**Module III**

**Activating teaching/learning methods**

Topic 3.1

Teaching methods

<https://www.youtube.com/watch?v=mtweRPFWyY4>

# Effective learning

- Focusing is extremely important in the learning process. A diffused mind that is bombarded with various stimuli from many sources is more fallible. When we perform various activities, the schedule is filled with tasks of various types, and in addition less anticipated stimuli may appear, these are all things that conflict with each other and focus. The key is getting rid of conflicts. In science, when we have to assimilate content in various forms, i.e. the concepts, dates, cause-effect sequences, etc., listed in turn, it breaks down the focus necessary for learning. The way to eliminate these conflicts is to group the material that we are to assimilate into similar collections. In this way, the brain will be fully focused on one way of acquiring information, and after its completion will smoothly switch to the next, and thus will register all the necessary data and maintain focus and efficiency.

- Monotasking - research has shown that because of how our mind processes data and gives instructions, there is no such thing as true multitasking = multithreading. The mind has one thread and divides its attention into micro-portions and jumps from topic to topic. Neuroscientists estimate that multitasking slows us by half and significantly increases the chance of making a mistake, e.g. driving a car drivers talking on the phone press the brake half a second later than those who do not speak on the phone, which at an speed of 100 km / h gives an additional 14 m to stop. The same principle applies to learning, and multitasking significantly slows it down, because every work requires concentration. So let's assign activities a clearly defined time, e.g. when learning a language: I devote the first two hours to learning vocabulary, the next two to learning grammar, and the rest to listening to recordings in the chosen language. It is also a way to match unpleasant but necessary tasks - to do them quickly in a certain time. It should also be remembered that, just like in science, you should focus on rest, during which distractions should also be avoided.

- In the learning process, it is important to maintain motivation and focus on what is most important. It will help us to ask ourselves three simple questions: about the purpose of the action, its benefits and about the curiosity it possesses. Such self-surveys help build confidence in what we are going to learn. This applies to both long- and short-term goals, complex projects and small daily tasks.

- Using your imagination to associate certain things with you. It often happens that you have to learn difficult dates, listed one after another, often boring to tell. A good way to remember them is to come up with a movie / story that will guide us through these terms in turn. Monotonous exchange sounds different, almost impossible to remember after the first hearing, and a story that contains the given elements in turn and combines them into one coherent whole. History can contain as many fantasies as necessary. This technique is very useful with a large number of words to remember, a cause and effect sequence, or with difficult mathematical, chemical or physical formulas.

- Sorting information by using existing paths in your head, e.g. you can correlate the order of your speech with your daily path from bed to work and back. It is worth focusing on correlating, because people have very good long-term memory associated with routes travelled several times and regular activities, which can be a useful tool even for learning the most complex memory. It is important that with the selected learning system everything is clear and understandable for the learner, so that it can be used freely.

- Saw effect - it results from the simple fact that after taking a break from performing a given task, the mind needs a long time to be able to return to work, e.g. after returning from a lunch break or after a short conversation with a work colleague we must "gather thoughts". And the more often we break away from a given task, the more time it takes us to complete it and the worse we work. As a result, our working time graph resembles a saw blade.



Statistically, 28% of the time spent on completing the task, is wasted. An effective way to maintain concentration while learning will be to give up anything that can lead to a break in concentration. Similarly, other memory techniques work, although depending on their individual characteristics, they have different applications. However, any effective learning technique requires repetition because it undergoes the same forgetfulness processes as other elements. Such replays take little time because they are just a mental exercise. Training also requires the ability to put information in the right places and the ability to look into these places and extract the information we need.

# Teaching methods

The teacher in the way of transferring knowledge can be factual, professionally prepared in a specific field or stimulating to action. Such characteristics of a good teacher make up his whole teaching method. Effective teaching is a complex process that requires tremendous effort and creativity on the part of the teacher, which confirms the multitude of theories existing in the field of science. An important task of the teacher is to transfer knowledge, but it is also important to acquire the ability to work with a group. It is becoming increasingly difficult to remain only a passive recipient of what the teacher gives during class. According to Prof. Stanisław Dylak , advance learning consists of five stages:

* activation,
* processing,
* systematization,
* assessment,
* evaluation.

The essence of the educational method which is the pre-emptive strategy is that students actively organize and assimilate messages before the lesson. Students should:

* collect the information on his own
* look for references within his own existing knowledge,

As a result, they will become active participants in the learning process and will feel that they are partly its creators. The approach also significantly changes the role of the teacher who ceases to be the head of the class and becomes a guide in acquiring knowledge. The change also occurs in the way of working during classes. The acquisition of knowledge takes place on many levels. In use are:

* traditional texts
* photos, diagrams,
* movies,
* interactive tasks
* multimedia.

This makes learning much more demanding, but also more interesting. The student not only receives knowledge from the teacher, but mainly acquires messages on his own. This helps him to develop his knowledge and verify it with the teacher. We use individual teaching methods to develop individual interests while developing teamwork. The method will also allow for a significant improvement in the efficiency of the lesson, because the teacher will not spend it on passing messages, but on commenting them, discussing and explaining problems to students, and the teacher's energy will be concentrated on activities aimed at developing students' interests. Traditional teaching methods are deliberate, intended, thought-out and planned influence of the teacher on the student in the teaching process.

## **Word-based methods**

Word-based methods are the most common form of work with a student. We can divide them into:

* demonstration - as a method based on observation,
* the talk - focused on the implementation of a specific didactic and educational task, thus concerns the subject envisaged by the teacher, around which focus the previously thought questions and statements.
* discussion
* description,
* story,
* work with a book
* lecture

Lecture is the most common form of transferring knowledge to groups of students in academic districts.

**Lecture**

To prepare a lecture:

* Answer the question: who is the content targeted at? (who they are, their motivation, level of knowledge of the recipients, their needs, goals, problems they may face)
* Specify the purpose of the lecture: what am I doing it for? (Determination of the most important content, leading thesis)
* Plan the structure of the lecture (introduction, main part, summary)
* Think about how to lead it: how to get interested in the topic? (planning this form of content transfer to be remembered)

Stimulating listeners' interest:

⮚Invoking discussion - ask participants about experience, understanding the issues discussed;

⮚Introductory exercise - task, game, sketch referring to the topic of the lecture;

⮚Funny story, joke, parable;

⮚Case study - a description of a situation that can be solved after careful listening to the lecture;

⮚Informal pre-class conversation to learn the expectations and problems of participants (Kozak, Łaguna, 2015).

Facilitating understanding and remembering:

⮚Listing the most important issues;

⮚Key words;

⮚Examples;

⮚Analogies;

⮚Visual aids ( Silberman , 2006).

Stimulating participants' involvement during the lecture:

⮚Task for listeners;

⮚Help in taking notes;

⮚Task breaks;

⮚Synergic learning - comparing notes;

⮚Short exercises (Silberman , 2006).

## **Observation based methods**

Methods are used to learn about things and phenomena directly. It is useful to use it in those cases where the didactic task is to learn about things and phenomena that the student has not yet observed. Learning through the show is cognitive and should take place through the work of the senses, action and mental work. This will, by gathering insights, create concepts and our own judgments.

This method should meet many conditions:

- the student's perception should be directed by determining in advance what and how to observe,

- the subject of observation should be as accessible as possible to many of the student's senses,

- as far as possible, the student should have the chance to actively "manipulate" the object he is learning and find relationships and relationships occurring in it, possibly between it and the environment

- the student should learn about the subject in the process of changes occurring in it (e.g. different stages of insect development),

- should be able to formulate observations verbally and possibly register them in the form of courts, applications, drawings, diagrams, etc.

The teacher should prepare well for teaching the method of transmission. It consists mainly in gathering demonstration material before the lesson, earlier watching the film and preparing explanations for it, preparing an observation plan, etc. (The chapter contains theses and quotes from: "Educational programs and traditional education methods" in the development of the Naval Academy from Gdańsk)

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# The teacher and his role in the selection of methods for conducting classes

The use of activating teaching and learning methods in lessons helps not only students, but also facilitates the teacher's work. Admittedly, a teacher who decides to work according to the chosen method must:

* prepare materials in advance,
* arrange the place of study (prepare materials, set up tables, benches),
* overcome your own uncertainty before experimenting in class,
* improve your methodical and didactic skills,

At the initial stage, the stages are not easy and require additional work, it is a transient load that pays off in the future on many levels. A teacher working with activating methods in a fairly short time leaves his current role as a teacher - expert towards the teacher:

* counsellor - available when students have a problem solving a difficult task, or when they do not understand it, as well as when they are uncertain;
* animator - who initiates methods and explains their importance for the learning process, presents learning goals and prepares material for work;
* observer and listener - who observes students at work and shares these observations with them;
* participant in the teaching process - who knows that he does not have to be perfect and is an example of a person who learns throughout his life;
* partner - who is ready to modify a lesson prepared in advance depending on the situation in the classroom. A teacher working in a creative way experiences an "inner revival", finds inspiration and motivation to accept new faiths, discovers previously unknown pedagogical and methodological possibilities, experiences a greater value. Experimenting, creating new concepts, creative discussions, innovations - all this strengthens the teacher also because thanks to his actions students change. 31 Students begin to be independent, develop their own learning strategies, release motivation and curiosity to learn.

The teacher has less and less to do with unruly, bored and reluctant students, and increasingly observes commitment, interest and activity. Student working with activation methods:

* changes from a passive recipient to an active participant in planning, organizing and assessing their own learning,
* may deepen interest in joint matters,
* student learns to communicate,
* student begins to be independent, develops their own learning strategies,
* student releases authentic motivation,
* student builds his autonomy at work and in science,
* undertakes actions on its own initiative for the benefit of its class, school.

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