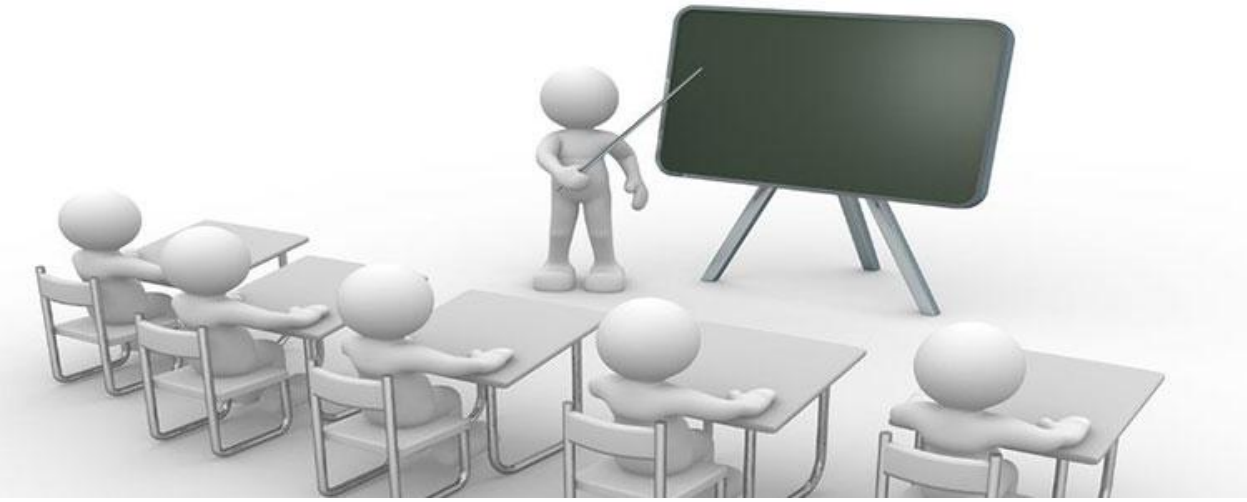
Lectures in

Teaching Principles

Prepared by/

Curriculum and Instruction Department



Faculty Vision

The faculty seeks to help the university in achieving its strategic objectives throughout to be one of the distinction faculties and competition in education, community service and scientific research during achieving high level of performance, then presenting a distinction graduate faces several needs for local and external work market.

Faculty Mission

Hurghada Faculty of Education aims for distinction throughout:

- Preparing specialized teachers and leaders in different educational specialization.

- Developing scientific and professional abilities for employees' education and teaching them modern educational methods.

- Doing researches and studies in different educational specialization at faculty.

- Publishing educational thinking and its contributions to solve environment's problems and community.

- Exchange experiences and information with authorities and educational cultural establishments.

- Developing sides of student's character and care of talented and creators.

Chapter (1)

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively.

Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Learning is about what students do, not about what teachers do.

* Teaching Skills

Teachers influence the lives of students much more significantly than we imagine. A teacher with the right skills influences entire student lives and creates a positive learning environment. They are instruments who can ignite powerful thoughts in students and help them unleash their true potential. To bring about such long-standing impacts, it is important for teachers to have certain skills.

1. Enjoy Strong Communication Skills with Students and Parents.

It is very important for a teacher to possess effective communication skills. Your oratory skills coupled with a strong understanding of the subject matter will attract the attention of your students, paving the way for a high level of concentration towards the topic you are discussing. Your preparedness comes to the fore when you are in a position to clarify the doubts of students so that you can make the subject material interesting to them.

An effective teacher is also expected to communicate with the parents. When you begin to constantly interact with parents, you will be able to bridge the gap between what is happening in school to what is expected from a particular student. Parent-teacher meetings, along with phone and email conversations are the tools that will help teachers stay in constant touch with parents. With such conversations, it becomes possible for teachers to update parents of the progress and weaknesses of the students.

Teachers who come to the classroom with good communication skills help students feel at ease in their environment. Teachers who are able to use both verbal and non-verbal communication help students understand what is expected of them and help build their confidence in learning.

2. Discipline Skills.

Discipline is an important skill that you should possess a teacher so as to be labeled as effective. A vital component of effective classroom management, your discipline ensures that positive behavior is encouraged inside classrooms.

Unlike common belief, discipline is not about punishing students. Rather, it is a way to manage and guide students. Discipline is directly affected by the kind of relationship you have with your students. The most important discipline skills you can have includes being respectful, responding to students, and reciprocating their interest. A teacher should be skilled in setting an effective routine with the right amount of flexibility.

3. Classroom Management Skills.

Good classroom management skills start with setting certain ground rules to stress the importance of classroom dignity. Teachers should exercise patience along with a deep sense of care and kindness towards their students. You as an empathetic teacher will win over the hearts of your students by demonstrating sensitivity, especially during student rifts.

Better student-teacher relationships emerge when you demonstrate a willingness to lend an ear to the problems faced by your students. It is important for teachers to establish a good rapport with students so that a positive, productive and safe learning environment is created in classrooms.

Classroom management involves knowing the students well and placing them into appropriate learning groups. It also involves having an efficient discipline plan in place that student understand. This gives a clear picture of the teacher's expectations and places the emphasis on rewarding good behavior instead of punishment. Classroom management also deals with the use of time throughout the day. Students need to be on task, with very little down time, for the day to run smoothly. Good classroom management means planning well and including both physical activity and independent study to foster good habits in students.

4. Observation Skills.

It is the prime responsibility of teachers to have a thorough understanding about the cognitive, emotional and social development of students. Since a classroom is filled with students coming from different parental backgrounds, it makes sense to a teacher to be aware of the learning capabilities of different students. So, observation is the key skill that every teacher should possess to become an effective tutor.

A class can be a mix of slow learners and intelligent students. This is a challenge that teachers face day in and day out when they need to adopt specific teaching patterns so that no student is left behind. Understanding the

innate abilities of each student helps you to match your teaching pace. Remember, given the variety of students in your classroom, "One size does not fit all". You should adjust your teaching pace taking into consideration the overall IQ level of your class to ensure that every student benefits from your classroom lecture.

5. Student Engagement Skills.

To be called an effective teacher, you should develop student engagement skills so that you can motivate your students. You can make the educational content interesting for students by using different strategies such as the use of visuals and impressive feats and facts.

Developing a strong rapport with students is one of the best ways to ensure your students are engaged in the class. Show genuine interest in them and their interests. Be receptive to their queries and ideas. Take that extra effort to understand their lives and problems better. Student engagement skills come naturally to some teachers, but others can develop them with practice. If you do it well, you become a "go to" source for the emotional or educational support that every student longs for.

6. Time Management Skills.

Alongside ensuring that the curriculum is completed within the pre-defined time frame, you should also attach importance to the time taken by students to complete their assignments. You should follow a strategy to organize your working day around educational and non-teaching priorities.

An effective teacher, with an intention to offer repetitive practice to students, should strategically plan homework tasks. You can ensure the best use of classroom time by framing and structuring assignments which will help students sit for studies while at home.

7. Clear Planning Skills.

You should be able to clearly plan what the objective for each class is. Planning ahead of time allows you as a teacher to be more confident about what you are going to teach each time you are in a class. There can be holidays and unexpected events which need to be taken into consideration while planning. Also, have measures for students who are absent at times to help them catch up with the rest of the class.

8. Be a Team Player.

Students would love to have teachers who are friendly and understand them. Rather than forcing students to learn by disciplining, working with your students as a team would help them have fun while learning. It creates a positive atmosphere in your classroom, helping students to associate learning with fun activities. If you are a team player, it helps students to bond not just with you, but also amongst themselves.

9. Patience.

Managing a classroom full of students is not the easiest of jobs. There are going to be few students who would test your patience. But, if you lose your nerves during such testing times, it can produce only negative outcomes. By being patient and working with troublesome students individually, you would be able to improve your classroom atmosphere effectively.

10. Well-Rounded Assessment.

Well rounded assessment of classwork lets students know they have lots of opportunities to be successful. Teachers who master this skill have students who are eager to learn since they know they'll have many chances to do well. Well-rounded assessment involves providing different types of projects and tests so that each kind of learner recognizes something in which they excel. Teaching skills in this are require the teacher to understand his/her students at the beginning of the year. Using prior-year records, standardized tests and notes from former teachers help get things off to a good start and have students learning on the very first day.

* Seven Principles for Good Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that, they learn particular things, and go beyond the given. **Teaching** is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following set of principles can make teaching both more effective and more efficient. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

- Encourage contact between the students and the teachers.
- Develop reciprocity and cooperation among the students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicate high expectations.
- Respect diverse talents and ways of learning.

- **Principle (1): Encourage contact between the students and the teachers.**

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Teachers have many avenues to follow to open up the lines of communication.

For the regular classroom:

- Invite students to visit outside of class.
- Know your students by name.
- Help students with problems in their extracurricular activities.
- Personalize feedback on student assignments.
- Attend student events.
- Advise students regarding academic courses and career opportunities.
- Seek out students you feel are having a problem with the course or are frequently absent.
- Encourage students to present their views and participate in class discussions.
- Have regular office hours.
- Share personal experiences and values.

- Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it.
- Talk to students on a personal level and learn about their educational and career goals.

For distance and online courses:

- Try computer conferencing.
- Clearly communicate your email response policy.
- Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable.
- "Chat time" online with teachers (at various times, scheduled weekly).
- Use pictures of teachers/students.
- Have an on-site support person.
- Maintain eye contact with camera and local students.
- Arrange for group work at a distance site.

Technology, like e-mail, computer conferencing, and the World Wide Web/Internet, now gives more opportunities for students and teachers to converse. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what

they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom.

- **Principle (2): Develop reciprocity and cooperation among students.**

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

For the regular classroom:

- Use cooperative learning groups.
- Have students participate in activities that encourage them to get to know one another.
- Assign group projects and presentations.
- Utilize peer tutoring.
- Encourage students to participate in groups when preparing for exams and working on assignments.
- Distribute performance criteria to students is that each person's grade is independent of those achieved by others.
- Encourage students from different races and cultures to share their viewpoints on topics shared in class.

For distance and online courses:

- Use chat sites and discussion forums for student-to-student communication.
- Set up teams to interact through e-mail or phone bridges with enough people at each site.
- Encourage students to respond to their peers' work by posting it on the internet.
- Have a question and answer time online.
- Use teleconferencing for idea sharing.
- Encourage online discussion groups that require interaction.
- Work on group projects through phone and e-mail.
- Include an "ice-breaker" activity to allow students to share their interest and to learn about others.

Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning.

- **Principle (3): Encourage active learning.**

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments,

and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of them.

For the regular classroom:

- Ask students to relate what they are learning to something in real life.
- Use journaling.
- Give students concrete, real-life situations to analyze.
- Encourage students to suggest new reading, projects, or course activities.
- Ask students to present their work to the class.
- Use of simulation software to run "what-if" scenarios allows students to manipulate variables and circumstances.
- Practice role modeling and use web-based case studies to practice new thinking skills.
- Encourage students to challenge your ideas, the ideas of other students, or those ideas presented in readings or other course materials in a respectful matter.
- Set up problem solving activities in small groups and have each group discuss their solutions with the class.

For distance and online courses:

- Allow flexibility in choosing material so that it is more meaningful to the learner (e.g. students choose their own topic, project format, etc.).

- Have an interactive web page.
- Debate on-line.
- Present students work for other students to review.
- Talk about what students are learning by creating a learning group through e-mail, telephone, chat room, or conferencing.
- Use e-mail for group problem solving.

Promoting active learning in higher education is a struggle because of the learning background that many students come to classes with. This is due to the fact that the norm in our nation's secondary schools has been to promote passive learning. A large amount of information needs to be covered with not enough time, so teachers resort to lecture in order to economize their time to cover as much material as possible. Students' progress from topic to topic with no real understanding of the content and how it relates to their life. Effective learning is active learning.

The concept of active learning has been applied to curriculum design, internship programs, community service, laboratory science instruction, musical and speech performance, seminar classes, undergraduate research, peer teaching, and computer-assisted learning. The common thread between all these events is to stimulate students to think about how they as well as what they are learning and to take more responsibility for their own education.

- **Principle (4): Give prompt feedback.**

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

For the regular classroom:

- Follow-up presentations with a five minute period for students to write down what they have learned in class.
- Provide informative comments that show the students' errors and give suggestions on how they can improve.
- Discuss the results of class assignments and exams with the class and individual students.
- Vary assessment techniques (tests, papers, journaling, quizzes).
- Offer on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Have question and answer sessions.
- Use audio and/or video recordings to assess performances.
- Return grades for assignments, projects, and tests within one week.

For distance and online courses:

- E-mail gives instant feedback instead of waiting for the next lesson.
- Use on-line testing, software simulations, and web-based programs that provide instantaneous feedback.
- Monitor bulletin boards regularly and give specific information feedback to students.
- Use pre-class and post-class assessments.
- Schedule a chat group where you, the instructor are present. Use it as a question and answer session when appropriate.
- Send acknowledgment e-mails when you receive a student's work.
- Post answer keys after receiving assignment from all students.
- Use of hyperlinks within text to provide feedback to questions raised within the text.

The importance of feedback is so obvious that it is often taken for granted during the teaching and learning process. It is a simple yet powerful tool to aid in the learning process. Feedback is any means to inform a learner of their accomplishments and areas needing improvement. There are several different forms that feedback can take. They are oral, written, computer displayed, and from any of the interactions that occur in group learning. What is important is that the learner is informed and can associate the feedback with a specific response.

- **Principle (5): Emphasize time on task.**

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for teachers are able to occur. The way the institution defines time expectations for students, teachers, administrators, and other staff, can create the basis for high performance from everyone.

For the regular classroom:

- Expect students to complete their assignments promptly.
- Clearly communicate to your students the minimum amount of time they should spend preparing for class and working on assignments.
- Help students set challenging goals for their own learning.
- Have realistic expectations (don't expect 10 papers in 10 weeks).
- Encourage students to prepare in advance for oral presentations.
- Explain to your students the consequences of non-attendance.
- Meet with students who fall behind to discuss their study habits, schedules, and other commitments.
- Be careful that time on task is real learning, not busy work.
- Do not use technology for technology's sake. It must be relevant and useful to the topic.
- Have progressive deadlines for projects and assignments.
- Teach time management.
- Discussion topics from class posted in a discussion group on the web.

For distance and online courses:

- Understand that there will be problems with the distance and technology along the way.
- Identify key concepts and how those will be taught. Given the amount of time, decide what realistically can be covered.
- Each distance class should involve some kind of achievement expectation that is laid out at the beginning of the course. Assign some content for out of class time.
- Give up the illusion of doing it all as you might in a regular classroom.
- Vary the types of interaction. In creating an interactive environment, it can be overwhelming to the students and teacher if the types of interaction required are too time consuming.
- Consider both in and out of class time.
- Make sure you know what your goals are and that the learners understand them as well.
- Have regular discussions that require participation.

An easy assumption to make would be that students would be more successful if they spent more time studying. It makes sense but it over simplifies the principle of time on task. Student achievement is not simply a matter of the amount of time spent working on a task. Even though learning and development require time, it is an error to disregard how much time is available and how well the time is spent. Time on task is more complicated than one might assume.

- **Principle (6): Communicate high expectations.**

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

For the regular classroom:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Encourage students to excel at the work they do.
- Give students positive reinforcement for doing outstanding work.
- Encourage students to work hard in class.
- Tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level it is.
- Help students set challenging goals for their own learning.
- Publicly acknowledge excellent student performance.
- Revise courses when needed so students remain challenged.
- Work individually with students who are struggling to encourage them to stay motivated.
- Encourage students to do their best instead of focusing on grades.

For distance and online courses:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Call attention to excellent work in bulletin board postings or class list serves.
- Show examples of your expectations with previous students' work.
- Publish student work.
- Provide corrective feedback. State what you did and did not like.
- Be a role model to students. Model the behavior and expectations that you expect from students.
- Expect students to participate.
- Try to make assignments interesting and relevant to create interest.
- Ask students to comment on what they are doing.
- Suggest extra resources that support key points.

Although it is often only discussed at the instructional level, high expectations also includes the students' performance and behavior inside and outside the classroom. College and universities expect students to meet their high expectations for performance in the classroom, but also expect a personal and professional commitment to values and ethics. They include the discipline to set goals and stick with them, an awareness and appreciation of the diversity of society, and a philosophy of service to others.

- **Principle (7): Respect diverse talents and ways of learning.**

There are many different ways to learn. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

For the regular classroom:

- Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn.
- Encourage students to speak up when they do not understand.
- Use diverse teaching activities and techniques to address a broad range of students.
- Select readings and design activities related to the background of students.
- Provide extra material or activities for students who lack essential background knowledge or skills.
- Integrate new knowledge about women, minorities, and other under-represented populations into your courses.
- Use learning contracts and other activities to provide students with learning alternatives for your courses.
- Encourage students from different races and cultures to share their viewpoints on topic discussed in class.
- Use collaborative teaching and learning techniques and pair students so they complement each other's abilities.

- Give students a problem to solve that has multiple solutions. Guide them with clues and examples.

For distance and online courses:

- Encourage students to express diverse points of view in discussions.
- Create learning activities filled with real-life examples and diverse perspectives.
- Some CD-ROMs are available that offer a simulated lab.
- Balance classroom activities for all styles (some books, some hands on, some visual).
- Explain theory from a practical approach first then add the structural approach.

The meaning of diversity is very clear from effective institutions. They embrace diversity and systematically foster it. This respect for diversity should play a central part in university decisions, be apparent in the services and resources available to students and resources available to students, be a feature of every academic program, and practiced in every classroom.

Chapter (2)

* Learning VS Teaching: What's the Difference?

Differentiating learning and teaching is very easy. In direct definition, **teaching** is giving lessons about a particular subject to a group of learners. **Learning** is gaining knowledge by studying being taught and experiencing. Many will assume that teaching is more important than learning, the truth is, learning is more important because it's the end goal of teaching. Students can learn without teachers, but teachers can't teach without learners. **Learning** is a continuous process for everyone. **Teaching** is just a more formal approach to giving lessons with learning as the end result.

➢ Learning Styles

Through the formal approach to learning, students gain knowledge through systematic lessons, curriculum and courses. We may say that this approach is passive since students have to go through the same processes altogether. While this is true, there are various learning styles that students feel more comfortable with.

The types of learning styles are as follows:

- ✓ **Visual Learners: learn through seeing... .**

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., other learners' heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

- ✓ **Auditory Learners: learn through listening...**

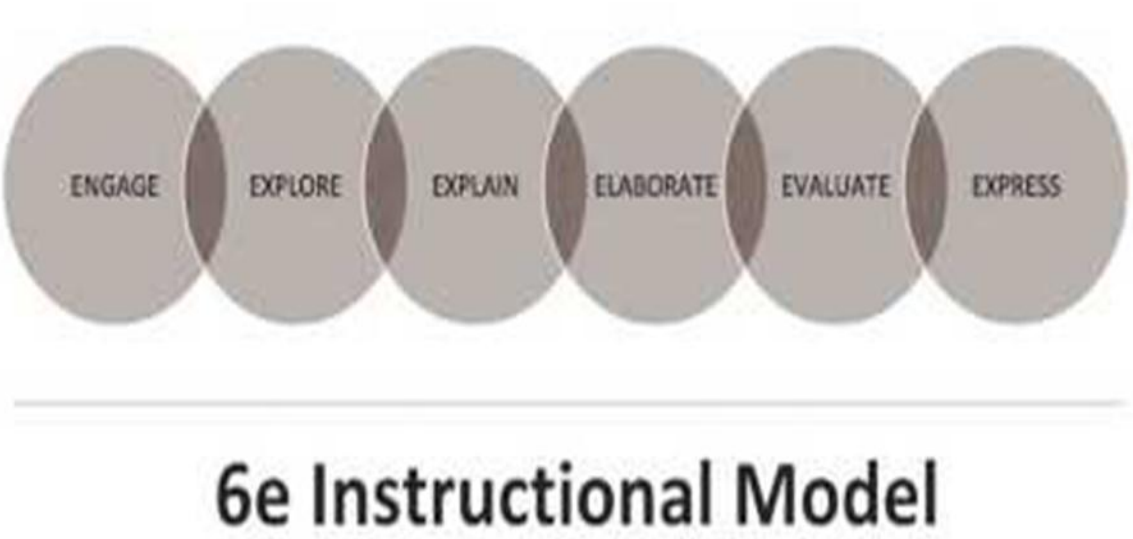
They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

- ✓ **Kinesthetic Learners / Tactile: learn through, moving, doing and touching...**

Kinesthetic/tactile persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

➢ Learning Cycle

(6E+S Model of Instruction)



Each of the 6 E describes a phase of learning, and each phase begins with the letter 'E': Engage, Explore, Explain, Elaborate, Evaluate and Extend. The 6 E allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

Engage: An 'engage' activity should make connections between past and present learning experiences, anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the

section will include a few key questions to help direct some of the research in the Explore section.

Explore: The student investigates the topic more thoroughly. What is important is that the students are given the opportunity to 'free wheel' their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.

Explain: This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

Elaborate: The students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

Evaluate: While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to

engage in self-evaluation, group evaluation and develop their own tools to do so.

Extend: This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished. This section is highly student driven, though teachers may want to gently suggest that the students enter their work in a competition or take their displays to other locations outside of their own school.

Standards: Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards. It is primarily for the information of the teacher and should provide the information necessary to incorporate the lesson into the local board, district or school curriculum.

* Teaching Approaches

There's a Chinese proverb: "A thousand teachers, a thousand approach." This proverb resonates the truth, as every teacher is unique, their methods and approaches to teaching will vary even a little bit. The most common approach to teaching includes teacher-centered and learner-centered. The learner centered approach see the teacher as the only reliable and sole source

of information, in a sense this approach is dominated by the teacher. The learner-centered approach is a little more lax in terms of where the information comes from. In this approach, the learners have also seen a reliable source of information. There are other approaches to teaching and the disciplines of these approaches vary.

✓ Teacher-Centered Approach to Learning

Teachers are the main authority figure in a teacher-centered instruction model. Students are viewed as "empty vessels" who passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments.

✓ Student-Centered Approach to Learning

While teachers are still an authority figure in a student-centered teaching model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

✓ High Tech Approach to Learning

Advancements in technology have propelled the education sector in the last few decades. As the name suggests, the high tech approach to learning utilizes different technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect their students with people from around the world.

✓ Low Tech Approach to Learning

While technology undoubtedly has changed education, many educators opt to use a more traditional, low tech approach to learning. Some learning styles require a physical presence and interaction between the educator and the student. Additionally, some research has shown that low-tech classrooms may boost learning. For example, students who take handwritten notes have better recall than students who take typed notes. Another downside of technology in the classroom may be that students exposed to spell check and autocorrect features at an earlier age may be weaker in spelling and writing skills. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach.

The approaches for teaching can be broadly classified into teacher centered and student centered. In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

* Methods of Teaching

✓ Lecturing

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan.

While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students plays a passive role which may hinder learning. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills.

✓ Demonstrating

Demonstrating, which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information

imparting and showing how. Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners' senses, creating more opportunities for learning. The approach is also beneficial on the part of the teacher because it is adaptable to both group and individual teaching.

- ✓ **Collaborating**

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

Some examples of collaborative learning tips and strategies for teachers are; to build trust, establish group interactions, keeps in mind the critics, include different types of learning, use real-world problems, consider assessment, create a pre-test and post-test, use different strategies, help students use inquiry and use technology for easier learning.

* Teaching Methods

The term **teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject area(s) and school mission statement.

✓ Teacher-Centered Methods of Instruction

1) Direct Instruction (Low Tech)

Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations.

As the primary teaching strategy under the teacher-centered approach, direct instruction utilizes passive learning, or the idea that students can learn what they need to through listening and watching very precise instruction. Teachers and professors act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson

plans. Direct instruction programs include exactly what the teacher should say, and activities that students should complete, for every minute of the lesson. Because it does not include student preferences or give them opportunities for hands-on or alternative types of learning, direct instruction is extremely teacher-centered.

2) Flipped Classrooms (High Tech)

The flipped classroom describes the teaching structure that has students watching pre-recorded lessons at home and completing in-class assignments, as opposed to hearing lectures in class and doing homework at home. Teachers who implement the flipped classroom model often film their own instructional videos, but many also use pre-made videos from online sources. A key benefit of the flipped classroom model is that it allows the students to work at their own pace if that is how the teacher chooses to implement it.

3) Kinesthetic Learning (Low Tech)

Sometimes known as ‘‘tactile learning" or "hands-on learning", kinesthetic learning is based on the idea of multiple intelligences, requiring students to do, make, or create. In a kinesthetic learning environment, students perform physical activities rather than listen to lectures or watch demonstrations. Hands-on experiences, drawing, role-play, building, and the use of drama and sports are all examples of kinesthetic classroom activities. Kinesthetic learning can be more student-centered than teacher-centered when students are given the choice of how to use movement to learn new information or

experience new skills, so it's also adaptable to a teacher's particular classroom preferences.

✓ Student-Centered Methods of Instruction

1) Differentiated Instruction (Low Tech)

Differentiated instruction is the teaching practice of tailoring instruction to meet individual student needs. Teachers can differentiate in a number of ways: how students access content, the types of activities students do to master a concept, what the end product of learning looks like, and how the classroom is set up. Some examples of differentiation include: having students read books at their own reading levels, offering different spelling lists to students, or meeting in small groups to reteach topics. Though differentiation is focused on individual student needs, it is mostly planned and implemented by the teacher. And technology, though a potential aid, is not a hallmark of the differentiated teaching style, making it a fairly traditional, low-barrier method to adopt.

2) Inquiry-based Learning (High Tech)

Based on student investigation and hands-on projects, inquiry-based learning is a teaching method that casts a teacher as a supportive figure who provides guidance and support for students throughout their learning process, rather than a sole authority figure.

Teachers encourage students to ask questions and consider what they want to know about the world around them. Students then research their questions, find information and sources that explain key concepts and solve problems they may encounter along the way. Findings might be presented as self-made videos, websites, or formal presentations of research results.

Inquiry-based learning falls under the student-centered approach, in that students play an active and participatory role in their own learning. But teacher facilitation is also the extremely key to the process. Usually, during the inquiry cycle, every student is working on a different question or topic. In this environment, teachers ask high-level questions and make research suggestions about the process rather than the content. At the end of the inquiry cycle, students reflect on the experience and what they learned. They also consider how it connects to other topics of interest, as an inquiry on one topic often results in more questions and then an inquiry into new fields.

3) Expeditionary Learning (High Tech)

In expeditionary learning, students go on expeditions and engage in in-depth study of topics that impact their schools and communities. Learning in this model includes multiple content areas so that students can see how problem-solving can happen in the real world-ideally, their own worlds. A student in a big city, for example, might study statistics about pollution, read information about its effects, and travel to sites in their city that have been impacted by the problem. When they have a good understanding of the

circumstances, students and teachers work to find a solution they can actively implement.

4) Personalized Learning (High Tech)

Personalized learning is such a new educational model that its definition is still evolving. Teachers have students follow personalized learning plans that are specific to their interests and skills. Student self-direction and choice in the curriculum are hallmarks of personalized learning. Assessment is also tailored to the individual: schools and classrooms that implement personalized learning use competency-based progression, so that students can move onto the next standards or topics when they've mastered what they're currently working on. That way, students in personalized learning classrooms can progress to work beyond their grade level as they master topics, while students who need additional help have that time built into their daily schedules as well.

5) Game-based Learning (High Tech)

Game-based learning comes from the desire to engage students in more active learning in the classroom. Because they require students to be problem solvers and use soft skills that they will need as adults, games are a great way to encourage a "mastery" mindset, rather than a focus on grades. In a game-based learning environment, students work on quests to accomplish a specific goal (learning objective) by choosing actions and experimenting along the way. As students make certain progress or achievements, they can earn

badges and experience points, just like they would in their favorite video games. Because teachers play a big role in planning and creating content under this model, game-based learning isn't completely student-centered. But it is still very much focused on the student, who works at their own pace and makes independent choices in a gamified environment.

* Teaching approaches, methods and strategy

Approach can have many methods. Teaching approach is like the form or the way we teach or how we do it. There are various approaches which are used in teaching learning process.

Teaching method is what kind of activity we use in order to teach. Method refers to the procedure within an approach. We use method depends on a scientific than an approach and has step by step procedure to solve problem. The term method covers both strategy and techniques of teaching. Different strategies may be adopted in following a method. It is wider term. Method is related to the nature of content of a subject to be taught. Teaching method is a style of presentation of content in classroom. Method refers to the formal structure of the sequence of acts commonly denoted by instructions. It involves the choice of what is to be taught and in which order is to be presented.

Strategy means the determination of some policy before presenting the content with the help of which teaching objectives are achieved. It is some sought of planning for achieving goals. Strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategy is the means to achieve learning objectives. For Example:

1. Blackboard is a strategy to provide visual structure during a lecture or discussion.
2. Free writing is a strategy for encouraging students to explore ideas in writing.
3. Debate is a teaching strategy in which students organize planned presentation for various viewpoints.

Chapter (3)

* Qualities of a Good Teacher

Effective teachers are critical to the development and academic success of students. If you are looking to become a good teacher, you need to showcase strong skills in communication, teamwork, time management, problem-solving and organization. Then you should put these skills to work to educate your students.

Good teachers often have these qualities and characteristics:

- Effective goal-setting
- Clear communication
- Acting as a role model
- Adaptability and flexibility
- Preparation
- Self-reflection
- Life-long learning
- Promoting a love of learning

1. Effective goal-setting

The most effective teachers know how to set clear objectives for individual students, single lessons, their entire class and themselves. Developing goals can assist with gauging academic performance while giving students clear directives on how to improve. Goals are also an important part of setting and measuring challenges, both for the students and the teacher. You can set clear objectives with the following steps:

- Check for understanding:

Instead of waiting to test students' knowledge in a test, teacher can check for comprehension during each lesson. This process allows you to answer student questions and provide a deeper understanding of the topic for students.

- Offer feedback:

Feedback gives students the opportunity to know how their performance matches up with your expectations. Feedback can assist students in understanding academic expectations.

2. Clear communication

Teachers use verbal and nonverbal communication skills to identify student needs and to know when to listen versus when to talk. Teachers also use developed written communication skills to report information to parents

and other school professionals. You can develop these skills with the following tips:

- Use active listening skills:

Instead of preparing how to respond, use active listening skills when communicating and listen to understand the other person's needs. Give yourself a few seconds after the question to decide how to respond so that you can truly focus on what the student, parent or fellow teacher is saying.

- Ask for clarification when needed:

If you do not fully understand what the other person needs, ask them to rephrase their question or request. You can also repeat what you understood in your own words to assess what part of their request needs more clarification.

3. Acting as a role model

Setting rules and encouraging certain behaviors is a good step toward student development. Teachers who model the same behaviors they ask from their students are more likely to help students cultivate desirable habits and behaviors. You can be a role model for your students with the following tips:

- Be aware of your behavior:

Students observe and learn how to speak, act, treat others and other developmental behaviors. Modeling behaviors of patience, understanding,

empathy and communication can encourage students to develop these same skills.

- Create an environment of honesty:

Encourage your students to be honest with one another through mediating open conversations. You can model honest behavior by sharing your intentions behind classroom decisions to help students better empathize with you and your position. This step can translate into students evaluating their own intentions and how they impact others, increasing empathy and honesty.

4. Adaptability and flexibility

Each student comes from a unique background with individual personalities, educational needs and developmental milestones. Teachers find that while one lesson plan or method of teaching works well with one type of student, it does not work well with another student. Good teachers learn how to adjust to meet the individual needs of each student. You can learn to adjust with the following steps:

- Celebrate students' individuality:

Create an environment of acceptance by encouraging creativity, freedom of thought and questions in the classroom. Accept students where they are at developmentally and academically. When students feel comfortable and accepted, they also feel more comfortable to ask questions and learn.

- Identify different learning styles:

Good teachers are able to identify the individual learning needs of their students while also creating lesson plans that cater to their academic style. For example, some students may learn best in a lecture classroom whereas other students are better able to grasp information with hands-on learning opportunities. Consider blending methods in lessons to appeal to more students at one time.

5. Preparation

In addition to learning to adjust to individual student needs, effective teachers also learn to prepare for every possible scenario. Preparation can promote trust and comfort in the classroom, and it allows teachers to create lesson plans that are catered to the individual needs of each student. Use the following tips to become more prepared:

- Create intentional lesson plans:

The most effective teachers create lesson plans with intention by considering the ways the lesson plan could shift as well as the potential emotions, thoughts and concerns that each lesson plan could bring up with each student. Teachers can also define each lesson's purpose to ensure students understand why they are learning that specific topic.

- Understand strengths and weaknesses:

It can also be useful to create lesson plans based on the strengths and weaknesses of each classmate. Getting to know these areas of improvement early on can assist you in creating classroom plans that are catered to the individual needs of your students.

* Characteristics of Effective Teaching

There are five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

➢ Section (1): Learning Climate

A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

- **Teacher's Characteristics**

A. Creates learning environments where students are active participants as individuals and as members of collaborative groups.

B. Motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.

C. Encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students.

D. Displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.

E. Provides students equitable access to technology, space, tools and time.

F. Effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.

G. Designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.

H. Creates an environment where student work is valued, appreciated and used as a learning tool.

- **Student's Characteristics**

A. accepts responsibility for his/her own learning.

B. actively participates and is authentically engaged.

C. collaborates/teams with other students.

D. exhibits a sense of accomplishment and confidence.

E. takes educational risks in class.

F. Practices and engages in safe, responsible and ethical use of technology.

➢ Section (2): Classroom Assessment and Reflection

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.

- **Teacher's Characteristics**

A. Uses multiple methods to systematically gather data about student understanding and ability.

B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.

C. Revises instructional strategies based upon student achievement data.

D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions.

E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.

F. Guides students to apply rubrics to assess their performance and identify improvement strategies.

G. Provides regular and timely feedback to students and parents that moves learners forward.

H. Allows students to use feedback to improve their work before a grade is assigned.

I. Facilitates students in self- and peer-assessment.

- **Student's Characteristics**

A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B. Monitors progress toward reaching learning targets.

C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D. Uses teacher and peer feedback to improve his/her work.

E. Reflects on work and makes adjustments as learning occurs.

➢ **Section (3): Instructional Rigor and Student Engagement**

A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

- **Teacher's Characteristics**

A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies.

C. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.

D. Teacher provides meaningful learning opportunities for students.

E. Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.

F. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.

G. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.

H. Teacher integrates the application of inquiry skills into learning experiences.

I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.

- **Student's Characteristics**

A. Student articulates and understands learning intentions/targets and criteria for success.

B. Student reads with understanding a variety of texts.

C. Student applies and refines inquiry skills.

➢ Section (4): Instructional Relevance

A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures:

- **Teacher Characteristics**

A. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.

B. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.

C. Teacher incorporates student experiences, interests and real-life situations in instruction.

D. Teacher selects and utilizes a variety of technology that support student learning.

E. Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.

F. Teacher works with other teachers to make connections between and among disciplines.

G. Teacher makes lesson connections to community, society, and current events.

- **Student's Characteristics**

A. Student poses and responds to meaningful questions.

B. Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.

C. Student develops descriptions, explanation, predictions, and models using evidence.

D. Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.

E. Student communicates knowledge and understanding in a variety of real-world forms.

F. Student communicates knowledge and understanding for a variety of purposes.

➢ **Section (5): Knowledge of Content**

A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

- **Teacher's Characteristics**

A. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

B. Teacher maintains on-going knowledge and awareness of current content developments.

C. Teacher designs and implements standards-based courses/lessons/units using state and national standards.

D. Teacher uses and promotes the understanding of appropriate content vocabulary.

E. Teacher provides essential supports for students who are struggling with the content.

F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

- **Student's Characteristics**

A. Student demonstrates growth in content knowledge.

B. Student uses and seeks to expand appropriate content vocabulary.

C. Student connects ideas across content areas.

D. Student uses ideas in realistic problem solving situations.

* The Taxonomy of Instructional Techniques

- **Teacher Focused**

- Direct Instruction: Teacher explains or demonstrates.
- Drill and Practice: Repetition to hone a skill or memorize information.
- Lecture: Teacher provides information to students in a one-way verbal presentation.

- **Dialogue Oriented**

- Question and Answer: Requires reflection as information is exchanged in response to a question.
- Discussion: An exchange of opinions and perspectives.

- **Student Focused**

- Mental Modeling: Assists students in managing their own learning by modeling a problem-solving technique.
- Discovery Learning: Uses students' personal experiences as the foundation for building concepts.
- Inquiry: Allows students to generate the questions that they will then investigate and answer.

* Teaching Techniques

1. Flipped Classroom (Inverting your class):

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

2. Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity.

3. Self-learning:

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

4. Gamification:

Learning through the use of games is one of the teaching methods that have already been explored especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through playing or ‘Gamification‘ is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

6. Free Online Learning Tools:

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student’s knowledge.

* Innovative ideas to make the teaching methods more effective

The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented.

1. Creative Teaching

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas, encourage different ideas, and give them freedom to explore.

2. Audio & Video Tools

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

3. “Real-World” Learning

Link your lessons to real world learning. Infusing real world experiences into your instructions will make teaching moments fresh and enrich classroom learning. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved. You can make use of smart apps for preschoolers to make these sessions more interesting.

4. Brainstorming

Make time for brainstorming sessions into your classrooms. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start.

5. Classes outside the Classroom

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster.

6. Role Play

Teaching through role play is a great way to develop the students' interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events.

7. Stimulating Classroom Environment

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better. Children, especially young ones cannot be expected to sit all day and learn. Such creative and stimulating environment will help them explore and will encourage them to learn about the subject. An environment that positively impacts the children is beneficial for the teacher as well.

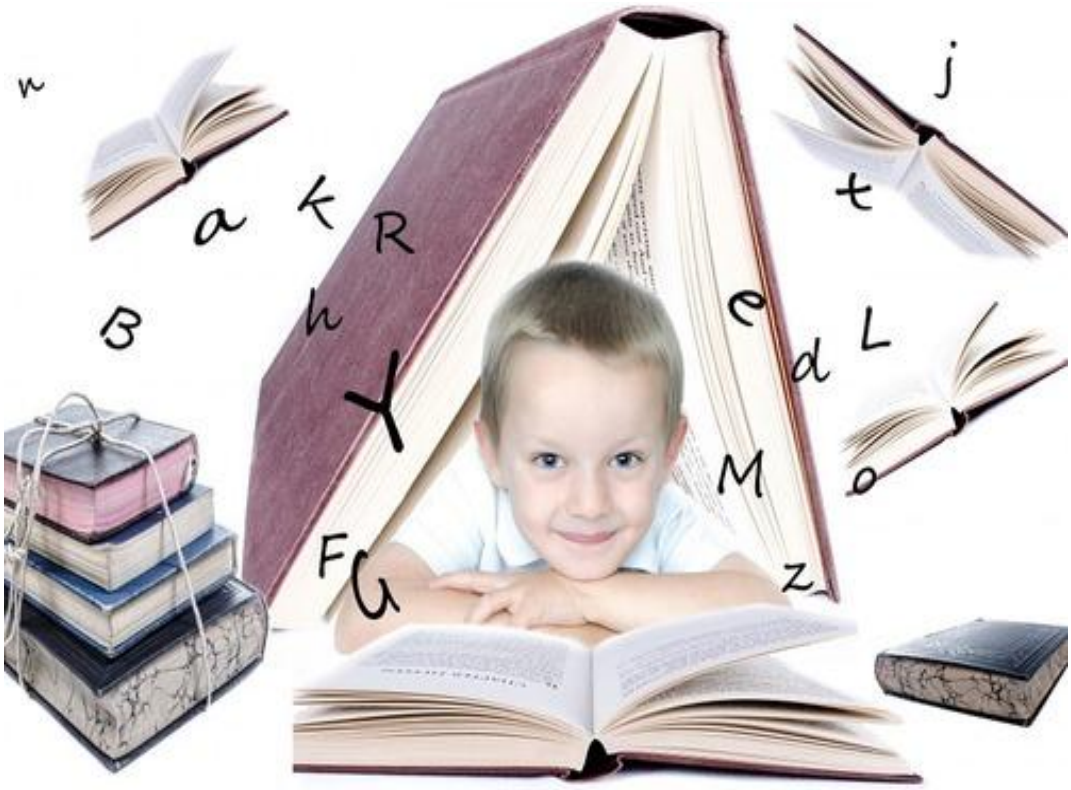
8. Work Together As a Team

As everyone knows, the end result of collaborative efforts is always immense. Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods; you can see many of them come up with interesting strategies.

9. Puzzles and Games

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

10. Introduce lessons like a story



Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story.

Chapter (4)

Distance learning

Distance learning, also called **distance education, e-learning**, and **online learning**, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.

Distance learning describes any learning that happens without the students being physically present in the lesson. It traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

Characteristics of Distance Learning

Various terms have been used to describe the phenomenon of distance learning. Strictly speaking, distance learning (the student's activity) and distance teaching (the teacher's activity) together make up distance education. Common variations include e-learning or online learning, used when the Internet is the medium; virtual learning, which usually refers to

courses taken outside a classroom by primary- or secondary-school pupils (and also typically using the Internet); correspondence education, the long-standing method in which individual instruction is conducted by mail; and open learning, the system common in Europe for learning through the "open" university.

Four characteristics distinguish distance learning. First, distance learning is by definition carried out through institutions; it is not self-study or a nonacademic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods.

Second, geographic separation is inherent in distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communications systems become more sophisticated and widely available; consequently, the Internet, mobile phones, and e-mail have contributed to the rapid growth in distance learning.

Finally, distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources-i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the Internet promotes the idea of community building. In the distance learning setting, such networking can enable students' connections with each other and thereby reduce their sense of isolation.

Types of Distance Learning

Though there are lots of learning (and teaching) options online, there are a few types that are well supported by existing systems and established pedagogies:

- **Video conferencing** is a common way for teachers to interact directly with students in live lessons. This could be a one-on-one session or a class-like scenario in which multiple students connect to the teacher live.
- **Synchronous learning** is when all the students learn together at the same time (and often even place) but the instructor is at another location. It often features video or teleconferencing that connects teachers and learners digitally.

- **Asynchronous learning** is a less connected but also less constrained format. Instead of live online lessons, students are given learning tasks with deadlines. They then self-study to complete the assignments.
- **Open-schedule** online courses add yet another layer of flexibility. It is a type of asynchronous course setup, except there aren't any deadlines either. This is ideal for learners with other demands on their time, such as professionals or stay-at-home parents.
- **Fixed-time** online courses are a type of synchronous course that requires online users to all visit a specific virtual location at a set time and place. Unlike more rigid synchronous lessons, this does allow students from anywhere in the world to connect and interact online.
- **Computer-based** distance education is a fixed-time, synchronous lesson on computers, usually a computer lab. This is most common in existing institutions that already have access to the necessary devices.
- **Hybrid learning** is a specific type of blended learning where students are learning the same lesson in real-time (i.e. synchronous distance learning) but some of the students are physically present while others are learning remotely.

Advantages of Distance Learning

- **Flexibility:**

The top benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers there are video conferencing options. But for students who may be doing their training around a job or other responsibilities, a more relaxed schedule may work better. There are options to match virtually anyone's needs.

- **Easy Access:**

Whether due to remote location or being differently-abled, some students lack basic access to educational facilities. Remote learning programs offer every student the opportunity to learn and improve themself in the environment they find the most effective.

Disadvantages of Distance Learning

Being able to take your classes when you're ready for them, without having to sit in a specific classroom is a great convenience, but there are several difficulties that go along with the process. For all the greatness of being able to work on your degree at your own schedule, there are these top disadvantages of distance learning.

1. Difficulty Staying Motivated

For many people, not having a classroom and set classroom times can make it difficult to remember to check in, or even to want to check in. It's important for you to have all the motivation necessary within yourself to look at the website, complete the assignments and get them in on time, even though everything is still required to be completed on a timely basis, just like with a more traditional classroom atmosphere. For those who don't have the self-motivation these classes can result in spending a lot of money on retaking classes because you've forgotten an assignment.

2. Difficulty Staying in Contact with Instructors

If you ever have trouble with assignments, or questions about a lecture while in a traditional class it's generally quite simple to talk to your instructor before or after class or schedule meetings online at a different time. When you're distance learning, however, you're going to have more difficulty getting in touch with your instructor. Though you can send an email, it's definitely not going to get you the immediate response you'd get if you were able to sit down with your instructor.

3. Difficulty Interacting with Peers

Because there's no classroom and therefore no ability to work on group projects or even converse with fellow students in a face-to-face environment, it's difficult to build relationships of any kind. Not only that, but it's very easy to start to feel isolated from your peers and others because you're working on assignments and all school related activities entirely alone. Even posting to message boards or participating in group discussions can feel less interactive when they're done over the internet rather than in-person.

4. Difficulty Staying Connected at All Times

For those who don't have a reliable source of electricity or don't have reliable internet, it can be difficult to always get to a friend's house, a library or somewhere else where internet access is readily available. And this kind of access is crucial for distance learning. Some programs may even require you

to have a DVD or CD player for certain materials or other types of equipment that you have to purchase, find or rent. All of this on top of the fact that your computer could quit at any moment, and for no reason or your power could go out for a few days and suddenly you're behind with no way to fix it.

5. Difficulty Getting Immediate Feedback

Feedback can be almost immediate when you're sitting in a classroom with a teacher because they have a few minutes to take a look at your work and decide whether or not you're on the right track. When emailing assignments, however, it can become more difficult to get the feedback you're looking for. You have to wait for the instructor to get a chance to get online, which may not happen as frequently as you would like. By the time you get the feedback you need, there could be very little time to make changes as necessary for the assignment.

6. Hidden costs

Although the cost of a distance education program is usually cheaper than a regular program, there can be hidden costs involved. For example, if your distance learning course is offered online, you might have to incur some initial expenses like installing a computer and getting a reliable Internet connection. You may need to buy additional resources such as a printer, a web camera and so forth. Some expenses might be recurring, like maintenance and electricity costs.

7. Lack of input from the teacher

It might be easier to have some input from the teacher in the "traditional" learning. But actually, it is also possible to have the good quality of input from the teacher through distance learning. You might need to be more proactive, but it is really possible.

Few tips on getting input from the teacher when you are studying from distance:

- At the beginning of the course, ask the teacher about which way he/she would prefer to be contacted (through email / a particular platform/ etc).
- Do not hesitate to ask! You have right to ask, and your teacher is most likely willing to assist you.
- Try to be specific with your question so that you can get specific explanation as well.

8. You might learn nothing

Some people think, distance learning is as if they are on vacation but they are also studying. This vacation mood might make them learning nothing. An advantage of distance learning is self-paced environment. But in order to not get lost, you have to be able to manage and discipline yourself.

Another tip is that you have to know the learning style. If you are a visual learner, you might want to highlight the course materials with various colors or draw some graphs based on the lectures. If you are an auditory learner, you can listen the lectures again. If you are a kinesthetic learner, you can take notes or map your ideas in your book.

9. Easy to get bored

You only meet your computer every day when you are in distance learning. No wonder, boredom comes easily. If it happened to you, Here are some suggestions:

- Change your study environment. You don't need to always study at your room. You can also study at the library or at your favorite place.
- Give yourself a reward if you achieve your daily goal.
- Remember your purpose and goals in joining the course.
- Take a break and comeback with a fresh mind.

For More Reading

ezTalks. (2021). Top 10 Disadvantages of Distance Learning. Available at:

https://eztalks.com/elearning/top-10-disadvantages-of-distance-learning.html

Indeed Editorial Team. (2021). 8 Qualities of a Good Teacher (and Tips for How Develop Them). Available at: https://www.indeed.com/career-advice/career-development/qualities-of-a-good-teacher

Santos, D. (2018). 6 Teaching Techniques You Should Know. Available at: https://www.goconqr.com/en/examtime/blog/teaching-techniques/

Simonson, M. (2020).**Distance learning.** Available at: https://www.britannica.com/topic/distance-learning

http://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/curriculum-t-l-assessment

https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/

https://www.edsys.in/8-skills-teachers-require-effective-teaching/

https://www.cmu.edu/teaching/principles/teaching.html

www.classe365.com/learning-vs-teaching-whats-the-difference/

https://en.wikipedia.org/wiki/Teaching_method

https://teach.com/what/teachers-know/teaching-methods/

https://vikaspedia.in/education/teachers-corner/teaching-and-learning