

AIU Exam – Understanding Your Students

Subject of Courses: Teaching methods, Education

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Name of study material (video or book):

Effective Teaching Methods by Gary Borish, (**Chapter 2**)

Link to access study material (video or book):

http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/a4H2S7_Effective%20Teaching%20Methods2017.pdf

Exam Starts Here.

Introduction: In the following space, write 4 to 8 paragraphs to introduce the topics covered in the exam.

The chapter about(understanding your students) started with the summary of chapter one which dealt with “motivation and classroom management”. That teaching is not simply the transmission of knowledge from teacher to learners but is the interaction between the two groups. Students were not empty vessels for the teacher to fill up with his/her contents of study. The work of the teacher is not just the task of presenting grade – level content, curriculum guides, assignments and academic disciplines but rather should be more of interaction with the students and inclusion of students ideas in the teaching/learning process.

There are reasons which need to be looked into why some students get poor grades and some students don't want to learn at all.

There are individual differences that exist in every classroom and this can influence the outcome of classroom teaching and learning processes:- Adapting a teaching/learning process to individual differences among the learners will require the teacher to make many decisions about his/her learners that cannot be reduced to simple formulers or rules. It will require that the teacher becomes a reflective teacher (Hartman, 2009 York-Barr, Sommers, Ghere, and Montie 2006) which means the teacher takes time to ask tough questions about the success of the learners and his/her teaching efforts and the individual differences among the learners. Reflective teachers are thoughtful and self-critical about their teaching. All learners are not alike: Two of the reasons for being aware of individual differences and special needs among the learners are :

- a) By recognizing students' individuals differences and special needs, the teacher will be in a better position to help.

- b) When counseling students and talking with parents about the achievement and performance of learners, the teacher will be able to convey some of the reasons for their behavior.

Adaptive teaching:- This is one method of achieving a common instructional goal with learners such as prior achievement, or special needs. This adaptive teaching employs diversified instructional strategies.

- a) The Remediation Approach – This provides requisite knowledge, skills for behavior needed .
- b) The Compensatory Approach – The teacher chooses an instructional method to compensate for the lack of information.

Benefits of Adaptive Teaching:-

Adaptive teaching goes beyond the simple process of ability grouping, some researchers have suggested that differences in academic performance between high and low achievers may increase with the use of ability group which creates a loss of self-esteem and motivation and for low-group.

The Adaptive teaching requires an understanding of the learners-learning strength and experience with regard to specific lesson content and alternative instructional method. This can strengthen their visual versus auditory, discussion versus presentation, students-experience-driven versus text driven etc.

Some of the most promising instructional alternatives in Adaptive teaching include:

- ✓ Cooperative grouping versus whole class instruction.
- ✓ Inquiry versus expository presentation rule example versus example rule ordering.

Teacher centred versus student centred presentation.

Examples from experience versus individualized phonics instruction, individual responses versus choral response, self-directed learning versus whole –group instruction.

Computer driven text versus teacher presentation.

Differentiated instruction is a related approach to responding to the learners individual differences.

Differentiation can take the form of varying the modalities in which learners gain access to important learning by listening, by reading and by doing.

Process differentiation takes the form of grouping flexibly by varying from whole class to collaborative groups to small groups based on learners individual interest and current level of understanding. Products differentiation (Tamilinson) 2014 varying assessment methods by providing teachers a menu of choice that may include oral responses, interviews, demonstrations re-enactments, portfolios and formal tests.

The effects of General Ability on learning:-

Both in life and in studies, some people have more abilities than others, intelligence is one of the most talked about yet least understood aspects of learners behavior.

Misconception about intelligence is a single unified dimension. Such a belief is often expressed by

the use of word pairs, such as slow/fast and huge performing low- performing when referred to learners. All these depend on the circumstances and conditions under which the intelligence is exhibited. The differences and the contradictory behaviors can be explained by the special abilities required by each task. These specific abilities in which we all differ, are the most useful aspects for understanding the learning needs of your students.

General Versus Specific Abilities:

If we think of school learning as a pie and general intelligence as a piece of it, we can ask; How large a piece of the classroom learning pie is taken up by general ability? Only about 25% can be attributed to general intelligence, about 75% must be assigned to social competence. So knowing your learners specific strength and altering your instructional goals and activities accordingly will contribute far more to your effective teaching than categorizing your students performance. They are ways that indicate only their general intelligence.

The Effects of specific Abilities on learning is called aptitude. The teacher cannot measure aptitude in the classroom.

Multiple intelligence:-

Thurstone (1947) was among the first to advocate the use of specific as opposed to general measure of ability. Instead of reinforcing the idea of single measure of ability. Campbell, and Dickson (1996) and Armstrong (2009) have put Gardner's work into practice and modules to different late instruction for some of these abilities.

Armstrong (2009) Gregory (2005) and Gregory and Chapman (2006) show how instruction in a diverse – classroom can be differentiated according to Gardner's multiple intelligence.

Some practical classroom applications of Gardner's theory of multiple intelligences including the following:

- ✓ Allows students to take differentiated paths to achieve common goals (e.g using the internet, reading from text or talking to experts).
- ✓ Allowing students to display their best.
- ✓ Provide alternative ways of assessing a students' achievement etc.
- ✓ Providing opportunities to add to the students' self – identity. Social emotional intelligence has intuitive appeal for the instructional management of learners, particularly during cooperative learning.

What kinds of learning activities take place at each centre?

All students learn each day's lesson in seven ways.

They build models, dance, make collaborative decisions, create songs, solve deductive reasoning problem, read, write and illustrate all in one school day. Some more specific example of activities at each centre follow.

- ✓ In the personal work centre (intrapersonal intelligence) through research, reflection or individual

projects.

- ✓ In the working together centre (interpersonal) intelligence, they develop cooperative learning, skills as they solve problems, answer, question, create learning games, brainstorm ideas etc on the days topic.
- ✓ In the music centre
- ✓ In the Art centre (spatial intelligence) puzzles, charts, and pictures.
- ✓ In the building centre kinesthetic, intelligence build models, dramatize dance in the reading centre (verbal, linguistic) intelligence
- ✓ Maths, Science (logical mathematics intelligence, they work with math given manipulative, maths concept, science experiment) deductive reasoning, problem solving. Then a few minutes are set aside for the groups to work.

Results:-

The students developed increased responsibility, indiscipline is highly reduced.

- ✓ Developed and apply new skills
- ✓ Cooperative learning skills improved
- ✓ Academic Achievement improved

Many students indicated that they enjoyed school. This is sourced from multiple intelligence from the classroom.

Characteristics of intelligence to be taught, encouraged, nurtured in the classroom:

Know word meaning, see context meaning, see organization, follow thought patterns, find specifics, express ideas, draw influences, identify literally devices, determine a writers purpose.

Learners should be motivated, control their impulse persevere, use their abilities or strengths, translate, thought into action, have a product or outcome orientation, complete tasks and follow through, initiate actions on their own, accepts momentary failure or short – change, delay gratification. See the big picture not just the details, maintain a believe between critical and creative thinking, have a realistic level of self confidence.

The effects of culture, socio-economic status and language proficiency on learning:

The result of the cultural language, and socio economic diversity is an ever increasing range of individual differences in the classroom, including population with special learning needs.

The adversity must be matched by the diversity in how teachers plan for it.

For example researchers such as Delpit and Dowdey (2008) and Neuliep (2008) have presented convincing arguments that people from different cultures react differently to the non verbal and verbal classroom management techniques of proximity control ,eye contact, warnings and classroom arrangements, in reciprocal distancing teacher and students both consciously and unconsciously, use language to include or

exclude various individuals from the group. For example in an exchange between a Caucasian teacher and her African American students about Dr Martin Luther King Jr. students used the pronoun (we) to clearly position themselves as members of a group that excludes the teacher. And the teacher in kind, chooses a response that distances her from the class. Along with the diversity come a need to be aware of potent biases related to diversity e.g gender, racial, ethnic, specific clothing, dialects mannerism etc.

Anton O Idenberg (2000) Miller 2008) suggested a number of ways to develop ability to interact smoothly and effectively with members to achieve intercultural competence.

There is also an effect of socioeconomic status on learning. Researches have provided a number of more meaning characteristics of the home and family lives of higher and lower sect families. These characteristics which are the indirect results of income and education are thought to significantly influence the achievement of school children.

There is also the effect of language proficiency on learning. Researchers point out that if language is used by a cultural group differently at home than in the classroom member of that subculture are at a disadvantage. Children whose language at home corresponds to that expected in the classroom more easily transfer their prior experience to the classroom in ways that facilitate their academic progress.

Researchers have noted cultural deficit model, that is using generetically or culturally inspired factors, such as aptitude or minor status to explain the difference between learners in school performances.

Cultural difference mode: - Although the cultural deficit model has influenced instructional practice for eg with the practice of ability tracking, it has come to be replaced with another way of thinking about diversity i.e cultural difference mode.

To lesson relationship of culture problems:- Provides more opportunities for learners to experience self directed and constructive models of instructions, maintain high expectations for all learners regardless of diversity, inform and include parents on the planning and implementing of important change, form groups that include culturally as well as linguistically diverse students. Learn and experiment with differentiated instructional techniques suitable for diverse learners, such as varying instructional modalities (listening, reading doing) presenting content in incremented steps, grouping flexibility by need (not ability) and allowing students some choose in how they are to be assessed (writing a story, drawing a picture, telling about their experiences. In these ways the teacher will be actively contributing to narrowing the achievement gap between minority and mainstream learners.

The effects of personality and learning style on learning:

Some parts of personality lie dormant until stimulate into action by some event. This is the reason a teacher is sometimes dismayed to heart, for example, that a child who is aggressive in his or her fifth period social studies is shy and cooperative in someone else's seventh period mathematics. It is also the reason that some students and teachers may never quite see eye to eye. Although such personality conflicts may be rare, they can be harmful to class room rapport it left to smolder beneath the surface. Let us look at "crises" of the school years" to better understand the role of personality in the classroom.

Erikson's crises of the school year:- some psychologists believe that different personality traits dominate at certain periods of our lives. Erikson (in Mooney 2000), who developed a theory on how personality is formed, hypothesized eight differently stages of personality growth between infancy and old age that he

called crises. Three of these stages are; the crises of accomplishment versus inferiority

- ✓ The crisis of identity versus role confusion
- ✓ The crisis of intimacy versus isolation – serially arranged in the social and personal developments are:- for Accomplishment versus inferiority:
 - a) Sex – role stereotyping
 - b) Friendships appear
 - c) Incidents of depression
 - d) Parent – child conflicts in identity versus role confusion we have
 - i. Peer group influence
 - ii. Clear sex – role identity

In intimacy versus isolation we have

- a) Vertical/horizontal relationships
- b) Popularity/reflection
- c) Intimate attachment

In third crisis during school years, intimacy versus isolation. Learning how to get along with teachers, parents, and classmates to one of the key developmental tasks learners must master to successfully resolve this crisis. Successful relationships with parents and teachers, referred to as vertical relationship Hartup 1989, Underwood and Rosen (2003) meet a learner's needs for safety, security and protection. Successful relationships with peers referred to as horizontal relationships are equal development significance for learners.

Learning styles:

This is an aspect of personality that will influence the learner's achievement. This represents the classroom conditions under which someone prefers to learn. Some researchers use the terms holistic/visual to describe global learners and verbal/analytic to describe the opposite orientation. Still others prefer the term field sensitive to refer to the holistic/visual learning style and the term field insensitive to refer to the verbal/analytic learning style. Basically these terms have come to refer to how people view the world; people who are field dependent tend to see the world in terms of large, connected patterns, looking at a volcano, for eg. A field – dependent person would notice its overall shape and its major colours and topographical features. A field – independent person, in contrast would tend to look, close up and notice the specific details of a scene.

Field dependent learn (a) perceive global aspects of concepts and materials, personalizes curriculum and relates concepts to personal experience he/she seeks guidance and demonstrations from teacher; he/she seeks rewards that strengthen relationship with teacher. He/she prefers to work with others and is sensitive to their feelings and opinions. He/she like to cooperate. He/she prefers organization provided by teacher. Field independent learner focuses on details of curriculum materials, focuses on facts and

principles, rarely seeks physical contact with teacher. Formal – interactions with teachers restricted to task at hand – seek non socio rewards prefers to work alone, he likes to compete, he can organize information by himself.

Instructional strategies for field – dependent learner. He/ she display Physical and verbal experiences of approval or warmth. He/she motivate by use of social and tangible rewards. He/she use cooperative learning strategies. He/she uses corrective feedback often. He/she structure lessons, projects and homework, assumes roles of presenter, demonstrator, checker, reinforce, grades or materials designer.

Instructional strategies for field independent:-

He/she is direct in interactions with learners and show content expertise. He/she is motivated by use of non – social rewards such as grades. He/she uses more mastery learning and errorless emphasis independent projects. He/she allows learners to develop their own structure. He/she assume role of consulting listener, negotiators or facilitators. Cultural differences in learning styles should keep in mind the following cautions when implementing them:-

- a) Beware of perpetuating stereotypes
- b) Do not allow within group differences
- c) Culturally responsive concern may take the focus away from the so called expert practice. The effect of peer group on learning:-

There are several approaches for using peer group relationship constructively to foster classroom goals.

- a) Stress group work in which members are from different peer groups
- b) Conduct a group discussion of class norms, describing what class members should and should not do to be socially acceptable.

The effects of Home life and social context on learning :

In 1993, the national Governor's conference for educational reform set forth a formidable agenda for educators. Their agenda, updated and approved by congress (US Department of Education 1998) established the following national goals for education and set out clear and rigorous standards for what every child should know and be able to do. These goals are very important: Viz (a) All children in America will

1. Start school ready to learn
2. The high school graduation rate will increase to at least 90percent
3. All us students will have grades 4,8 and 12 having demonstrated competency over challenging subject matter in the sciences and humanities
4. United states students will be the best in the world in mathematics and science achievement
5. Every adult American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibility of citizenship
6. Every school in the united states will be free of drugs and violence and will offer a disciplined

environment conducive to learning

7. The nation's teachers will have access to programs for professional development
8. Every school will promote parental involvement and participation in promoting the social, emotional and academic growth of children. For all these to be well achieved, there should be family – school linking mechanism to assist in this process Bronfenbrenner (2005) has urged us to view the family – school partnership from a system – ecological perspective.

The school system is made up of subsystem of teachers' administrators, support personnel, school board members, learners. The family system includes a marital parental, sibling and often a grandparental subsystem. The peer system includes social friendships, sports or hobby friendships. The next layer of the system is exosystem that the learner does not directly experience, this include the parents or guardians, workplace their friends, PTA, the school board and so on. Both Microsystems and exosystems exist in a large setting called macrosystem.

Guidelines for understanding and promoting family – school partnership in the classroom:

View the family from a system ecological perspective. Avoid viewing the behavior of your learners or their mothers, fathers or guardians as simply product of individual psychological forces. Instead recognize that the family system is made up of several subsystems, including the marital subsystem, parental subsystem, sibling subsystem and extra – family or exosystem such as grandparents and employers. Changes in one subsystem invariably brings changes in another.

- ✓ View parent participation from an empowerment module rather than them a deficit
- ✓ Recognize the unique needs of mothers
- ✓ Appreciate that parents just like you
- ✓ Respect family preferences.

Ways to reduce the differences among learners in the classroom:-

- a) Organize learning and instruction around important ideals that your students already know something about.
- b) Acknowledge the importance of your students' prior learning by having them compare what they know to what you are teaching.
- c) Challenge the adequacy of your students prior knowledge by designing lessons that create an opportunity for them to resolve conflicts and construct new meanings for themselves.
- d) Provide some tasks that make students confront ambiguity and uncertainty by exploring problems that have multiple solutions in authentic real-world contexts. Teach and encourage learners how to find their own approaches to achieve educational goals, which they can take ownership. Teach learners that knowledge construction is a collaborative effort for creating a partnership of ideas in the classroom.

The teachers and cultural linguistic and socioeconomic bias in the classroom:

Banks and Banks 2009, Compton Lilly 2000). These researchers identify the following ways in which some teachers have responded differently toward how achievers and or culturally and linguistically different learners.

- a) Wait longer for these students to answer.
- b) Give the answer after a student's slightest hesitation.
- c) Praise students marginal or inaccurate answers.
- d) Criticize these students more frequently than other students for having the wrong answer.
- e) Do not give students feedback as to why an answer is incorrect .
- f) Don't pay attention to e.g Smile at students and call them less.
- g) Sit the students far from the teacher.
- h) Allow the students to give up more easily.

Generally these findings confirm that teachers usually do not allow more response opportunities and more teacher contact for culturally different low-achieving learners or special needs students.

Other biases are:-

Non minority group members versus minority group members.

Those seated in the front half of the class versus seated in the back half of the class. Nicer looking students versus average seated looking students. More able students versus less able students.

Finally there is no truth in saying that learners individual differences in ability, achievement, personality, culture, peer group and social context can affect the teaching method of a teacher and classroom achievements. Human beings live, work and play in a world that is complex and diverse. The national bill of rights and in declaration of independence makes the people of the world to over their individual differences and their diversive aspects of life.

Key terms:- In the chapter are; Adaptive Teaching, Cognitive Academic Behaviour Support (CALP)

Compensatory approach.

Cultural deficit model.

Cultural difference model.

Cultural frame.

Differentiated instruction family school linking mechanize.

Field dependent.

Horizontal relationships

Learning style

Reciprocal distancing.

Questions:

Answer each question below with complete paragraphs. Give examples from your own experience to illustrate the ideas. As well, give examples on how you would apply the knowledge in your work or life. Would the teaching methods be successful in your community? Why or Why not?

Chapter 2

1. In what two ways might you use knowledge of the individual differences in your classroom to become a more effective teacher?

Answer:-

- a) The remediation approach to adaptive teaching: This provides the learner with the requisite knowledge, skills, or behavior needed to benefit from the planned instruction. For example lowering the anxiety of highly anxious students with a student-centred discussion before an important presentation will equally benefit all students. Also the teacher may teach listening skills to students low in auditory ability before using a linguistic approach to reading, so both groups will profit equally from this instructional approach.
 - b) The compensatory Approach of adaptive teaching: This approach will compensate for the lack of information skill or ability known to exist among learners by altering the content presentation to circumvent a weakness and promote a strength. This is accomplished by using alternate modalities picture versus words or by supplementing the content with additional learning resources (instruction games and simulations) and activities (group discussions or experience – oriented activity modifying instructional technique
2. Describe your position as to the usefulness of intelligence tests in schools. Devise an argument you could use in responding to someone who says all intelligence is inherited.

Answer:-

Intelligence tests in schools are very useful in the following ways.

- a) The students develop increased responsibility. Self-direction and independence over the course of the year. The students become skilled at developing their own projects gathering the necessary resources and materials, and making well-planned presentations of all kinds.
- b) Discipline problems were significantly reduced. Students previously identified as having serious behaviour problems showed rapid improvement.
- c) All students developed and applied new skills. As time goes on, all the students identified many centres of activities that were their favourites.
- d) Cooperative learning skills improved in all students.
- e) Academic achievement increased, standardized test scores were above state and national averages. Many students appreciated and admitted they enjoyed school for the first time.

All intelligence is not inherited, some intelligence could be learnt. A learner's general performance in reading may be affected some specific abilities. Such abilities like "Draw inferences" "follow thought pattern" and "find contextual meaning" are defined. It will be possible to teach components of intelligence that were once thought to be unalterable. We now know that many aspects of intelligence can be influenced by instruction. Sternberg suggested that learning to cope with new task is the most instructional goals in learning intelligent behavior.

3. Explain the role that social competence is believed to play in school learning. If behaviors solely related to SES could be eliminated, how might differences in the tested intelligences among subgroups of learners change?

Answers:-

The socioeconomic level of the learner determines their academic performance:

The better the family's socio economic status, the better the degree of participation for higher education for their children. The learners with better ses are more exposed to better learning conditions and better opportunities. Sternberg recommended to choose opportunities presented during the natural flow of classroom activity to teach, encourage and nurture the learner to be motivated, persevere, translate thought into action and not to always depend on others and procrastinate.

Better socio economic status predicts better health, achievement, success and high morality. Research in sects and socio class in showing an income gap between the highest paid and the lowest paid which increases socioeconomic status differences. All effort should be made to bridge the gap.

It is a positive idea to eliminate the adverse behaviors solely related to socio economic status because child development starts from the most important factors such as socioeconomic factors which can influence health and opportunities in adult life. The factors in these are family income and parental education.

4. Identify some of the aptitudes or factors that are likely to be more predictive than general intelligence of success in selected school subjects and occupations.

Answer:-

Some of the aptitudes or factors that are likely to be more predictive than general intelligence of success are: - motivation, Health, Social skills, Quality of teaching, prior knowledge, Emotional wellbeing, family support. This constitutes social competence which 75 percentage of school learning and the meaning 25 percentage of school learning is general intelligence.

All the same, social class has nothing to do with the future. If the person is keen to get success. There should be enthusiasm to achieve their desired goal in life. If all these are done, there is no difference between the tested intelligence of the learners; even the teacher can apply adaptive methods of teaching by providing much motivation and skills.

5. Using specific examples in the life of a child that you have known, explain what is meant by a system-ecological perspective.

Answer :-

The system _ ecological _perceptive of a learner is the major link of the family – school linking mechanism is the practice of a learner by parent or guardian involvement requirement. One way to view the learner ecosystem is to look at it as a service of concentric circles.

some learners that I know live in the village, some with their parents, some with their grandparents and some with their relatives. They have education right from day care through kindergarten stage through primary and secondary stages of education. Most of the facilities for these stages of education are provided. The proper organization of the school with school headers and various cadres of staff and all categories of faculties for quantitative education are in place. This is the microsystem of these learners education role. Even the mates and peer groups play role. There is another system in existence for these learners which are the working place for the parents and the guardians, their friends also play a role, the PTA of their school board, the government in place and all its arms etc also play a role. This is called exo system, it does not affect the learner directly but exosystem plays a vital role in a learners world.

Both the microsystem and the exosystem exist in a large settings called the ,macro system. A system ecological perspective helps to view a learner's behavior not as a product of the individual alone but as a product of the learner and the demand and forces operating within the system of which he or she is a member.

6. Describe the purpose of a Cognitive Academic Language Proficiency (CALP) program and one way it could make a difference in your classroom.

Answer:- Learners whose language at home correspond to that expected in the classroom, more easily transfer their prior experiences to the classroom in ways that facilitate their academic progress, These

set of students are said to have attained “cognitive Academic Language Proficiency (CALP) “. They are more advantaged in learning situation than learners who speaks another language at home in only “conversational or social language” referred to as Basic Interpersonal Communication Skills (BICS) . I as the teacher has to provide a rich and natural instructional environment that mitigates the effects contextual factors may have on school learning. Researchers have noted that one of the most of prominent reasons for the difference in school performance of mainstream and minority learners is their lack of proficiency in language especially cognitive academic language that reinforces the listening, speaking, reading and writing skills needed to learn subject area content.

7. Gage and Berliner (1998) identify a number of ways in which teachers’ interactions with students can be biased. Name four, and then add one of your own not mentioned by Gage and Berliner. Why do you think the one you added is important? Describe an experience that you saw or encountered that made you add it to your list, if possible.

Answer:-

Number of ways teachers interaction with students can be biased:

- a. Naming
- b. Calling on
- c. Requiring information
- d. Interacting
- e. Correcting

I added correcting because a biased teacher may not care to correct the mistakes of a disadvantaged learner or even to ask him/her academic questions to contribute his/her own idea. This is a biased behavior from the teacher as bad the other biased factors mentioned by Gage and Berliner (1998).

I have encountered a college teacher teaching Mathematics lessons to a Culturally mixed students. Some of these teachers are not proficient in the language of their education and so had difficulty of expression especially doing English and Mathematics classes.

Many college teachers did not have enough patience to come to each students’ level of understanding and knowledge expression and so totally avoided asking evaluation questions or even trying to elicit an expression from the language disadvantaged students. I think that should not be so, as he is expected to be an effective teacher putting into measures his adaptive ways of variety teaching and motivating the students more.

8. Identify four procedures for reducing or eliminating the biases you may have when interacting

with your students. Which would be the easiest to implement, and which would be the most difficult?

Answer

- a) I plan to spread my interactions as evenly as possible across students categories by deciding in advance which students to call on. Choose the most practiced bias for elimination.
- b) If I plan on giving special assignment to only some of the students. I will choose the students randomly. I place all of my students name in one jar and have one student draw the name needed for special assignment. This will eliminate the bad impression of having favorite.
- c) I will consciously pair opposites in what I believe to be potential areas of bias. For example, I will pair minority with non-minority, more able with less able, easy to work with and difficult to work with. This will help to interact with both advantaged and disadvantaged students.
- d) When I discover a bias, I plan a code to remind me of the bias. I always display the code during evaluation questions to enable me spread the questions and not to concentrate attention to only one section.

The easiest for me to implement is spreading my interaction as evenly as possible because I should have taken an active decision to influence positively the quality of events in my class.

The most difficult method for me is choosing randomly for special assignment, besides I would prepare the best students of my class to tackle special assignment and then all other learners can take cues from them, but all the same I will random the selection because whatever the disadvantaged students produced as his own best answers and his skills will be modified by the entire classwork.

Conclusion: In the following space, write 4 to 8 paragraphs to conclude this course.

Teaching is not the transmission of knowledge alone from teacher to learner but rather the interaction of teacher with learner. There are individual differences that exist among learners, this can influence the outcome of the teaching/learning process.

Adapting teaching to individuals differences will require teachers to make many decisions about learners that have learning problems.

It will require that a teacher becomes a reflective teacher.

Not all learners are alike. There are special learners need, differences in socio-economic status, culture/ethnicity language proficiency-abilities, learning styles. All these will influence what the learners as well as what and how to teach.

A teacher has to be aware of the individual needs of the learners because (a) the teacher has to recognize the learners individual difference and special needs to be able to help them use

- _ their own experiences
- _ and learning history to derive meaning and understanding.

(b) The teacher will be able to convey the reasons for the learning difficulties to the parents/guardians and educational organization.

Adaptive teaching is one of the approaches to achieve a common instructional goal with learners who have individual differences. This uses different instructional strategies to different groups-so that the

natural diversity prevailing in the classroom does not prevent any learner from progress (a) remedial approach adaptive teaching and (b) compensatory approach adaptive teaching.

Differentiated instruction: A related approach to responding to learners individual differences is called differentiated instruction in which instructional approach differs according to readiness to learn and interest. Sternberg suggests that confronting novel tasks add situations and leanings to deal with them is one of the most important instructional goals in learning intelligence behavior.

In important characteristics that distinguish lower class children from middle class and upper class children is that the latter more rapidly acquire knowledge of the world outside their homes and neighbors.

Rather than focus on a learner's deficit, the cultural differences model focuses on solutions that require more culturally sensitive links to educational system which can improve the performance of students who are socially economically and linguistically different from the mainstream.

Erikson (1968) three crises during school year (a) accomplishment versus inferiority

(b) identify versus confusion (c) intimacy vs isolate learning styles:- this refers to the classroom environment condition in which someone prefers to learn. One of the most frequency standard learning styles is filled independence /dependence.

The peer group is an influential source of learner behavior both in and out of the classroom .group work group norms, group cohesiveness to poster the instructional goals of the classroom.

The home and family background of lower and higher set and language diverse learners differentially prepared them for school. The teachers I learnt that teachers could be blessed in interacting with learners but they can avoid it by consciously spreading interaction across categories of student.

- Describe the 3 most important concepts you learned in this course.

Answers:-

(a) I learnt that Adaptive teaching is very important where there are learners with individual differences. It works by helping the teachers to build the knowledge, skills and abilities required to achieve planned instruction.

It also help the teachers to

(b) emphasize instructional methods and to use special teaching aid which adapt itself to student learning strength

© I learnt that in learning styles there are field dependent learner and there are field- dependent learners. Field dependent learners tend to see the world in terms of large connected patterns.

- How would you use this knowledge to improve your life and work?
- How would you use this knowledge to increase your income?

Answer:-

- I would use the knowledge of understanding my students to increase my income. Because as I work hard to know my students about their success and their failures, so they also work hard to know me and all that concerns me as their teachers. We are a team working together for progress. Now I am taking care of them, who know in the nearest future they may take care of me. We stay interested in each other as teachers and students. If I do my work well as an effective teacher I will progress in

experience and in finance.

- How would you use this knowledge to promote human rights in the world?

Answer: - I will empower my students as leaders and future teachers. I will teach them the importance of volunteer's services to pass knowledge down to other people especially to those who are not informed. I will continue to tell them to let others know what they know from my teaching, that our world is becoming increasingly complex and intricate. Humans are being more connected and interdependent. My student should follow me and teach people about global citizenship.

Bibliography:

Put here the references that you used to study and complete this exam. You should have at least 3 different references.

- Here are links to 2 videos on how to do bibliography automatically in Word. One is an AIU webinar on Bibliography. The other is a YouTube video. Login to your student page before opening the link to the AIU webinar.

<https://students.aiu.edu/student/AIUWebinar.aspx?p=1&id=356>

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