today is my paper edu201
Final paper august 2016
## Q1=three principles of authentic learning?

Topic 149: Principles of authentic Learning 1

Four principles:

1. Activity involves real world problems.

 2. Use open-ended inquiry, thinking, skills and metacognition.

3. Students engage in discourse and social learning.

4. Students direct their own learning.

### Real World Problems

Students focus on a real problem and their engagement holds the possibility of having an impact outside the classroom. E.g.

- Collection of water quality samples in teaching science. - Analyzing documents for teaching history.

### Inquiry and Thinking skills

Students to use higher levels of thinking. E.g.

For art class, reviewing visual and textual information in advertisements.

Topic 150: Principles of authentic Learning 2

### Dialogue in a community of learners

- Students and industry leaders (where the project is based) to link up and share the investigation to solve a problem. - For example, an online community linking students with research scholars to collect data about a research project.

### Students directed learning

- Students define the problem and select the line of action for its solution. - For example, student making their own interpretations of literature and art. - Students to interact with the wider community and reflect upon their experiences.


## Q2=describe the "think pair share"

## Think pair share

 The instructor poses a question and gives students time to think. This think time can be spent writing also. Students turn to a partner and share their responses. During the third step, student responses can be shared within a four-person learning team, within a large group, or with an entire class during a follow up discussion. Students learn by reflection and by verbalization

## Q3=importance of assessment for learning?

Assessment helps teachers to gain insight into what students understand; enables teacher to plan and guide instruction effectively, and provide helpful feedback to students.

The assessment for learning process can explain the approaches used by students and help them to become more aware of not only what they are learning, but how they are learning it.

Assessment for learning helps to locate the student's position along the learning progression.

## Q4=what do we mean by questioning technology.

What do we mean by questioning techniques?

o Methods used for constructing and presenting questions in order to promote effective discussion and learning or to elicit information.

## Q5=five key elements of learning.

Topic 3: Key Elements of Learning

 Learning is a product.  Learning is a process.  Learning as a product focuses on outcome – the end product of some process. It can be recognized or seen.  This approach highlights a crucial aspect of learning change.  Learning as a process focuses on what happens when the learning takes place.  Explanations of what happens constitute learning theories.

## Q6=difference between exploration and simulation based theory.

**Q7=some of challenges that students can face during process of collaboration**

Topic 179; Challenges

• Rewarding opportunity but full of challenges.

• Engaging students in group activity is hard work.

• Requires rethinking of course content and time allocation of syllabus.

• Tension between the process of student learning and content coverage.

• Classroom roles change.

• Complex roles and responsibilities of students and teachers.

• Power relationships are questioned or reshaped.

• Constrained by the traditional structures and cultures of the organization

**Q8= difference between interpersonal or intrapersonal intelligent.**

**Topic 242: Interpersonal Intelligence**

• Interpersonal Intelligence (people smart) is understanding others. • Ability is at a premium in teachers, clinicians, salespersons and politicians. • Dealing with other people requires skill in the interpersonal sphere.

• Interpersonally intelligent people enjoy: • Giving feedback • Understanding other's feelings • Person-to-person communication • Cooperative learning strategies: • Group projects • Conducting an interview

**Topic 241: Intrapersonal Intelligence**

• It is a self-knowledge and the ability to act adaptively on the basis of that knowledge. • This intelligence includes having an accurate picture of one's strengths and weaknesses. • It is awareness of inner moods, intentions, motivations, desires and temperaments. • The capacity for self-discipline, self-understanding and self-esteem. • Its how well you know yourself.

**Teaching activities**

Individualized instruction, independent study, options in course of study, self esteem building.

Connect it to your personal life, make choices with regard to it, reflect on it.

## Q9=3 stages of burners theory.

Bruner put forwarded that:

The intellectual development progresses through three stages:

• Enactive • Iconic • Symbolic

However unlike the Piaget's stages, Bruner did not insist that these stages were necessarily agespecific or are unvarying in nature.

### Enactive (birth- 3)

Action based: (concrete)

- Children view their environment in terms of what they can do with it. - At this stage demonstrating to a child is most effective. A child will better show than tell.

Topic 136: Stages of Representation 2

### Iconic (3-8 years)

Image-based: (pictorial)

- Children visualize how to do something without actually doing. - View things as they perceives their environment, not how it is explained to them.

### Symbolic (8-up)

Language-based: (abstract)

- Knowledge is stored mainly as words, mathematical symbols or in other symbol systems.

## Q10=two domains of transformational learning.

Transformative learning has two learning domains:

1. Building a new story for new information which can lead to re-examination and modification of old stories.

2. Seeking of others' experiences, perspectives and stories that will lead to further transformative learning.

## Q11=problem solving

What is problem?

A problem is a situation in which one has a goal but must find a means for reaching it.

(Chi & Glasser, 1985)

What is problem solving?

Problem solving refers to the effort to achieve a goal for which there is no automatic solution.

## Q12=motor skills

Topic 204: Motor Skills

Description

Executing movements in a number of organized motor acts such as playing sports or dividing a car.

Conditions

Capability to perform a sequence of physical movements.

Conditions

It involves three stages:

1. Learning the sequence of the movement.

2. Practicing the movement.

3. Refining the movement based on the feedback received from the environment

## Q13=what is behavioral objective ?

**Behaviorism**

Behavioral objectives

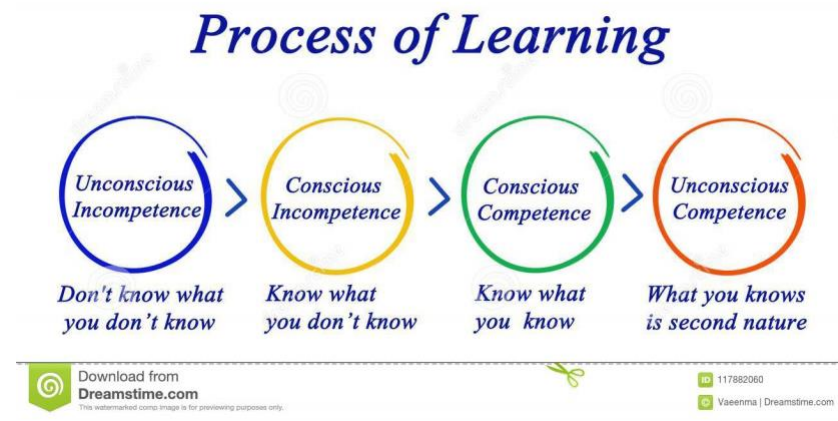- Learning means learners show correct response to a certain stimulus.


## Q14=process of learning

What are the processes of learning?
There are six interactive components of the learning process: attention, memory, language, processing and organizing, graph motor (**writing**) and higher order thinking. These processes interact not only with each other, but also with emotions, classroom climate, behavior, social skills, teachers and family.

OR

The three major types of learning described by behavioral psychology are **classical conditioning**, **operant conditioning**, and **observational learning**.

## Process of Learning

| Unconscious Incompetence | Conscious Incompetence | Conscious Competence | Unconscious Competence |
|---|---|---|---|
| Don't know what you don't know | Know what you don't know | Know what you know | What you knows is second nature |

## Q15=two criticism of discovery learning theory ?

**Discovery Learning** was introduced by Jerome Bruner, and is a method of Inquiry-Based Instruction. This popular **theory** encourages **learners** to build on past experiences and knowledge, use their intuition, imagination and creativity, and search for new information to discover facts, correlations and new truths.

Topic 138: Critical Perspectives

**Support: this theory:**
- Actively engages students in the learning process.
- Motivates students to participate.
- Encourages autonomy and independence.
- Helps develop creativity and problem solving skills.
- Provides individualized learning experiences.
**Criticism: this theory:**
- May be overwhelming for learners who need more structure.

- May allow for possible misunderstanding.
- May prevent teachers from gauging whether students are having problems

**best of luck** 😄


## 2nd paper


## Q1= what is behavioral objective?


## Q2=what is theory?

A theory is a contemplative and rational type of abstract or generalizing thinking about a phenomenon, or the results of such thinking. The process of contemplative and rational thinking often is associated with such processes like observational study, research.

What is theory in simple words?

A **theory** is a group of linked ideas intended to explain something. ... The **word** '**theory**' has several meanings: a guess or speculation. a law about things which cannot be seen directly, such as electrons or evolution.

## Q3=advantages of visual learning style

The **Benefits of Visual Learning** and **Teaching**
develop higher-order thinking skills. ... enhance tactile hand-eye-mind connections that improve the ability to recall facts and retain **learning**. serve the unique needs of **learners** who process information primarily through visuals, as well as increase **learning** for all students.

## Topic 111: Learning Styles

## The visual style

**Advantage:** makes recollection easier when in an environment which is different from where you had learned the information.

**Disadvantage**: the difficulty when only texts and speeches are available for learning, without any visual aids.


## Q4=structure inquiry and open structure?

## Structured inquiry

- Learner is given the problem and the procedure (method).

- Task is to generate an explanation that is supported by the evidence collected in the procedure.

Students evaluate and analyze the collected data.

**Open inquiry**

- Learner formulates questions.

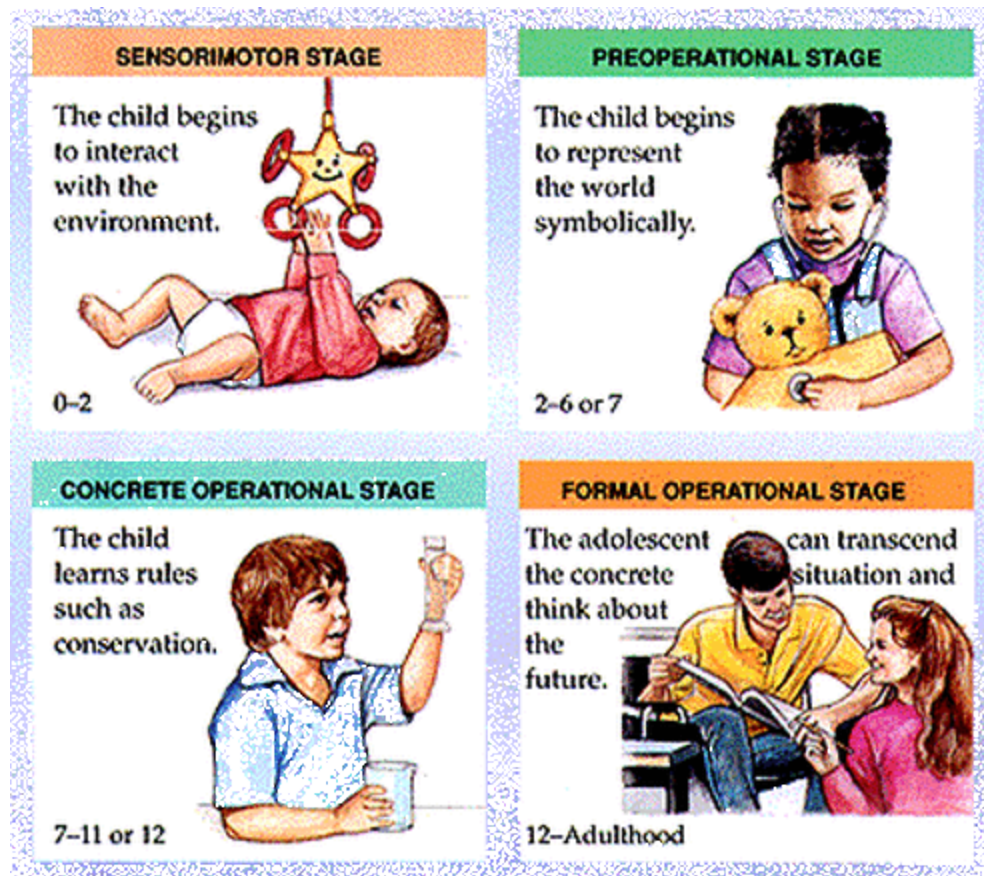- Designs procedures (method) for carrying out an inquiry.

- Communicates results.

Often seen in science fair contexts where students pursue their own investigative questions.

## Q5=difference btw concrete operational and formal operational?

**Cognitive Stages (Morrow, 2009; Ormond, 2003)**

Jean Piaget's theory states that children move through four stages of logical reasoning:

| *Sensorimotor Period (birth - 2 years)* | *Preoperational Period (2 - 7 years)* | *Concrete Operational Period (7 - 11 years)* | *Formal Operations Period (11 years - adult)* |
|---|---|---|---|
| Thoughts or actions (schemes) are based on behaviors and perceptions that don't yet represent objects beyond a child's immediate view. Thinking is determined by a baby's sensory explorations related to what he/she hears, sees, tastes, and feels. | Schemes now represent objects beyond a child's immediate view, but the child does not yet reason in logical, adultlike ways. A child's language develops and begins to organize the world. | Adultlike logic appears but is limited to reasoning about concrete reality. With the use of concrete objects, the child is able to move from there into some abstract ideas. | Logical reasoning processes are applied to abstract ideas as well as to concrete objects. In this highest level of thinking, the person uses language to deal with abstract thoughts. |

**SENSORIMOTOR STAGE**

The child begins to interact with the environment.

0–2

**PREOPERATIONAL STAGE**

The child begins to represent the world symbolically.

2–6 or 7

**CONCRETE OPERATIONAL STAGE**

The child learns rules such as conservation.

7–11 or 12

**FORMAL OPERATIONAL STAGE**

The adolescent can transcend the concrete situation and think about the future.

12–Adulthood

## Q6=REAL WORLD PROBLEM ?

Topic 149: Principles of authentic Learning 1

Four principles:

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4. Students direct their own learning.

Real World Problems

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- Collection of water quality samples in teaching science.

- Analyzing documents for teaching history


**Q7=What is engagement and motivation in assessment for learning?**

Topic 227: Engagement and Motivation

- One of the most important purposes of assessment for learning is the role it plays in student motivation.

- Assessment that encourages learning promotes motivation by highlighting progress and achievement rather than failure.

- Developing students assessment capabilities engages and motivates them, and helps them to become more independent learners.


**Q8=how has technology facility authentic learning by student ?**

Technology can enhance the authenticity of learning experiences by making them more accessible to the pupils of modern times.

How is authentic learning with technologies?

**Authentic learning** empowers students to be self-directed **learners**. This process engages students through challenges, solving problems, and making real-world connections to the content. ... Don't use a tool for the sake of integrating **technology** if that tool doesn't help your students to be more efficient or effective.


**Q9=example of learning environment ?**

**Learning Environment**

The way the classroom works and feels.

**Example**

- There are places in the classroom to work quietly and without distraction, as well as places that invite student collaboration.

- Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

- Providing materials that reflect a variety of cultures and home settings.

## Q10=discovery and inquiry learning?

**Inquiry** is the process of answering questions and solving problems **based** on facts and observations, while **discovery** is finding concepts through a series of data or information obtained through observation or experimentation. The **inquiry** process emphasizes the intellectual (mental) development of the child.

**Discovery Learning** is not just about problem-solving, but the skills and knowledge online **learners** develop during the process. For **example**, the talents they hone as they work their way through a task simulation. ... Include serious games and branching scenarios that utilize their skills and test their knowledge.

In the guided **inquiry example** of boiling water, the teacher knows that she wants students to understand what happens when water boils. She creates a question that will guide students to an outcome already known to them. The student-driven **inquiry** is what happens after the guided **inquiry**.

## Q11=verbal communication?

What is verbal communication?
**Verbal communication** is the use of words to share information with other people. It can therefore include both spoken and written **communication**. However, many people use the term to describe only spoken **communication**.
**Verbal communication** is the use of sounds and words to express yourself, especially in contrast to using gestures or mannerisms (non-**verbal communication**). An **example** of **verbal communication** is saying "No" when someone asks you to do something you don't want to do. YourDictionary definition and usage **example**.

**Four Types of Verbal Communication**

- Intrapersonal **Communication**. This form of **communication** is extremely private and restricted to ourselves. ...
- Interpersonal **Communication**. This form of **communication** takes place between two individuals and is thus a one-on-one conversation. ...
- Small Group **Communication**. ...
- Public **Communication**.

## Q12=challenges of collaboration?

**4 Team Collaboration Challenges—and How to Overcome Them**

- No team governance. ...
- Lack of transparency. ...
- Competition. ...
- Poor engagement. ...
- Leverage team member strengths. ...
- Foster a culture of innovation. ...
- Collaboration starts with **communication**.

**How to overcome 3 common project collaboration challenges**

1. Poor communication. Miscommunication, misinterpretation, misunderstanding: Every time we **collaborate** with someone else, there's **potential** for one or more of these mishaps to occur. ...
2. Lack of proper planning. ...
3. Not using the right **tools**

**1.What is differentiation?**

Topic 211: What is Differentiation?

• A teacher's response to learner's needs.

• The recognition of students varying background knowledge and preferences.

• Instruction that accommodates students' differences.

• Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Why Differentiate?

 • All kids are different.

• One size does not fit all.

• Differentiation provides all students with access to all curriculum

**2.Importance of ASL**
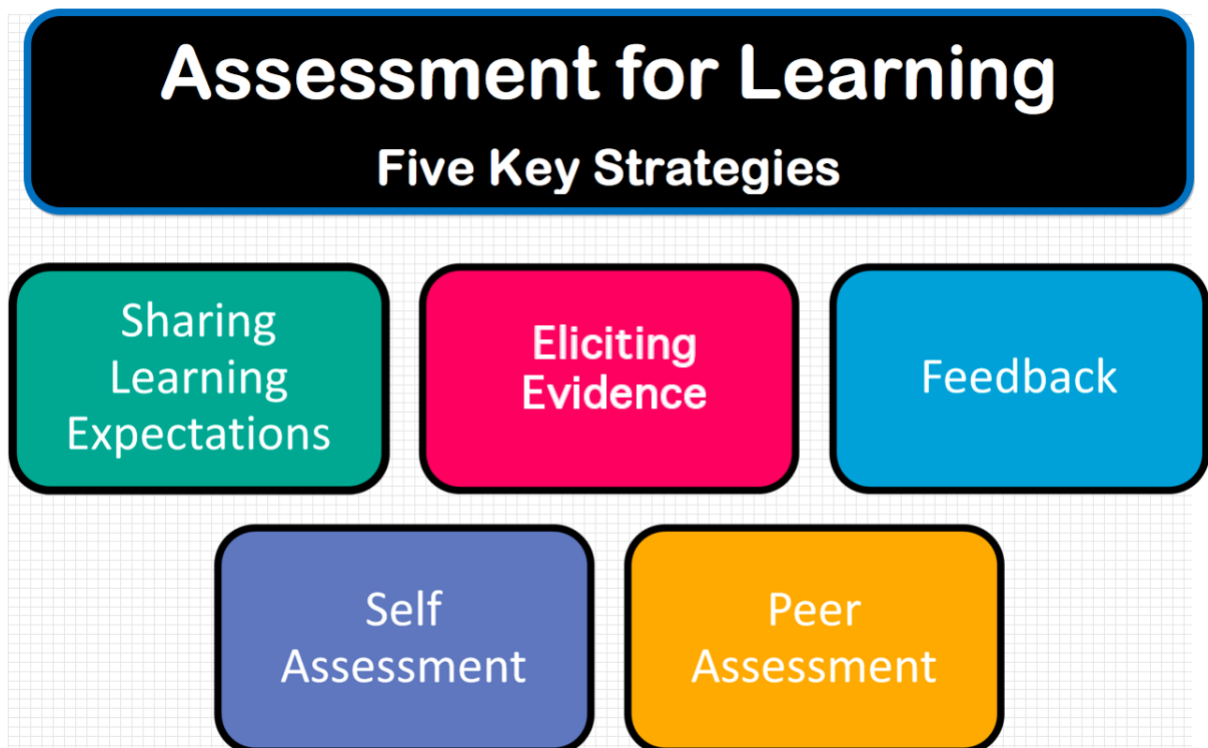
**Topic 223: AfL is a process**

For teachers:

 - AfL helps teachers to gather information to plan and modify teaching and learning programmes for individual students, groups of students and the class as a whole

For teachers: - AfL helps teachers to identify students' learning needs in a clear and constructive way so they can be addressed

For students: - AfL provides students with information and guidance so they can plan and manage the next steps in their learning.

- AfL uses information to start from what has been learned to what needs to be learned next.

## Assessment for Learning
### Five Key Strategies

- Sharing Learning Expectations
- Eliciting Evidence
- Feedback
- Self Assessment
- Peer Assessment

**3.Describe two types of conditioning,**

The 3 Major Types of Behavioral Learning

**Classical Conditioning**
A neutral stimulus is associated with a natural response

**Operant Conditioning**
A response is increased or decreased due to reinforcement or punishment

**Observational Learning**
Learning occurs through observation and imitation of others

Mainly are two operant and classical.

# CLASSICAL CONDITIONING
### VERSUS
## OPERANT CONDITIONING

| Classical conditioning was introduced by Ivan Pavlov in early 1900s | Operant Conditioning was found by B.F. Skinner in 1938 |
| --- | --- |
| Based on involuntary reflexive behavior | Involves voluntary behavioral outcomes |
| Studies individual's behavior in relation to various internal or external stimuli | Studies behavioral patterns that take place in response to numerous rewards & outcomes |
| Pavlov's world famous dog experiment helped to establish the theory | Skinner's rat box experiment helped to prove this theory |

### 4.How a teacher can introduce PBL in class

**Traditional Learning**

Told what we need to know → Memorize it → Problem assigned to illustrate how to use it

**Problem Based Learning (PBL)**

Problem assigned → Identify what we need to know → Learn and apply it to solve the problem
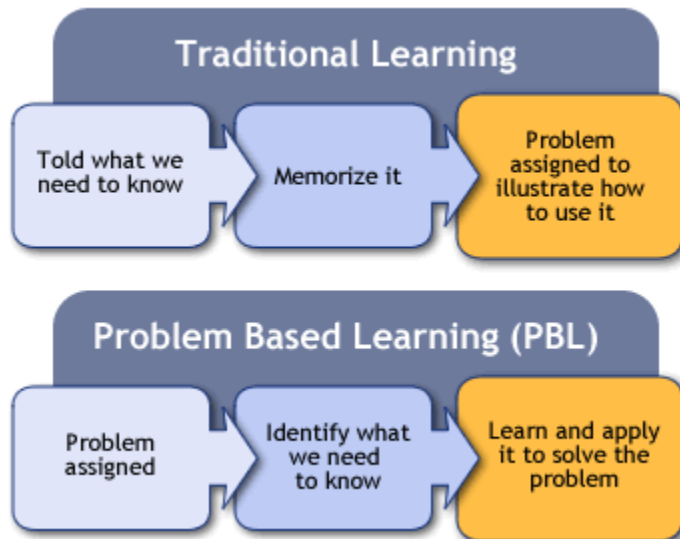
Topic 182: Problem based Learning

Definition

PBL is an instructional strategy in which students work cooperatively to investigate and resolve an ill-structured problem based on real-world issues or situations.

PBL is a style of active learning students develop:

- Flexible knowledge.

- Effective problem solving skills.

- Self directed learning.

- Effective collaboration skills and intrinsic motivation

### 5.Give two examples of authentic tasks

### 6.Difference b/w concrete operational stage and formal operational stage,

Repeat.

## 7.Elements of differentiated learning

Teachers can differentiate four classroom elements based on student readiness, interest or learning profile:

☐ Content

☐ Process

☐ Product

☐ Learning environment

Content

What is being taught; what the students needs to learn or how the students will get access to the information. You can differentiate the actual content being presented to students.

Examples • Using reading materials at varying readability levels. • Using spelling or vocabulary lists at readiness levels of students. • Presenting ides through both auditory and visual means;

Process Activities in which the student engages in order to make sense of or master the content. How the student learns what is being taught.

Example - Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Product - Culminating projects that ask the students to rehearse, apply and extend what he or she has learned in a unit. - How the student shows what he or she has learned. How is learning assessed.

Examples - Giving students options of how to express required learning (e.g. create a play, write a letter or develop a picture with labels) - Using rubrics that match and extend students' varied skills levels.

Learning Environment

The way the classroom works and feels.

Example - There are places in the classroom to work quietly and without distraction, as well as places that invite student collaboration. - Making sure there are places in the

room to work quietly and without distraction, as well as places that invite student collaboration; - Providing materials that reflect a variety of cultures and home settings.

## 8.Implication of multiple intelligence
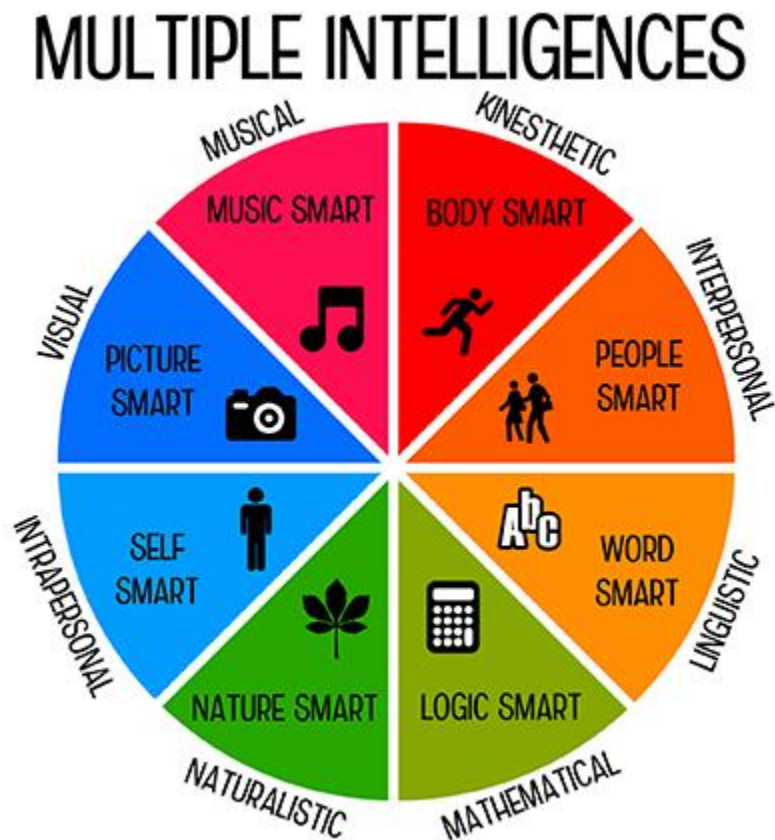


Topic 246: Implications

• MI theory challenges the widely held belief that intelligence is a unitary trait that can be adequately measured by an IQ test. • MI theory claims that there are many ways to be smart and that those abilities are expressed in our performances, products and ideas. • MI theory does not direct teachers to practices, but serves as a catalyst. • MI theory offers both a framework and a language to use to develop practices that best fit one's context.

## 9.What are the open questions give two examples

Open questions

- Open questions prompt longer answers. - They usually begin with what, why, how. - An open question asks the respondent for his or her knowledge, opinion or feelings. - Tell me and describe can also be used as an open question.

Examples:

o Tell me what happened next.

o Describe the circumstances in more detail.

## 10.Why we ask questions

"Good learning starts with questions, not answers"

Why ask questions?

- Check the students understanding of key points. o Check for mastery of basic concepts.
- Stimulate interaction among students, as well as between student and instructor

## Why do we ask questions?

- To obtain information.
- Out of curiosity.
- To maintain control of conversation.
- To clarify.
- To express interest in another person.
- To encourage thought.
- To test or gain knowledge.

## 11.Write at least three elements to be considered in collaborative learning

| Collaborative Elements | Definition |
|---|---|
| Positive Interdependence | Students perceive that they need each other in order to complete the group's task. |
| Face-to-Face Promotive Interaction | Students promote each other's learning by helping, sharing, and encouraging efforts to learn. |
| Individual Accountability | Each student's performance is frequently assessed and the results are given to the group and the individual. |
| Interpersonal And Small Group Skills | Groups cannot function effectively if students do not have and use the needed social skills. |
| Group Processing | Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among member. |

|   | Element | Characteristic |
|---|---|---|
| P | Positive Interdependence | · Relationships<br>· Contribution of group members |
| I | Individual Accountability | · Individual participation<br>· Performance dependent on all group members |
| G | Group Processing | · Functioning<br>· Clear goals, processing events |
| S | Social Skills | · Communication<br>· Clarification, paraphrasing, praising |
| F | Promotive Interaction | · Encouragement<br>· Facilitated communication |

## 12.Student directed learning example

Students directed learning :

- Students define the problem and select the line of action for its solution.

- For example, student making their own interpretations of literature and art.

- Students to interact with the wider community and reflect upon their experiences

## 13.Criticism on discovery learning

Criticism: this theory:

- May be overwhelming for learners who need more structure. - May allow for possible misunderstanding. - May prevent teachers from gauging whether students are having problems.

## 14.Knowledge emphasis in situated cognition

What is the major emphasis of cognitive learning?

**Cognitive learning** is an immersive and active process that engages your senses in a constructive and long-lasting way. ... Instead of **emphasizing** memorization as in the traditional classroom method of **learning**, **cognitive learning** focuses on past knowledge.

By Rose

EDU 201
10 mcqs
16 subjective

1. Types of conditioning? 2 marks

Repeat

## 2. What is teacher talk? 2 marks

What is teacher talk?

"Everything that a teacher says in a classroom".

- ➢ The language used by the teacher for instruction in the classroom is known as teacher talk.
- ➢ Longman dictionary of language teaching and applied linguistics defines it as "that variety of language sometimes used by teachers when they are in the process of teaching".
- ➢ Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities.
- ➢ Teacher talk is a kind of communication-based or instruction-based talk.

## 3. What student learn using cooperative learning expect academic content?

### Topic 177; Benefits of Collaborative Learning 1

- o Promotes students learning and academic achievement.
- o Enhances student satisfaction with their learning experience.
- o Help students develop skills in oral communication.
- o All group members gain from each others efforts.
- o Recognize that all group members share a common fate.
- o All group members proudly and jointly celebrate when a group member's achievement is recognized.

Social Benefits:

- CL helps develop a social support system for learners. - Builds diversity understanding among students and staff.

Academic Benefits:

- CL promotes critical thinking skills. - Involves students actively in the learning process. - Classroom results are improved. - Models appropriate student problem solving techniques.

## 4. What problem teacher face while using PBL?

A teacher adopting a PBL approach may not be able to cover as much material as a conventional lecture-based course.

The constructs for *teaching PBL* are very different from traditional classroom

## 5. Interpersonal Intelligence?

- o Interpersonal Intelligence (people smart) is understanding others.
- o Ability is at a premium in teachers, clinicians, salespersons and politicians.
- o Dealing with Interpersonally intelligent people enjoy:
- o Giving feedback
- o Understanding other's feelings
- o Person-to-person communication
- o Cooperative learning strategies:
- o Group projects
- o Conducting an interview th other people requires skill in the interpersonal sphere

## 6. What is mean by questioning technique?

What do we mean by questioning techniques?

o Methods used for constructing and presenting questions in order to promote effective discussion and learning or to elicit information.

## 7. Difference between Assimilator and Diverger? 5 marks

Topic 124: Characteristics of Learning Styles

### Accommodator-CE/AE (feeling and doing)

- o Is a hands-on learner - Likes to take new challenges
- o Is a team worker relies more on intuition than logic
- o Is target oriented depends on others for problem solving

### Diverger-CE/RO

- o Likes to watch more than do
- o Is sensitive, emotional and creative
- o Prefers group work
- o Uses own imagination for problem solving
- o Shows open mind and accepts personal feedback

### Assimilator-AC/RO

**(thinking and watching)**

- A thinker; needs time to think - Prefers a to the point, logical approach to learning
- Likes to have clear explanation instead of practical opportunity
- Creates abstract ideas and theories

**Converge-AC/AE**

**(thinking and doing)**

- Technical minded, likes technical tasks
- Likes experimentation, test new ideas
- Applies learning to find solutions to practical situations

**8. Difference between Accomodator and Diverger or Assimilator and Converger? Choose one group? 5 marks**

**9. What is cerebellum?**

- Located at the back of the brain
- Part of the brain that changes most during the teen years
- Not finished growing even well into the early20s
- Involved in the coordination of our muscles
- Responsible for many learned physical skills such as posture, balance and coordination
- Action like playing guitar takes effort first
  - but becomes easier with practice because the memory of how to do it is stored in the cerebellum
- Also known as "little brain"
  - coordinates cognitive processes (thinking processes)
- Physical activity enhances development of the cerebellum, so….
- Sports/physical activities are good for the brain

**10. Student directed learning**

Student-Centered Model
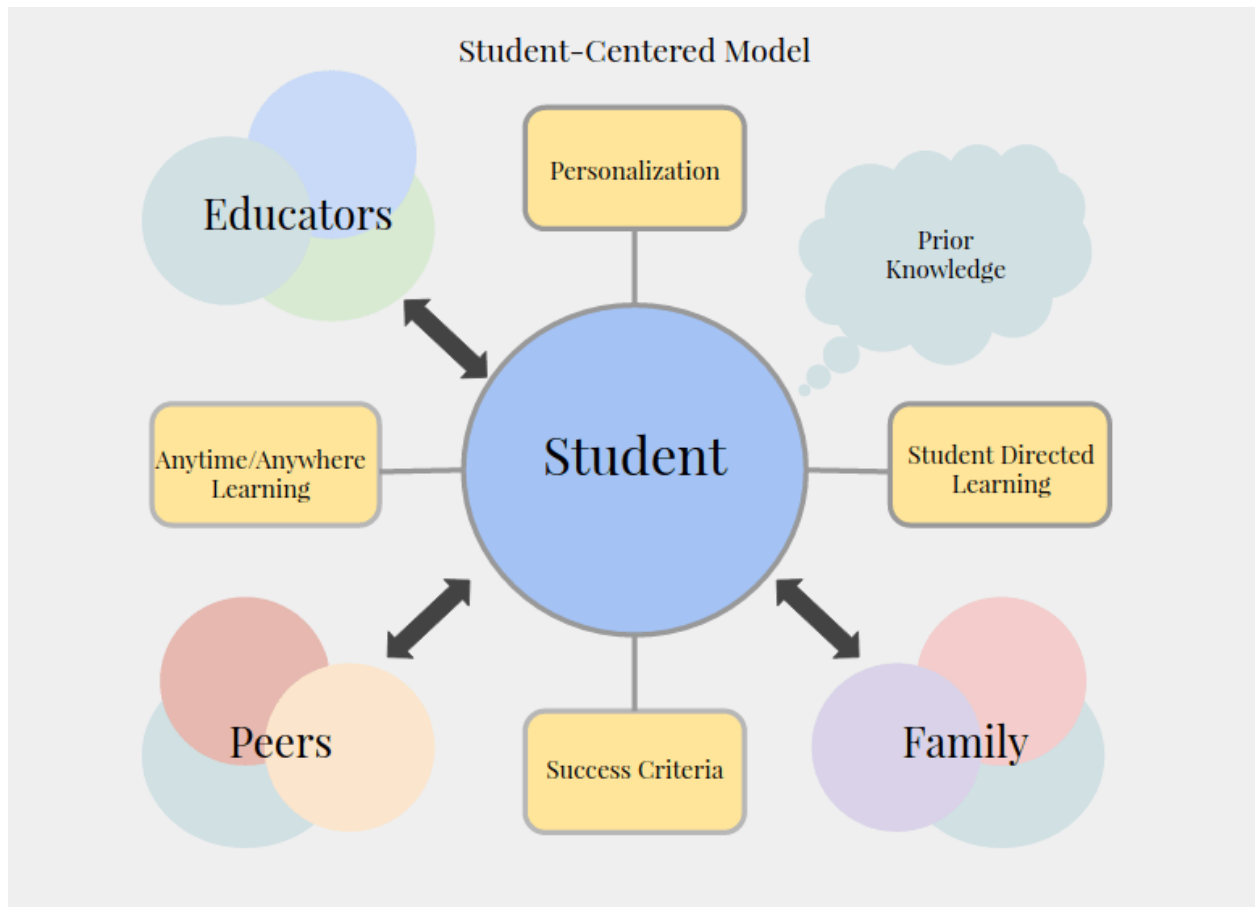
## 11. Implication of MI

## Topic 246: Implications

- ➤ MI theory challenges the widely held belief that intelligence is a unitary trait that can be adequately measured by an IQ test.
- ➤ MI theory claims that there are many ways to be smart and that those abilities are expressed in our performances, products and ideas.
- ➤ MI theory does not direct teachers to practices, but serves as a catalyst.
- ➤ MI theory offers both a framework and a language to use to develop practices that best fit one's context.

## 12. Rationale for using Authentic Learning

**Rationale for using AL**

- o It is a key concept in Constructivists theory.
- o It connects new knowledge to existing knowledge by encouraging students to make direct connections between their new learning and the real world in which they live.

**Yahi yaad rah gy hyn bus**

**By sajal**

**EDU201**
**1. Situated cognition**
**2. 1st intelligence test was developed**
**3. prefrontal cortex**
**4. two types of transformational learning**
**5. collaborative learning benefits**
**6. final outcome of transformational**
**7. reasons for which transformational learning takes place?**
**8. Gagne's theory categories**
**9. discriptions of motor skills**
**10. motor skills stages**
**11. nine instructional events**
**12. what do you mean by questioning techniques?**
**13. why ask questions?**
**how transformational learning takes place?**
**1 hour ago**

**1. Philosophy of collaborative learning**
**2. Five problems of schemas**
**3. Assessment for the learning for the teachers.**
**4. Jigsaw technique**
**5. Differntiate between clasical and operant conditioning 6**
**. Problem solving**
**7. Differentiation**
**8. Logical intelligence**
**9. Naturalistic intalligence**
**10. Synthesis**

**11. Bloom's taxonomy k topic sa 2 question thy.**
**12. Multiple intelligence**
**13.**
**Open questioning...**
**14**
**Synthesis ke exmple b dni the**
**15**
**Multiple intellidence**


**Today's paper of 25 August 2015!**
**Piaget development stages**
**Authentic tasks**
**Authentic learning**
**Multiple intelligence theory**
**Naturalist intelligence**
**Difference between inter n intrapersonal intelligence**
**Blooms taxonomy**
**Stages of motor skills**


**bodily kinestic**
**';:: readiness ;;**
**; gagny theory**
**;;; cognitive theory princeple**
**:::;3 domins of bloom ;;;;;;**
**blomm cognitive doma in;;;**
**;;;;;aseesement planning and communication ;;**
**;;;; assesment important;;;**
**enagagment and motivation**
**;;;;;;;;; pbl problems of teachers**
**;;::: collaborative challenges ;;;**
**;;; collaborative philosophy::::::::**