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Course outline for Analysis of Teaching

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(Applied Psychology)

Overview: The course begins with an emphasis on teacher behavior. It is further defined by focussing on teaching primarily as a decision-making process. Teachers are required to make critical choices between alternatives at every point in the teaching process. There are a number of effective strategies and skills which can be developed to improve the quality of decisions made at each stage.

As you might expect the different types of skills are brought into play at each major stage in the teaching process. We will focus on those strategies that are involved in the teaching act itself, and which must be employed during teacher-pupil interaction.

Basic Skills: We will focus on decision-making strategies which will help you:

- 1) Recognize certain types of student responses that tell you when certain kinds of decisions need to be made.
- 2) Increase the number of alternative techniques from which you can choose, given decisions to be made about particular student responses.
- 3) Determine how and where to look for information that will increase your chances of selecting the best alternative.
- 4) Determine how to effectively test your procedures in ways that will not interfere with on-going concerns about content and other procedures. Such skills can thus be developed when they are broken down into specific teaching techniques that can be concretely described, demonstrated and practiced. We will consider major sets of teaching strategies in just this way.

Strategy: The course will have a strong applied focus. We will analyze video-tapes of teacher-student interaction in systematic ways which will allow you to develop observation and analyses skills concerning specific teaching strategies. Research data concerning the effects of these strategies on teacher and learner behavior from kindergarten through university level classrooms will be presented.

The major course assignment will involve you in the actual analysis of video-taped lessons. You can expect to develop new diagnostic skills which will have an affect on your teaching in the regular classroom. We will focus on teaching strategies involved in building, maintaining and enhancing the student motivation, basic questioning techniques, participation and attention strategies, planning analysis and synthesis skills.

Point-form Outline of Major Topics

1. Initial assumptions concerning applied psychology and teaching.
2. Logic and tools of scientific inquiry.
3. Teaching as an art and/or science.
4. A continuous evaluation model of teaching.
5. Planning and analysis skills.
6. Teaching strategies.
7. Micro-teaching.
8. Analysis of teacher-student interaction.
9. The learner and instruction.