

UNIT-3

ACTIVITY – BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

3.1 Activity Based Instruction

The Activity Based Instruction approach is unique effective effort to attract out of school children to school. Activity based instruction is an approach to education focusing on the idea that students should be engaged through actions. In activity-based instruction, an educator serves function of facilitator, assisting students through the instruction process and providing them with guidance. Various actions and tasks can be used in this type of program, allowing students to become directly involved in the instruction process, rather than remaining passive. The teacher who are involved in implementing this method have developed activities for each learning unit which facilitate readiness for learning, instruction reinforce and evaluation. Activity-Based Learning is a type of teaching where children learn at their own pace through various supervised activities. It is a more interactive and engaging method of teaching children. It allows for monitoring factors such as coordination, speech, motor skills and social skills amongst other important factors. It is a fun approach to learning since it boosts the development of the brain in children by providing constant stimulus by prompting them to respond. Activity-based learning is achieved mainly in three ways which are, experimentation, expression, and exploration



Advantages of Activity Based Instruction

1. Children learn on their own pace.
2. There is a clarity in the subject content.
3. Classroom environment is highly enthusiastic.
4. Students are truly engaged in the class.
5. Student creativity will develop.
6. Student participation is ensured in every situation.
7. Freedom to student to choose their activity.
8. Multigrade and Multilevel is learning effectively addressed.
9. The communicative skill will be developed.
10. The gap between student and teacher will be reduced.

Classifications of Activity Based Instruction

1. Role Play Method

Role play is the one of the teaching methods provide experience through effective confrontation and developing new ways of looking at things. Role play is a discussion technique that makes it possible to get maximum participation of group through acting out. Role play is an educational technique in which people spontaneously act-out problems of human relations and analyse the enactment with the help of other role players and observers.

Value of Role playing

1. The actor really tries to feel the part of the character.
2. Enjoyed the people who do it.
3. It does not require any instrument.
4. Involves group through participation.
5. Helps to understand the point of view.
6. Develops leadership skill.
7. The students lives through the character.
8. Helps to develop new skill for dealing with problem in human relations.
9. The students fully involved, so the classroom will be very active.
10. Instead of fear to face problem arouses interest to solve the problem.



Steps of Role Play

1. Selection of Role – Decides exactly what you want the group to learn from the role play.
2. Establishing situation for Role play – Design the situation to fit the objectives they want to achieve.
3. Establishing roles and selecting participants -Sketch out clearly the type of people involved.
4. Presenting the Act – Talk about the objective of the role playing during the presentation and explain the skill and insight the activity hopes to acquire.
5. Role-playing Action –play through and is supposed to be the most difficulty stop.
6. Discussion and Analysis of Action – Discussing with role play and analysis the result of the role play.
7. Observe weather the purpose is achieve out or not.

Advantages of Role play

1. Allow students to develop an understanding of other perspectives.
2. Encourage students to work with others in analysing situations and developing solutions.
3. Provide opportunity to apply concepts they have learned.
4. Gives students to effectively contrast problem solving methods by role playing a situation several times.
5. Offers a channel through which feelings can be expressed and feedback processed.
6. Helps to build self-esteem and confidence.
7. Helps to build real communication skills.
8. Helps to develop ability to observe and analyse situation.
9. It develops independent thinking ability among the students.

10. It develops decision making skill on the spot.

Demerits of Role play

1. It requires experts' guidance and leadership.
2. Participants may be threatened
3. Used as an educational technique, not a therapeutic one.
4. It mainly depends on only students' imagination.
5. Consumes more time.

2.Simulation Teaching

It has been found that simulation is new trend in effective technique of teaching. Student teachers can practice simulation teaching with their peers in the classroom following up discussion and evaluation of concept.



The simulation technique has been used in various areas of training Program. The astronauts are not able to give direct training in actual space situation but instead they are given training in an artificial Zero gravity area in the earth. Similarly in driving schools also the learner easily trained in the simulated video situation initially. When they fully trained then only, they were allowed to take care in the real situation. These are the best examples for simulation teaching. The definition of simulation is an artificial situation of the student-teacher in the classroom with the peers. It is experiencing the student- teacher through artificial situations on how to manage with different classroom situation. When the student teacher goes through the training, he become adjustive to teaching problems and most of the time may not be wasted in teaching situations. For that reason, only teaching also simulation teaching is very important. Simulation teaching avoids any risk or going off target in the process coming to terms with the adjustment of complex skill learning without the fear, stress of the real situation. The best way is to furnish examples of teaching problems and situations in structured way so that the student teacher is able to generalize the common features from the specific examples.

Steps in Simulation teaching

There are no recommended steps for steps framing for simulated teaching. But the following steps are recommended for guide lines.

1. Selecting the role players. A small group of four or five students' teachers is selected. The role assigned are rotated within the group so as to offer every one equal chance.
2. Plan the topic to be skilled in a particular skill through simulated technique. Allot topic for each actor according to their interest and talent.
3. A details plan for actor interaction should be prepared.
4. The teacher should prepare procedure or method for evaluation.
5. Conduct the first session and the skill which we select. Provide feedback on his performance if required conduct second session to improve the skill.
6. If the student teacher performed well the teacher plan to move on to the next skill.

Characteristic of Good simulation

The following points should be very important for the Good simulated teaching.

1. The objectives must be defined clearly.
2. Participant must be prepared to do certain roles.
 3. The participants must be motivated by other student teachers.
 4. Participant performance should be in the well planned and structured guidelines.
 5. We choose the interested participant only. If anybody not interested, we must motivate them by explaining the importance of Simulation.

Merits of Simulation Teaching

1. Simulation helps to in the integration of theory and practice.
2. The simulation method show boosted interested and excitement in learning process.
3. It breaks the conventional routine classroom learning and introduces the new in the whole learning activity.
4. Student teacher variations removed in the process. Both students and teacher involved in the whole process.
5. Simulation is suitable for all the categories of students as gifted, moderated and slow bloomer students.
6. It develops communication skill among the students.

7. Teaching learning is made more realistic situation. So, they actively participated in the process.
8. No risk is involved. The decisions are made and carried out without physical or psychological harm to the stake holders.
9. Simulation motivates both teacher and students. It changes the teacher's behaviour and introduces novelty in the whole process.
10. Simulation sharpens the decision-making skill.

Limitation of Simulation method

1. The use of simulation cannot be applied in all subjects.
2. Simulation cannot be used for small children.
3. It taken more time preparation and practicing.
4. Simulation method reduces the seriousness of learning because learning is high cognitive activity.
5. Some of the simulation situation is too difficult to prepare.

3.Incident Method

Incident method is one of the approaches of teacher professional development. An incident is any unplanned event which takes place during the class. It is something we interpreted as a problem in a particular context, rather than a routine occurrence. This incident is said to be critical because it is valuable and has some meaning. Incidents happen but critical incidents are created because of their importance. Teachers can critically analyse any of their lessons and can make particular event critical by reflecting on it. The teacher asks not only what happened but also why it happened. They then use the incidents for future reference. If something goes wrong in the classroom or outside classroom, teachers need to ask what happened and what is reason it to happen. Students say that the incidents can be framed as questions. For example, if students score low marks in the class, the teachers can begin with the question 'Why do you score low marks?' If incidents are analysed in this way, they can become the turning points in the teachers' career and can

lead to changes.



Critical incidents can be both positive and negative classroom events. Analysis of critical incidents helps teachers know more about how they teach. It also helps them to question their own teaching practice which enables them to develop professionally. The main purpose of analysing a critical incident is to identify good practices of teaching a teacher is adopting. It also aims to identify those practices which are not working well.

Merits of Incident Method

1. It helps the teachers identify and solve problems.
2. It can create a considerable level of self-awareness: When teachers analyze critical incidents they experience in their classes, they become more familiar of what they are doing. As a result, they can notice a gap between what they are doing and what they are supposed to do.
3. It can develop an evaluation of routines and procedures: There may be some techniques or strategies of teaching preferred by a teacher which have become the routines. It means they are the procedures taken for permitted by the institution. But when a teacher analyses critical incidents, he can evaluate such routinized techniques on the basis of how his students are responding to those techniques whether it is correct or any modification required.
4. It can encourage teachers to give rise to critical questions about teaching: Once teachers start analysing critical incidents occurring in their classes, they develop the habit of looking at everything. They become careful about whether something they are going to adopt will really work or not.
5. It can change the beliefs to the level of awareness: Teachers hold several different types of trust about different methods of teaching. And the trust they hold about learners, learning, teaching, etc. have an influence on the way they teach. When teachers analyse

critical incidents, they become aware of their trust and can also change them, if necessary.

6. It can create opportunities for action research: Action research is classroom research that a teacher conducts to solve some practical and real problems in his classes. After analyzing the critical incidents, teachers can focus their attention on some particular problems and can carry out action research to solve those problems.
7. It can provide a resource for teachers: When teachers keep a record of critical incidents of their classes, this collection can be used as a resource by both new teachers and experienced teachers and this collection can be used as a reference for future.

Incident Method Steps

1. Describe the incident: This is the description Stage. In this phase, a specific incident elaborately described and documented.
2. Explain its meaning: In this stage, the issue is explained by the teacher in terms of its meaning or value. It is also interpreted in terms of the role it plays. It shows that at first, an incident is described Those incidents which have significance in a wider context are viewed to be the critical incidents.
3. Self-observation: Teachers follow different ways to observe and record their own teaching process such as written narrative, audio videotaping, keeping a teaching journal, etc. The first step in analyzing critical incident is to find all the relevant events that occur in the classroom through any of the above ways and write them in the note form.
4. Describing the incident: when teachers write a detailed description of what actually happened in their classes. This detailed description should be related to the incident which is interpreted to be critical.
5. Self-awareness: The teacher explains the way particular incident happened. The teacher tries to look at the incident from every possible way to explain why it happened.
6. Self-evaluation: This step is said to be the most difficult and important. In this final step, the teacher evaluates what changes were caused due to the incident in his practices in teaching.

4. Case Study Method

Case study is a form of qualitative descriptive research that is used to look at individuals, a small group of participants. This qualitative method of study emphasizes

detailed contextual analysis of a limited number of events and their relationships. Case study method may be defined as “It is systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. It refers to the collection and presentation of detailed information about a particular participant. It gives depth study of a particular situation”.

Importance of Case study

1. Case studies are a great way to improve the learning experience, because they get learner involved, and encourage immediate use of newly acquired skill.
2. Case helps the teacher make the difference between knowing what to do and knowing how, when and why to do it.
3. Through the case study result we can identify problem faced by the students and we can help to the student to come out from the problem.

Merits of Case study

1. We can utilize case study as a teaching method.
2. Practical application and testing of scholarly knowledge.
3. Provides an approximation of various professional environments. i.e., Class room, school ground.
4. Case study results will help to improve students' performance.
5. We used as teaching tool.

Steps followed in case study

1. Identification of the person and address.
2. Collect the family and health details
3. Case history is prepared taking into consideration the chronological event in the individual development.
4. This is analysed in the case conference and after assessing the current status of the individual.

5.Gaming Method

Educational games are a new addition to the array of instructional techniques to the teachers. Educational games have been defined as “activity among two or more individuals

decision makers seeking to achieve their goal in some limit content". Educational games are usually simulated and at least representing real life situations for the purpose to understanding problems arises in the classroom situation. Children may be taught to simulate most of the social manners through toys and their manipulation. The gaming practice may or may not help the students to achieve their objective, but it will deliver a qualitative experience for the students. These games usually do not require one against one competition. As in real life, winning is often relative and social some groups may win one or more than others. And it is necessary in some social studies games as in real life for all the players to cooperate to attain some common goal.

1. Games can be used the raise question and to generate hypotheses.
2. They are applicable to the understanding and testing hypothesis category.
3. It is mainly used in the application category.
4. Educational game may require students to make value judgements and to act in terms of their values.

Role of the Teacher

Educational games require the teacher to play a relatively non – directive and non-managing role. In the gaming situation he behaved as consultant or referee. While students play the educational game, the teacher should take round among the students so as to be readily available as a consultant to those who need help in interpreting the rules. The teacher should be main figure during the post-game discussion to help students to determine the extent to which they understand the main ideas that structure the game. The teacher should ask some question to the students to understand the key feature of the game. Educational games are mostly used in social studies class room to develop skills like decision making, problem solving and understanding the social process. For example, conducting model parliament, mock polling in the school, releasing budget in the parliament, playing the corona awareness games are some of the educational games.

6.Prioritization Exercises

Prioritization has always been a big challenge in our daily life, because we have a lot of work to do at single time. We may feel that every work is important and every work is urgent. This is because of an unorganized set of knowledge and information we have life. Prioritization is all about doing the right things in right order and at the right time. It is the process of determining what is the most important.



Importance of Prioritization

- Prioritization helps to minimize the wastage of time.
- It allows us concentrate on core activities for the day.
- It helps persons to groom a better life.
- It helps us to plan advance our future life.
- It allows us to do works in relax manner.
- It helps to increase the productivity.
- It makes us the better leader of our own life.

3.2 Group Controlled Instruction

In our traditional classroom we emphasis cognitive development only. The reason we mainly dependents upon only teacher instruction methods like lecture method, demonstration method like that. So other than the cognitive development is completely ignored to the students. To develop all the skills like presentation skill, Narration skill, dramatization skill we introduce Group controlled instruction in our curriculum.

GROUP CONTROLLED INSTRUCTION



Group Controlled Instruction Concept and Definition

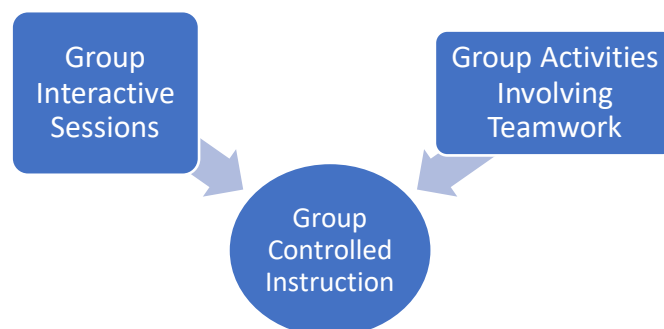
When instruction is organised in such a manner that students carry out the instructional activities together in a group it is called Group Controlled Instruction. Group Controlled Instruction is based on the fact that every member of the group actively participates in the instructional activity. Instructions activities here are arranged in a group where all the members interact with each other. To attain objectives like critical ability to examine other views, develop creativity and ability to cooperate.

The Group controlled instruction may be defined as. “Instruction is organized in such a way that the students carry out instructional activities together in a group. Learning takes place due to interaction among the group members. Learning in this method of instruction controlled by the group which is working as a team”.

Importance of Group Controlled Instruction

Through the traditional methods the students learn and develops all the required skill, but they never get trained how to lead adjustable life in our society. In recent days Leading the life without stress is not so easy. It is very essential in this era to teach the students community to lead the life without stress. In the Group Controlled Instruction the individuals develop a feeling of challenging with one another, defeating one another, at the same time they develop the team spirit among them. Group controlled instruction provides complete understanding of knowledge through participation in group work like discussion, debate and group project. It develops the skills like tolerance, Critical thinking, team spirit, helping tendency, stress management, trust and Confidence. This skill will be very useful to the students to lead the life without any stress and easy life.

Types of Group Controlled Instruction



3.3 Group Interactive Sessions

Students make presentation on allotted topic and discuss it in a group. Through this discussion they develop the ability to clarify their doubts, understanding others' views on his topic and tolerate others criticism. Through this student develop their expression power, accepting others' views, Critical thinking, argue with others to prove their view and team spirit. They also develop the skills like stress management, Time management, Listening skill, Trust worthiness, Excellent communication, Self-confidence and Problem-solving skill.

Elements of Group Interactive session

To organize Group Interactive session, we can select students from the whole class or class may be divided into two groups and we select the students from a particular group for one session and selecting students from other group for another session. Mainly there are four categories are required for the session, they are Chair person, Speaker, Participants and Recorder. One of the students may act as Chairperson, the chairperson conducts the proceedings of the session. The speaker has to explained his presentation in front of team with his evidence and data. Until the presentation over, nobody should not interfere in the presentation. After the presentation over then the participants have to allowed to discuss in program. The proceedings of the sessions may be systematically observed and recorded by the recorder.

Pre-interactive session Activities

The secondary school students are not trained for Group controlled instruction. So it is necessary to train the students for the above. We must change the seating arrange for this session. Due to this reason organizing the interactive session is challenging task for a school teacher. The steps for pre-interactive session are listed below.

Assign Separate period to interactive session:

Separate period should be allotted for the interactive session. This activity must be conducted in the regular school. This will also have to make it compulsory for all the students.

Topic Allotment: You should allot the topic to the participants so that they can prepare for presentation. We should give small portions to the students to present in about 30 minutes. If the topic so lengthy it can splitted and give to the different students for the presentation.

Fixing dates for Presentation: The dates of presentation should be fixed previously and informed to the students also. Students may be asked to prepare the write-ups in well advance.

Motivating the students for preparation of write-ups: The teacher should encourage student to start work immediately, such as browsing from internet etc., The teacher must provide continuous motivation to the students for preparing write-ups.

Seating Arrangement:

The regular classroom arrangement is not suitable for interactive session. Teacher should make arrange the classroom for their needs well advance.

Giving introduction to the students:

Initially the students do not know anything about the interactive sessions. So, the teacher should give instruction about the purpose of the session, expectation and how can we evaluate the session. Then only students can understand their role and responsibilities of the evaluation.

Circulating the write-ups:

The student must prepare write-ups well in advance. The prepared write-ups should be circulated among the all the students. The teacher should assign the student for the presentation.

Demonstration by the teacher:

Initially the teacher should demonstrate the interactive session with the help of other teachers. By observing this demonstration, the students can clearly understand about the demonstration process. After that the student can do the interactive session individually.

Conducting Interactive Sessions

Initially organizing the interactive session in school is very challenging task. It would be advisable that teacher should function as the chairperson to conduct interactive session at

the starting stage. The students may show a lot of hesitation to participating in discussion. The procedure for conducting the interactive session are given below.

Initiator

The teacher can call the student to make presentation and introduce the topic. After briefing the introduction teacher should request the speaker to make the presentation. After the presentation over the teacher should help the participant to recall the main points of the discussion.

Motivator

In the School level generally the students not aware of interactive session. Some student feel hesitates and hence withdraw themselves from active participation. Some other students do not interact in the discussion because of the fear that they may commit mistakes. Due to these reasons maximum students will become passive listener. To change this attitude the teacher should make some effort to motivate the students.

Facilitator

The teacher should be act as facilitator for the successful discussion. You should summarise the ideas expressed by the participants. Teacher should rather be an attentive listener than a compulsive speaker.

Elaborator

When speaker not able to express ideas, elaborate his views. The teacher should facilitate them by asking questions or raising points.

Moderator

Overall environment of session with a view to maintain warmth of interpersonal feelings. Keep the total time allotted in mind and organize so each student expresses his ideas. When tension comes, maintain neutrality and mediate and sum up without hurting feelings.

Controller

For the successful interactive session controller is very important. When discussion goes beyond the context, bring back to the theme is main role of the controller.

Closing the session

Teacher should close the session within the time allotted. To highlight the discussion, they should take notes during the session. Teacher should commend desirable behaviours and caution against the undesirable ones

Post-interactive session Activities

The main objective of post-interactive session activities is to accumulate these activities with the complete full session. Being the organizer of an interactive session, should have a clear idea about what proceeds' and succeeds an interaction session. The post-interactive session activities are Observing the students' reaction, suggestion, discussing points and opinion.

Group Activities Involving Teamwork

The teacher will study Group activities which involve team mode and the process of their organization. The group activities can be organized periodically for all the subjects. Considering the nature and the process of organising these activities, there are three method of learning involving team work Cooperative learning, Group Project and Group Investigations.

Cooperative Learning Methods

The cooperative learning methods is very useful to develop the skill of cooperation, belongingness and team spirit and to reduce individual competition. It is Group or peer learning method. The students work together to achieve the common goal, it will develop the team spirit among the students. The intrinsic motivation is developed among the students than the individual learning. The cooperative learning is very useful for learning various skills and knowledge.

Organising cooperative learning

Formation of Groups

Teacher should divide the class into small groups. While forming groups, teacher should keep in mind the heterogeneity among students in respect of sex, intelligence, religion and communities.

Preparation of cooperative learning sheets

The learning sheets consists of objectives, activities to be done and evaluation items. The teacher should prepare the learning sheets well in advance and taught to the students.

Orientation to the students

Initially teacher should inform to the students about how cooperative learning will be organised. Each and every point should be discussed in the group. If a student not able to understand any concept, the other student could be explained well by another student. They should be informed that they will not be evaluated individually; rather the entire group performance will be assessed.

Conducting the cooperative learning session

The teacher should fix the time for cooperative learning and distribute the learning sheets to the groups. The learning sheets should provide flexibility to the students. The students may modify the learning sheets according to their requirement. Every member in group may be evaluated. In each the group members may help each other to learn well. The teacher should provide feedback to each group about whether they are in the right direction or not. Finally, each group should report about their group work.

Merits of cooperative learning

1. It will create mutual dependence, feeling of being accepted, Liked and supported by fellow students.
2. Students can express teachers feeling into their own language and enrich their understanding.
3. The cooperation mentality will develop among the students.
4. Team spirit will develop.
5. The students can analyse themselves.

Group Investigation

We can't find certain topics and answers for some doubts raised by the students in the school book. Questions whose answers are not readily available require investigation method. Such questions to carry out to group investigation method. The process in which a group of students select questions and tries to find out their solutions collectively in a scientific manner is called group investigation.

Organising Group Investigation

Selection of Problem. You may give some example problems and guide the groups to select a suitable problem for investigation.

Cooperative planning

The members of the group will select the work like collection of evidence, source of evidence and analysing the data. They should also fix the time to be do the investigation work. They should also decide the way the report on the investigation will be prepared. Time must be estimated for each activity

Implementation

Work should be started according to the plan. Every member should try his best to complete the allotted activity within the time. Evidence from all the source should be collected and documented.

Analysis and Synthesis

This step is very important and essential one. Through this only we can come to conclusion. The collected evidence should be analysed and synthesized logically in order to arrive at correct results.

Preparation of report and presentation

A brief report of the work done should be prepared by each group. The report should contain about how the work was done and the findings arrived. It should be very brief; the number of pages is five or six. The report should be presented by each group coordinator.

Evaluation

The teacher should evaluate the work of each team on the basis of their observation. The teacher should provide feedback to group on the basis of their reports.

Group Projects

In some cases, the group investigation may be a group project work. In the school level there are many activities which cannot be completed by an individual and which require a group of students work together to complete the task.

Some of the group projects are listed below

- Presentation of models of different types of houses in a particular region of the country
- Models of hydro-electric power generators
- Models of different types of dams
- Plantation and care of house-hold plants Study of a country's location, climate, crops, people and industries, and presenting them in the form of charts, maps, etc.
- Preparation of models of different organs of the body
- Conducting market surveys, etc.

A group project means a planned well-structured set of activities which are undertaken by a group of students with fixed objectives and which results in a practical accomplishment. The steps are definite but not rigid to be followed in completing a group project work.

Steps in a Group Project

Formation of Groups

Teacher should divide the class into small groups. While forming groups, teacher should keep in mind the heterogeneity among students in respect of sex, intelligence, religion and communities. Each group must contain 5 - 7 students.

Proposing

The objectives of the project are stated. The students may need teachers' guidance in selecting the project and framing the objectives.

Planning

Selected activities are identified and allotted to different members of the group. Project work is planned in such a way that involvement of all the members of the group is should be verified.

Implementation

The project work should be carried out by the members of group according to schedule. Students should be encouraged to discuss their allotted activities frequently and help each other in completing the project work. The group as a whole should come out with a finished product.

Evaluation

The group project should be evaluated on the basis of the attainment of the set objectives. The teacher should observe the result of the project how they closely with objective of the project. It is also advisable to arrange an exhibition of the products and invite some other teachers who could judge and evaluate the projects.