



SWOT analysis



SWOT ANALYSIS



TASK:


a) Me as a teacher (currently) –
analyze yourself as a teacher using
SWOT analysis – rule 3:1

(5 minutes)

b) Name your strengths with which
you can contribute to the group

(15 minutes)

Teaching process



What comes to your mind?

(Brainstroming/Popcorn)



Self- assessment

Complete (honestly) the self-assessment sheet.

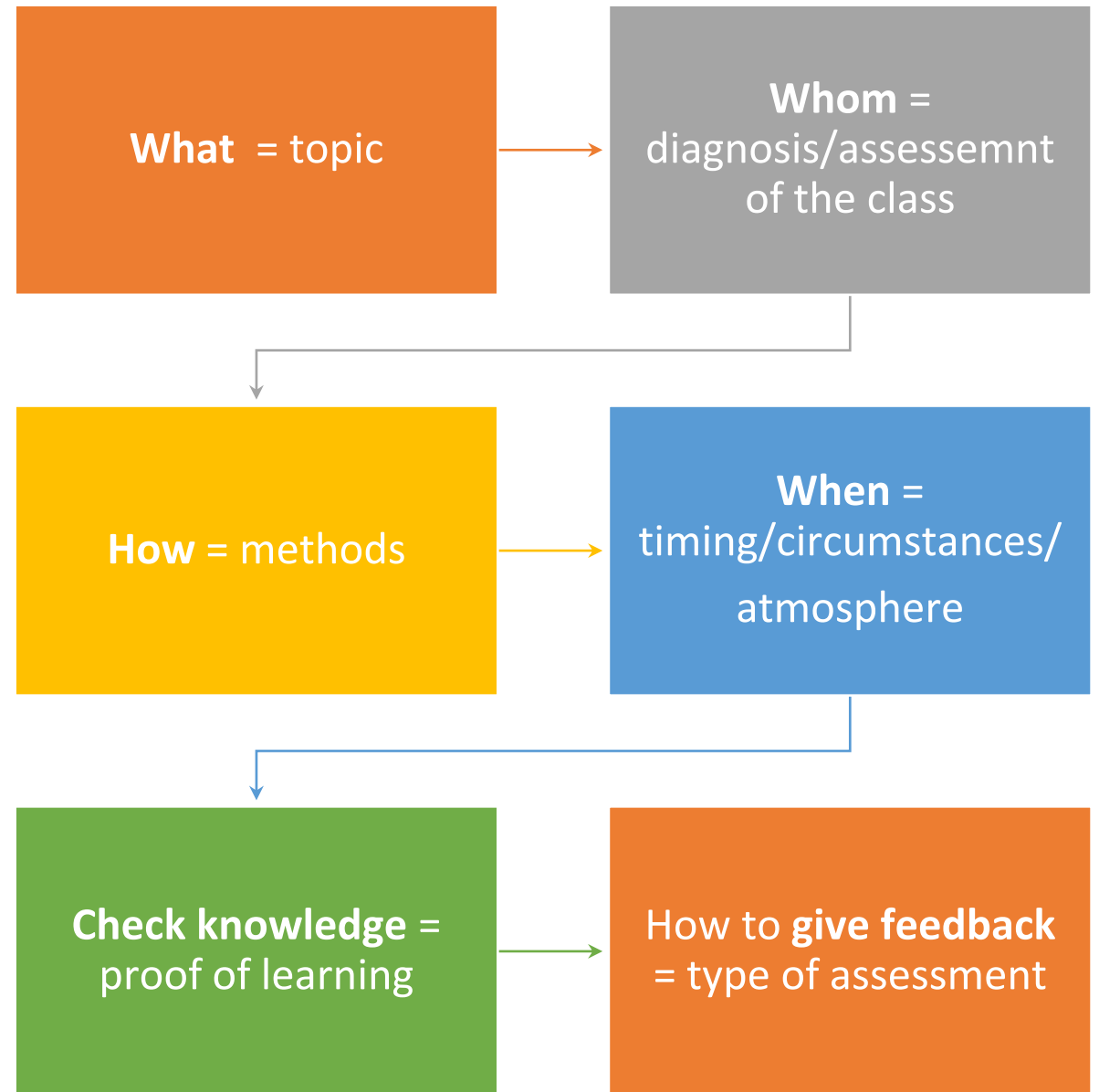


Teaching process

What – Whom – How – When – How to
check knowledge – How to give



Teaching process



Portfolio task

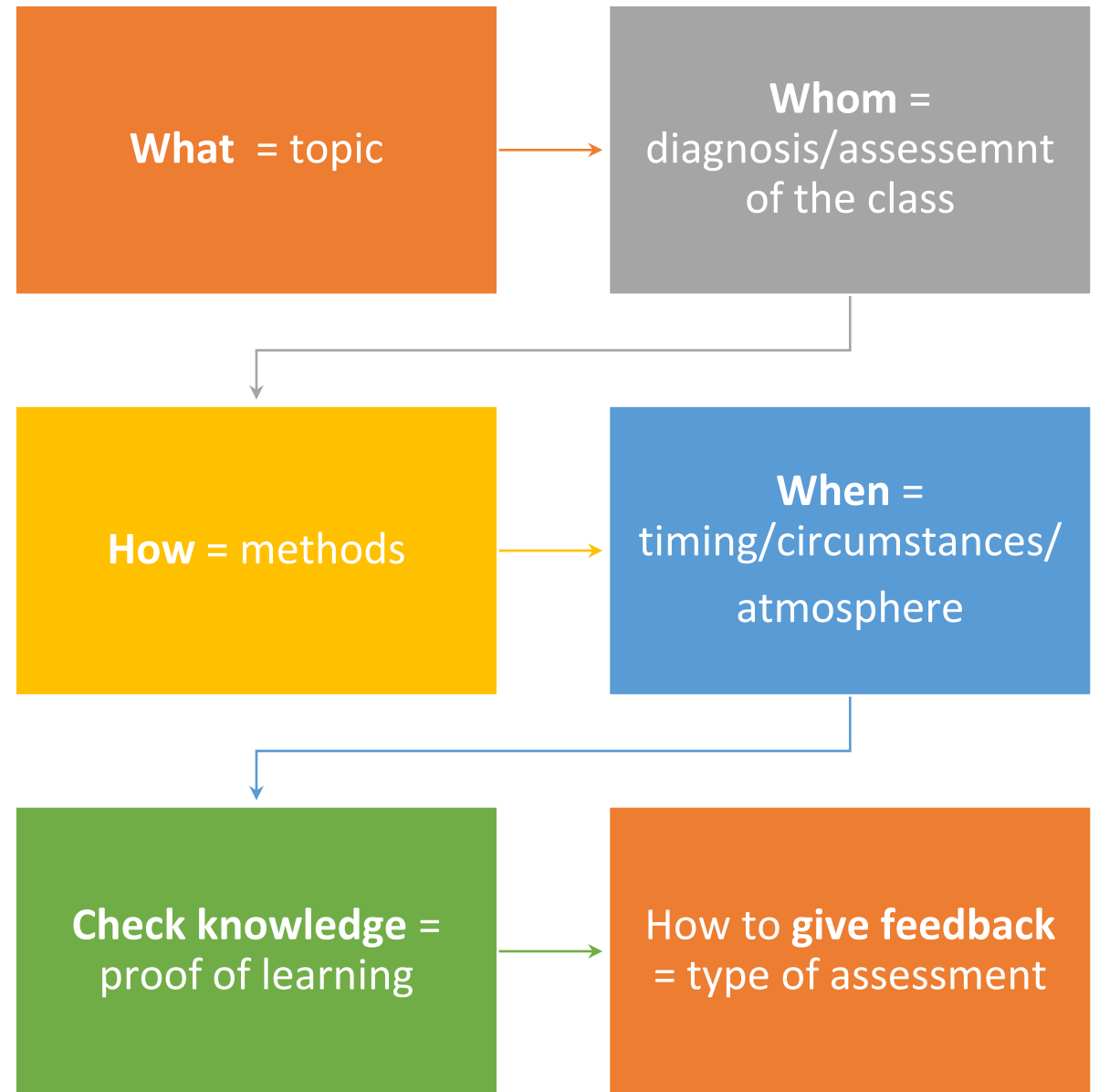
Steps to follow:

- 1. Choose a school and describe it. What type of school is it? What type of students does it educate? Study the SEP (School educational plan) of the selected school and characterize declared principles / strategies on which the school builds the SEP.**
- 2. Choose one thematic unit within one year of the selected school type and find out how the school curriculum delimits the curriculum and outcomes for one of your subjects and how it corresponds with the philosophy of education by Pasche et al.**
- 3. Perform didactic analysis of the curriculum of the selected thematic unit (concepts, learning tasks, cross-curricular relations).**
- 4. Formulate general objectives for the selected thematic unit.**
- 5. Schedule the whole unit into several lessons.**
- 6. For each teaching unit, formulate sub-objectives derived from the more general objectives and propose the activities (learning tasks) and the assessment methods accordingly.**
- 7. Based on your practical experience, consider teaching with regard to pupils' capabilities (e.g. gifted pupils, with SEN).**

Organize your outputs clearly into one file in MS Word format, giving your name. Do not forget to use citations. Submit the assignment to the appropriate Homework vaults folder (the date will be specified by the teacher).



Teaching process



Well set
objective is

S

SPECIFIC

Your goal is direct,
detailed, and meaningful.

M

MEASURABLE

Your goal is quantifiable to
track progress or success.

A

ATTAINABLE

Your goal is realistic and you
have the tools and/or
resources to attain it.

R

RELEVANT

Your goal aligns with your
company mission.

T

TIME-BASED

Your goal has a deadline.

WHAT = clear
objectives

COGNITIVE

AFFECTIVE

PSYCHOMOTORIC

COGNITIVE DOMAIN - which would be the most/the least difficult for you? Why?

Evaluate

Analyze

Create

Remember

Understand

Apply

CREATING

6

Create - Imagine - Design - Plan

EVALUATING

5

Decide - Prioritize - Rate - Justify

ANALYSING

4

Identify - Compare - Explain - Categorize

APPLYING

3

Use - Illustrate - Complete - Solve

UNDERSTANDING

2

Discuss - Outline - Explain - Predict

REMEMBERING

Describe - Relate - Tell - Find

Bloom's Taxonomy

Remember / Understand / Apply / Analyze / Evaluate / Create

- use a formula to solve a problem, select a design to meet a purpose, reconstruct the passage of a new law through a given government/system
- organize the animal kingdom based on a given framework, illustrate the difference between a rectangle and square, summarize the plot of a simple story
- identify the ‘parts of’ democracy, explain how the steps of the scientific process work together, identify why a machine isn’t working
- design a new solution to an ‘old’ problem that honors/acknowledges the previous failures, delete the least useful arguments in a persuasive essay, write a poem based on a given theme and tone
- memorize a poem, recall state capitals, remember math formulas
- make a judgment regarding an ethical dilemma, interpret the significance of a given law of physics, illustrate the relative value of a technological innovation in a specific setting

Bloom's Taxonomy

CREATE: make a judgment regarding an ethical dilemma, interpret the significance of a given law of physics, illustrate the relative value of a technological innovation in a specific setting

EVALUATE: memorize a poem, recall state capitals, remember math formulas

ANALYZE: design a new solution to an 'old' problem that honors/acknowledges the previous failures, delete the least useful arguments in a persuasive essay, write a poem based on a given theme and tone

APPLY: identify the 'parts of' democracy, explain how the steps of the scientific process work together, identify why a machine isn't working

UNDERSTAND: organize the animal kingdom based on a given framework, illustrate the difference between a rectangle and square, summarize the plot of a simple story

REMEMBER: use a formula to solve a problem, select a design to meet a purpose, reconstruct the passage of a new law through a given government/system

CREATING

6

Create - Imagine - Design - Plan

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Bloom's Taxonomy

- <https://youtu.be/Wdu2pWGoeh0>
- [\(749\) 7 yrs old boy Solves Rubik's Cube 8.72 sec – YouTube](#)



Educational Philosophies

Read about ONE philosophy of education by Pasch et al. (1998).

Inform your classmates about the educational philosophy. Use practical examples, your experience etc.

Which philosophy appeals to you the most?

Educational Framework

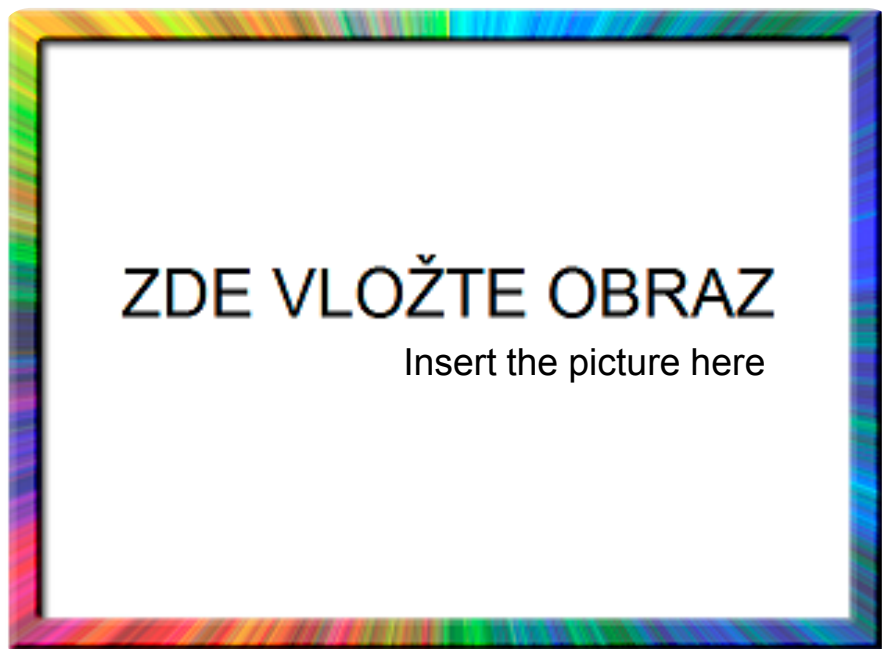
- Find a classmate for the pairwork.
- Download the FEP (Framework Educational Programme) from the study materials in IS.
- Find out: What is an **educational area / educational content / expected outcome**?
- Find out (or check) which educational area your subject belongs to (5 mins).
- How challenging do you think it is to meet the expected outcomes?

Portfolio task

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- 5. Schedule the whole unit into several lessons.**
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Thematic Unit

Download the SVP (School Educational Programme) of your choice (preferably from the school where you conduct your teaching practice). Specify how the curriculum and expected outcomes for your subjects are defined and how they correspond with the educational philosophies of Pasch et al. (1998).

Choose a thematic unit to work on in your portfolio assignment.

What curriculum within the FEP does this thematic unit fall under?



Setting objectives

Set general cognitive / affective / psychomotor objectives for your thematic unit.

Specify the taxonomies you have used.



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Didactic analysis - conceptual

- Which important ideas (**generalizations**) should our students understand in this learning material?
- What **facts** will they need to know in order to understand the generalizations?
- Which important **concepts** are necessary to understand our instruction?

Concepts - Facts - Generalizations

Generalizations are statements that express relationships between two or more concepts.

Concepts are categories or classes of things or ideas that have the most important (essential) properties in common. (...) concepts are the basic building blocks of a quality curriculum.

Facts are statements that represent information about individual facts - individual people, things, specific places, specific time, about a specific event. Furthermore, it is typical of facts that they can be verified by a single observation, by performing a simple experiment, or by seeking information from reliable sources.

TASK: Draw a mind map

Think about concepts, facts and generalizations your students need to revise (from previous studies) and learn (as a new material) in your class.

Types of teaching: informative, heuristic, production and regulative

Informative teaching- the teacher communicates ready-made information to the students

- He uses a variety of aids, changes methods of explanation, demonstrates experiments, etc. However, only he is active
- He is the only one who is active. Appropriate deployment in situations where a new area of knowledge, challenging material or a large body of knowledge is presented. All pupils follow a consistent approach with teacher.

Heuristic teaching- pupils are guided by the teacher to explore independently

- The simplest case of this type of teaching is the problem question and heuristic conversation.
- This type of teaching is most clearly problem-based learning. The learning activity of pupils plays an important role here.

Production teaching- the essence is the pupils' work activities

- Work with materials practical activities aimed at creating a product.
- The emphasis is on the acquisition of work skills without underestimating the relevant theoretical knowledge.

Regulative teaching - the basis is a detailed project

- Each task, step of the pupil is regulated, controlled (e.g. by means of a programme).

(Source: Maňák, 2001)

Teaching strategies

Deductive - Typical for a transmissive school (but also important) – "a clear goal and purpose", the teacher "has everything under control,,.

Inductive - Typical for the constructivist concept of teaching, enables the building of knowledge "from the inside" (from preconceptions), develops metacognitive abilities of children to learn.

Socially mediated - Pupils learn together and from each other each other.

(Source: Pasch, 1998)

Teaching strategies - Deductive

Typical for a transmissive school (but also important) – "a clear goal and purpose", the teacher "has everything under control,,.

Examples:

- **Lecture, Explanation** (new terms, definitions, formulas) – ready made knowledge
- **Demonstration, Exercise** ("guided practicing")
- **Application in tasks** (knowledge, understanding)
- **Evaluation of results, verification of knowledge** (student can - can't do; knows – does not know)

(Source: Pasch, 1998)

Teaching strategies - Inductive

Typical for the constructivist concept of teaching, enables the building of knowledge "from the inside" (from preconceptions), develops metacognitive abilities of children to learn.

Examples:

- Problem solving - research, investigation, thinking, finding the solution
- Discovering the meaning of a concept or theory
- Application, verification in authentic situations
- Evaluation of results and procedures

(Source: Pasch, 1998)

Teaching strategies – Socially mediated

Pupils learn together and from each other each other.

Examples:

- Cooperative learning
- Simulation
- Role play

(Source: Pasch, 1998)

Teaching forms

= Organizational arrangement of conditions for the implementation of teaching content using different teaching methods and teaching aids

- Frontal teaching
- Group teaching
- Individualized teaching
- Individual teaching

Teaching methods

Initial reflection

Describe a lesson when “you as a pupil learned well”?

Class design

TASK: Design the class you are going to teach

Specify the layout of seats and desks

Specify the students, their educational needs and their seat in the classroom