

# Basic Teaching Skills for a Better lecture



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Commitment

Enthusiasm

Organization

Leadership

Creativity

Patience

Communication

Time management

Critical thinking.

Being Tech-Savvy

# Key Skills of a Teacher



# 8 Microteaching Skills

**Questioning Skills**

**Reinforcement Skill**

**Variation Skill**

**Explaining Skills**

**Opening and Closing Skills**

**Small Group Discussion Skill**

**Classroom Management Skill**

Skill of organizing small group work and individual work

## Questioning skills

- The teachers' ability to **think critically** and use **problem-solving** skills
- Experienced teachers uses the tasks of **higher order questions** and **open-ended questions**.
- Higher order questions cannot be answered simply by only rote memory.
- Require students to **think creatively**

### Teachers may:

ask for more information,

require a justification for an answer,

refocus the answer to another aspect of question

prompt the students

ask to enter a discussion

## Questioning skills

### **To ask a question:**

- expressing questions clearly and concisely,
- giving references,
- focusing
- shifting turns
- giving time to think
- expressing questions in other ways
- simplifying questions

**In the past**, teachers asking the students whether or not they have understood and to check the students' attention in the class.

**Nowadays** questioning is used to assist learning process.

# Reinforcement Skill

Positive reinforcement strengthens desirable behaviors by presenting the learner a **motivational stimulus, such as a reward or praise**. This makes it more likely that the person will exhibit this behavior in the future.

## **Five Positive Reinforcement Classroom Management Strategies**

Nonverbal cues (thumbs up, jazz hands, clapping)

Verbal praise (“thank you for participating,” “excellent question”)

Tangible rewards (bite-sized candies for class participation)

Activity rewards (five minutes of free time for those who stay on task)

Group rewards (end of the month pizza party)

# Reinforcement Skill

- **Avoid limited prizes:**

Focus your prizes on effort, not accomplishment. Such as, everyone who remained on task for thirty minutes gets five minutes of free time at the end of class.

- **Focus on most improved:**

Although it is important to reinforce the behavior of your top students, make sure you have rewards geared towards the most improved behavior as well.

- **Create competition with group rewards:**

Intentionally divide your students into teams and set up a reward for the team that works the best together.

- **Encourage long-term behavioral improvement:**

Having a big prize, such as a pizza party or movie day, is a great way to foster motivation and group effort.

# Variation Skill

The actions of the teacher to overcome the boredom of students

An important skill which helps to keep students attentive in the class and to sustain their motivation.

## **Components of the skill:**

- Movement
- Gestures
- Changes in voice
- Focusing
- Change in interaction style
- Pausing
- Aural-visual switching
- Physical involvement of the students
- Variation in media use

# Explaining Skills

- The skill of explanation refers to **clearly explaining the topic** so that learners can understand the concepts being taught properly.
- This skill is one of the most important aspects of effective micro-teaching. It's simply **the expertise of a teacher that enables them to engage in effective communication with their students.**  
This ensures that students comprehend the subject being taught without any difficulty.
- Through explanation a teacher make the meanings of the content easy and understandable. In simple word, the complex things are simplified by analyzing and explaining the problem. Because **it helps the students learn easily.**
  
- Avoid talking over student's head or talking down to them. ...
- Ask questions to determine student's understanding. ...

# Opening and Closing Skills

- **Opening Skill:** preparing students to take part in learning  
e.g. attracting students' attention, giving references, making connections
- **Closing Skill:** the ability to end the core learning activities  
e.g. reviewing, conducting evaluation, giving follow up

# Opening and Closing Skills

## Opening:

The opening activity should be brief.

Its role is **to activate** prior knowledge,

**engage** the student

**establish** a purpose for learning.

Students by the end of the opening should know

- **what** they will learn,
- **why** the content and skills are important,
- **how** it connects to previous learning.

## Closing:

Closure is **to wrap up** a lesson plan and help students **organize** the information in a meaningful context in their minds.

Effective closing strategies include

- reviewing and summarizing a lesson,
- consolidating key information,
- creating a link to new ideas
- building anticipation for the next lesson.

## Small Group Discussion Skill

- The skill of guiding small group discussion, involving a group of students in cooperative face to face interaction with the aim of experiencing making decision or solving a problem
- It includes focusing attention, clarifying problems, analyzing students' views, improving students' description, spreading opportunities to participate, and closing discussions

# Classroom Management Skill

- Creating and maintaining **optimal learning conditions** and **the ability to restore** them when problems and disturbances happens in the class
- Classroom management is how teachers **influence student behavior** to create an environment conducive to learning.
- The primary goal is to **maximize appropriate conduct and minimize student misbehavior**.
- A well-managed classroom functions according to **rules, routines, and consequences**. Students know what they are expected to do, and they know what behaviors to avoid.

## Skill of organizing small group work and individual work

### Group Work:

- Limited number for group work, 3-8 participants
- Builds a closer relationship between a teacher and students
- Small group activities are also great for **building healthy relationships in the classroom and developing empathy**. Children learn through observing how their peers solve problems or interact with each other. In a mixed ability group, children can practice **leadership skills** as well as **teamwork**.
- Group learning fosters learning and comprehension. Students working in small groups tend to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats.

## **Skill of organizing small group work and individual work**

### **Group work can develop students' skills in**

- listening to and respecting others' ideas;
- thinking about one problem in a variety of ways;
- getting to a deeper level understanding through having to explain a perspective and discuss it with folks with different perspectives;
- dividing up tasks and delegating responsibilities;
- sharing knowledge and abilities to get a better hold on a problem than they could individually.

## **Skill of organizing small group work and individual work**

### **Individual work can help students**

- gain independence to think things through on their own;
- improve confidence in working through a problem, even when they don't feel certain about every step;
- work at their own level, rather than having to adapt to suit their group members;
- get more comfortable taking actions on their own;
- gain creativity and effective thinking processes that can apply to problem solving across a range of subjects and types of issues;

***ANY QUESTIONS***



THANK YOU

The image features the words "THANK YOU" in a bold, white, sans-serif font. The letters are three-dimensional and are placed on a dark, highly reflective surface. The surface creates a clear, inverted reflection of the text. The background is a light, neutral color, possibly a wall or a sky, which provides a clean backdrop for the text.