TEACHING METHODOLOGY

Subject	Notes on **Teaching Methodology**
Teacher	Taught by **Shaykh Imtiaz Damiel**
University	Notes taken from Knowledge International University classes
Course Plan	26 Video Recorded Sessions and 4 Live Sessions
Version	1.0 Last updated Date: 11-June-2013
Feedback	Concerns/suggestions to er.umarshariff@gmail.com

TABLE OF CONTENTS

Chapter 1: Introduction

Books Referred

English Books
- Guide to improve Teaching methods
- Odds of Teaching by Gilbert Tigget
- Early childhood Education
- Proactive Parenting – Guiding your child from 2 to 6
- How Children Learn by John Halt
- Learning to Teach at Primary School
- Secrets of Power presentations
- How to develop self confidence by Public Speaking by Dale Carnegie
- Critical Thinking
- The Wise book
- How to give presentation like TED?

Arabic Materials
- Religious Education in the Primary curriculum by Dr.Muhammad Abdullah Duways
- Islamic Education: Theory and Practice
- Prophet Muhammad as a Teacher by Shaykh Abdullaah Fatah
- Memo of the listener and speaker in training of Teacher and Student by Ibn Jam'ah

Concerns of Education
- The future belongs to those who prepare for tomorrow today – Malcolm X
- "Allaah will not change the conditions of the people until they change themselves" – Qur'aan 13:28
- Abu Hurayrah reported that the Prophet said "When a person dies, his deeds are cut off except for three: Ongoing charity, continuous education and son who makes du'aa for him"
- We have to realize that education is a responsibility Allaah placed upon our shoulders
- At School, we have 19th century curriculum, 20th century building and 21st century Students
- Children are watching highly digital information on TV whereas we teach through black and white materials which they are not finding it to be fascinating
- Teachers carry language/cultural barriers

Paradigm Shift in Education
- We have to have a paradigm shift in Education
- Instead of teachers being focal point in the classroom, Students should be focal point
- We should focus on outcomes of education rather than focusing on process of education
- We should look at it as all round development instead of taking it as discipline

- We need to look at Education holistically not only specialization which doesn't mean we should undermine specialization.
  - For eg. Scholar of inheritance/finance is found to be weaker in matters of Aqeedah, Hadeetha and so on. They are almost illiterate in other fields
- Islamic Studies should teach knowledge but should also teach how a person should be
- We are teaching facts instead of the impact
  - Today, we teach Tawheed, Asma wa sifat, different sects and so on. How much we are teaching how the name of Allaah is impacting our lives
- We should focus on spiritual/emotional development as we focus on intellectual development
- Tarbiyyah and Ta'lim should be together. These days Ta'lim is given focus
  - We have students who memorized Qur'aan/Mutun but have no practice/understanding about Islam
- We have to develop our students socially because of the differences in learning atmosphere and the culture they live in
- Tazkiyah is not given any importance because of overemphasis by Sufis. We have to balance it
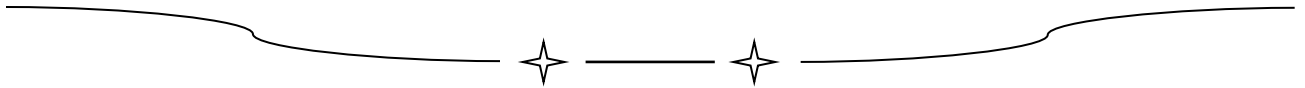
Chapter 2: Teaching Style Analysis

Professional Characteristics of teacher
- Attitude of the Student and Teacher
- Motivation of the Student and Teacher
- Persistence from the Student and Teacher
- Creativity in Teaching
- Conformity to classroom rules
- Size of the Classroom
- Teaching at university vs School

Techniques
- Structure of the curriculum
- Lesson plan
- Working at groups
- Tools used for teaching
- Student centered curriculum

Environment of Teaching
- Making sure sound is right
- Amount of Light in the classroom
- Temperature of the classroom

Classroom Management
- Teacher to be mobile
- Kind of social environment created

Teaching style Analysis

Framework of teaching
- Pedagogy
  - Like Montessori, Bruni...
- Content
- 21st century technology

Student Learning

People learn through different ways

- Visual Learners
    - Should occupy first row in the classroom
    - Diagrams, Pictures, OHP, POWER POINT
- Auditory Learners
    - Lectures
    - Voice pitch, speed, nuance of voice, reading aloud
- Kinesthetic Learners
    - Labs, Activity, Exploration
- Verbal
- Logical/Mathematical
- Social
- Solitary

Teaching Methods

- Lectures
- Case studies
- Seminars
- Role play
- Discussions
- Brainstorming
- Projects
- Field Trips
- Assignments
- Expert/Guest Lectures

Blooms Taxonomy of Thinking

Different advances and levels of thinking through the ages

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Student Retention

- Lecture only – Minimal % of retention
- Reading – 10%
- Audio and visual – 20%
- Demonstration – 30%
- Discussion – 50%
- Application – 75%
- Students Teaching – 90%

Relevancy

- Education should be relevant for the Children rather than grades
  - People teach about Murjiah, different sects when it is not relevant for common masses. It may be required for advanced student of knowledge
- We should provide rich and rewarding environment
- We should promote self respect and dignity
- We should ensure teaching and learning are relevant to psychological level of the students

Rewarding System

- Intrinsic and extrinsic value of rewards
- As for extrinsic value, children will do the act as long as reward is there
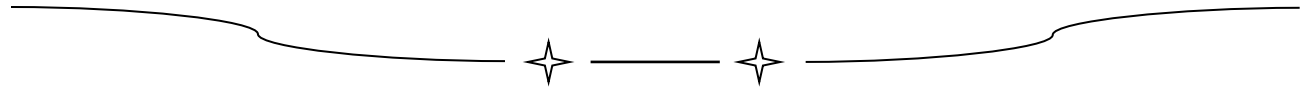
Chapter 3: Becoming a Great Teacher

Seriousness in Profession
- Sometime we see Teachers are not serious in their profession
- Treat Teaching with significance
  - Prophet said: "*Faith is 60 odd divisions Highest is believing in Lailaha illa Allaah and lowest is removing stones from the road*"
  - This hadeeth implies there are many levels of profession and nothing is insignificant.
- It is not allowed for us to give statement and do not follow it with Action
  - 2:44
- We will be reckoned on the day of Judgment
  - Qur'aan 102:8
- We should benefit from the knowledge
  - Abu Darda reported that the Prophet said: "The most evil of people on day of judgment is one who does not benefit from the knowledge"
- We should focus on teaching, Tazkiya
  - Qur'aan 62:2
- Role of a Teacher is not just passing on knowledge but being a Role model
  - Ibn Sireen "They used to learn manners and etiquettes in the same way they acquire knowledge"
- Imam Abu Hatim says "First time I travelled to seek knowledge hadeeth, it took 7 years. I went by foot. I went to Bahrain, then to Egypt, then to Antioch and then to Damascus"
- Abdullah said "My father (Ahmad ibn Hanbal) would wake up early so that he can listen from hadeeth scholar"
- Yahya ibn Sa'eed "We would leave our house early in the morning and return when everything is very dark"

Intellectual Development of a Child
- 39:9
- "Wa La tansa naseebakum fi Dunya"
- Imam Ghazaali said: "There are two branches that comes from knowledge. One is religious and another is academic knowledge. Underneath religious, all are praiseworthy but some are fard kifayah. Same applies to academic knowledge "
- Intention
  - "All Actions are based on intention"
- Umar encouraged his governors "*Teach your children to swimming, narrate them stories and tell them best of poetry*"
- For years, Arabic was the language to learn academic sciences/intellectual education

- A old man complained to Ibn Mubarak that young children are outnumbering the old people like us. He replied: "I have more hope in them than you. How long you will leave?"

Prophet's teaching Methodology

Establish motive for learning
- Points out merit of learning in general
- "Whoever treads a path seeking knowledge, Allaah will make him tread a path of jannah"
- "Go back and pray for you have not prayed" "I do not know better way than this. Teach me how to pray"
- Here prophet established motivation

Encourage and praise students
- Abu Hurayrah asked Prophet "Who will be happiest to win intercession on your behalf?" Prophet replied, "I thought you are going to be the first one to ask me…"
- Prophet patted on Ubay ibn Kaab 's chest when he answered "Ayatul Kursi" is the greatest ayah in the Qur'aan. This hadeeth is present in Saheeh Muslim

Knew the ability and mental capacity of students
- Prophet said: "Most merciful of my people to my people is Abu Bakr, Most strict in commandments of Allaah is Umar, Most modest of my ummah is Uthmaan, most knowledgeable of Halal and Haram is Mu'adh ibn Jabal, most beautiful reciter of Qur'aan is Ubayy ibn Kaab"

Considers individual differences of students
- Sometimes child is labeled failure when teacher is not able to diagnose
- A man came to the Prophet while he is giving Khutbah and said "Here is the man who has no knowledge" Prophet came down of Minbar and taught him pillars of Islam and then continued his Khutbah

Guides Students to appropriate field
- Zaid ibn Thaabit narrates that his tribe told Prophet "Here is the boy of najjar who memorized 17 Surah. The boy recited it to him. Prophet said "O Zaid! I want you to learn the language of Jews (Hebrew) as I am afraid they may add something to what I am saying" Zaid said "I began learning and within 15 days I mastered their language. I wrote for the Prophet"

Makes learning exciting

Uses variety of methods to make a point
- Posing questions:
  - Prophet asked, "Do you know who is the bankrupt one?" Some companion replied "Bankrupt is the one who has no dinar or dirham" Prophet told "Bankrupt of my ummah will be the one who comes with salah, zakah, but slandered someone, harmed someone and so on. So his deeds will be taken and given it to them"

- Using Analogies
  - Women who searching for her child embraced it when she found her, she embraced. Prophet asked "would this women will throw her baby in to hell?" companions replied "No" He said: "Allah loves the believers more to throw them into hell"
- Using Gestures
  - Prophet held up forefinger and middle finger and said: Myself and guardian of Orphan will be like this"
- Using Examples
  - Prophet said, "The example of one who adheres to religion and example of one who do not adhere is to like a ship have decks. People from lower deck has to goto upper deck for water. If people from lower deck make a hole to get water and upper deck do not correct it, ship will sunk
  - "Who will buy this dead animal?" "Significance of dunya is like this"
- Using illustrations
  - Prophet drew a straight line and drew squiggly line. He said this is the straight path and other are path of satan
- Using stories
  - Man who killed 99 people
  - Three men trapped in a cave
- Using smiley
  - Prophet said "you will see your lord with your naked eye like you see the moon."

Teach in an objective approach

- Prophet would give reasons for doing particular act
  - *Ibn Abbas reported that a woman came to Prophet and told, "My mother died and fasting is due on her. Prophet asked "Would your mother has a debt, Will you not pay it?" She replied yes. Prophet told "Debt of Allaah is more deserving of payment then debt of others"*

- Prophet taught principles to companions
  - *Abu Hurayrah told Prophet was asked, "If we are at sea, we have little water to drink. Can we make wudoo in seawater? Prophet replied "It's water is pure and its dead are edible"*

- Prophet trained them how to deduct
  - Prophet said to companions: "There is a tree whose leaves do not fall. It is like Muslim What is it?" Ibn Umar thought it is a palm tree.

- Prophet discussed and presented both side of the argument
  - Prophet told *"Every person who is reckoned will be punished"* Aisha asked, *"Is it not that lenient reckoning?" Prophet said: "It is only the review. If his deeds are discussed, he will meet its punishment"*

- o Prophet came upto his companions and found them arguing about Qadr. Prophet became angry and said: "*Is it what I have ordered you to do? Why do you set part of book of Allaah against the rest? This is the reason the previous nations were perished*"

Great Teachers are born or made?
- Answer is somewhere in the middle
- Person can train himself
- Natural insight helps a lot

What makes a teacher a great teacher?
- They understand the importance of student
- They were hooked to teach even when they were students
- They enjoy the company of students
- They worry for the students and their welfare
- They enjoy the challenges of teaching
- They were exposed to/inspired by excellent role models
- They are self critical, demanding and eager to improve themselves
- They encourage their peers and others to watch their teaching and give continuous feedback
- They work systematically to improve their teaching
- They are constantly learning
- They think great teaching can be learnt
- They are eager to exceed the student's expectations
- They think something can transform both the student and teacher
- They plan carefully
- They believe teaching and learning go together

Positive Characteristics of a teacher
1. Sincerity
   a. "Indeed Actions are but by intentions"
   b. The power of sincerity can dramatic change lives of the people
   c. Imam Nawawi was able to write great books in hadeeth
   d. Imam nawawi writes "Person should write for the sake of Allaah rather than achieving worldly gains"
   e. When Imam Malik was asked why he wrote Muwatta when many wrote it before. He said "Whoever writes for the sake of Allaah will remain"
   f. Ibn Jam'ah "Intention of the teacher should be for the sake of Allaah, correct the student… "
   g. Ibn Ibn Dharr asked his father "Why is that when you preach people they are crying and when others preach they do not cry?" He replied "The bereaved woman who cries is not the same as one who is hired for crying"

2. Piety
   a. Abu Aaliya (rahimmahullah) "Before we used to learn from a person, we would watch his salah. If he is not taking care of it properly, we would not learn from him"
   b. Ibn Sireen "Knowledge is the deen. Be careful from whom you are taking it"
   c. Imam Malik (rahimmahullah): "This knowledge is flesh and blood. You have to answer Allaah on day of judgment. Watch from whom you learn it
   d. Imam Awzaai (rahimmahullah) said: "*Knowledge used to be noble passed on from men to men. When it entered the books, the wrong people became involved in it*"

3. Motivating students
   a. Teacher should urge students to be pure of their intentions
   b. Teacher should encourage students to renounce worldly things
   c. They should remind them about purpose of life, paradise, hell and so on

4. Appearance
   a. The messenger of Allaah said: "One who has iota of pride will not enter paradise." A Companion asked, "Person likes fine clothing, and good shoes. Is that pride?" Prophet replied "Indeed Allaah is beautiful and loves beauty"
   b. Imam Khateeb al Baghdadi "Before Teacher addresses his students, he should be in best of appearance"
   c. Imam Abu Haneefah was keen about his dress ie., worth more than 30 dirhams. He wore lot of perfume
   d. Imam Abu Haneefah saw one of the students wearing poor dress. He asked him to wait until others leave. He told "Open the prayer mat and take what is under it. Change your state" He found 1000 dirhams. He replied I am wealthy. Imam replied "Do not bereave your companion with your appearance as you are a student of knowledge"
   e. Imam Malik used to bath, groom himself whenever he teaches the hadeeth and fragrance would be burning. He said "I am saying the words of the Prophet"
   f. Yahya ibn maeen used to wear nice dresses

5. Politeness
   a. Teacher should be particular about choice of words
   b. When a person was criticizing Imam Abu Haneefah because it opposed opinion of Imam Hasan al Basri. Imam Abu Haneefah replied "Because Imam Hasan made a mistake and Abdullah ibn Masud was correct

6. Discipline
   a. Any person who requires least degree of respect should have balance personality
   b. Should have good discipline and behavior
   c. Imam Malik wrote to Haroon Rashid "When you acquired Ilm, effects of that knowledge: impression, calmness, sign, splendor and tolerance should be visible upon you"
   d. Prophet said "Nothing will be heavier on the scales than good manners"

7. Being an Example
   a. Imam Ghazaali: "Knowledge is grasped by insight and action by sight."
   b. We should be role model for our students

8. Keeping promises
   a. O you have believe! Fulfill your obligations
   b. If we give any promise, we should fulfill it

9. Making contribution
   a. We are not just responsible for teaching rather we should be responsible for the institute
   b. We have to make positive contribution

10. Teaching students who are poor
    a. We have to have respect for students
        i. Once a student accidently poured ink on teacher's cloth. After a moment of silence, Imam told "Black looks well with white"
    b. We have to praise and encourage students
        i. As long as it doesn't create arrogance, we have to praise them.
        ii. Imam Abu Haneefa use to say "You are the joy of my life"
    c. We have to be fair and just
    d. We have to be fair and moderate in dealing with errors
        i. The way Prophet corrected the young man who sought permission to do zina
        ii. The way Prophet corrected the man who sneezed and said Alhamdulillah
        iii. Abu Yusuf said: "When I was in circles of Imam Abu Haneefah, a man came and stood at corner. He started to abuse the Imam. Imam continued his talk and ignored him. After finishing his talk, when he was about to enter his room, he told I am going to enter my room. Finish what you have to say. The man felt embarrassed and left"
    e. We have to financially support the students
        i. Imam Abu Haneefah would give money and say "Buy what you want and praise only Allaah. It is only Allaah's bounty that is passed on from me"
    f. We have to be modest
        i. Wisdom comes with humbleness
        ii.

Negative Characteristics of a teacher
1. Excessive Pride
2. Excessive humour
3. Quick Threats
4. Dictator type
   a. They loose their Anger

  b. It puts down teachers dignity
5. Making fun/Mocking/Scolding the Students
6. Backbiting the Students
7. Exposing private matters of Students where they sought our counseling
8. Boredom
  a. Ali ibn Abi Talib said "*Divert the hearts and seek for them the jokes of the pious because just like the body, heart gets tired too*"
  b. Imam az Zuhri "*Give us some poetry of yours. Give us some anecdote of yours. For the ear is soared, heart is soared.*"
  c. Yaqooth said regarding Imam ash Shafi'ee "*He would read poetry and say 'Do not let people of hadeeth know it because they cannot bear it'*"
9. Teaching what students cannot comprehend
  a. Ali said: "*Speak to people of things which they understand. Do you wish they deny Allah and His Messenger?*"
  b. Imam Abu Haneefa was asked about the people sitting in the mosque and ponder Fiqh "*How they understand it when they do not discriminate it?*"
  c. Imam an Nawawi "*We should not give something which student are not ready for*"
10. Criticism of other teachers and their subjects
  a. Imam al Ghazaali "Person in-charge of certain discipline should not speak ill of other disciplines"
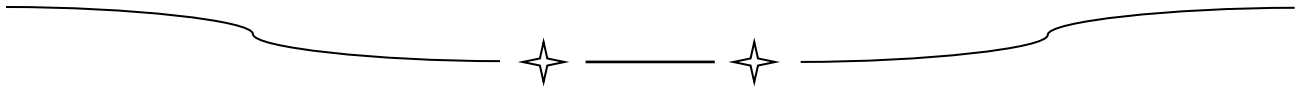
Chapter 4: Art of Classroom Management

Topics to be discussed
- Knowledge of the Learners' Characteristics
- Effective communication
- Good Personality
- Effective management of instructional materials
- Classroom planning
- Organizing
- Leading
- Controlling
- Evaluation
- Reporting

Five Key Areas of Classroom Management
- Good personal relationship with student
- Effective lesson planning
- Organizing of the material
- Using of specific pedagogical skills
- Characteristics of a teacher

Knowledge of the learners characteristics
- Identify the audience
- Knowing the age, attitude, social economic background, level of influences, previous knowledge of learners
    - If you are speaking to students from football academy, your example changes according to them
- Knowledge of children psychological development

Mastery of the subject
- Teacher should be well prepared
- Teacher who is fumbling is seen as sign of weaknesses
- Student know teachers does not know the subject which leads to ridiculing the teacher

Effective communication
- Should be able to explain ideas very clearly in an eloquent manner
- Pronunciation of words clearly in a correct manner
- Legible handwriting, if you are using the board

- Using instructional media correctly
- Having ability to express your feelings and thoughts
- Creating good rapport. Teacher should create a friendly environment in the classroom. We should regard the students individually.

Good personality
- Well dressed teacher command more respect
  - His dress should not call attention and he should not be a sensationalist
- Mannerism
  - Using of right words
- Attitude of teacher to work
- Teachers leadership style
  - Democratic or authoritarian?

Effective management of Instructional materials
- Recommended to involve students to prepare them
- Having a back up plan
  - Teacher who uses POWER POINT get frustrates when it doesn't work due to some reasons
  - They can have back up in USB, google drive and so on
  - You can allocate responsibility to one of your student to ensure the instructional material in working properly
- Student can be engaged in setting up of apparatus

Classroom Planning
- It is process of addressing What/How/When/Who you are going to teach?

Objectives
- Clear objectives of the entire course should be stated (eg: Children should love Allaah)
- Measurable objectives should be stated for each lesson (eg.: Children will learn how to recite Surah Fatihaa without making any mistakes)

General Preparation Tips
- How a material can be broken down into manageable units so that student can understand easily?
- Course overview can be planned
- Plan problems anticipated and solutions for the same
- Teacher should be one step ahead of student
- More Teacher prepares for Lesson, more he gains

- Sequential Order/Flow is important
- Review of materials that was taught should be planned like doing assessment, mindmap and so on
- Difficult ideas are best presented at beginning of the session where Student interest is high
- Teacher should be flexible enough to change the schemes of work, if required
- Avoid Information overloading
- Keep in mind about students who are first introduced into the subject
- You should be able to adapt to all student group including those groups you might not be expecting for

Should be aware of aims of Teaching
- Teaching should be stimulating
- Teaching should identify learning problems
- It should promote sharing between teacher and student
- Teaching should bring a change in behavior of the student
- Teaching should bring better interaction among the students
- It is a deliberate/goal oriented functional activity
- It helps identify what to learn through schemes of work and syllabus

Curriculum → Syllabus → Scheme of work → Lesson Plan
- **Characteristics of a good syllabus**
  - o Aim
  - o Relevant
  - o Manageable work
  - o Fits in Timeframe
  - o Appropriate for the Age group
  - o Accounts students previous knowledge

Scheme of Work
- Breaking down of topic into series of lesson (Year → Terms /Week)

- **Areas of Scheme of work:**
  - o Term/Week
  - o Topic of study
  - o Class Activities
  - o Teaching Aids
  - o Correlation with other subjects
- **Benefits**
  - o Careful and logical arrangement of what will be covered
  - o Encourages course work to be covered in stipulated amount of time
  - o Allows substitute teacher to carry forward during absence of regular teacher

  o Helps evaluating coverage of syllabus

Lesson Plan

  o **What it is?**
- Detailed procedure that itemizes all of the things that will be done in a lesson
- Preparatory notes/layout of how teacher intends to teach a lesson
- It is prepared on daily basis

  o **Benefits**
- Substitute teacher can quickly fit in, if she has access to it
- Scheme of work is plan for the entire course and Lesson plan is plan for one particular lesson/session
- Every lesson should have beginning, middle and end and each should have a plan
- Improvements and comments after teaching a class can be noted there in lesson plan

  o **Important Considerations**
- Size of the Class (eg.: Lesson plan for Class of 5 students is different from class of 40 students)
- Ability of Class i.e., Student capacity like class having high/low performing students
- Noisy class/attentive class
- Facilities available to teach like Electricity and so on
- Topic of the lesson

  o **Items of Lesson plan**
- Specific Objectives
  - It should be simple
  - Capable of being achieved in stated period

- Teaching Aid/Instructional Material
  - Impact of Real orange is better than the Image of orange in POWER POINT
  - Field Trip
  - OHP/POWER POINT/Camera
  - Ipad/Ipod are being utilized these days
  - Make sure Classroom is properly organized

- Introduction
  - Use variety of ways to introduce a lesson. It can be through:
  - Recap
  - Presenting a Problem
  - Overview of the Lesson

- Development
- Conclusion
- Summary/Evaluation
  - Brief review of the whole lesson
  - Giving Student assignment
  - Helps teacher to know whether she achieved her objectives
  - Asking Questions

- **Conditions of Lesson Plan**
  - Current scheme of work should be consulted
  - Consult Reference materials
  - Suitable methods/Teaching Aids

- **School Time Table**
  - Regulates Instruction adequately
  - Give due time and attention for each topic

  - Considerations:
    - Start and End time
    - Number of Staff
    - Constraints of the Staff
    - Duration of the lesson
    - Sequence of subject
    - Class room available

- Ambiance
  - Student sitting position
  - Different colors of furniture
  - Blue and green pen improves attention of the student
  - Lighting of the Room
  - Ventilation

- Classroom Organization
  - Competent students should be selected as Leaders

- Leading
  - Process of influencing behavior of the students
  - Some students may be shy/aggressive
  - Leader i.e., the Teacher should be friendly/responsible/systematic/Stimulating/creative
- Coordinating
  - Integrating/synchronizing class efforts to achieve desired goals

- Directing
    - Teacher is the director of knowledge/responsible for motivation and guiding the students
    - Teacher decides the type of lesson: Project based/Story based/Activity Based/Group Discussion and so on
    - Teacher should ensure two way directional communication in the classroom
- Controlling
    - Ensuring the objective of class is achieved with minimum of efforts
    - Ensure distractions are removed
    - Should respect dignity of the students
    - Teacher should be easily approachable both inside and outside of the classroom
- Evaluating
    - Judging of class activities in relation to the stated objectives
    - It can be through Formative process or less formal methods
    - It can be through different methods like MCQ, Essay and so on
- Reporting
    - Teacher should give constant feedback/report about the student to Student/Parents/Principal
    - Teacher acts as the information manager so they have to keep ample records
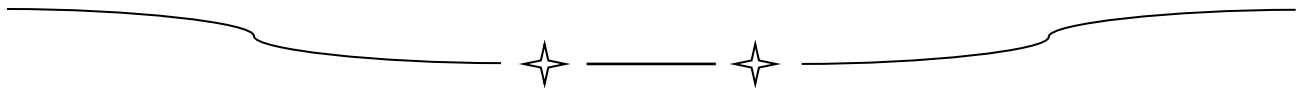
Chapter 5: Tools for Dynamical Lecture

Important Presentation Aspects

- Monotone will lead to boredom
- Voice modulation is important to demonstrate emotions
- Should avoid using words where they have problem in pronunciation
- Should be ready to explain issues in more than one way
- Decide when the student should ask questions, either during the lecture or at end of the lecture
- Use familiar analogies
- Communicate enthusiastically and effectively using right body language
- Try to include interactivity in the classroom
- Take a break during lecture and give opportunity for student to take part
- Video Tape, YouTube, Face time can be used

Power point

- You should clearly be aware when to use and when not to use it
- POWER POINT may not be ideal for short talks
- Keep POWER POINT simple as fancy borders may lead to distraction
- You can inform when your audience to look at you and when to look at POWER POINT using black screen option
- Most slides should contain one idea/one diagram
- POWER POINT should not become a speech having so much of information. Some experts have said it should be 5 times 5 (i.e., 5 bullets per slide have 5 words in each point)
- POWER POINT should work for you rather than replacing you
- Pictures help in easier understanding
- Limit the information on POWER POINT
- Success depends on your ability to communicate
- Always have backup if technology fails due to some reason
- There should be proper flow of idea between slides

Aids visual thinking

- It helps a visual learners
- Presenting idea through image has better impact than presenting it through text
- Use right images for right messages
- Avoid using endless bullet points
- Increase retention and attention of the student

Using of Data

- Do not present the data as it is which makes the presentation very dull

- Do not overload your slide with too much number. Present what is very significant for your audiences to know
- Use graphics, charts and so on

Presenting Abstract Ideas

- Abstract concepts like theories, deep emotional feelings and so on
- If you want to present "Hope", then you can use an image of "Train going through tunnel which is all dark but at end of the tunnel is light"
- Get your tone right
- You can use high quality, modern clip art

Text, Coloring and Contrast

- You can vary between bold, and normal, informal and formal
- Do not go beyond 4 fonts in any POWER POINT
- Be consistent in use of fonts. It should not be varying between big and small often
- Use straight line, diagrams and so on
- Color evokes different feelings so use it wisely
- Maintain text's distance from the border
- You can use Arrows to draw attention of the student to particular point (Element of continuation)
- If you are doing contrast between ideas like Good and bad, you can use different font and different color to present them (Bright colour and Formal font for Good and the dull colour and informal font for presenting Bad)
- Repeating visual concepts/theme in a complete presentation will create Rhythm (Check www.presentationpro.com)
- Refer to "Secrets of Power Presentations"

Other Technology Tools

- Smart boards
- Clickers
- Podcasts
- Blogs

Uninterrupted Lecture

- Teacher gives continuous lecture to the student without any interaction

Boards

- Black board and whiteboard still have a function
- It allows an instant change without much distraction
- You can mention key points on the board
- Don't write unnecessary material on the board

- Try to avoid talking while facing the board
- Write legible and large enough so that students can see it from far
- Keep the board clean and presentable
- Don't read what you read on your white board
- If you are using different colors, make sure you use strong colors like Red, black and so on

Bodily Gestures
- Gestures can be either emphatic to emphasize emotion or descriptive to describe events or what you are talking about
- Gestures should be used in a functional way i.e., natural and fluid
- If possible, stand and deliver the lecture as it impacts the audience more than presentation delivered by sitting
- Standing is a commanding position
- Standing helps you to project your voice better
- Be relaxed while standing
- Keeping hands in a pocket or keeping it behind the back is seen as you are hiding something
- Look into the eyes of the students when you give lecture
- Avoid scratching your body while delivering lecture
- Train yourself to reflect your emotions in your facial expressions
- Start your presentation with smile
- More you smile, more positive reaction you get from students
- Nodding your head in approval is persuasive tool
- Move your gaze slowly around the room and rest your eyes for few seconds on a student. This will give an impression to the student that you are only talking to him

Clicker
- Helps collecting statistical data very quickly
- Teacher can get quick response from the Students
- She can test or get feedback on their understanding

Email
- You can send additional data, assignments and so on

Pod Cast
- Student can get access to lecture immediately outside the classroom
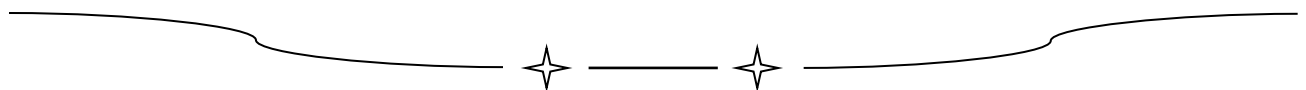
Chapter 6: Teaching Pedagogies

Importance of Teaching methods
- Adopting Appropriate method accelerates the students understanding
- It helps achieving stated aim
- We have to use appropriate method or combine two or three methods

Different Methods
- Lecture with whiteboard and chalk
- Discussion
- Demonstration
- Discovery
- Assignment/Project based work
- Field Trip
- One-One Training
- Laboratory
- Inductive and Deductive
- Open source
-

Lecture with whiteboard and chalk - Dialectic Approach

Advantages
- It is Teacher dominated approach
- This is still the dominant method at Secondary school level and at an university level
- No additional tools and aids
- Requires few demand from the teacher so it is an attractive method for Teachers
- Helps passing on more information in limited amount of time
- Large classes of students can be handled by a Teacher
- Channels the students thinking in one direction

Disadvantages
- Students are passive listeners or slightly involved in class by taking notes
- Desired learning outcome may not be accomplished
- Inadequate for teaching when teaching certain concepts like Excitement and so on
- Doesn't meet the different needs of the students like Kinesthetic, Auditory and visual learners
- It doesn't help student to develop their communication skill
- Largely, denying the view of students as Teacher alone present his views
- Encourages rote learning

Discussion method

Advantages
- Knowledge comes from within the student where Teacher acts as a facilitator
- Student maintain high level mental alertness during the discussion
- Allows students to express
- Active participation
- Good forum for problem solving
- Leads to positive attitude and creates change in the student

Disadvantages
- It consumes lot of time
- It cannot be used all the time as covering the syllabus may be an issue
- Most students do not participate in discussion as some of them may not know the lesson
- Young Students cannot maintain high level of attention

Guidelines
- Topic discussed to be relevant for the student
- It shouldn't be so simplistic so that answer can be given in a minute which stops the discussion
- It should be based on student background
- Teacher should not allow some student to dominate the discussion
- You should deem all remarks to be serious and reject incorrect remarks gracefully
- At end of the discussion, summarize the right responses

Demonstration method
- To illustrate lab materials/techniques/performing of experiments
- It can be done individually and done in groups

Advantages
- It is inexpensive as demonstrator alone needs the equipment
- It shows practical application of knowledge
- It helps in areas of skills and attitude
- It prevents the wastage of time for students to rediscover
- It prevents accidents and breakage

Disadvantages
- Assumption is all of the student can see and hear
- Students are limited from engaging with the equipment

Discovery Method

- Teaching strategy to find answers themselves
- Heuristic method, i.e., Learner centered approach
- It can be guided approach or unguided approach

Advantages

- As students are asked the discover themselves, retention is more
- Training acquired helps in new learning
- It inculcates intrinsic motivation
- It brings the notion of scientific evidence
- It helps coginitive domain which supports Analytic and synthetic thought

Disadvantages

- Time consuming
- Progress appears slow
- Need lot of tools and equipments
- Sometimes student do not discover at all which will be demotivator
- Possible for small class
- Expensive

Project Based Method

- Centers on assignment given to Student
- Students are guided where necessary

Advantages

- Emphasis is entirely on student
- Motivation to work high since it is based on natural interest of students
- Encourages creative ability
- Specific areas to work on leading to acquisition of new skills
- Group project helps leadership/organizing skills and Team work

Disadvantages

- Time consuming
- Students can be side trapped if they don't grasp what the project it is
- Difficult to determine the participation of students in group project
- Difficult to find a project that will bring interest of all students
- Students without independent study skills may suffer
- Some Students may not participate in project at all, defeating the teaching and learning

Field Trip Method

- Taking student outside for observation and learning

Advantages

- Allows the student to engage fully into activity of the study
- Sharpens the student's observational ability as they see things
- Helps to understand reality of what we are teaching like abstract concepts
- Provides opportunity for students to find where they can spend their leisure time like going to Museum or Planetarium
- Developing all the senses of the Students like how fruits smell
- Things cannot be brought to classroom can be studied like Historical buildings
- Direct contact of the world outside the School which gives better understanding of work in the future
- Experience gained lead to do further reading

Disadvantages

- Needs careful planning
- Need good resources like Bus and so on
- Accident may happen
- May conflicts with other classes like one hr class may consume 3 hrs

Individual Instructional Method

- Programme and pace of learning are fixed according to students
- Whole syllabus are prepared based on individual demands of the classroom

Advantages

- Allows students to move at his own pace as they have individual plan
- Quick knowledge of individual students
- Increases interest of student
- Solves background gap
- No anxiety
- One-to-one learning as particular student is allocated time periodically
- Let Smart student to progress at faster pace

Disadvantages

- Extremely time consuming as you have to prepare multiple lesson plans
- Highly demanding
- Very little or no interaction among the students

- Each student progress in his own pace

Laboratory Method

- Carried by individual or group of students to make observation and conclusion

Advantages

- Reinforces theoretical learning through practical experiments
- Offers students to develop scientific attitude like Open mindness, objectivity and so on
- Active involvement from student as it involves doing things
- Learn how scientific knowledge is acquired
- Learn how to operated different tools
- Helps problem solving
- Understand interrelationship between science and technology

Disadvantages

- Expensive
- Time consuming
- Acquisition of skills is of questionable value

Inductive/Deductive Method

Inductive Method

- Teaching begins with particular example. From that example, definition or conclusion is established
- It proceeds from known to the unknown
- It proceeds from particular to general
- It leads to new knowledge
- Analytical method
- Method of Discovery
- Method is slow
- Fosters self reliance
- Eg.: You take a particular fiqh ruling and you see any new ruling can be established.

Deductive Method

- Student is given a statement or formula. From that formula, particular case is established
- It proceeds from general to particular
- It proceeds from indefinite to finite
- Method of explanation or verification
- Quicker method but not reliable always
- Eg.: Taking a Qawaid and to apply on particular Fiqh ruling

Open Education method

- To make education accessible to many learners
- Students study at their own pace
- Prepared as self learning material
- Uses lot of media
- Gives opportunity for various backgrounds, sex and color
- Choice of when/where to learn
- Eg.: KIU Studies

Advantages

- Less time is wasted as no travel is involved
- Learners avoid unnecessary information
- Offers student to learn at own pace
- In expensive as it doesn't involve accommodation
- Gives more time for Student and teacher to engage in other works
- Less pressure on Schools regards to facility, toilets, and so on
- No forum for riots

Disadvantages

- Student miss out the help of fellow student. However it can be minimized with forums, technologies
- Difficult to assess whether the student understood or not
- If communication channel are not properly established, it will give problems in two way communication
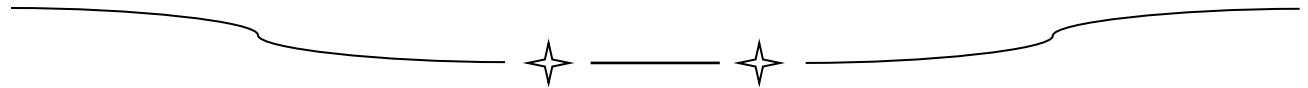
Chapter 7: Learners

What affects Student's learning?
- We have to ensure student is motivated so that learning will happen
- Relationship between student and the teacher will affect the learning process. If the Teacher carries no respect from students, student will not listen to his class
- Students not having access to certain resources like pen, paper
- Mood of the Student
- If Student has prior knowledge of what is taught in the class or assumption that they knew it

Some Important Principles

Utilize stimulus of all senses
- Hearing – 13% of influence over the Students
- Smell - 3% of influence over the Students
- Touch- 6% of influence over the Students
- Taste- 3% of influence over the Students
- Sight- 75% of influence over the Students

Understand the Estimation of Learning
- 10% - What you read
- 20% - what you hear
- 30% - What you see
- 40% - What you see and hear
- 50% - What you discuss
- 70% - When you experience something
- 90% - when you actually teach the subject yourself

Understand Learning Curve
- Though learning is continuous process, it doesn't happen at consistent rate. It may go up and down
- You can see this in Language learning. They feel themselves are not learning at beginning stage and in the middle they felt spur in the learning

Not abusing the attention span
- You should consider how long you can teach and when will be the peak time to teach

Encourage effective use of memory
- It helps cognitive development of the student
- Use Mindmap and other tools
- You have long term and short term memory system. Teacher should consider how you can make what is available in short term system transferred to long term system

- After first 48 hrs, student forgets what they have learn unless there is retention
- It works well with Qur'aan memorization

Effective Feedback to Student
- If you give feedback to student as soon as possible, this helps the student
- You should give feedback positively

Types of Learners

Slow Learners
- They seem to be behind numerous students
- Certain student may have specific learning disability
- At times, Short attention span
- At times, Short memory
- Get bored easily
- Poor communication skills both oral and written
- Poor eye and hand coordination
- In ability in numeral and calculation
- Poor social skills
- Some have aggressive behavior

Causes
- Potential health problems going back to time of pregnancy
- Psychological problems
- Genetic problems
- Home based problems like Poverty, broken home, domestic violence
- School based problems like poor teaching, poor relationship, distraction, poor learning environment

Solutions
- Most of these problems can be solved by having one to one with student
- Having constant feedback amongst teachers
- "Boys will be boys" and "Boys and Girls behave differently" are some good books to be referred

Gifted and Talented Learners
- Student's Intellectual ability are outstanding
- High achievers
- They rank high when it comes to academic achievements
- They cover more ground in shorter time
- Quick in their thinking
- Good cordial relationships and makes friends easily
- Tend to have good leadership skills and can work under pressure

Reasons
- Gift from Allaah
- Work and effort of parents/community

How to deal with them?
- Lessons should be challenging as they can complete in short amount of time
- Individual learning programs might help
- Allowing additional activity for them

Normal Learners
- Majority of students having average ability
- They manifest average learning ability
- They may have own learning problems like wrong peer group, coming late and so on
- They may have some geniuses when put into problem

Physically challenged Learners
- This is a separate category having above three category within themselves
- These are students have some physical disability like hearing, seeing and so on
- They need special assistance. Many schools are started especially for them. Unfortunately, Muslims are having very few such institutions

Some required Equipment
- Braille books
- Tape Recorders
- Wheel chair accessibility

Implications of knowing types of learners
- If teacher is having difficult in assessing the student, there are special tests or meeting with student or meeting with parent
- There are specific test for Gifted/Talented students
- Good Teaching plan should cover all these learners
- Teacher should be familiar about each and every student
- Teacher must encourage student to learn effectively
- Teacher should create conducive environment for learning
- Teacher should use different methods like Role plays, Group discussions, and so on
- Teacher assistant can sit with slow learners and help them
- Systematic approach of teaching should be followed
- Special incentives and reward system will encourage the student
- Effective study habits should be taught
- Creative exercises can be given to Gifted/talented students
- Workload should be planned well. Gifted students can push themselves to write exams ahead of others
- You can give leadership roles for Gifted students to keep them motivated

- You can do Shepherding i.e., Senior students can partner with first year student to help them learning
- It's not that slow learner will be slow learner throughout his life. He may get better as well. Albert Einstein was classified as slow learner and later he went on to become one of the genius

Problems of Discipline in Classroom
- Discipline must be maintained in classroom to produce useful and productive citizens who will bring a change in the society
- Indiscipline affects the classmates
- Discipline comes from greek word "discree" which means learn. Disciples comes from the same. Subjects are called as discipline as well
- Discipline deals with etiquette/mannerism of student
- It also means process involving External agents

External/Extrinsic Discipline
- Student should be punctual
- Attend classes regularly
- Teacher is responsible to encourage students to become self disciplined

Internal/Intrinsic Discipline
- This is self discipline where student makes himself to obey rules and regulations
- This is the role of Tarbiyyah

Types of Teachers with respect to Discipline

Permissive discipline approach
- Absence of any degree of imposition or punishment
- Student suffer from lack of confidence because of this method
- This approach by itself is extremely negative

Authoritarian discipline approach
- Very rigid and at times can be excessive, autocratic
- Teacher doesn't want any type of criticism
- Teacher wants unconditional obedience
- Student will not exchange or share ideas with Teacher
- Student may develop hatred for the School
- In certain classes you need permissive approach and other classes may require Authoritarian approach

Democratic discipline approach
- Teacher speaks, discuss with Students to reassure confidence
- Limited Threats
- Emphasis is more on educational aspects than punitive aspects

- Use of reward more than punishment
- It is better than above two approach

Behavior modification approach

- Use external stimuli to change the way person behaves
- Teacher's role is to foster Student behavior
- Systematically rewarding in appropriate Student behavior
- It consist of 4 aspects
  - o Positive Reinforcement - Rewards
  - o Punishment
  - o Extinction – Removal of Rewards i.e., certain reward that is available to students like Field trip will not be available for that student
  - o Negative Reinforcement – Removal of punishment
- If those rewards are taken away from student, will the established behavior be retained?[1]

Social Emotional climate

- It stems from counseling and clinical Psychology
- Teacher's responsibility is to build positive relationship

---
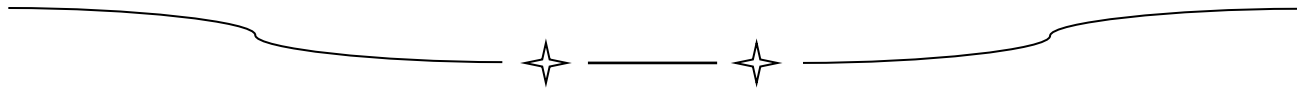
[1] • Read Alphicons book on "Intrinsinc and extrinsic method of rewarding"

Chapter 8: Exams, Evaluation and Feedback

Important points on Evaluation Method

- Right from Day 1, Teacher should make it very clear to student about his grading and marking method
  - One Teacher will be precise with his questions and expects very precise answer and another teacher expects every single iota of information. If student write for latter how he writes for former, he will not be scoring the marks he can
- Before Teacher prepares for exam, Teacher has to know what he wants the student to learn (Objectives of the Lesson)
- Create exams in such a way answers will distinguish several gradation not only Excellent and poor but also what is in between
- Exams should reflect Student's ability
- Teacher should provide blue print of Exam through sample questions
- Frequent, immediate and consistent Testing helps students a lot
- Teacher should decide the reward method whether he is going to drop in between or not
- Teacher should decide whether he/she is going to be strict or liberal
- Teacher should decide the value of classroom participation in the process of evaluation
- Teacher should not consider grading as burden of work
- Grading will let the Teacher know whether Student learnt or not
- Teacher should have clear cut policies about dispute
- Teacher should get feedback from student about his /her grading

Some Evaluation Methods

- MCQ
- Essay questions
- Fill in the gaps
- True or False
- In class Exams
- Oral Exams
- Take Home exams

Essay Method

- Examinations are not true test of Student Knowledge
- Many times extremely bright student fail in exam due to their mood

Advantages

- To find out what the student knows to plan for future work
- To give individual information to student
- Asses the efficiency of Student
- Motivation for student to learn

- Teacher to check whether the method is good or bad
- Gives opportunity for students to present
- Helps students to think conceptually

Disadvantages
- Essay type questions waste pupils time
- Setting the paper is very important. Poor questions defeat the objective of evaluation. Bloom's taxonomy should be consulted
- Comprehensive type of questions are asked to know whether student can infer from given information
- Essay type questions require good deal of study from the student
- Students reproduce the information and detail without thinking
- Grading essay questions is purely subjective

Multiple Choice Questions
- Number of options given to students where Student has to choose the right one

Advantages
- Works well for definite answers
- Very objective method
- Helps quick correction
- Can be constructed through different samples

Disadvantages
- Takes lot of time to construct the question like framing alternative
- Will not help assessing student's creativity and leadership skills

Inevitable Truths about Education

At beginning of Teacher's Career
- Teachers feel vulnerable
- They feel themselves figures without authority
- They have low esteem/lack of confidence in beginning of the Career
- Speaking in larger classes may be challenging
- Constructing an interactive environment may be challenging
- Keeping an eye on unacceptable behavior
- Knowing the names of the student may be challenging

Before Semester begins
- Do Room Management. Visit it before the class
- Avoid Students sitting scattered during lecture
- Imposing lot of subject/class over Teacher may not be constructive if proper management is not planned

- Adaptation of new Student with old students is an another challenge

Teaching Career
- Pleasures that Student are learning is an intrinsic motivation
- If you are not interested in professional teaching, it is better for them to choose an another career as it affects the number of students

Common Myths/Half Truths
- Learning is easy and most student are willing to do it
- Teacher job is to pour knowledge into minds of the Student. It is also processing, analyzing the information
- Education is for everybody
  - There are certain levels of education everyone can benefit from. However, Higher education are not suitable for student like those who are not interested in education as they have established business
- With enough effort and good will, any Teacher can achieve success i.e., 100%
- Good Teachers make the world of Difference
  - Teacher may be the spark but effort of the student is required at end of the day
- Teacher knows everything. You cannot teach until you know everything
  - You don't need to be a complete expert to teach a subject
  - You don't loose respect if you answer the question incorrectly
- In education, you get what you pay for
  - It requires effort from student as well
- Dedicated and motivated student can achieve significantly without going to classrooms
- Students go to private schools have overwhelming advantages
  - They may have peer pressure, culture and so on
- Best Teachers are hired in best schools/universities

A person came to Imam Malik and criticized he is spending more time on teaching than Dhikr. Imam Malik said "Allaah created people like he distributed wealth. I am created to teach"