

TEACHERS' ROLE IN THE CLASSROOM

By Asst. Lecturer

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Spring, 2019

Teachers play a significant role in the lives of students in their classrooms. Their well-known roles are:

1. to educate the students who are under their care and responsibility, i.e. to build knowledge
2. to set the tone of their classrooms,
3. to create an intimate atmosphere, or rather

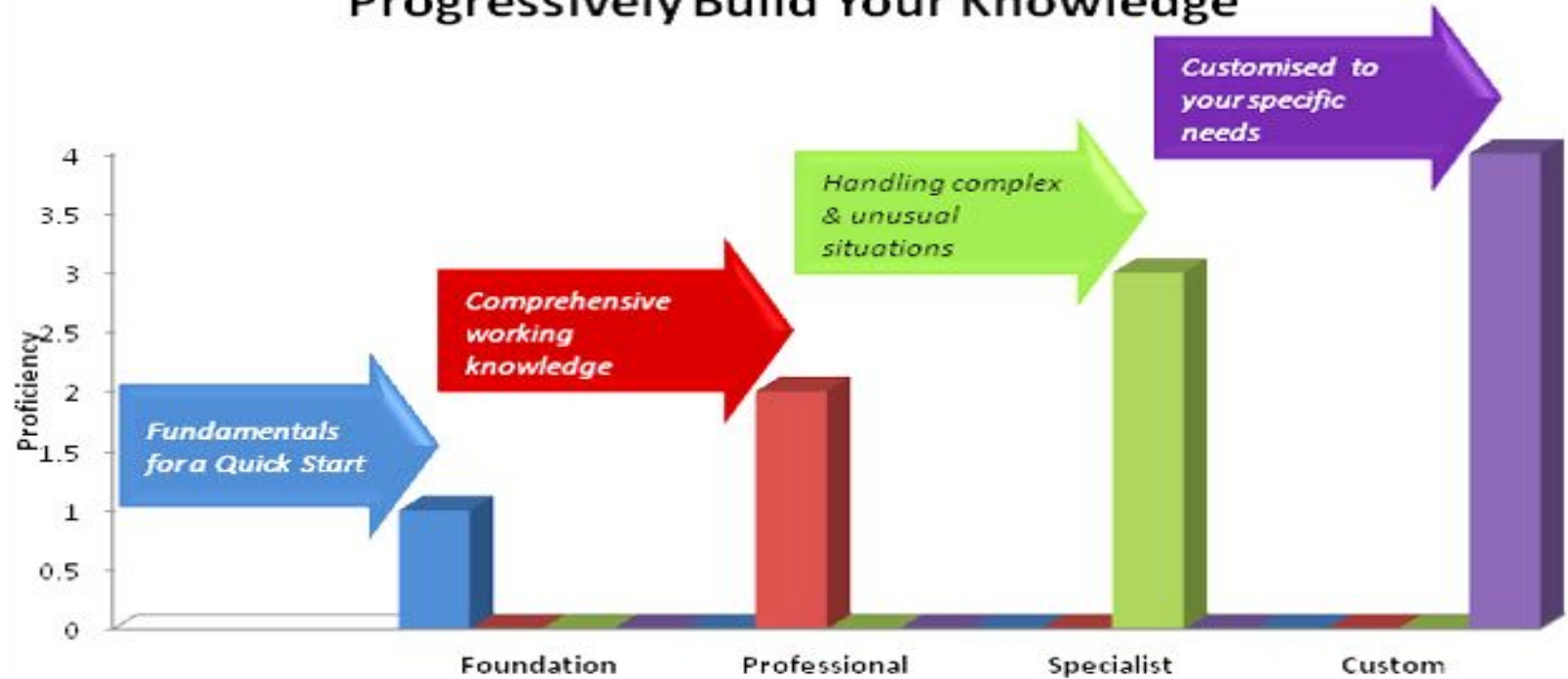
4. to become a role model,

4. to guide, mentor and nurture students,

6. to look for and listen to students who show signs of trouble.

BUILDING KNOWLEDGE

Progressively Build Your Knowledge



TEACHING KNOWLEDGE

- The most well-known role of a teacher in the classroom is to convey and teach knowledge to students. Given a curriculum, teachers must follow the guidelines.
- This curriculum is followed by the teacher so that throughout the year, all relevant knowledge is distributed to the students.

TEACHING KNOWLEDGE

- Teachers teach in many ways including:
 - Delivering Lectures,
 - Training,
 - Making pair and small group activities
- - Hands-on learning activities.
 - Feeding-back

CREATING CLASSROOM ENVIRONMENT

- Teachers also play a vital role in the classroom when it comes to the environment. Students often imitate a teacher's actions.
- If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative.

CREATING CLASSROOM ENVIRONMENT

- If students feel the teacher is angry, students may react negatively to that and therefore learning can be decreased.
- Teachers are responsible for the social behavior and atmosphere in their classrooms.
- This behavior is primarily a reflection of the teacher's actions and the environment they sets.

- This can basically be done by various methods such as delivering lectures, giving presentations, training, catechizing, etc.

- Our major concerns here are

- lecturing,

- presenting,

- and Training

- How do they compare in function

The major differences

- a training program,
 - a lecture, or
 - a presentation..
- are

I. FLOW AND DIRECTION OF INFORMATION

The major difference among training, lecturing and presenting has to do with

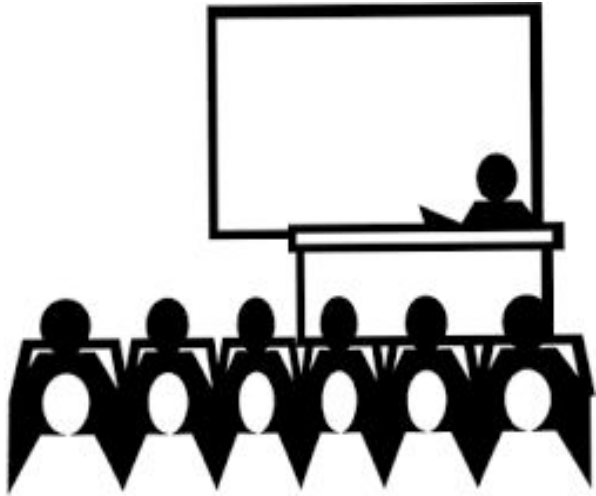
- the flow of information,
- and how the interactions among students go on.

So what are these differences

1. DELIVERING LECTURES AND PRESENTING SEMINARS

- ⦿ These two activities are quite common for us as teachers.
- ⦿ They often share similar functions in comparison to training and coaching.
- ⦿ Nevertheless, some of us need to pinpoint them as two dissimilar concepts

WHAT IS THE JOINT DENOMINATOR BETWEEN ?



presentation



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lecture

SPEAKER → AUDIENCE

- In a lecture or presentation, the major flow goes from the speaker to the audience,
- Since most of the time is dedicated to the speaker, lecturing and presenting are somehow more *informative in scale*.



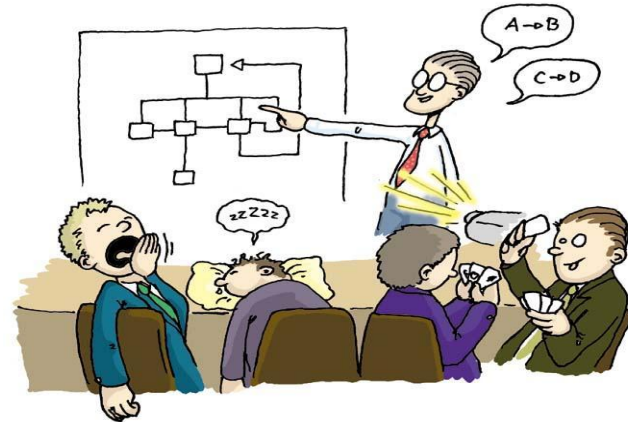
SPEAKER → AUDIENCE

- ⊙ Yet in lecturing and presenting, the students are passive listeners.
- ⊙ *Students have no significant role to play in class.*



SPEAKER → AUDIENCE

- This means that *interactions* among audience members in the lecture and presentation are low. Consequently the audience get *bored* and *sleepy*.



SPEAKER



AUDIENCE

Some limited interactions initiated by the audience members to the speaker may take place in the forms of *inquiries* or *questions*.



2. TRAINING AND COACHING



TRAINER ↔ TRAINEES ↔ TRAINEES

- Whereas lecturing and presenting seminars are informative, **training** is far more **flexible** with information going in all directions -- it's *far more interactive*.



INFORMATION



PERFORMANCE

Can skills be mastered on
theoretical bases only???

Communication and Presentation Skills

Workshops &
One-on-One
Coaching



II. DIFFERENT PURPOSES OR OUTCOMES

- ⦿ The second major difference has to do with the purpose of the event, or the outcomes expected.

1. Presentations and lectures are informational in that the attendees are exposed to information, but the emphasis is on *exposure* rather than learning *what can be applied in the real world*.



- It's not that the information delivered by presentation is irrelevant to the real world behavior -- it's that the emphasis is different



- Training, however, is designed to alter the capabilities of attendees (learners), and to build new capabilities that can be used "out there".



III. PRESENTATIONS HAVE WIDER RANGE OF OUTCOMES

2. Training should always be about "learning to do", whereas presentations actually have many more possible outcomes, which need to be reflected in how the presentation is planned and executed.

- Presentations can be of various types, depending on whether the presentation is intended to:

- Sell
- Inform
- Motivate
- Persuade
- Advocate
- Entertain, or
- Educate

IV. Lectures often half-way between presentation and training

4. Lecturing is not that quite simple, because

- lectures are often part of training, and
- are intended to result in learning, while that's not the case with all presentations.

- Still, lectures involve an information flow from teacher to learners that is primarily **one way**.

Speaker  Audience

- That's why, in educational and "learning to" situations, it's important to alter the flow somewhat so that:

lecture segments are interspersed with thinking exercises and most important questions to audience members.



The question is still asked:

Is knowledge power?

:BENJAMIN FRANKLIN SAYS YES

Knowledge
is
power!



Dear attendants,

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