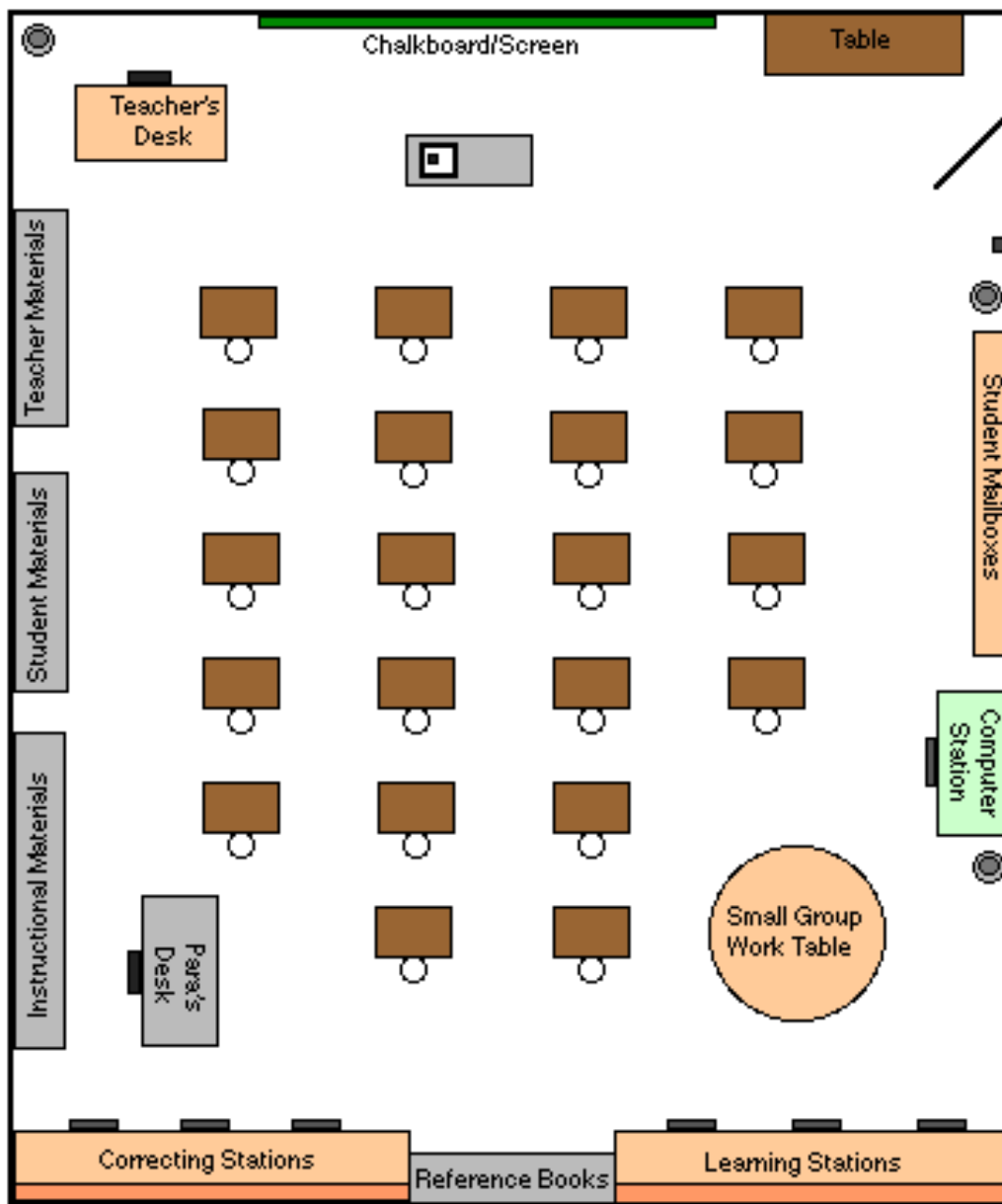


## ORGANIZATION & MANAGEMENT OF CLASSROOM

### 1. Managing classroom space and resources

- Promote teacher-student interaction
- Access learning resources
- Promote efficient learning
- Minimize behavior problem



2. Managing learning environment

- Contribute to non-threatening, stress free environment
- Create a positive, safe environment

3. Managing instructional time

- Establish classroom schedule
- Pace teaching appropriately
- Organize lesson
- Minimize open-ended discussion
- Minimize non-instructional time: roll call, announcement, social, discipline, clean up.

4. Managing the learner involvement

- Encourage class participation
- Reinforce good questioning
- Throwback good question for response

5. Managing classroom events

- Follow the 9 events of instruction (Gagne)

<b>Instructional Event</b>	<b>Internal Mental Process</b>
1. Gain attention	Stimuli activates receptors
2. Inform learners of objectives	Creates level of expectation for learning
3. Stimulate recall of prior learning	Retrieval and activation of short-term memory
4. Present the content	Selective perception of content
5. Provide "learning guidance"	Semantic encoding for storage long-term memory
6. Elicit performance (practice)	Responds to questions to enhance encoding and verification
7. Provide feedback	Reinforcement and assessment of correct performance
8. Assess performance	Retrieval and reinforcement of content as final evaluation
9. Enhance retention and transfer to the job	Retrieval and generalization of learned skill to new situation

- Gaining attention:
  - Be friendly to students
  - Display enthusiasm
  - Be focused on learning
  - Provoke curiosity
  - Use multimedia
- Inform learning objective
  - Clarify expectations
  - Emphasize learner initiative
  - Encourage self learning
  - Promote motivation to complete the lesson
  - Practice learning by objectives and criterion-referenced instruction
- Stimulate recall of prior learning
  - Build learning on what is already known
  - Provide linkage between old & new learning
  - Follow the spiral curriculum approach
- Present the content
  - Organize the content logically
    - Problem oriented structure
    - Sequential structure
  - Stress key points
    - Signpost, encircling, enlarging
    - Underlying, highlighting, voice inflection
  - Explain concept skillfully
    - Demonstration
    - Illustration
- Provide learning guidance
  - Guide for long term memory storage
    - Examples, case studies

- Representations, analogies
- Mnemonics, acronyms
- Elicit performance (practice)
  - Provide opportunity for practice
  - Make session interactive, e.g. Q&A
  - Repeat to enhance retention
- Provide feedback
  - Create a non-threatening climate
  - Indicate correctness of performance
    - Right or wrong
    - Hints & cue
    - Explanation & suggestion
- Assess performance
  - Assess according to learning objectives
    - Attitude
    - Skill
    - Knowledge
  - “Regardless of curriculum design, assessment determines learning methods. Objective, content, process & assessment are interrelated.”
- Enhancing learning
  - Conduct review & summary at the end of a lesson
  - Provide references, assignment reading, exercise
  - Reinforce learning

*“If you lecture to me I forget, if you demonstrate to me I understand, but if you let me do it I learn”*