



# Innovative



# Teaching

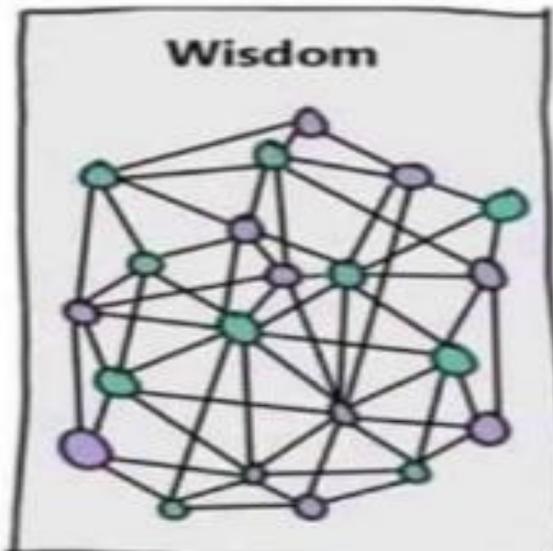
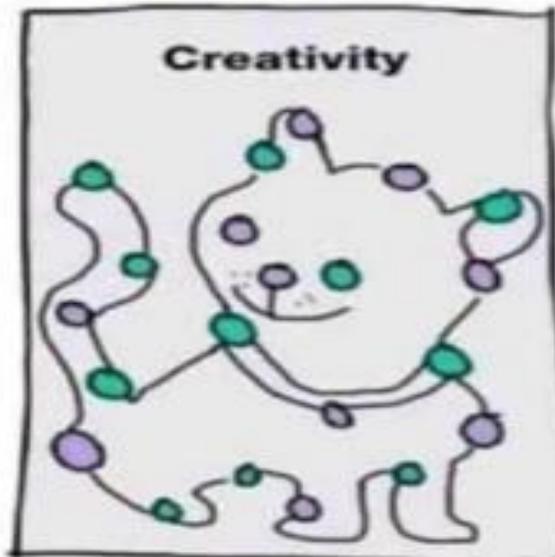
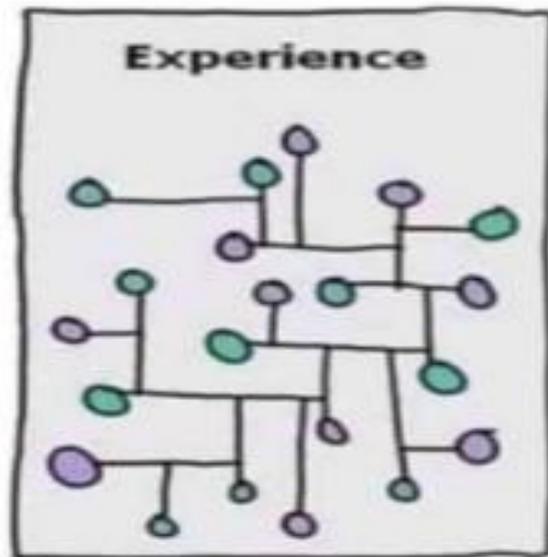
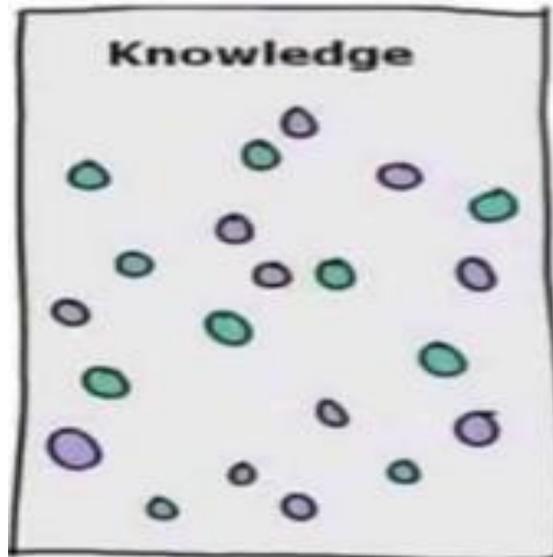


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## Activity

Referring to the following table, choose one best way you learn better and write a short paragraph describing reasons and your feelings about it.

I learnt best when I follow tutor's instruction	I best learn when I work on an assignment/ homework or a project	I best learn when I collaborate with my classmates/ through group.

## Why is Innovative Teaching?



INNOVATIVE  
TEACHING

Innovative teaching incorporates technology into teaching-learning methods to create a rich learning experience for students.



# What is Innovative Teaching?

Providing an opportunity for a student to learn in a way with which they feel comfortable

New ways of facilitating learning and analyzing its impact on learners

Determine the outcomes that students need to achieve



# Components

Selection of content based on learning outcomes and assessing based on learning outcomes.

Knowledge of teaching methods

Knowing various teaching methods, when and how to apply each method.

Knowledge of learning outcomes

Knowledge of classroom assessment

Difference forms of assessment (diagnosis, formative, summative assessment)

Cognitive, motivational and emotional heterogeneity

Knowledge of individual students characteristics



## Nature of knowledge

- **Three descriptions of 'poverty'**

1- At present about 38 per cent of people living in rural areas are classified as poor.

2- "Poverty is like living in jail, living under bondage, waiting to be free." — a saying from Jamaica.



How did each of the three examples describe or explain poverty?

## Why we are using various teaching Methods?



People learn in different ways  
Dissimilarity of nature of knowledge  
Dissimilarity of ability and age of learners  
Learning Environment  
Available time and resources

# Stages of Teaching

Phase

Operation

Teaching

Pre-active  
(i)

Inter-  
Active(II)

Post-  
Active(III)



- Fixing up the learning out and contents
- Decision about strategy

- Diagnostic of the learner
- Action and Reaction

- Appropriate testing devices
- Provide Feedback

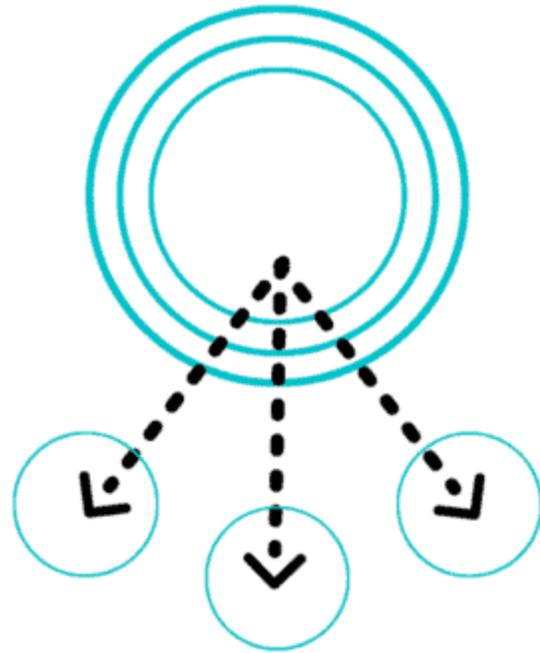
# Teaching Approaches



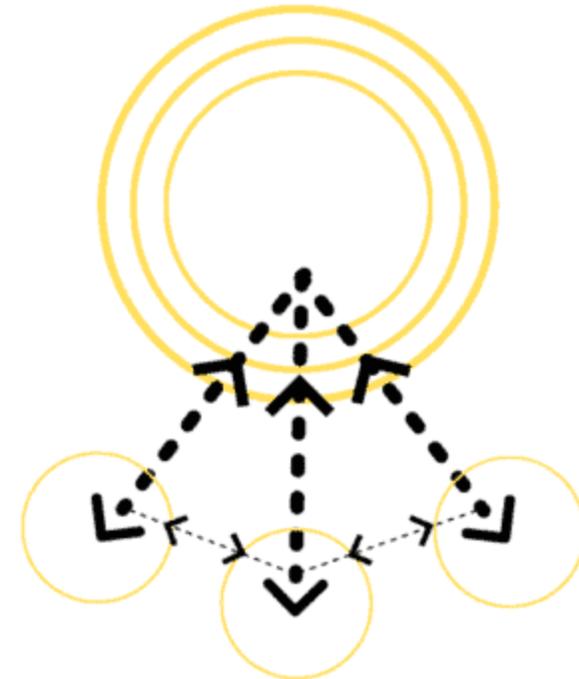
# Teaching

vs

# Facilitating



One directional dissemination of knowledge through a teacher

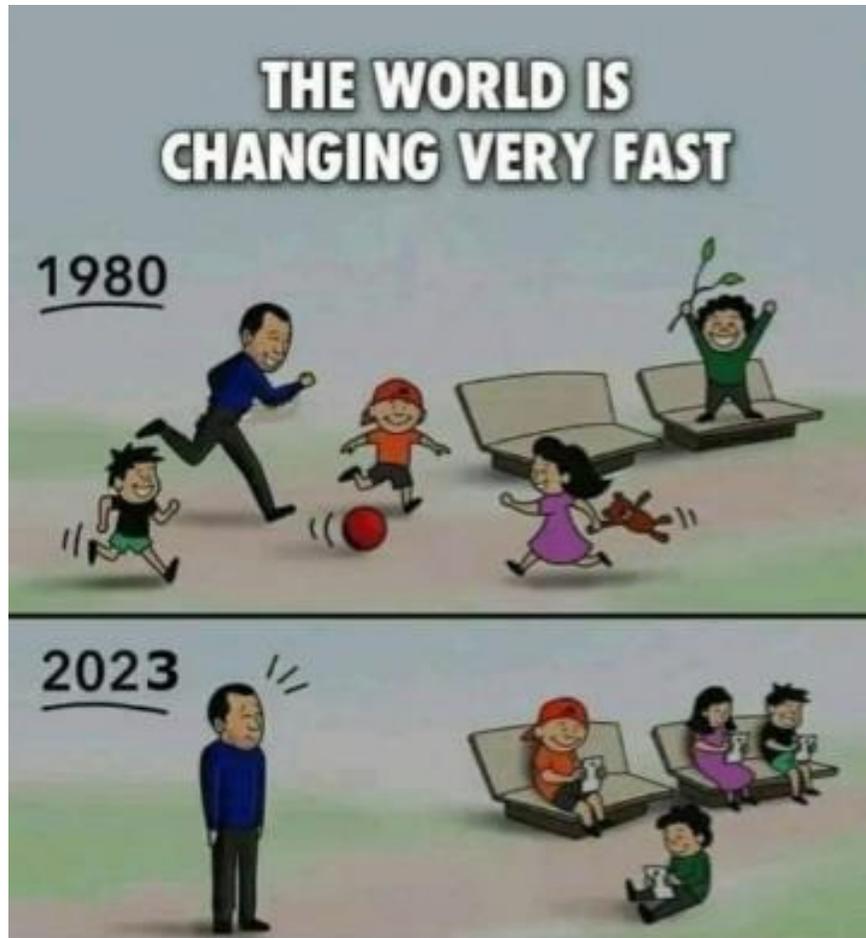


Accompanying and shaping a learning process together



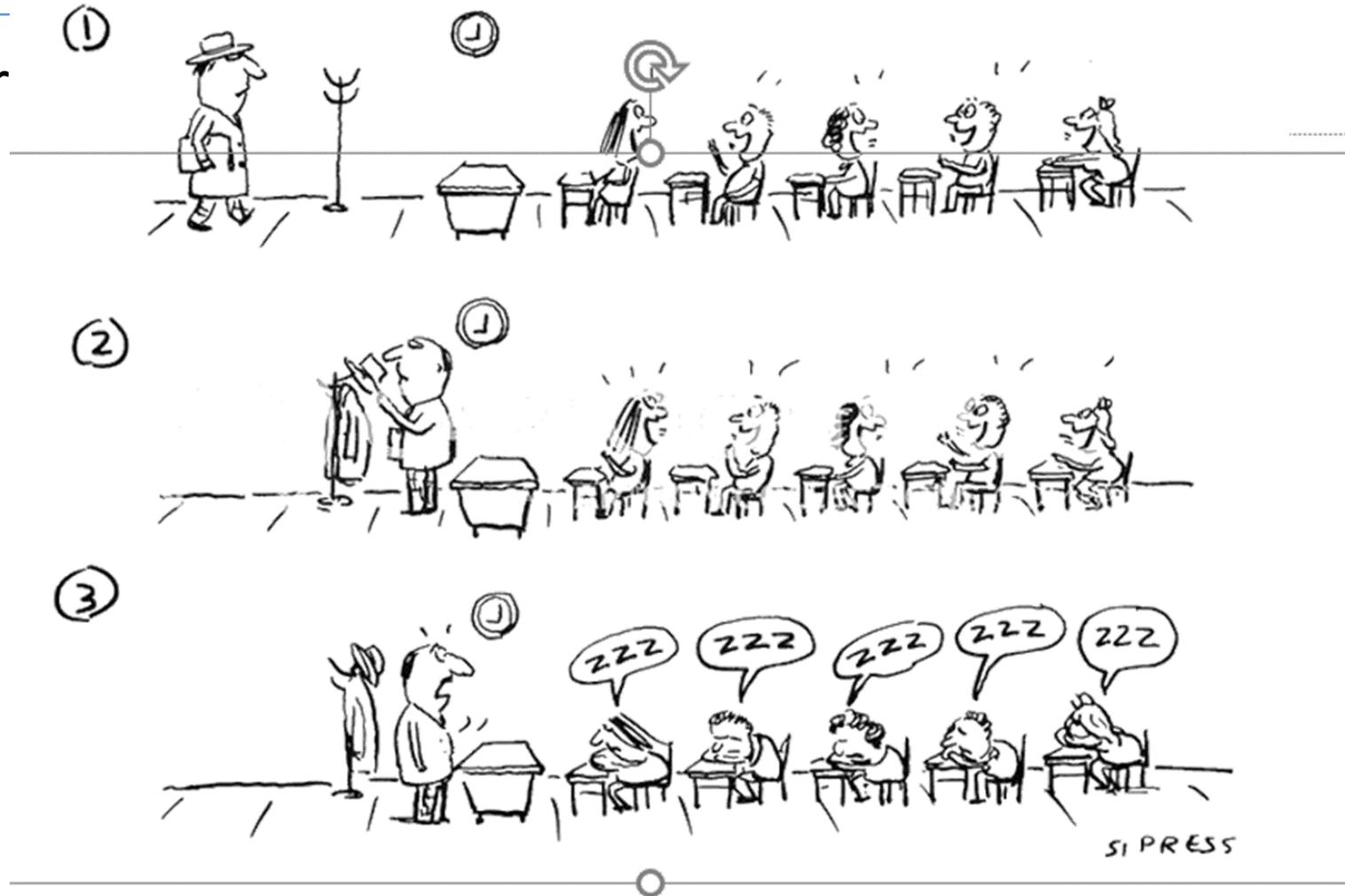
# Why is shifting from traditional methods?

- Rapid change of needs and expectations of students.



# Lecture

- Making lectur



# Making lectures more engaging

## Traditional Lecture:

### Before

- Reading

### During

- Listening

### After

- Home assignment

## Active Lecture:

### Before

- Quiz

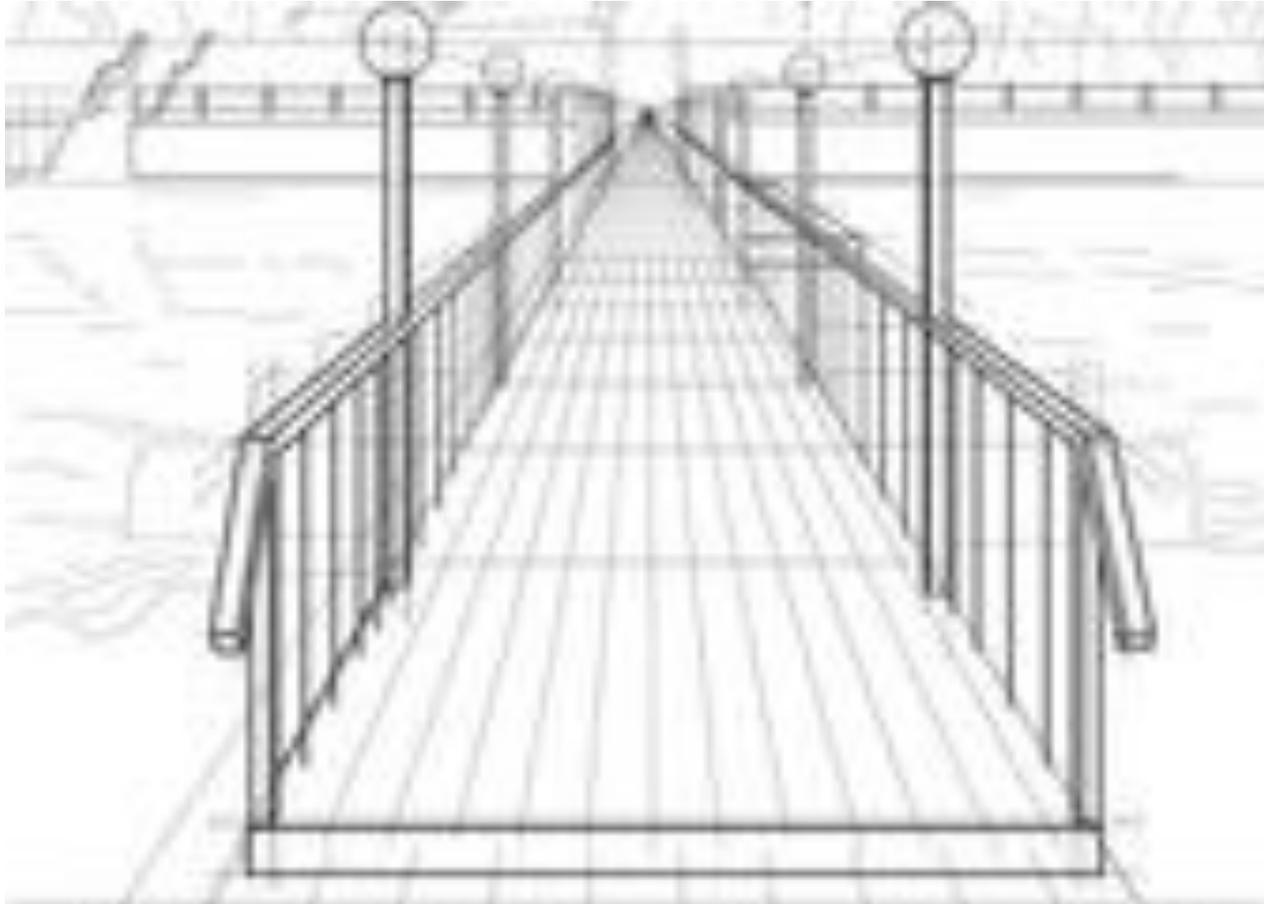
### During

- Discussion and collaboration,

### After

- Online learning

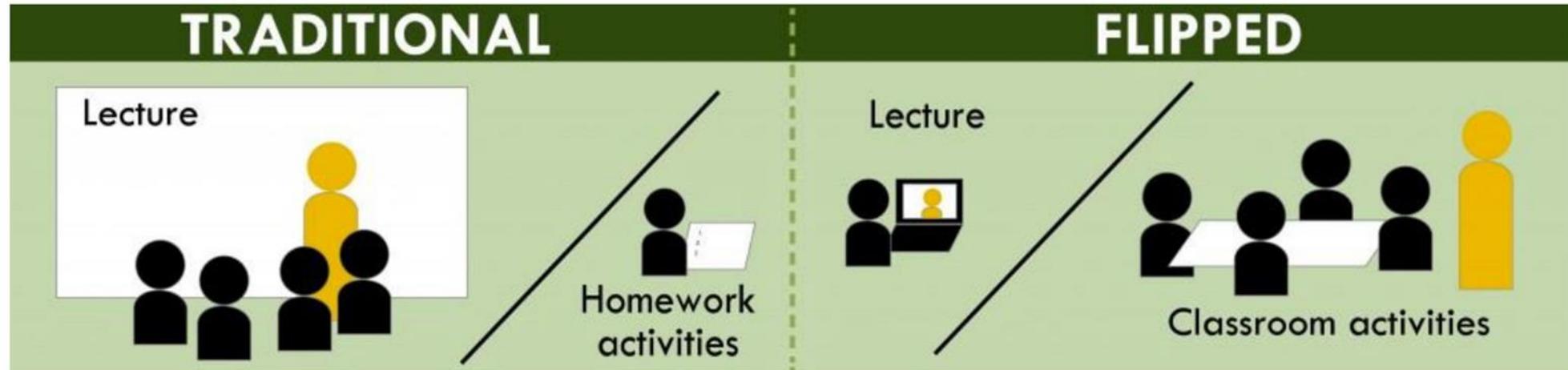
# Confidence



**Umbrella** can't stop the rain, but makes us stand in the rain.

**Confidence** may not bring success, but gives us power to face any challenge in life.

# Making lectures more engaging





# Making lectures more engaging



Hook students in early(Warm up)

It increases students' interest in the topic and can enhance understanding/retention.



Use a misconception example

It promotes critical thinking and puts learning in context.



Make students 'earn' info

It creates interest and prepares students for 'deeper' learning.



Peer explanation

It creates conditions for deeper learning.



One-minute summary

Deeper processing = deeper learning

# Teaching Strategy



**Teaching Strategy**

Strategy is the skill full planning of a working system by which the objectives can be achieved easily.

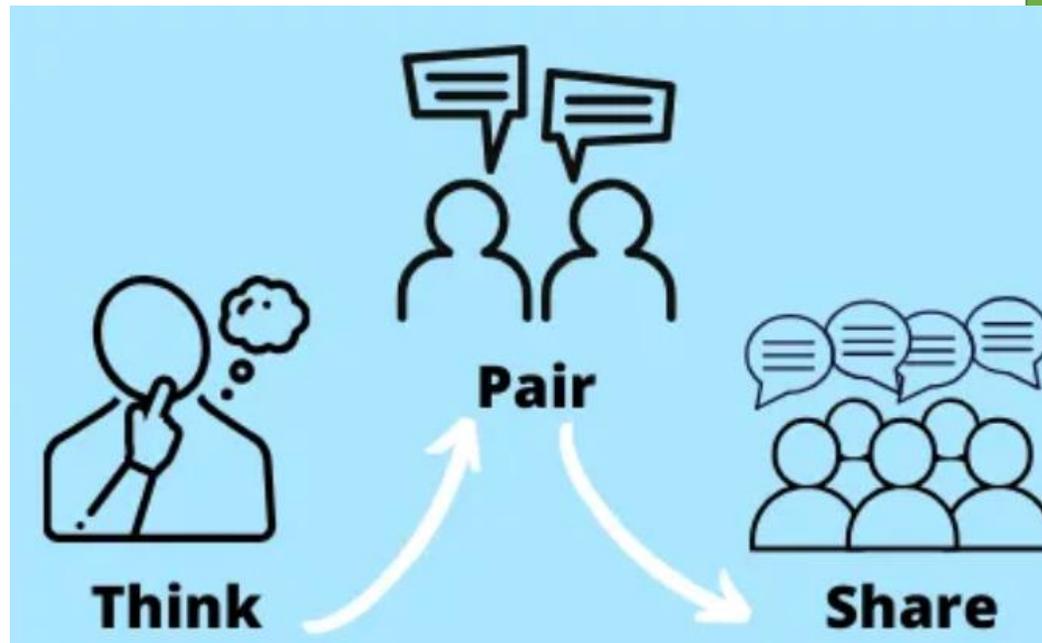
# Affective Teaching Methods

Group Work



- More participation of students
- Students learn from their own
- Students exchange ideas
- The learning is more effective
- Develop creativity among students
- Need time management and focused on specific issue

Think-Pair-Share



# Affective Teaching Methods

Mind Mapping

Assignment

Brainstorming



Assignment

- Enhance the ability of research and students to read different materials
- Active learning



- Generate ideas and opinion
- Students think beyond their knowledge
- Creative thinking is encouraged
- Learning is effective



# Affective Teaching Methods



- It represents a real situation
- Students enjoy the situation
- Active learning
- Easy learn

Role-Play

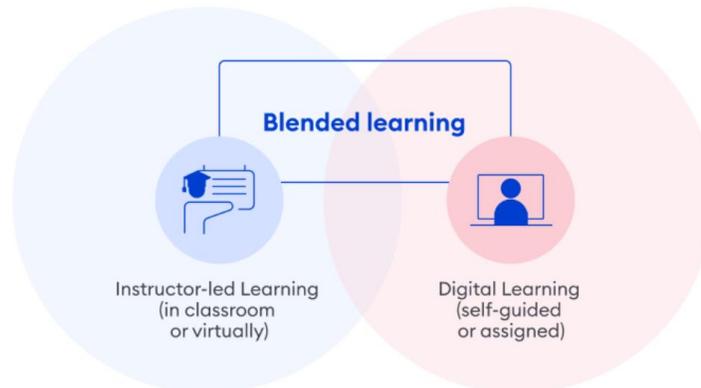
Case Study

Demonstration

Blended  
Methods



- Students think beyond their knowledge
- Active learning

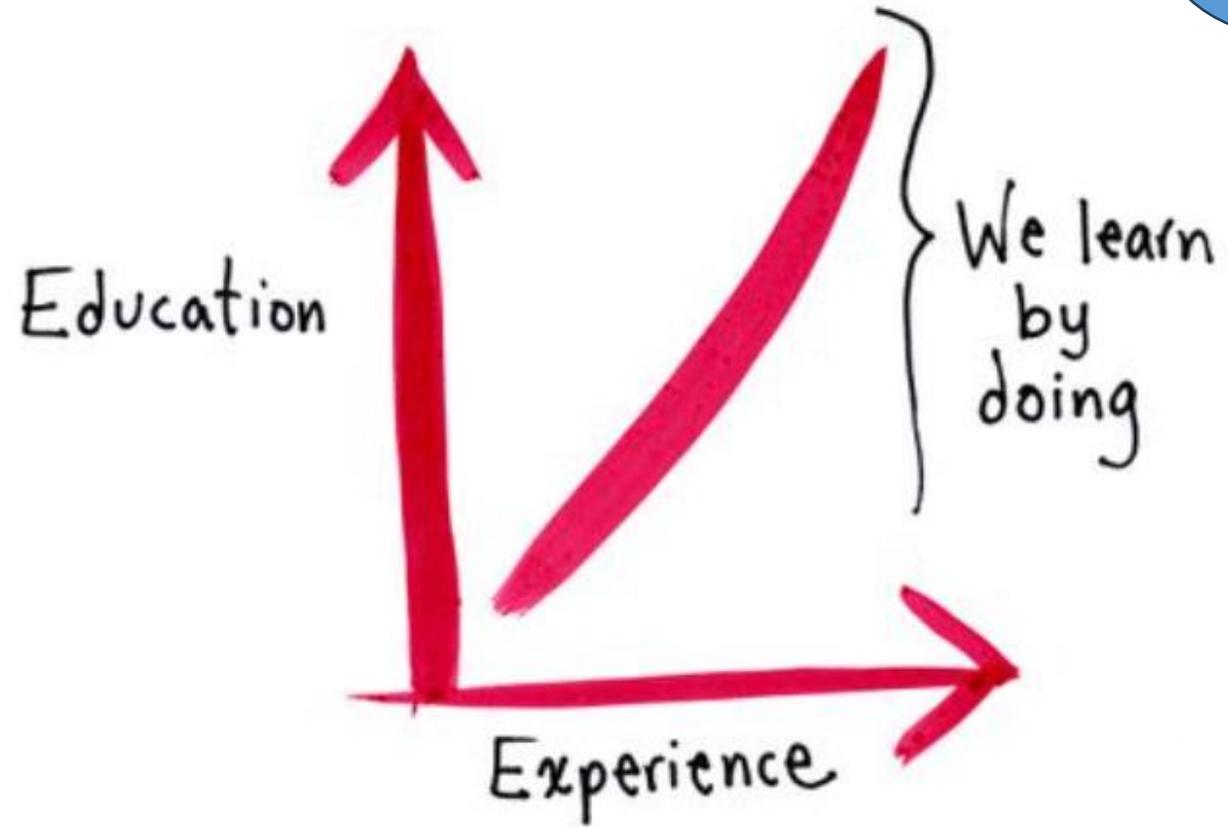
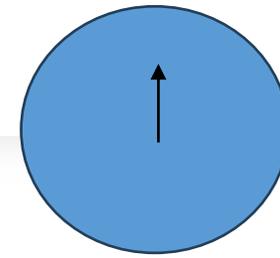


**And sometimes unexpected happens.**



**Important thing is, know how to turn problems into opportunities.**





# KWL

below there is an example: **Elephants**

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>
Found in Africa and Asia	Why do African and Asian elephants look different?  What risks are there to baby elephants?  What are the best ways to protect elephants?	

## T-Chart

Set up a simple table with by drawing a T to create two side-by-side columns. Use those columns to contrast two things. Example is below:

<b>Air transport</b>	<b>Car transport</b>
Fast	Delays due to traffic and road quality
Safe	Dangerous – many road accidents
Expensive	Cost effective
Does not reach everywhere	Can reach almost anywhere

## Application Activity

After reflection about the active teaching and learning techniques, identify those that are most used by teaching staff at your institutions and explain how they are implemented.



Answer  
the  
following  
questions:

- What roles could traditional elders play in conflict resolution in Baidoa district?

## Aligning Learning outcomes and Teaching Methods

Disseminate knowledge

Develop the capacity to use ideas and information

Develop the students' ability to test ideas and evidence

- Lecture
- Reading updated textbooks
- Developing skills in using library and online resources
- Open learning materials

- Case Study
- Work experience
  - Practical
  - Project

- Seminars
- Literature review
- Peer assessment
- Feedback on written work

## Aligning Learning outcomes and Teaching Methods

Facilitate personal development of students

Develop the student's capacity of students to make plan and manage their own learning

- Experiential learning
  - Role Play
- Reflective documents
  - Self-assessment
  - Profile

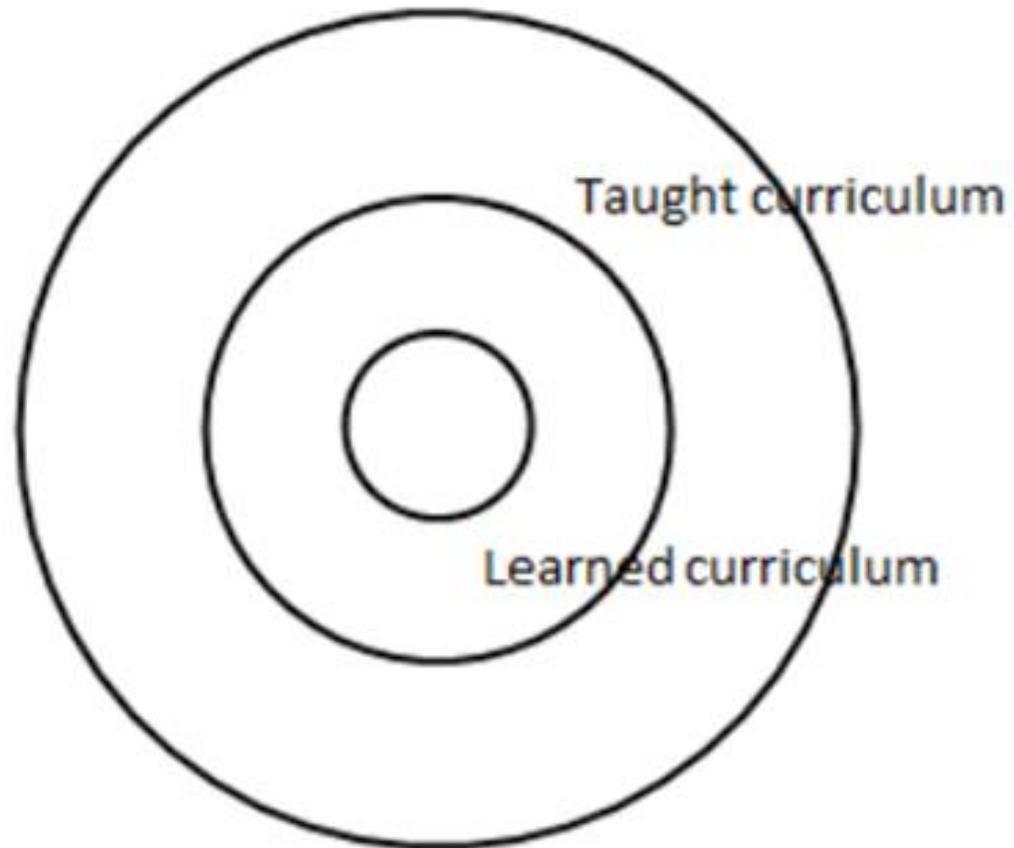
- Project
- Action Learning
  - Mentorship
  - Independent
- Work placement

# How to Select Method of Teaching?



# Types of Curriculum

Intended curriculum



## **Activity 2.2**

**As a group of five persons, discuss how to narrow gap between the intended and learned curriculum and develop strategy to fill that gap.**

# Competence-Based Assessment

Assessment is what teachers and learners employ in gathering information on learning and making judgments about what learners know and can do.

Competence-based assessment is an assessment process in which a learner is confronted with a complex situation relevant to his/her everyday life and asked to look for a solution by applying what has been learned (knowledge, skills, competencies and attitudes).

## Types of assessment

**Diagnostic:**

- Pre-assessment

**Formative**

- Continuous assessment

**Summative**

- Learner's Achievement

# When to assess?

Assessment should be visible in lesson, unit, term, and yearly plans.

Before learning (diagnostic)

During learning  
(formative/continuous. (giving learners support and feedback.

After learning (summative)

# How tasks are developed?

Use observable action verbs consistent with the level of learning expected, considering all the low, medium and higher order thinking skills and competences.

Low order (Remember and understanding):

- Define, name , list, identify, label, match, outline.

Medium Order(Apply and Analyze):

- Explain, describe, examine, classify, express, summarize, compute, relate, show, solve, use.

Higher order(Evaluate and Create):

- Compare, analyze, illustrate, differentiate, compose, construct, design, formulate, evaluate, justify, and interpret.

# Alignment of Assessment to the Learning outcomes

1) Think carefully about:  
**overall goal of course**  
(what are the stud. to learn?)

2) **Operationalize** these goals:  
and express them as (SOLO)  
**intended learning outcomes**

*learning support*

3) Carefully design (TLA's):  
**teaching/learning activities**  
( $\approx$  intended learning outcomes)

*learning incentive*

4) Carefully design (AT's):  
**assessment tasks**  
( $\approx$  intended learning outcomes)



# BLOOM'S TAXONOMY



## Create

**Use Existing Information to make something new**

Invent, Develop, Design, Compose, Generate, Construct

## Evaluate

**Make judgments based on sound analysis**

Assess, Judge, Defend, Prioritize, Critique, Recommend

## Analyze

**Explore relationships, causes, and connections**

Compare, Contrast, Categorize, Organize, Distinguish

## Apply

**Use existing knowledge in new contexts**

Practice, Calculate, Implement, Operate, Use, Illustrate

## Understand

**Grasp the meaning of something**

Explain, Paraphrase, Report, Describe, Summarize

## Remember

**Retain and recall information**

Reiterate, Memorize, Duplicate, Repeat, Identify



ADJUST

## Lesson Objectives

Students will be able to:

- Define seedling.
- Observe how the seedlings grow.
- Measure the height and size of seedling.





"What kind of a future is that for us?"

"الطير يطير بجناحيه، والمرء يطير بهمته" أحمد شوقي



شكر الله على نعمه



# Teaching Methodologies

