

Applied Technique of Acting in the Role of Teaching

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Abstract

In the short speech, the content of the lesson will be presented to the students in front of the students, so the students will get an initial idea about the content. The formation of the team after the tearing of the teachers and the students will divide one or the other character of the team members. Students will discuss the role of this character among themselves or by grouping themselves and try to understand. The teachers will ask each group member to think about their character. The character of the subject matter of the subject will be presented through acting or dialogue.

Keywords: Lesson; Ideas; Approach; Teaching; Technique.

1. Introduction

Professional development in the area of teaching skills is a must for any teacher wanting to create a positive environment for learning. Professional development challenges teachers to think “outside the box” when it comes to instruction and classroom management. Education is constantly evolving; teachers who commit to the craft of teaching find a more rewarding teaching experience and students who are eager to learn.

2. Teaching

Teaching is like fishing...

Example:

You use different lures for different fish

You use different methods for different learners.

Teaching is like beautiful music.

Example:

Where, instructional methods are the instruments

When played alone they make sound...

When played together in tune, rhythm, and feeling, they become amazing music!

3. Method

- a) It means a procedure or process for attaining an object: as
- b) It is a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art
- c) It is a systematic plan followed in presenting material for instruction.
- d) It's the way, technique, or process of or for doing something
- e) A body of skills or techniques.

A method is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method employs the memorization of various grammar rules and the translation of second language material to the student's native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language. The purpose is not to critique this method but to show how it was derived from the approach that the mind needs to be trained through intellectual exercises to be able to accomplish something.

4. Approach

An approach is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically focused such as behaviorism or cognitivism. They can also be based on older philosophies such as idealism or realism. The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity. Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

5. Teaching Method

Teaching Method tend to be synonymous with technique according to Webster

Teaching Strategy – “careful plan” that serves an important function in achieving a specific outcome.

Instructional aids includes:

Chalkboard, Flip chart, PowerPoint

Overheads, VCR, Real Objects, etc.

Teaching Approach is a “holistic process”

Includes the teaching steps, problem-solving strategies, and teaching methods.

Some of the more prominent strategies are outlined below. For more information about the use of these and other pedagogical approaches, contact the Program in Support of Teaching and Learning.

For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

6. Lesson

It is a period of learning or teaching. A lesson is a structured period of time where learning is intended to occur. It involves one or more students (also called pupils or learners in some circumstances) being taught by a teacher or instructor. A lesson may be either one section of a textbook (which, apart from the printed page, can also include multimedia) or, more frequently, a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity. Lessons are generally taught in a classroom but may instead take place in a situated learning environment.

7. Ideas of Learning

Ideas about learning and their implications

While there is no single, universally accepted theory of learning, most learning theorists would agree that students are not empty vessels who passively absorb information. Learning is a relation between students' prior knowledge, values, expectations and their environments. Learning involves active learner engagement of one form or another and is always the learning of something - whether the 'something' be disciplinary concepts, social practices or ways of being a particular kind of person.

There are a number of current learning theories that might be of relevance to practice-oriented curricula and this section provides some very brief outlines of some with their implications. It does not attempt to include all theories that might be relevant or deal with the theoretical similarities or distinctions between these theories.

Constructivist theories maintain that learning involves the active construction of knowledge and that the development of new knowledge is influenced by prior knowledge and expectations. These theories vary in the extent to which learning is seen as individual or social. Approaches that have been influenced by constructivist ideas include active learning, problem-based learning, experiential learning and inquiry-based approaches.

Situated learning theorists (for example Lave & Wenger, 1991; Wenger, 1998) maintain that learning is situated in socio-cultural contexts. Learning is essentially a social process. Learning takes place through participation in activities within communities of practice and reification of ideas within these communities. In a practice-oriented educational context, situated learning ideas have obvious implications for the inclusion of authentic experiences of practice and work integrated learning but they also emphasise the social dimensions of learning and the need for collaboration and interaction.

Variation theory (Marton & Booth, 1997; Marton & Tsui, 2003; Marton & Pang, 2006) maintain that learning requires the experience of variation. For example, to learn to understand a threshold concept, learners need to experience (among other forms of variation) the variation between their prior understandings

Applied Technique Of Acting In The Role of Teaching

and disciplinary understandings of that concept. Implications of variation theory include the need for learners to experience variation in contexts of learning and application (Bowden et al, 2002), for example in developing information literacies students would need to experience variation in information sources and the information to be found in them, ways of searching, different contexts for seeking and making use of information and so on. It is not sufficient for teachers to simply present the relevant variation as this does not guarantee that students will experience it. Learning activities may need to be designed in ways that assist students to see as relevant and notice the aspects of variation that are important amongst all of the other aspects of complex environments. For example, engaging students with practice applications then with theories relevant to those applications may be more effective than the more usual approach of presenting decontextualised theories followed by applications. While variation theory is not explicitly a social theory of learning, other students are seen as important sources of variation with students learning from the different ideas, perspectives and problem-solving approaches of others. Students need opportunities to generate and test out ideas, to experience variation between their previous ideas and new ones, to learn in authentic contexts of practice, to learn collaboratively with others, to reflect on their learning and to have appropriate choice and control over their learning. To be consistent with these ideas, any technologies need to be able to support student as well as staff generation and sharing of content, student inquiry, collaboration and student documentation of and reflection on learning.

This does not mean that there is no place for lectures. Good lectures can motivate students, present overviews of key ideas or highlight differences in perspectives or provide opportunities for students to learn from lecturers' practice experiences and practice-focused research. However, lectures need to engage students and students need to be able to discern and focus on the meaning of the ideas or concepts being presented. This is often not the case, particularly when lectures present large amounts of material with no or few opportunities for active engagement and reflection. Current ideas about learning imply that lectures could be less dominant as a mode of teaching, and that the lectures that are offered could afford more opportunities for active learning, interaction, inquiry and reflection. Podcasts or other recordings from lectures might be most useful for learning if they are edited, helping students to focus on key concepts or ideas, or if they are used to present material, such as stories of practice, that students cannot easily access from other sources (such as textbooks). Flexibility is important for meeting the needs of students with increasingly complex lives, but should be balanced with the need to engage students in experiences that are more likely to lead to desirable learning outcomes.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh student's memories about the assigned reading(s). Other faculty find it helpful to have students' list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms. Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Applied Technique Of Acting In The Role of Teaching

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, listserves, and interactive software have also been useful additions to the educational setting.

For more information about distance learning contact the Instructional Development Office at 703-993-3141 (Fairfax Campus) and watch for workshops and faculty discussions on the topic throughout the year.

GoConqr's free online learning tools can be integrated into the Flipped Classroom teaching model. Using GoConqr, you can easily share resources with a group, in this case a class, allowing students to study these resources from home and prepare for the next class. This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters classes to analyze real cases experienced by companies in the past.

Ewan McIntosh, an advocate of Design Thinking, created The Design Thinking School as part of his "No Tosh" consulting group. No Tosh harnesses the creative practices of some of the best media and tech companies in the world to coach teaching methods to implement the concept. Design Thinking for Educators also provides teachers with an online toolkit with instructions to explore Design Thinking in any classroom. [Click here to download the free toolkit now.](#) Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

A perfect example of a teaching technique based on self-learning is outlined by Sugata Mitra at the TED conference. In a series of experiments in New Delhi, South Africa and Italy, the educational researcher Sugata Mitra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The children, who until then did not even know what the internet was, were capable of training themselves in multiple subjects with unexpected ease.

8. The Field Study As An Educational Technique

Field study is one of the outdoor education methods (Hammerman 1980, McRae 1990, Priest 1993, Hammerman, Hammerman and Hammerman, 2000), which, according to Watts (Papadimitriou 2002) are rooted in fields such as philosophy, epistemology and naturalism. Many educationists such as Pestalozzi, Froebel, Dewey, etc have been influenced by these fields and applied many of the ideas expressed therein in their teaching practice. Since the end of the 19th century important educational movements have been developed in various countries focusing on the environment (the natural, in particular) as a learning field. Nowadays field study forms part of the curriculum of courses from a broad spectrum of sciences including geology, biology, archaeology, history as well as from various social sciences, while it is often implemented in formal tuition and adult education programs as part of the practical exercises undertaken by the students. The field study relates to students' activities taking place in learning environments outside the traditional (conventional) classroom, such as office environments, historical areas, monuments and museums, national parks, zoos, wetlands, seaside, wild life areas, etc. It is based on the supposition that the most valuable experiences of the students are gained through images taken by the senses. It is connected with most educational techniques and it often forms part of a project. It allows students to participate in the design of the educational activity and to acquire in situ experience and knowledge through the research process (Kern and Carpenter 1984, Moles 1988). More particularly, it helps the students acquire new knowledge and skills and formulate interest attitudes towards the study subject; in other words, it contributes so as the changes through learning to take place on knowledge, skills and attitudes levels (Rogers 1996, Knapp 2000). The work that the students undertake in the field can vary since they may be involved in the description of a place, the comparison of visual or other data, in some kind of research or a survey in general, in other words, things which cannot be achieved as effectively in the traditional classroom (Davidson 1981). However, many teachers consider the field study as a waste of time. They maintain that using less time in the traditional classroom, e.g. by means of a lecture supported by suitable audiovisual material, such as a film or slides, the students can achieve better results in the cognitive fields, not to mention that they do not have to move (Jacobson 1986). On the other hand, however, as it is evident from the results of many researches, the students learn particular subjects of various cognitive areas faster and more efficiently if they are found in an appropriate outdoor environment rather than in a traditional classroom (Mason 1980, Kern and Carpenter 1986). Adopting the field study as a suitable educational method in distance education depends on the learning object, the aim and objectives of the learning process, the learning styles and the educational characteristics of the students, the competency of the TC, the learning environment, the time available and the particular moment, as well as the resources available. In any case, however, it is useful since it can relate to many of the conditions for effective learning in adult education such as the active participation and the activation of the students' existing schemata (Kokkos 1999). More specifically, in field study the students are

Applied Technique Of Acting In The Role of Teaching

offered ample opportunity for active participation since they are called upon either in groups or individually to plan, implement, apply, replan and evaluate certain activities relating to the theoretical background of their studies. The learning aimed at through field study is concerned both with consolidation of knowledge acquired and the acquisition or development of skills and attitudes. Some distance education institutes organise field studies relating to their programs during the CSs or even on weekends. On environmental issues, for example, the students have the opportunity to observe and collect data from the study area, exchange their views with members of environmental organisations, representatives of the Local Authorities as well as the residents, thus ascertaining the differences in views (Filho 1998). Furthermore, the students' involvement in field studies could be achieved by enriching the activities suggested in the course books (and the assignments) with subjects for whom field study is necessary (Blackmore 1998). In this way studying becomes more active and experience-related with emphasis on the local environment (Clover 1998).

9. The Research

This means the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. Research is "creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. Research projects can be used to develop further knowledge on a topic, or in the example of a school research project, they can be used to further a student's research prowess to prepare them for future jobs or reports. To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects or the project as a whole. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development (R&D) of methods and systems for the advancement of human knowledge. In order to ascertain the students' views on field study, a small scale qualitative research was conducted with a group of 30 students attending the «Open and Distance Education» Module of the Postgraduate Program in Education offered by the Hellenic Open University. This research was carried out during the 3rd Contact Session (12 February 2005). The students who participated in the survey were those present in the CS. They were 24 of whom 11 were males and 13 were females. Almost all of the students were teachers in Primary or Secondary Education. Most of them (23 students) had attended traditional adult education programs, while 10 of them had been involved in adult education as trainers. 15 students used field study once or twice a year as instruction technique for the teaching of conventional education subjects (mainly in Secondary Education and in adult education programs). Most of them had already gained some experience in distance education as

students since they had already successfully completed their studies in other modules with the Hellenic Open University. However, none of these students had participated in activities involving field study. Our research focused on the analysis of the contents of the students' answers and aimed at: $\frac{3}{4}$ Ascertaining their experience in field studies as trainees in conventional education $\frac{3}{4}$ ascertaining their views on the possibility of using this technique in distance education and their willingness to participate in such a process. Research is a careful and detailed study into a specific problem, concern, or issue using the scientific method. It's the adult form of the science fair projects back in elementary school, where you try and learn something by performing an experiment. This is best accomplished by turning the issue into a question, with the intent of the research to answer the question. Research can be about anything, and we hear about all different types of research in the news. Cancer research has 'Breakthrough Cancer-Killing Treatment Has No Side Effects in Mice,' and 'Baby Born with HIV Cured.' Each of these began with an issue or a problem (such as cancer or HIV), and they had a question, like, 'Does medication X reduce cancerous tissue or HIV infections?'

But all I've said so far is what research has done (sort of like saying baking leads to apple pie; it doesn't really tell you anything other than the two are connected). To begin researching something, you have to have a problem, concern, or issue that has turned into a question. These can come from observing the world, prior research, professional literature, or from peers. Research really begins with the right question, because your question must be answerable. Questions like, 'How can I cure cancer?' aren't really answerable with a study. It's too vague and not testable.

Having a question creates an internal state of 'I need to know something.' To continue the baking example, this internal state of wanting something is like having a hankering for apple pie. Since you are reading this in a psychology section, we will put a psychological slant on this, and hopefully lose some of the baking metaphors. Research begins with an issue that comes from an observation. Let's say I am walking down the street and I see two pigeons sitting at two different windows. I'm weird, so I'll call the first pigeon Stu and the second pigeon Bill. When I walk past Stu the pigeon, I see him pecking at the glass.

10. Student's Expectations

We can explain students' expectations in these way-

- a) Want solid knowledge base and real-world applications
- b) Want clear and organized presentation of material
- c) Want to be stimulated, active and participatory
- d) Want to know why (how does this activity, reading connect to my future career?)

Applied Technique Of Acting In The Role of Teaching

- e) Want faculty to be enthusiastic, helpful and engaged
- f) Expect “customer service”
- g) Want face-to-face contact but accept boundaries

11. Conclusion

A great discussion contains whole with important heads. In this article, we can learn many aspects of acting role. This is an important discussion indeed.

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