ADVANCED TECHNIQUES OF INSTRUCTION

The prospective teacher-educators will be able to:

1. understand mobilelearning
2. use whiteboard forteaching
3. design instructionalgames
4. apply peertutoring
5. explain active learningmethods
6. describe teaching- learning processmodel
7. use student-centred teachingmethods
8. understand the psychological perspectives inteaching
9. apply the neuro linguistic programming ineducation
10. use the technological trends in teaching andlearning

Unit I: Mobile Learning

Meaning and Definition of mobile technologies – Use of Smart Phones in learning - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distancelearning.

Unit II: Interactive Whiteboard Based Learning

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard- Interactive teaching- Group Interaction.

Unit III: Instructional Games

Meaning and purpose – Instructional game as a strategy – implementing the strategy – Impact of Instructional games on student learning – Intelligent tutoring system- Implication for teaching andlearning.

Unit IV: Peer Tutoring

Peer tutoring – online tutoring- peer learning- definition – peer tutoring in the classroom- Benefits of peer tutoring- Importance of peer tutoring- disadvantages of peer tutoring.Unit V: Active Learning Methods

Active Learning – Just–in-time teaching - Listening Teams - Structured sharing- Students as the teachers– Team quizzes.

Unit VI: Teaching–Learning Process Models

Basic teaching model – John Carroll's model – Proctor's model – Cruickshank's model – Gage and Berliner's model - Huitt's model.

Unit VII: Student- Centered Teaching

Student-centred teaching- meaning, characteristics, need –   Implementing student

centredteachingmethods – Types of student-centred methods: active learning, cooperative learning and inductive teaching- Learner–centred teaching in schools.
Unit VIII: Psychological Perspectives in Teaching

Meaning, nature and importance of Cognitive, Behaviourist and Constructivist   strategies of teaching.
Unit IX: Neuro Linguistic Programming in Education

Neurolinguivstic programming – meaning – nature- advantages- Application in

Teaching.
Unit X: Technological Trends in Teaching and Learning

smart phones, Tablet, i pad - Chat applications - Instagram, Skype, Facebook, Twitter, Whatsappand blogs - RSS (Rich Site Summary) feed and Podcasts and their educational applications.

Suggested Activities

1   Discussion on mobilelearning.

2   A group discussion on peertutoring.

3   Seminar presentation on the student-centredteaching.

4   A debate on various models of teaching-learningprocess.

5   Invited talk on neuro-linguistic programming ineducation.

References:

1. Ahlsen, Elisabeth (2006) Introduction to neurolinguistics, Amsterdam: JohnBenjamins Publishing.
2. Cotton, K. 1989. Classroom questioning. School Improvement Research Series. Northwest Regional Educational Laboratory.http://www.nwrel.org/scpd/sirs/3/cu5.html.
3. Eugenia, M.W. et.al (2012) Evaluating the impact of technology on learning, teaching and designing curriculum: Emerging trends, New York: Information ScienceReference.
4. Steven Morose. (1990) Basic programming for educations, New York. PrenticeHall.

5. Sambhu Sankar Deep. (2014) Schooling the mobile generation, New Delhi:Shipra Publications.
6. Feden, Preston D and Robert Mark Vogel (2003) Methods of teaching:applying cognitive science to promote student learning, Ney York : Mc GrawHill
7. Kapp, Karl M. (2012). The gamification of learning and instruction: game based methods, New Jersey: John Wiley &Sons.
8. Marzano, R., D. Pickering, and J. Pollock. 2001. Classroom

instruction thatworks: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and CurriculumDevelopment.