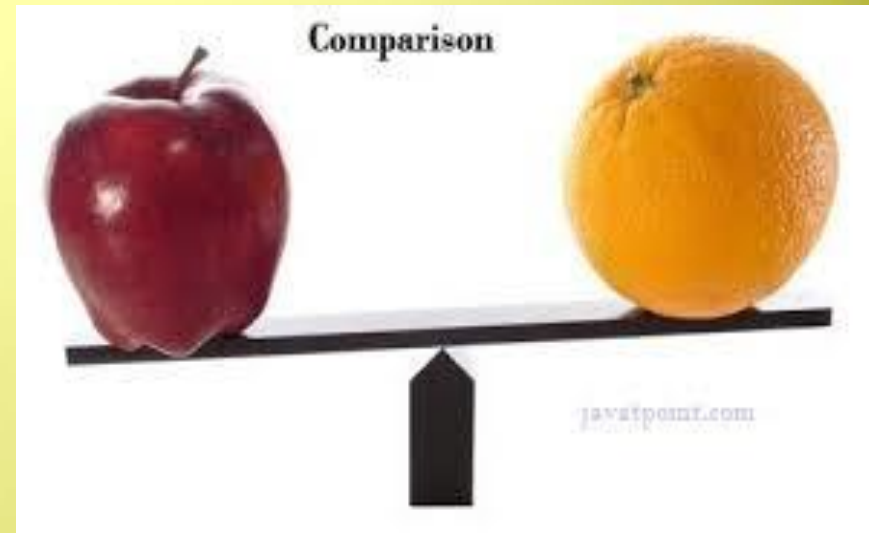




2. Presentation/ Development of the Lesson

It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning.

3. Comparison or Association



Thorough assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the new idea in the mind.

4. Generalization

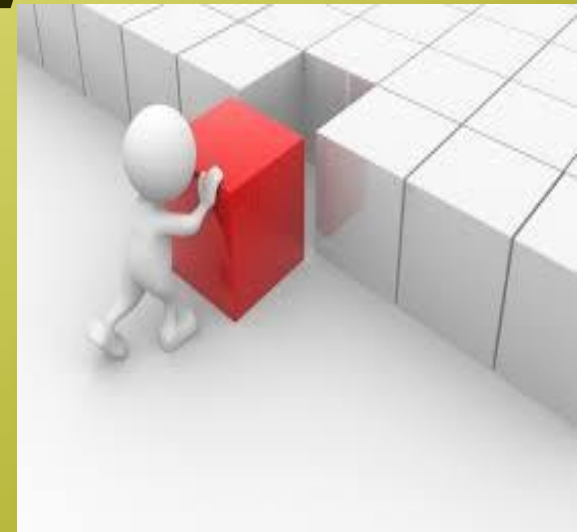
This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students





5. Application

In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation i.e applied in new situations



6. Recapitulation (Sum up)



This stage is meant for the teachers to know whether students have grasped and understood these concepts taught or not.

Instructional Objectives



- It is an end point of possible achievement.
- Objectives help the teacher to know the way in which he/she has proceed.
- Objective is very important in all the fields including education.
- An objective is a part and parcel of an aim

Bloom's Taxonomy of Educational Objectives

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as Bloom's Taxonomy,

What is it???

- **Bloom's Taxonomy** is a chart of ideas

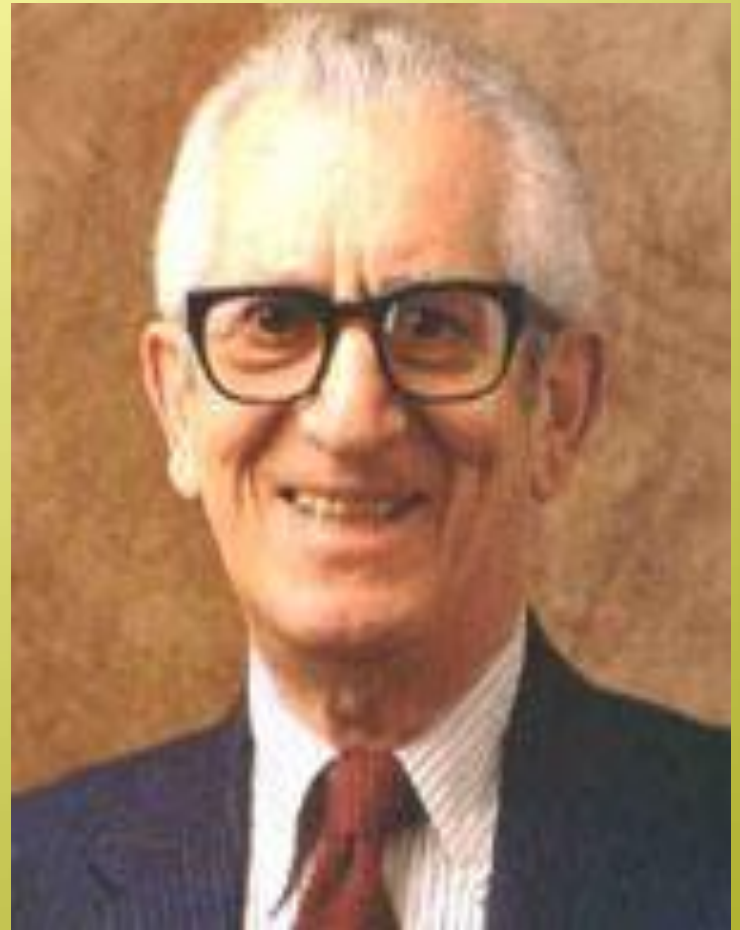
Named
after the
creator,
Benjamin
Bloom



A Taxonomy
is an
arrangement
of ideas
or a way
to group
things
together

Who is Dr. Benjamin Bloom??

- He was a teacher, thinker, & inventor
- He worked at a college
- He created a list about how we think about thinking... you may want to read that again!



Bloom's Taxonomy

A diagram showing the three domains of Bloom's Taxonomy. A vertical green bar on the left contains the text "Bloom's Taxonomy". A horizontal line extends from the right side of this bar, and from it, three vertical lines branch out to the right, each pointing to a green rectangular box. The boxes are stacked vertically and contain the words "Cognitive", "Affective", and "Psychomotor" from top to bottom.

Cognitive

Affective

Psychomotor

Classification of Bloom's Taxonomy

I. Cognitive Domain

- it refers to thinking, knowing, problem solving.

II. Affective Domain

- It includes objectives involving interest, attitudes and appreciates.

III. Psycho Motor Domain

- It relates to actions and involves physical and mental skills.

I. Cognitive Domain

- There are six levels of learning according to Dr. Bloom
- The levels build on one another. The six levels all have to do with thinking.
- Level one is the lowest level of thinking of thinking
- Level six is the highest level of thinking



Knowledge



Comprehension



Application



Analysis



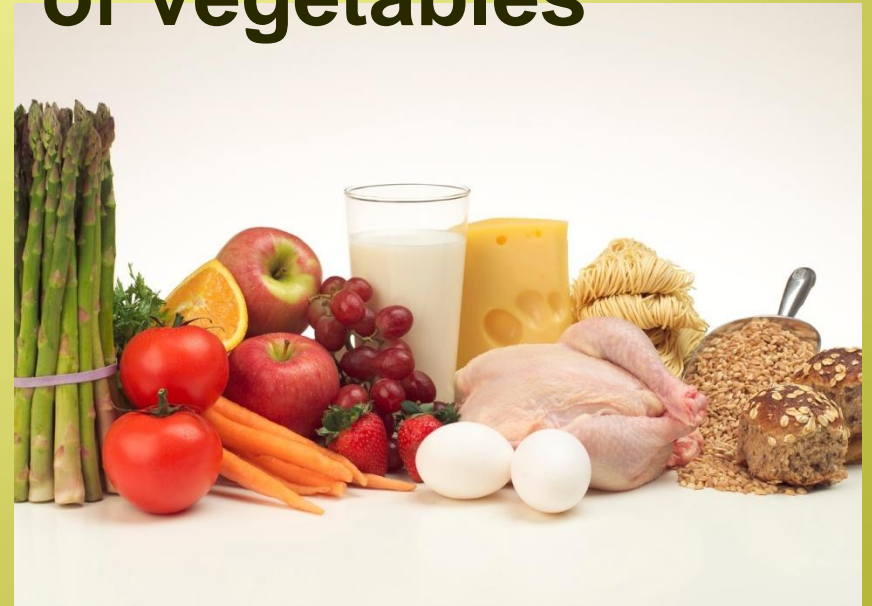
Synthesis



Evaluation

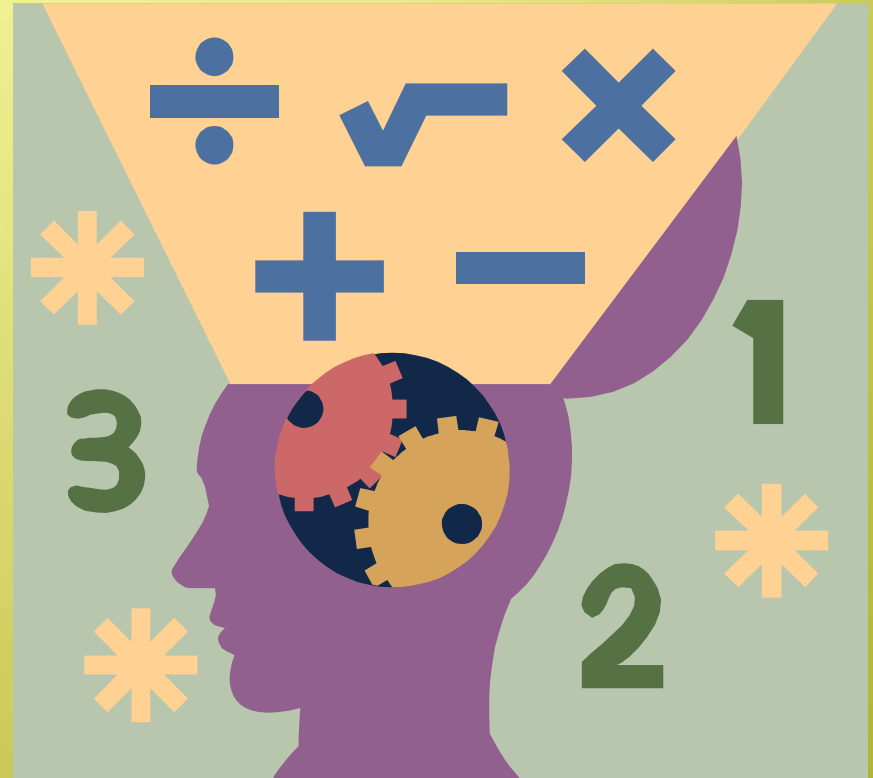
1. Knowledge

- Lowest level of cognitive domain
 - It includes recall and recognize of information such as specifics, facts, methods and processes etc.,
 - Described as memory
- For e.g., Write a list of vegetables



2. Comprehension or Understanding

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- Relates to use of ideas



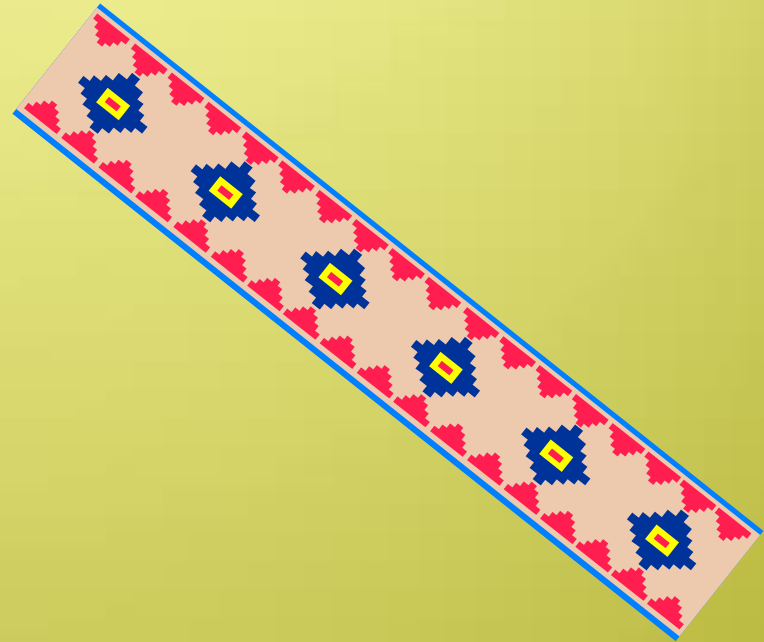
3. Application

- use information and applies his/her knowledge and understanding
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge



4. Analysis

- It means break down of the materials into its constituent parts
- seeing patterns
- organization of parts
- identification of components / analysis of elements or relationship



5. Synthesis

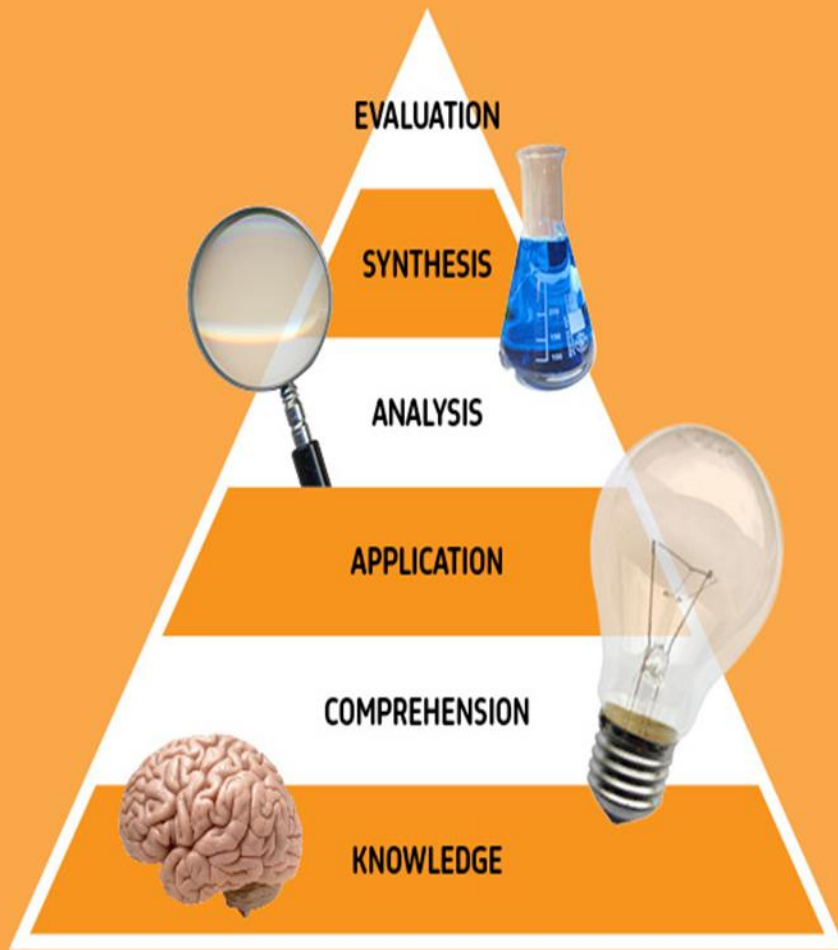
- It is just the opposite of analysis
- Putting together the elements and parts
- use old ideas to create new ones
- generalize from given facts



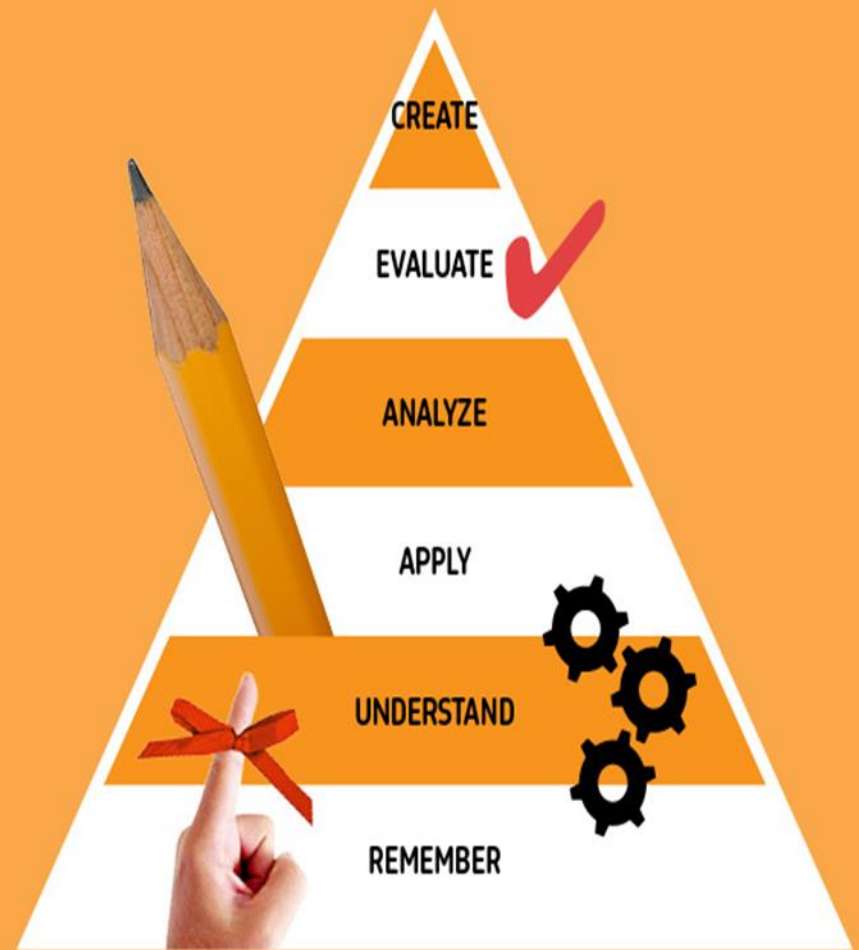
6. Evaluation

- It involves judgments in terms of internal evidence as well as external criteria.
- compare and discriminate between ideas
- assess value of theories, presentations
- It is complex stage





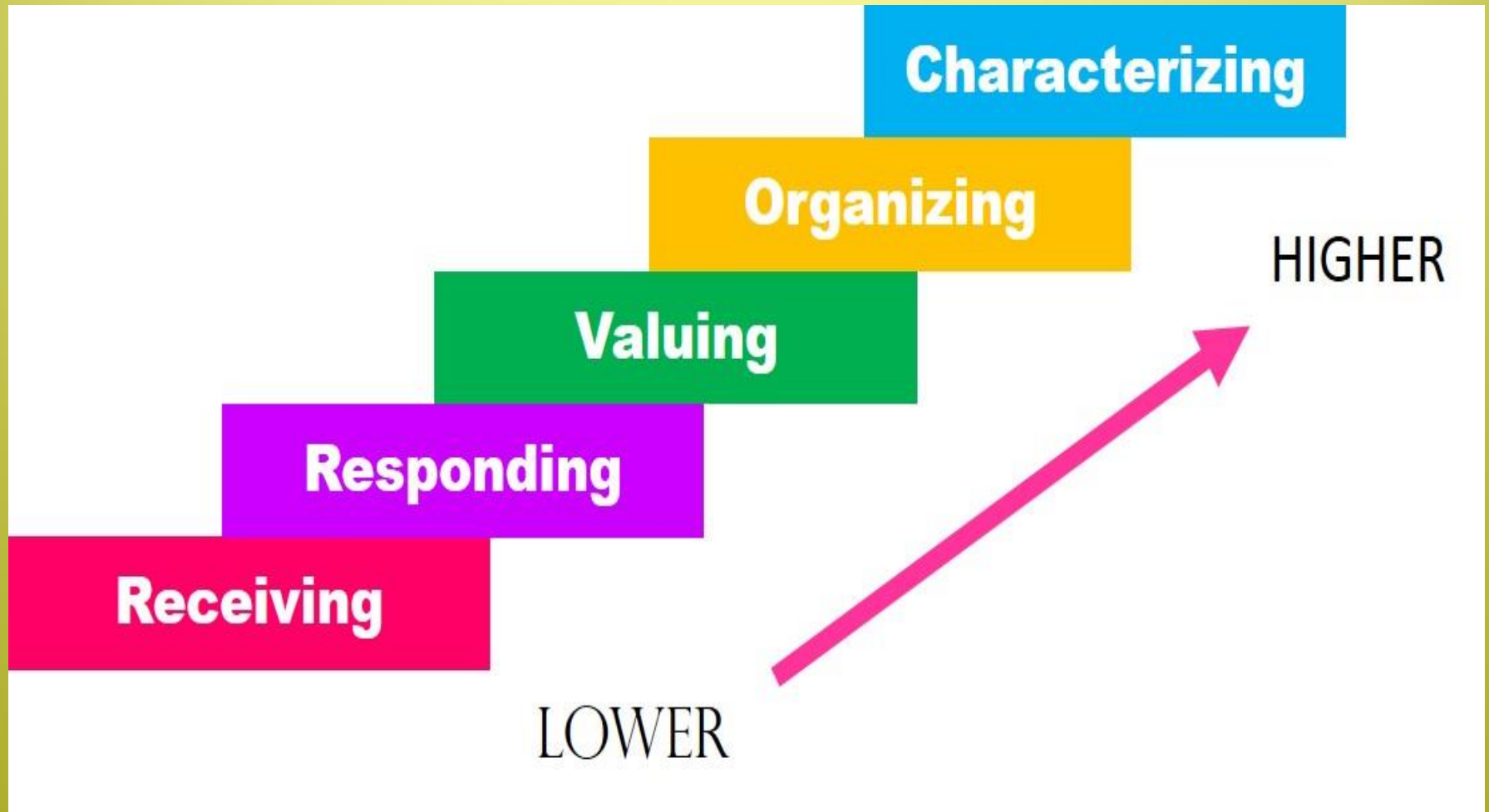
1956



2001

Revised Bloom's Taxonomy

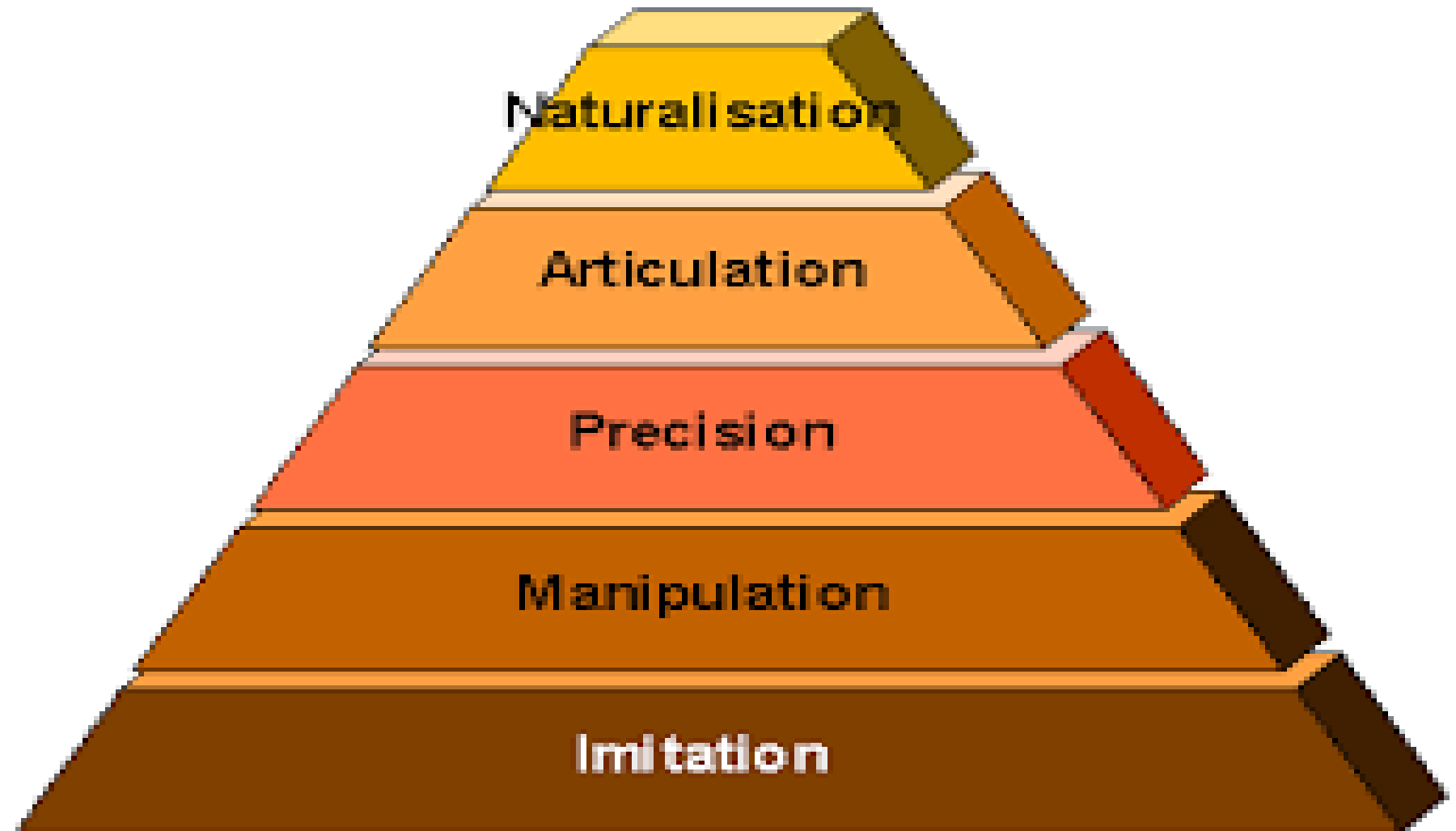
II. Affective Domain



II. Affective Domain

1	Receiving	Awareness, willingness to hear, selected attention.
2	Responding	Active participation on the part of the learners. Attend and react to a particular phenomenon.
3	Valuing	It implies perceiving them as having worth or value and it includes acceptance of value, preference for a value and commitment.
4	Organizing	It involves building up of organizes system of values
5	Characterizing	Has a value system that controls their behavior. It becomes lifestyle with him.

III. Psycho Motor Domain



III. Psycho Motor Domain

1	Imitation	It refers to skill of repeating the actions and skills of reflective thinking
2	Manipulation	Skill to operate specific activities
3	Precision	Skill of experimentation / précised movements
4	Articulation	Skill of logical thinking and reflective thinking
5	Naturalization	In due course it becomes in our habit. Skill of attaining success and multiple actions

Steps of Lesson Plan as per TNTEU

- 1. Instructional Objectives**
- 2. Teaching Aids**
- 3. Previous Knowledge of learner/
Motivation**
- 4. Development of the Lesson**
 - i) Content
 - ii) Specifications
 - ii) Learning Experiences.
 - iv) Evaluation
- 5. Follow up work**

- **GIO (Instructional Objectives)**

GIO's are derived from the terminal behaviours of the students are expected to displayed as a consequence of receiving instruction

- **SIO (Specifications)**

SIO's are derived from the learning outcomes. Changes in the behaviour of the students are called SIO.

GIO's can be transformed into SIO's



Criteria for writing GIO'S & SIO'S

GIO'S

- 1. It is stated in general**
- 2. It contains non behavioural verb**
- 3. We can't measure or observe directly**
- 4. GIO's should include content**
- 5. GIO's should be based on students centered & not teachers centered**
- 6. It should be based on individual student**
- 7. It should be based on one skill only (one ability i.e., Knowledge, understanding, applies)**

SIO'S

- 1. It is stated in specific**
- 2. It contains behavioral verb**
- 3. Reflect the terminal behaviour of the learner in specific terms.**
- 4. Changes of behaviour in terms of content**
- 5. SIO's should be based on students achievement**
- 6. It should be based individual students achievement**
- 7. It should be based on one activity only (i.e classify, compare, explain ...)**

Four Columnar Lesson Plan

Content

- What to teach

Specifications

- Why to teach

Learning
Experiences

- How to teach

Evaluation

- What students have achieved
- How for it is taught

Structure of a Four Fold Lesson Plan

Content : What to teach

- teacher should elicit the content to be taught

Specification of Behavioural Outcomes : Why to teach

- should be based on the students achievement

Learning Experience: How to teach

- Teacher provides various activities for teaching and get active participation of the students
- Methods and learning activities

Evaluation: What students have achieved

How for it is taught

- Testing the achievement of the students
- measuring how for it is taught?

Format of Lesson Plan



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

THE STRUCTURE OF LESSON PLAN

Date:

Name of the Student-teacher:

Subject :

Class / Section and session:

Unit :

Name of the School :

Topic :

Instructional Objectives: 1

2

3

.

.

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Instructional Resources

Required :

Motivation/Previous

Knowledge of the learner:

Development of the Lesson:|

Content / Concept	Specification of Behavioural Objectives	Learning Experiences (Teacher / Learner activities)	Evaluation

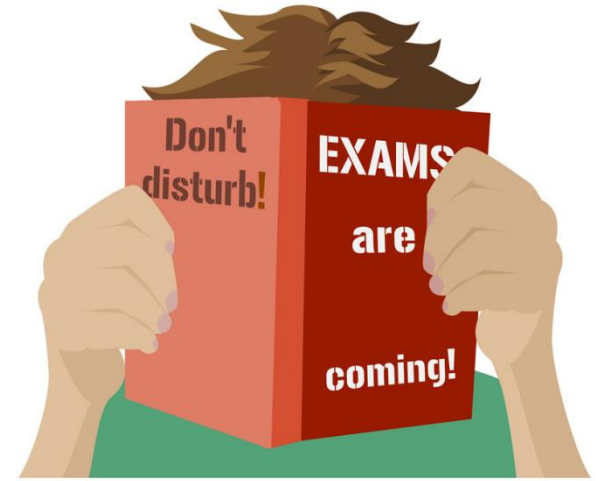
Follow up Activities (if any):

Signature of the Guide

Signature of the Student-teacher

Test

- Tests are the tools, which measure the quality and quantity of performance of the learners.
- A test is a systematic procedure for measuring an individual's behavior .It is a formal and systematic way of gathering information about learners' behaviour.



Measurement Matters



Measurement

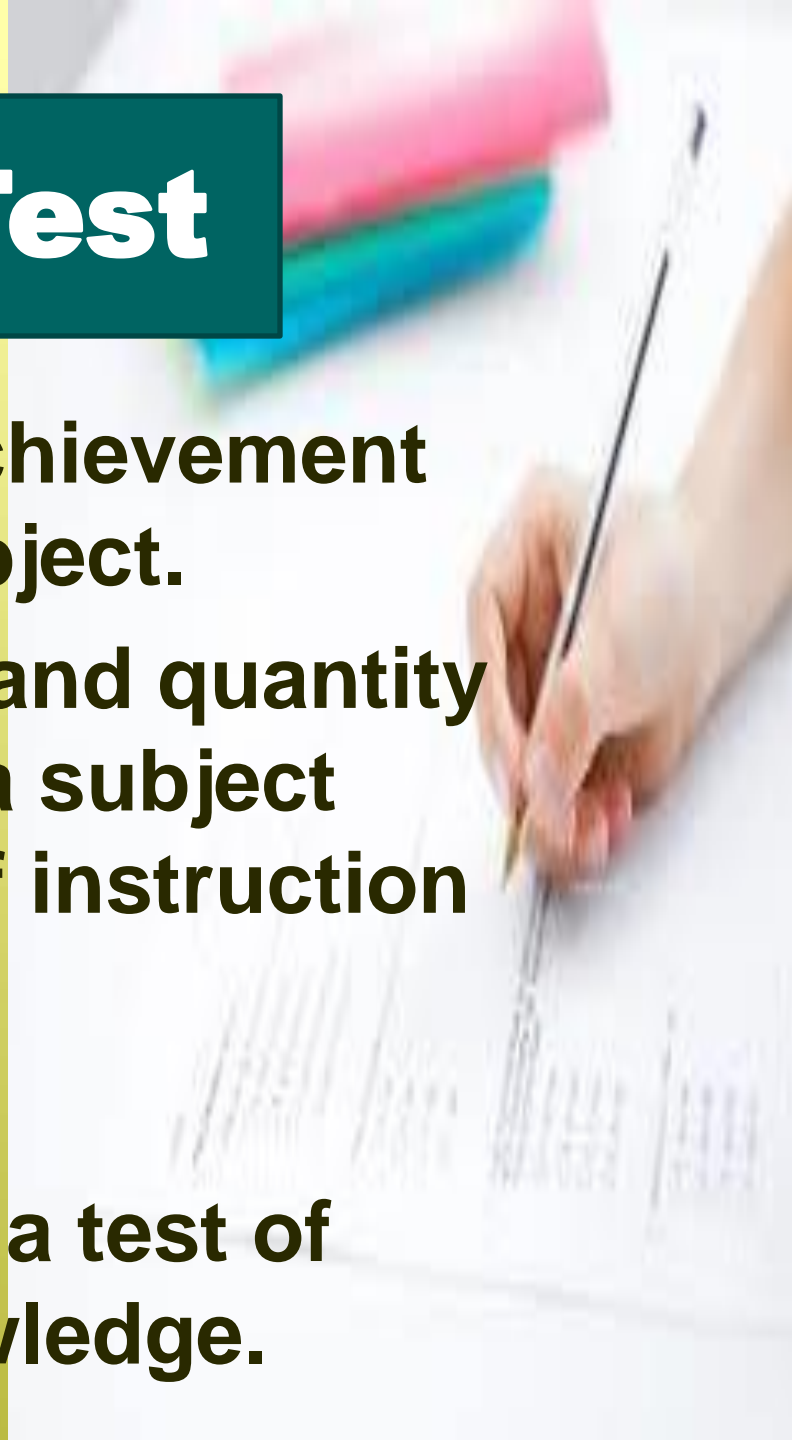
- is the process of assigning symbols to dimensions or phenomena
- is a quantitative description of a phenomenon.

Evaluation

- it takes into consideration both quantitative and qualitative changes

Achievement Test

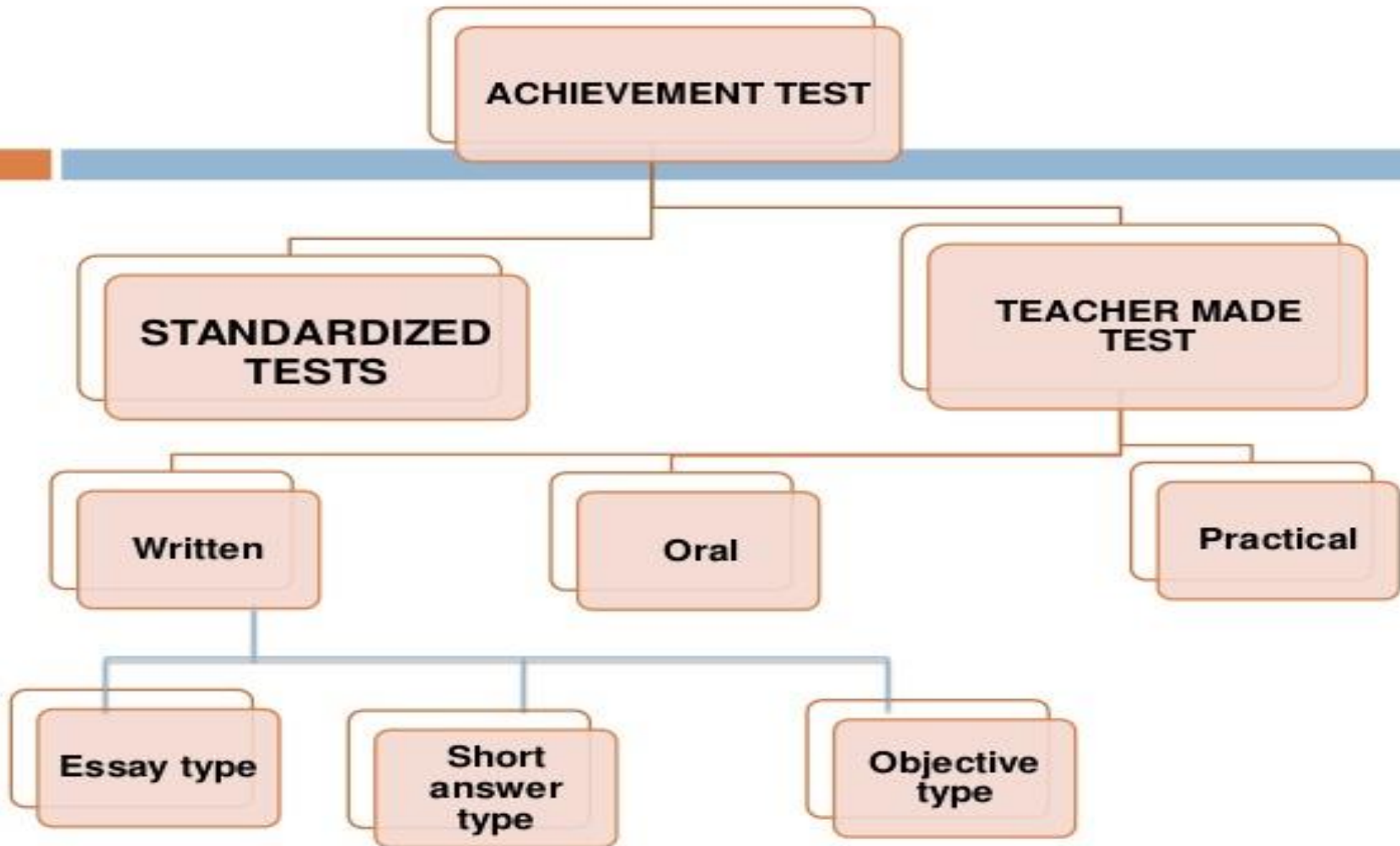
- **used to measure the achievement of the students in a subject.**
- **It measure the quality and quantity of learning attained in a subject after a certain period of instruction**
- **to analyse individual's performance**
- **An achievement test is a test of developed skill or knowledge.**



Definition of Achievement Test

“A systematic procedure for determining the amount a student has learned through instructions” – Groulund

Types of Achievement Test



Standardized Test

- carefully constructed by the experts which have uniformity procedure in scoring, administering and interpreting the test results



Teacher Made Test

-They are made by the teacher himself/herself to measure the achievement of his/her pupil from time to time.

-Teachers can assess the strengths and weaknesses of the students.



Oral Test

- To measure the subject matter achievement daily and continuously
- To attract the attention of the students.

Practical Test

- To develop appropriate professional skills over a period of time with consistent practice.
- Practical Test is conducted to assess practical knowledge of the candidate. There are various ways to assess candidate knowledge.

Written Test

Essay Type Test

- Students are expected to answer for the questions in the form of essay, i.e., free response test item.
- To find out whether the students know information clearly.
- To find out able to present and explain



Merits of Essay Type Test

- Easy to prepare
- Largely eliminate guessing
- It refers to recognize, recall, organize and express ideas

Limitations of Essay Type Test

- Can't identify and distinction the slow learners, average learner and talented
- Lack of reliability and objectivity
- Chance to memorize and write

Short Answer Type Test

- **Students are expected to answer for the questions in the form of few sentences or words**
- **Questions can be framed to ask what we actually want to ask.**
- **It has less reliability and objectivity**

Merits of SATT

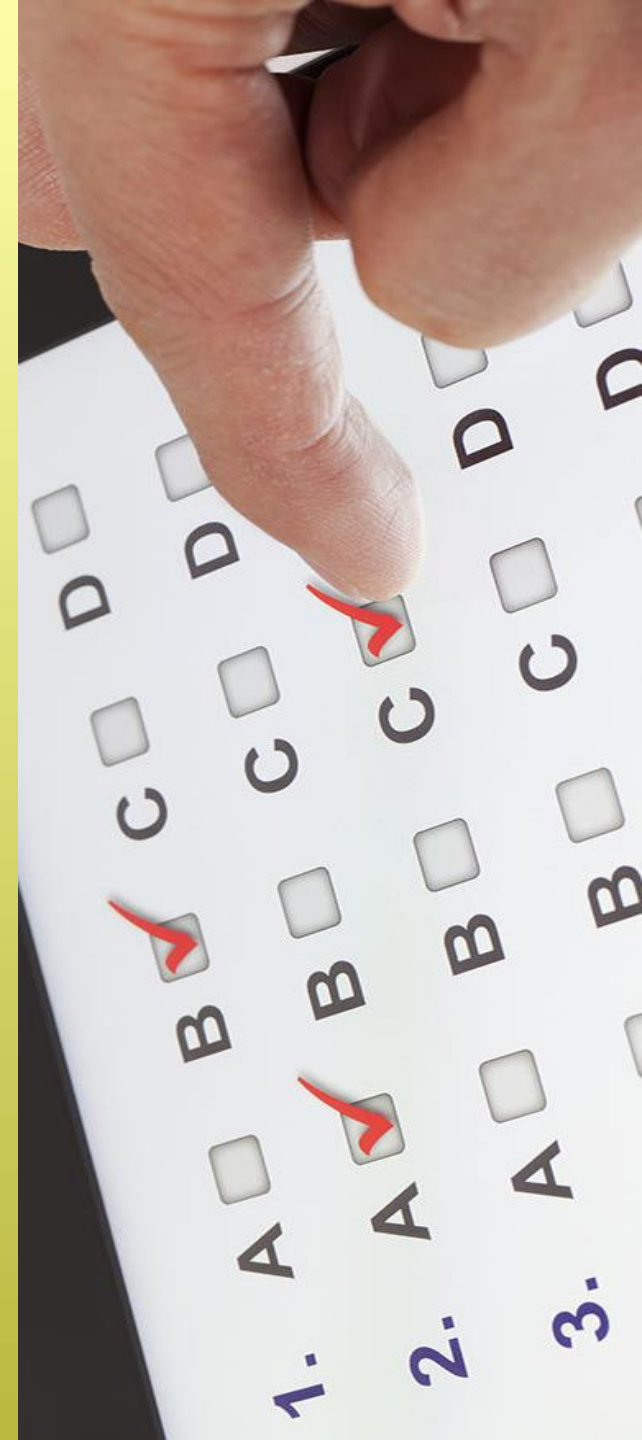
- Quick and easy to write
- No opportunity for guessing
- Easy to construct

Limitations of SATT

- it leads to rote learning.
- There can be time management issues when answering Short Answer Questions

Objective Type Test

- Questions are to be written in one or two words , underlining, putting a tick
- Evaluated very easy and objectivity
- There is only one correct answer



Merits of OTT

- Can be asked from nook and corner.
- More reliable and valid
- Can easily scored
- Higher diagnostic value

Limitations of OTT

- Difficult to prepare
- Guessing is possible
- Measure factual knowledge only

Types of OTT

Recall Type	Simple Recall Answer in a word
	Completion Type Fill in the blanks
Recognition Type	Multiple Choice Type
	Matching Type
	True or False Type
	Grouping Test

Construction of Test

Formative

- to improve the learning of the students
- is typically conducted during the development or improvement of a program or course.

Summative

- involves making judgments about the efficacy of a program or course at its conclusion.



TEST PLAN

Steps for construction of Test

1. Planning the Test

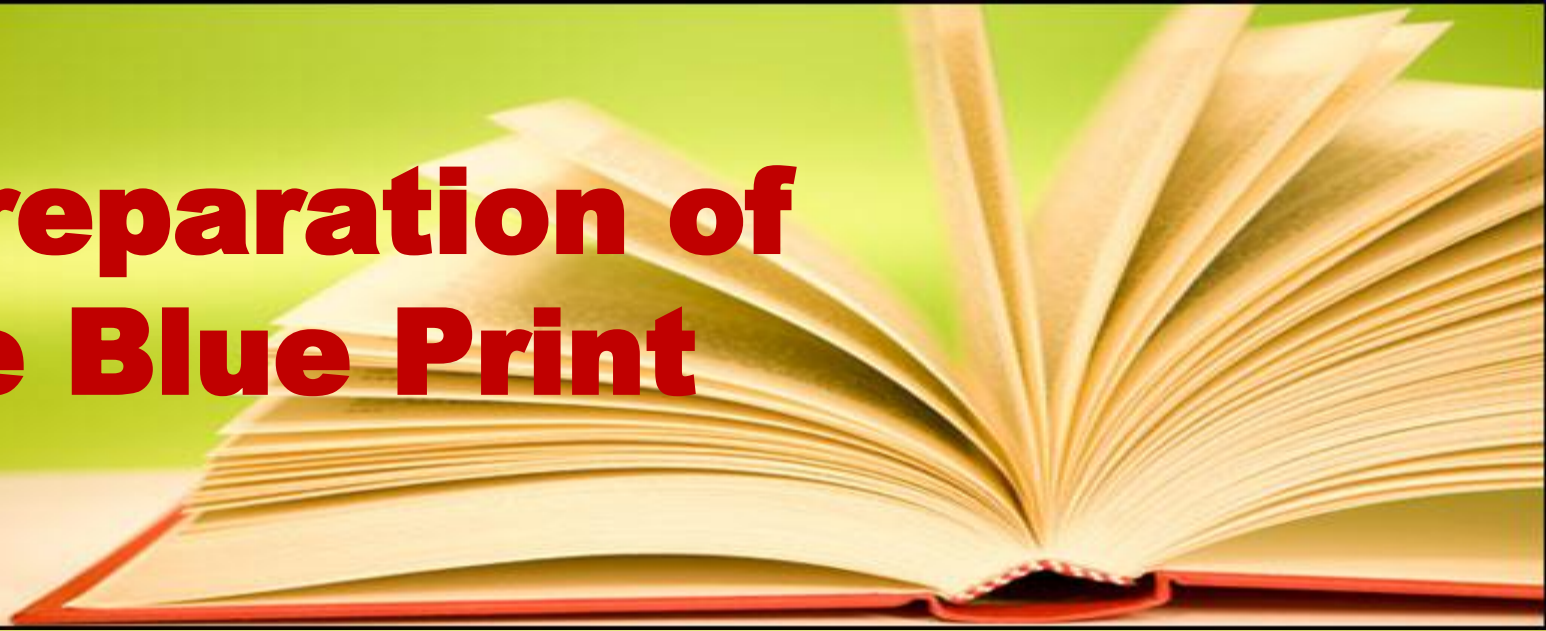
- achievement of the students in terms of the objectives viz., knowledge, understanding, application and skill
- Specifying the content
- Types of test items should be decided
- Marks and duration should be finalized

2. Preparing the Test



- **Weightage must be given to the objectives, content, type of questions in terms of marks and difficulty level.**

3. Preparation of the Blue Print



Blue print is a three dimensional chart - weightage to objectives, content and type of questions.

4. Preparing the Question Paper

- **Prepare the question paper on the basis of the blue print.**

Who?
What?
Where?
When?
Why?
How?

5. Administrating the Test

**It should be
administered to the
particular students.**





6. Scoring key of the Test

- To prepare scoring key and marking scheme for the question paper
- It contains the answer for objective and short answer type of question and in case of E.T state the point, explanations, equations and diagrams. etc.,

7. Evaluation of the Test

- Result should be interpreted and evaluated.
- Result should be compared with the blue print



CONCLUSION

The planning aspects of teaching is so important that it alone can determine the failure or success of teacher.

Achievement tests include providing a snapshot of student performance, serving as a tool to determine needed educational resources and providing a convenient method to measure progress.

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