CURRENT FILE
Midterm
Edu301
EFFORT BY ASHAM + MAAH WARRIORS

1. Silence promote learning is it true 02

Teacher asks the students not to talk. They have a misconception that "Learning is when there is silence rather complete silence". Teachers do not go through theories or research that is why this misconception is so dominant in our schools. We know that learning is when there is sharing of ideas. There is a concept of peer learning, children learn from their peers, they actually learn more from their peers than they learn in schools by teachers.

2. Why should we prevent the practice of the profession by unqualified persons   03

Preventing the practice of a profession by unqualified individuals is necessary to ensure public safety, maintain professional standards, and uphold the integrity of the field.

3. Can school construct social capital   03

Sum of interpersonal relationships:
the person who has many contacts or relations is considered as he has more social capital. Definitely, no. because there is group orientation in schools. We need people. We live with people. No one can actually live in isolation.

So we have to increase the social capital of every student. (It is the responsibility of a teacher to increase the social capital of every student. Most of the times, teachers come to the class with lesson plan, teach the lesson to the students. They expect from the students to listen to the lesson, they give them written work and then leave. There is no time for the students to communicate with each other except in break or after school. It is the responsibility of the teacher to increase the social capital of students by organizing group activities

4. What is Inhibitory effect and disinhibitory effect   05

The inhibitory effect refers to the suppression or reduction of a particular response or behavior. Conversely,
The disinhibitory effect refers to the removal or reduction of inhibitions, leading to an increase in a response or behavior that would typically be restrained.

5. Reflection practice   04

Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning.

6. What are facts give one general example from daily life   07

Facts are something that you memorize e.g. Pakistan came into being on 14 august 1947, this is a fact and students learn it as it is.

7. Write three elements for revision of bloom taxonomy   09

- ♥ Cognitive (Intellectual development)
- ♥ Affective (Feelings/attitudes or holistic development and metacognition also comes under this category)
- ♥ Psychomotor (Procedural knowledge)

♥ Taylor model   12

There are four steps in Taylor's model of curriculum:
What is the purpose of the education?
Which educational experiences will attain the purposes?
How can these experiences be effectively organized?
How can we determine when the purposes are met?
Whenever we are going to write performance objectives, they must be aligned with the curriculum. If your purpose of education is that the students should be empowered citizens. So, the entire objective that you will construct, affective domain will be very important. You will include something from affective domain in your lessons. So, we need to align our performance objectives with the curriculum. Curriculum at different levels; curriculum of the year i.e. short term goals, and to the broader goals that are school goals. Whenever we talk about curriculum alignment, we need to align our performance objectives on these two levels.

8. Three types of performance objective   12

♥ **Performance:**
The statement of an observable behavior, or performance, on the part of the learner. They are stated with action verb.

♥ **Condition:**
Condition is a description of the conditions under which learner's performance is to occur. They determine how, when, where and with what of performance.

♥ **Criterion measure:**
The prescription of a minimally acceptable level of performance or criterion, on the part of the learner

9. What are elements of lesson plan explain any three   16

- ♥ Subjects
- ♥ Instructional objectives
- ♥ Rationale
- ♥ Content and process
- ♥ Instructional procedure

Instructional objectives:
You need to mention the instructional objectives that what the students will achieve after reading the lesson.

Rationale:
Rationale means reasons that what the reason behind those specific instructional objectives is?

Content and process:
It is very important that when you are identifying the content to teach to the students, you need to identify what skills they are going to learn.

10. Post learning   17

Most of the times, we teachers think that most important thing in teaching is lesson planning and lesson execution. But post lesson activities must also be included in the lesson plans. Post Lesson Activities are:

- ♥ Evaluating lesson plans
- ♥ Evaluating unit plans
- ♥ Record keeping

11. Hierarchy of students success   18

- ♥ Abstraction
- ♥ Complex
- ♥ Concrete
- ♥ Simple

Sequencing has different principles; these principles are the introduction of simple concepts. Then concrete examples. Then adding complexity to the lesson and after that taking student to abstraction. But if student fails to understand the abstraction concept, then there is a recycling mode by which the concept can be taught to them through concrete examples.

12.Which type of knowledge is simple knowledge   18

Being teachers, we need to take students from facts to generalizations. Because factual knowledge is very simple knowledge. In Bloom's taxonomy, factual knowledge comes at the lowest level of learning.

13.Forms of content   18

- ♥ Concepts
- ♥ Generalizations

14.Which presentation mode good for classroom teaching   19

- ♥ Deductive reasoning (General to specific)
- ♥ Inductive reasoning (Specific to general)

15.Metaphor   20

A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

16.Inductive teaching   21

Here the teacher does not tell the students that water is necessary for plants to grow. He directly gives an experiment to the students; to put two plants in sunlight for 15 days, give water to one of them and leave the other as it is in sun. Give a result after 15 days that what happen to the plants. Now after experimenting, the students will give a conclusion that plants need water to grow, if they give such conclusion then it is definitely an inductive mode of presentation.

17.Multi methodology   22

Different types of mental functions occur in the left and right hemisphere. Our brain is composed of right and left hemisphere. And these are responsible for different kinds of functions. Below are some functions carried out by right and left hemisphere.

18.Metacognition   29

The set of basic and advanced skills and sub-skills that govern a person's mental processes. These skills consist of knowledge, dispositions, and cognitive and metacognitive operations.

19.Constructed feedback   40

Feedback should be appropriate and constructive. For example if we say very good to the student this will not be an appropriate feedback because child will not understand about the areas of improvement

20.Three factors to motivate a teacher   42

- ♥ Extrinsic
- ♥ Intrinsic
- ♥ Altruisti

21.Difference between teacher note's and student note's

Teacher notes and student notes differ in their purpose and content. Teacher notes are typically prepared by the instructor and serve as a guide for delivering lessons, containing detailed information, key points, and teaching strategies. On the other hand, student notes are taken by learners during class and focus on capturing important concepts, examples, and explanations for their personal understanding and study purposes. Student notes are usually concise and personalized to suit individual learning styles

22.Do you think learners can learn best at working in alone

Learning alone can be beneficial for some individuals as it allows for focused concentration and self-paced progress. However, collaborative learning also offers valuable opportunities for diverse perspectives, social interaction, and shared knowledge, which can enhance the learning experience.

23.Teaching is an art.justify that

Teaching is an art because it requires creativity, personal expression, adaptation, emotional intelligence, effective communication, impact, and continuous improvement. Teachers design engaging lessons, connect with students on an emotional level, and inspire them to learn and grow. Like artists, teachers have a unique style and approach, and they make a lasting impact on their students' lives.

24.Affective domain

The affective domain refers to the realm of emotions, attitudes, and values in education. It focuses on the development of students' beliefs, feelings, and motivations. In short, the affective domain addresses the emotional and value-based aspects of learning and encompasses attitudes, values, interests, and social-emotional skills.

25.Explain approximate development (APD)

Approximate Development (APD) refers to a concept in child development that focuses on the progression of a child's skills and abilities in an approximate or general manner, rather than strict adherence to specific chronological milestones. It recognizes that children may reach developmental milestones at slightly different ages and that there is a range of typical development. APD emphasizes individual differences and the importance of considering each child's unique pace of growth and learning

26.Difference between teacher note's and student note's

Teacher notes: Detailed records created by instructors to guide teaching.
Student notes: Concise summaries made by learners for personal study.

♥ **Purpose:**
Teacher notes are created by the instructor with the intention of guiding the lesson and ensuring accurate and comprehensive coverage of the subject matter. They serve as a reference for the teacher to deliver information effectively. On the other hand, student notes are made by learners to aid their understanding and retention of the material. They act as personal study tools.

♥ **Level of Detail:**
 Teacher notes tend to be more detailed and comprehensive. They often include key points, explanations, examples, and additional information to support teaching. Student notes, however, are usually more concise and selective. Students capture the main concepts, important facts, and their own interpretations or questions.

♥ **Perspective:**
Teacher notes are typically written from the perspective of the instructor, reflecting their understanding, knowledge, and teaching style. They may contain strategies for engaging

students, examples of how to explain complex concepts, or reminders for activities. Student notes, on the other hand, represent the individual learner's perspective. They focus on capturing information that is personally relevant, meaningful, and helpful for studying.

♥ Language and Style:

Teacher notes may include professional terminology, jargon, or technical language specific to the subject being taught. They often follow a structured format, including headings, subheadings, and bullet points. Student notes, in contrast, are usually written in the learner's own language and style, using simpler terms and personal abbreviations or symbols for quicker referencing.

♥ Assessment and Evaluation:

Teacher notes are not typically evaluated by anyone other than the teacher themselves. They serve as a tool to enhance instruction and may be shared with other educators or used for future reference. Student notes, on the other hand, can be assessed by teachers or used by students themselves for review purposes or as a basis for assignments, quizzes, or exams.

27.Importance of lesson planning. (5)

Lesson planning plays a crucial role in effective teaching and learning. Here are five key reasons highlighting the importance of lesson planning:

♥ Organization and Structure:

Lesson planning helps teachers organize their thoughts and ideas, ensuring that they have a clear roadmap for delivering instruction. It allows educators to outline the objectives, learning activities, and resources needed for each lesson. By having a structured plan, teachers can maintain a sense of direction and purpose, leading to more effective and efficient classroom management.

♥ Alignment with Learning Goals:

Lesson planning enables teachers to align their lessons with specific learning goals and objectives. By identifying the desired outcomes of a lesson, educators can design activities and assessments that promote student engagement and achievement. Lesson planning ensures that the content and activities chosen are relevant and appropriate for the intended learning outcomes.

♥ Differentiation and Individualization:

Lesson planning provides an opportunity for teachers to consider the diverse needs and abilities of their students. By incorporating differentiation strategies into their plans, educators can accommodate various learning styles, interests, and abilities. This allows for individualized instruction, enabling students to progress at their own pace and experience success in their learning.

♥ Time Management:

Effective lesson planning helps teachers manage their time efficiently. By carefully allocating time for each activity within a lesson, educators can ensure that they cover all the necessary content while also allowing for flexibility and adaptability. Time management through lesson planning helps maintain a productive and engaging classroom environment, maximizing instructional time.

♥ Reflection and Improvement:

Lesson planning encourages teachers to reflect on their teaching practices and make necessary improvements. By evaluating the success and effectiveness of their lessons, educators can identify areas for growth and refine their instructional strategies. Through this continuous cycle of planning, teaching, and reflection, teachers can enhance their pedagogical skills and better meet the needs of their students over time.

In summary, lesson planning is essential because it brings organization, structure, and alignment to teaching, allows for differentiation and individualization, aids in time management, and promotes ongoing reflection and improvement in instructional practices. It is a valuable tool that helps teachers creates engaging and meaningful learning experiences for their students.

28.Level of sequence

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