**Teaching Methods Chapter 7**

**Presenting and explaining**

**-presentations (lectures) and explanations by teachers compromise one-sixth to one-fourth of all classroom time**

**-the amount of time devoted to presenting and explaining information increases at the higher levels of elementary school, in middle schools, and in high schools**

**Advanced organizer model**

**-requires a teacher to provide students with advance organizers before presenting new information and to make special efforts during and following a presentation to strengthen and extend student thinking**

**advance organizer is information that is presented prior to learning and that can be used by the learner to organize and interpret new incoming information**

**advance organizers can be as simple as a teacher’s background discussion before introducing a new concept or a list of tasks to be done by the learner; alternatively, they can be as complex as a detailed flow diagram that pictures many components of a multi-component task and their organization. Advance organization can be provided by words (spoken or written), diagrams and charts, photographs, or actual models of finished products. Advance organizers are cognitive strategies that help to make complex concepts or tasks clear, and also to relate known information to new or unknown information. They may be designed to facilitate orientation to new information, sequential organization through a task, elaboration of a concept, thematic or dramatic organization of narrative discourse, or other forms of cognitive organization. Advance organizers not only facilitate understanding of new information and completion of complex tasks, they also improve learning and memory at the levels of encoding new information, storing it, and subsequently retrieving it.et students ready to learn(anticipation set)**

**Advance organization may simply be provided by means of clear teacher instructions; however, they are often presented as visual or graphic organizers. Examples of graphic advance organizers for adults are the diagrams that accompany products that require some assembly. Even intelligent adults are unlikely to be able to assemble novel products from their parts in the absence of a clear sequence of pictures that explicitly present the steps needed to accomplish the assembly. These diagrams are graphic (i.e., pictured) advance organizers.**

**1.clarify of aims of lesson-anticipatory set**

**2.presentation of advance organizer**

**3.present new information**

**4.check for student understanding**

**Theoretical and empirical support**

**1.structure and organization of knowledge**

**-knowledge of the world has been organized around various subject areas called disciplines**

**2.meaningful verbal learning**

**-students have a cognitive structure where they have existing knowledge and this structure determines the learner’s ability to deal with new ideas and relationships**

**-meaning can emerge from new materials only if they tie into existing cognitive structures of prior learning**

**-present learning materials in a potentially meaningful way with major and unifying ideas and principles**

**-find ways to anchor the new learning materials to the learner’s prior knowledge and ready the students’ minds so that they can receive new information**

**3.cognitive psychology of learning**

**-use cognitive science meaning it provides ways for thinking about how the mind works and how knowledge is acquired, organized, and presented into the memory system**

**declarative knowledge-knowledge about something or knowledge that something is the case(Use Bloom’s Taxonomy)**

**procedural knowledge-knowledge about how to do something**

**Conditional knowledge-when to apply our declarative or procedural knowledge**

**factual knowledge-knowing the basic elements of a topic**

**Conceptual knowledge-knowing about the interrelationships among the basic elements**

**A.memory and information processing**

**sensory memory-new knowledge enters the brain as a result of picking up stimuli from the environment**

**Short-term working memory-where conscience mental work is done**

**Long-term memory-information must first be coded before it can be stored and may not be able to be retrieved unless first given appropriate cues**

**B.knowledge representation**

**-visual or verbal units**

**-the more complete a persons; prior knowledge and schema are for a topic, the easier it becomes to process new information and to see more abstracts relationships**

**-knowledge is organized and structured around basic propositions and unifying ideas**

**-students’ abilities to learn new ideas depend on their prior knowledge and existing cognitive structures**

**-the way each component of the memory system works and the way knowledge is represented has significant applications for teaching in general**

**-affective teachers use stimuli, provide with advance organizers/cues to activate prior knowledge, and help transfer new information from the short into the long term memory**

**5.empirical support**

**A.prior knowledge/establishing set/providing cues**

**-prepare students to learn and establish a communication link between learner sand information to present(anticipatory set)**

**-use advance organizers to help make information meaningful to students**

**-teach with clarity through verbal fluency and vagueness so make sure you understand the content completely, practice and commit the key ideas to memory, and follow your written notes carefully**

**D.teacher enthusiasm-can include rapid, uplifting, varied local delivery, dancing, wide-open eyes, frequent, demonstrative questions, varied, dramatic body movements, varied emotive facial expressions, selection of varied words, especially adjectives, ready animated acceptance of ideas and feelings, and exuberant overall energy**

**Planning and conducting presentation lessons**

**1.planning**

**A.choose objectives and content**

**B.diagnose students’ prior knowledge**

**-information given in a presentation is based on teachers’ estimates of your students’ cognitive structures and their prior knowledge of a subject**

**-you must find ways to connect to what students already know**

**-you must consider their maturation and development**

**C.select advance organizers-they are the hooks of learning that helps students see the big picture**

**2.adapt presentations for differing student abilities-except in rare instances, no presentation will be equally suitable for all students in a class because students have different prior knowledge and different levels of intellectual development**

**A.make ready use of pictures and illustrations**

**B.use varying cues and examples**

**3.conducting presentation lessons**

**A.gain attention, explain goals, and establish set**

**-use anticipatory set after bell work**

**-explain your objectives using Bloom’s taxonomy(explain those words as well like analyze, compare, contrast….)**

**-go very your agenda**

**B.present the advance organizer**

**C.present the learning material**

**-use clarity**

**-use explaining links such as because, since, in order to, if…then,**

**-use the rule-example-rule technique**

**-use a signpost which tells the learner what is important and transitional statements to alert listeners to important points**

**-be enthusiastic-but remember that to many theatrics can detract from the key points a teacher is trying to convey**

**D.monitor checking for understanding and extending student thinking**

**-use white boards, thumbs up or down, smart board clickers**









