

# **5 E Model of lesson planning**

## Behaviorism

- Teaching Skills

## Constructivism

- Learning Skills

# Child Centred Pedagogy

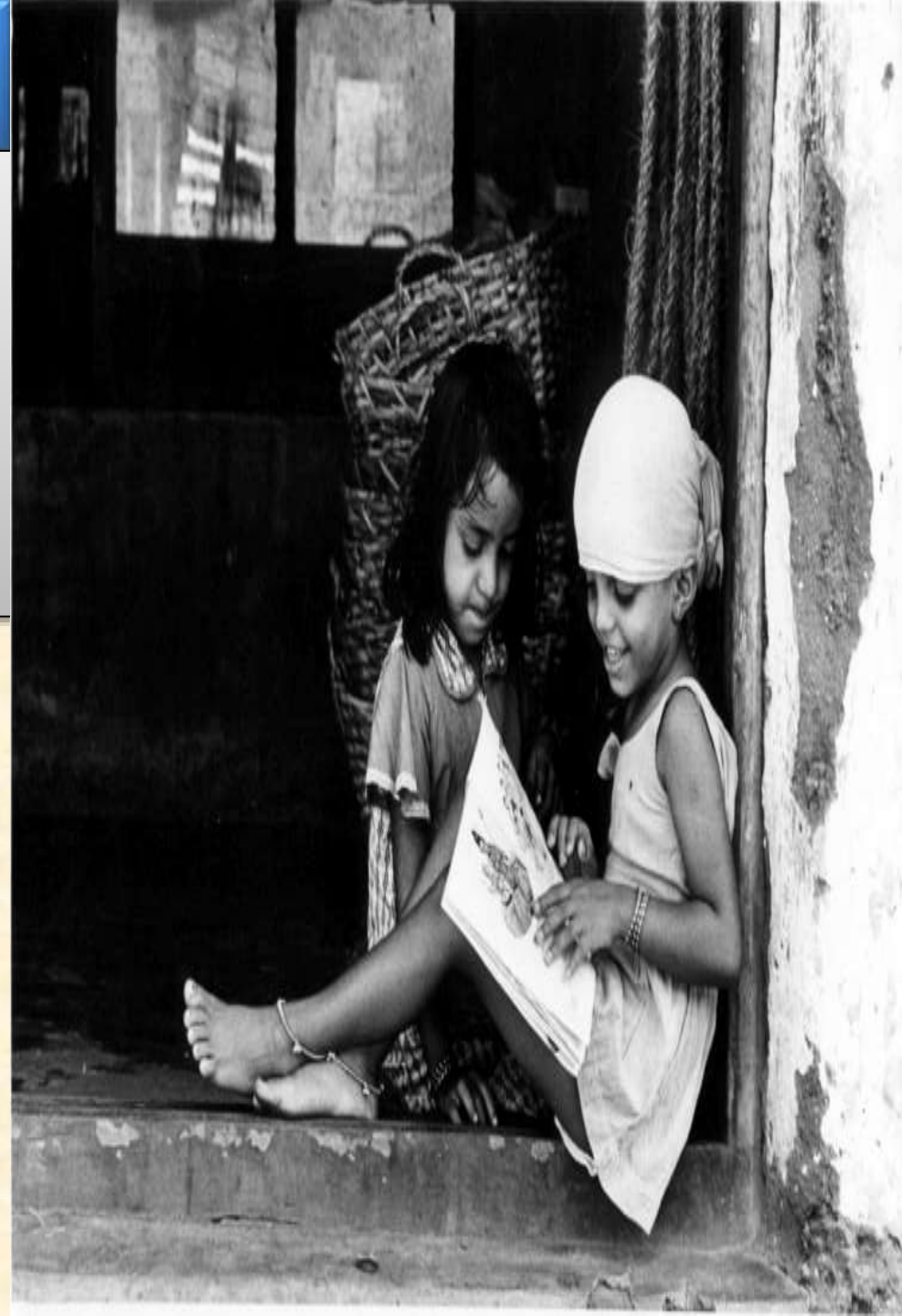
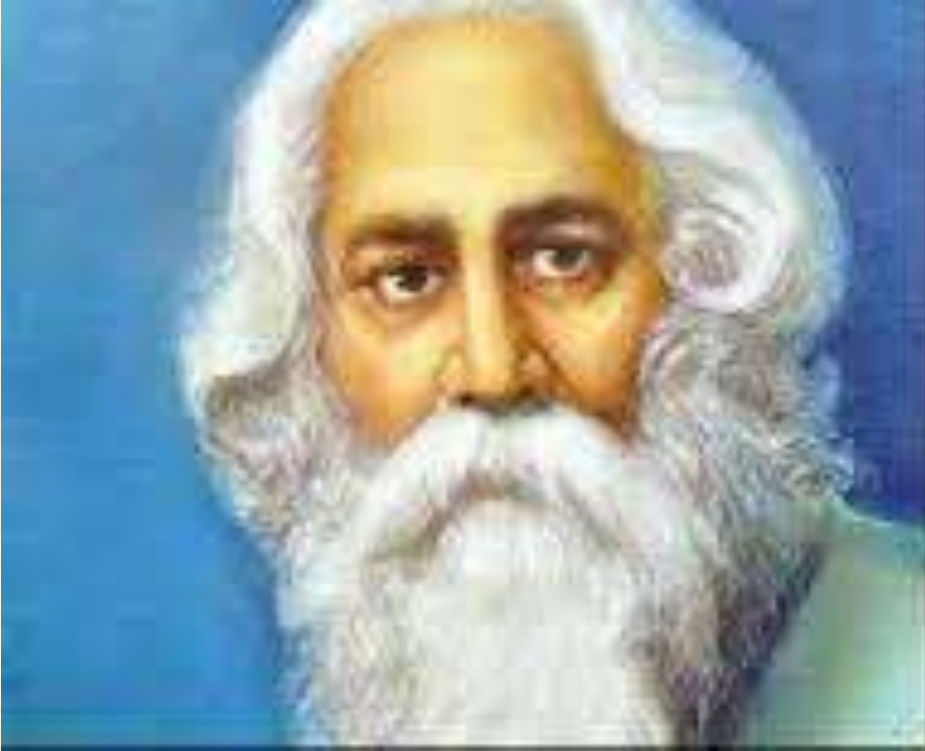
Child centred pedagogy means giving primacy to children's experiences, their voices, and their active participation.



# Introduction

Creative Spirit and generous joy are key in childhood, both of which can be distorted by an unthinking adult world.

रबिन्द्रनाथ टैगोर के निबंध सभ्यता और प्रगति से होता है जिसमें कविगुरु हमें याद दिलाते हैं कि सृजनात्मकता और उदार आनंद बचपन की कुंजी है और नासमझ व्यस्क संसार द्वारा उनकी विकृति का खतरा है





# Constructivist pedagogy

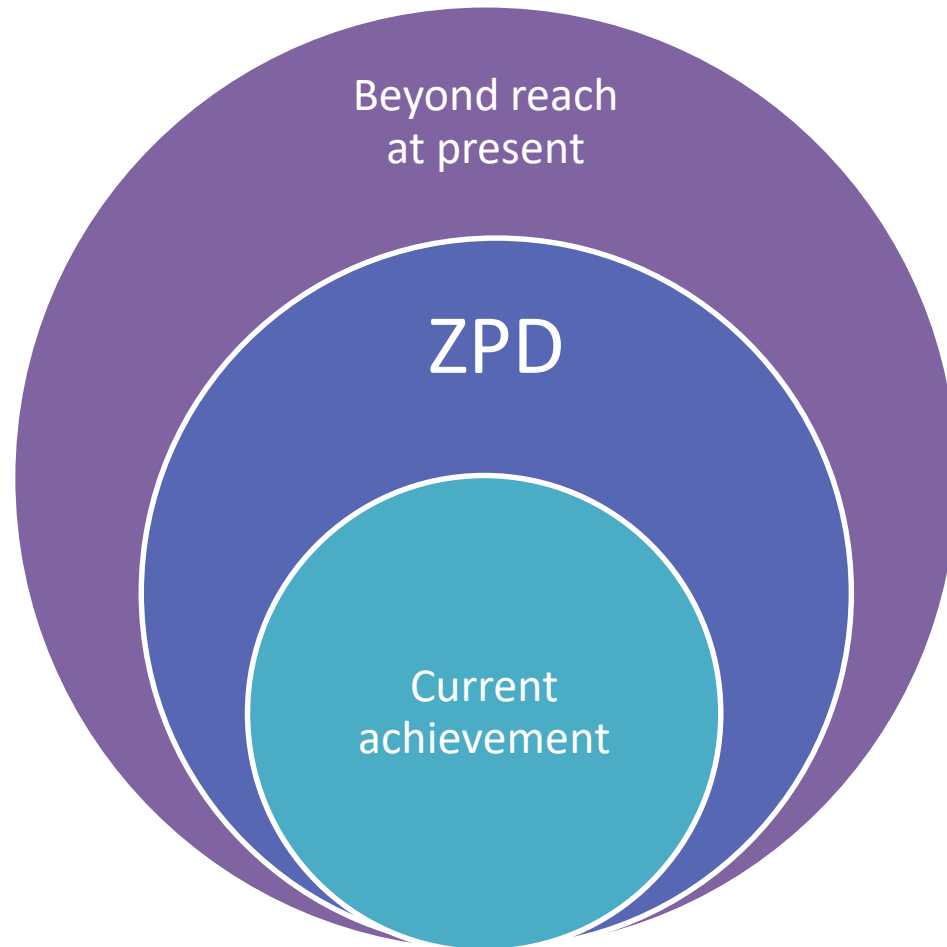
## Basic Premise:

- Individuals live in the **subjective** world of their own.
- Learning is **adoptive process** based on the experiences of learners.
- New learning depends on **prior learning**.
- Learning is enhanced by **social interaction**.
- Learning is mediated through **language**.
- **Authentic learning** tasks promote meaningful learning.
- Knowledge can not be transferred intact from one person to another

## Vygotsky's social constructivism

- Emphasized culture as the prime determinant of individual development
- Learning is considered to be largely situation and context specific activity
- learning is highly social and mediated through language.
- every function in the child's cultural development occurs twice or on two levels: first it appears on the social level, and then on the individual or psychological level.

# Zone of Proximal Development



**Indicates learner's readiness to learn**

## Zone of Proximal Development (ZPD).

- A distance between the actual developmental level & the level of potential development **under the guidance of more capable other**
- This guidance of more capable other is known as *scaffolding*
- Indicates learner's readiness to learn.
- **Language** plays an important role in Vygotskian constructivism.
- Language is initially used as a means of communication between adult and child.
- Gradually it is internalized into a means of the child's own thinking and control of his/her own activity



# Scaffolding

- A process in which the teacher models or demonstrates problem solving process and then steps back and offers support as and when needed.

# Basic Principles of constructivist classroom

## Five basic principles:

- Teachers seek and value students' point of views
- Classroom activities challenge students assumptions
- Teachers pose problems of relevance
- Adapts curriculum to address students' suppositions(a belief held without proof or certain knowledge; an assumption or hypothesis.)
- Continuously assesses students' progress in the context of teaching.

# Instructional practices in constructivist classrooms?

- Values **prior knowledge**
- Is context embedded(**to enclose closely**)
- Integrates **cooperative group work**
- **Multidimensional assessment**
- Integrates language, content, and process



# In constructivist classroom learning is

- Dynamic
- Active
- Reflective
- Collaborative
- Inquiry based
- Evolving



# Strategies for Instruction

- Cooperative Groups
- Provide scaffolds e.g :  
metamorphosis(*change of physical form, structure, or substance*)
- Utilize learners' familiar context
- Language Experience Approach
- Theater/drama, role play
- Project works





**Engage**



**Explore**



**Explain**



**Elaborate**

**Evaluate**



# Engage

Capture the students' attention, stimulate their thinking and access their prior knowledge.

- What do students know?
- What are their previous experiences?
- What do they want to know?
- What are their misconceptions?
- What is the objective of the lesson?
- How motivated are the students to learn?

- **Explore:** Give students time to think, plan, investigate and organize collected information.
- **Explain:** Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.

- **Elaborate:** Give students the opportunity to expand and associate their understanding of the concept and/or apply it to a real-world situation.
- **Evaluate:** Evaluate throughout the lesson. Continuous formative assessment and summative assessment.

## The constructivist view of education advocates that teachers should:

- use cognitive terminology such as "classify," "analyze," "predict," and "create."
- encourage and accept **student autonomy and initiative**.
- **use primary sources**
- allow student responses to drive lessons
- **inquire about students' understanding** of concepts before sharing their own understanding of those concepts.
- encourage students to **engage in dialogue**, both with the teacher and with one another.

# Instructional strategy

- Start with existing knowledge
- Design activities for learning
- Improvise with folk lore, folk games, etc
- Give importance to the views of learners
- Encourage reflective thinking & creativity
- Assess continuously

# Instructional Strategy

- Inquiry
- Discovery, projects
- Debate, discussion, role play, Problem solving
- Collecting & interpreting information from various sources
- Expressing understanding
- Applying & validating understanding in new ways



# Lesson Plan-1 पाठ योजना -1

**Class/कक्षा**

**Date**

**Subject/ विषय**

**Period**

**Topic/प्रकरण**

**Duration**

**Student Teacher/छात्र अध्यापक**

**School**

**Learning Objectives** अधिगम उद्देश्य

**Material**

**Previous Knowledge**

- **Engage**

- **Explore**

- *Announcement of the Topic*

- **Explain**

- **Elaborate**

- **Evaluate**

# Learning Objectives

**Students will be able to:**

<b>Examine</b>	<b>Classify</b>	<b>Discuss</b>	<b>label</b>
<b>Compare</b>	<b>Identify/recognize</b>	<b>Differentiate</b>	<b>measure</b>
<b>Analyze</b>	<b>Describe</b>	<b>illustrate</b>	<b>enumerate</b>
<b>Prepare a list, model, graph, chart</b>	<b>explain</b>	<b>define</b>	

# पाठ के अंत में छात्र सक्षम होंगे

- पहचानने और वर्णन
- व्याख्या करने
- पहचानने
- भाग लेने
- जोड़ने में
- विचारों को लिखने / बोलने में संवाद करने में
- विचारों को उत्पन्न करने में
- कई शब्दावली / भाव / संरचनाओं का उपयोग करने में
- औपचारिक / अनौपचारिक लेखन के बारे में जागरूकता विकसित करने में

- to identify and describe;
- to explain;
- to recognise;
- to participate in;
- to combine;
- to communicate ideas in writing/speaking;
- to generate ideas;
- to use a range of vocabulary/expressions/structures;
- to develop an awareness of formal/informal writing;

# Learning Objective

Topic- **Solar System**

Teaching Point- **Meaning, List, Planet and Star**

**Students will be able to state the meaning of Solar system.**

**Students will be able to make a list of all the planet of solar system.**

**Students will be able to differentiate between planet and stars.**

**Chhatr sour mandal ka arth bata/ bayan kar sakenge**

# Material

<b>History</b>	<b>Political Science</b>	<b>Geography</b>	<b>Economics</b>
<b>Maps</b>	Constitution of India	Textbook, Internet	Chart
Cartoons	Acts of Parliament and Legislatures	Atlas, Charts, Diagrams, Graphics	Graph
<b>Charts</b>	Charts	Map(digital form or a hardcopy in print form)	Survey Reports
<b>Films</b>	Globe	Pictures	Newspaper
<b>Visit to Historical Places</b>	Newspapers	Satellite Imageries and Aerial Photographs	Magazines
<b>Field Trips</b>	Maps(Political)	AV Programmes, CDs	Videos
<b>Archives</b>	Atlas	Multimedia	Visits
<b>Documentary</b>	Movies A-V Programmes	Magazines, Newspapers	Pictures
<b>Timelines</b>	Internet and Multimedia	Old books	
<b>Artifacts</b>	Magazines	Advertisements	



# Engage

- **Teacher can**
  - show a picture, object, map, globe, video
  - Narrate a story
  - Narrate an event
  - Ask students to read a piece of text(news paper, book)
  - Demonstrate an experiment

**Ask students 3-4 questions**
- **Students will**
  - **Observe**
  - **Answer**

# Explore

**Teacher- give clear instruction to set students focus/aspects to focus**

**Teacher can**

- show a picture, object, map, globe, video
- Narrate a story
- Narrate an event
- Ask students to read a piece of text(news paper, book)
- Demonstrate an experiment

**Teacher- Give clear instruction about time and activity**

**Individual Activity**

- all the students are expected to think

**Group Activity**

- Think Pair Share
- Discussion
- Group Activity
- Role Play

# Implementation Phase

- **Monitoring behaviour**
- **Intervening if needed**
- **Assisting with needs**
- **Praise.**



# Explain

- Develop Communication & collaborative skill
- Students will Speak, Write, Develop other medium to express understanding others will Listen, Read, observe
- Express what they explored

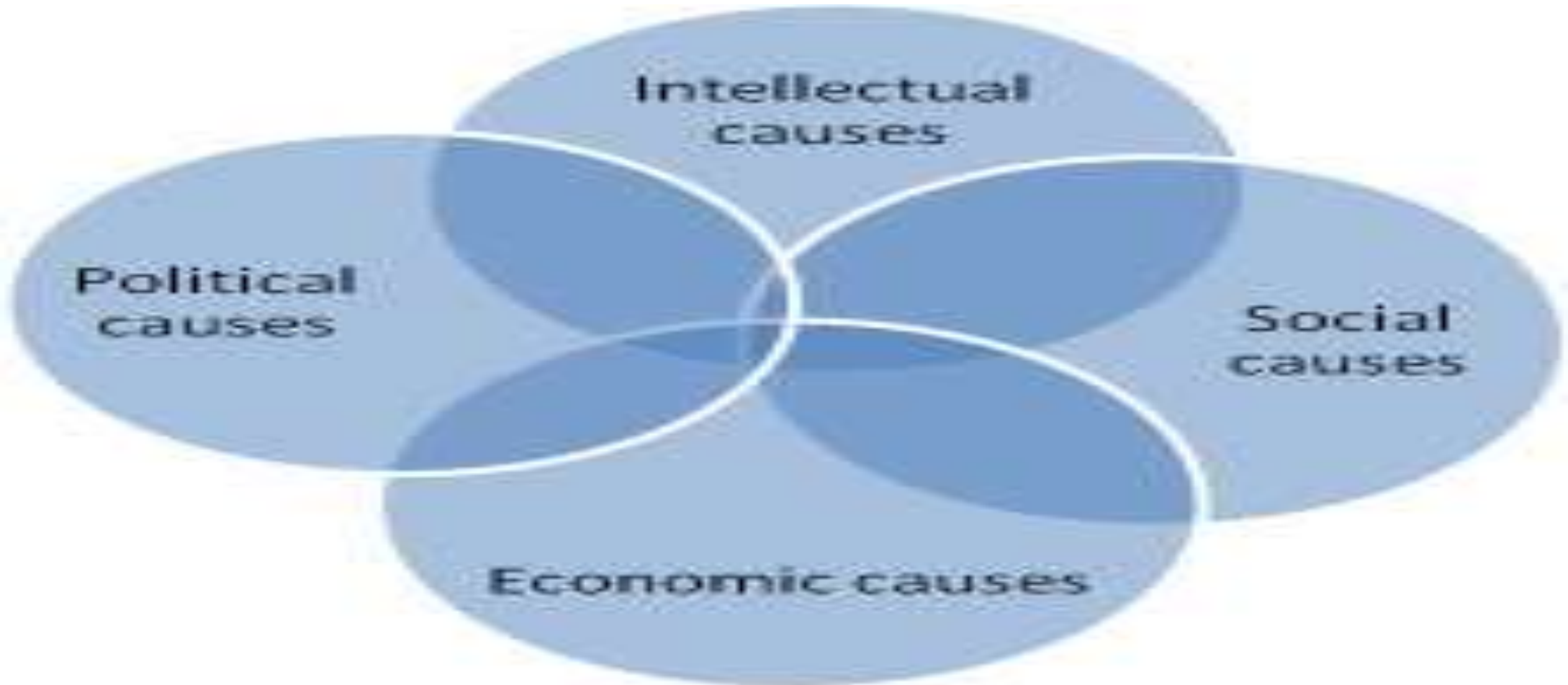






<b>Event</b>	<b>Date</b>	<b>What happened?</b>	<b>Who were the participants?</b>	<b>Outcome of the event</b>
Formation of National Assembly				
Fall of Bastille				
Tennis Court Oath				
Declaration of Rights of Man and Citizen				
Reign of Terror				
Declaration of Rights of Women				

# Causes of French Revolution(Venn Diagram)





# Mughal Timeline



The Mughal Empire is founded.



Din-i-Ilahi is created.



Shah Jahan builds the Taj Mahal as a tomb for Mumtaz Mahal.



1526

1540

?

2007

2012

2017



Sufi Dynasty took over the Mughal empire for 17 years.



Shah Jahan's tomb, the Taj Mahal, is completed. It is a masterpiece of Mughal architecture and is a UNESCO World Heritage Site.



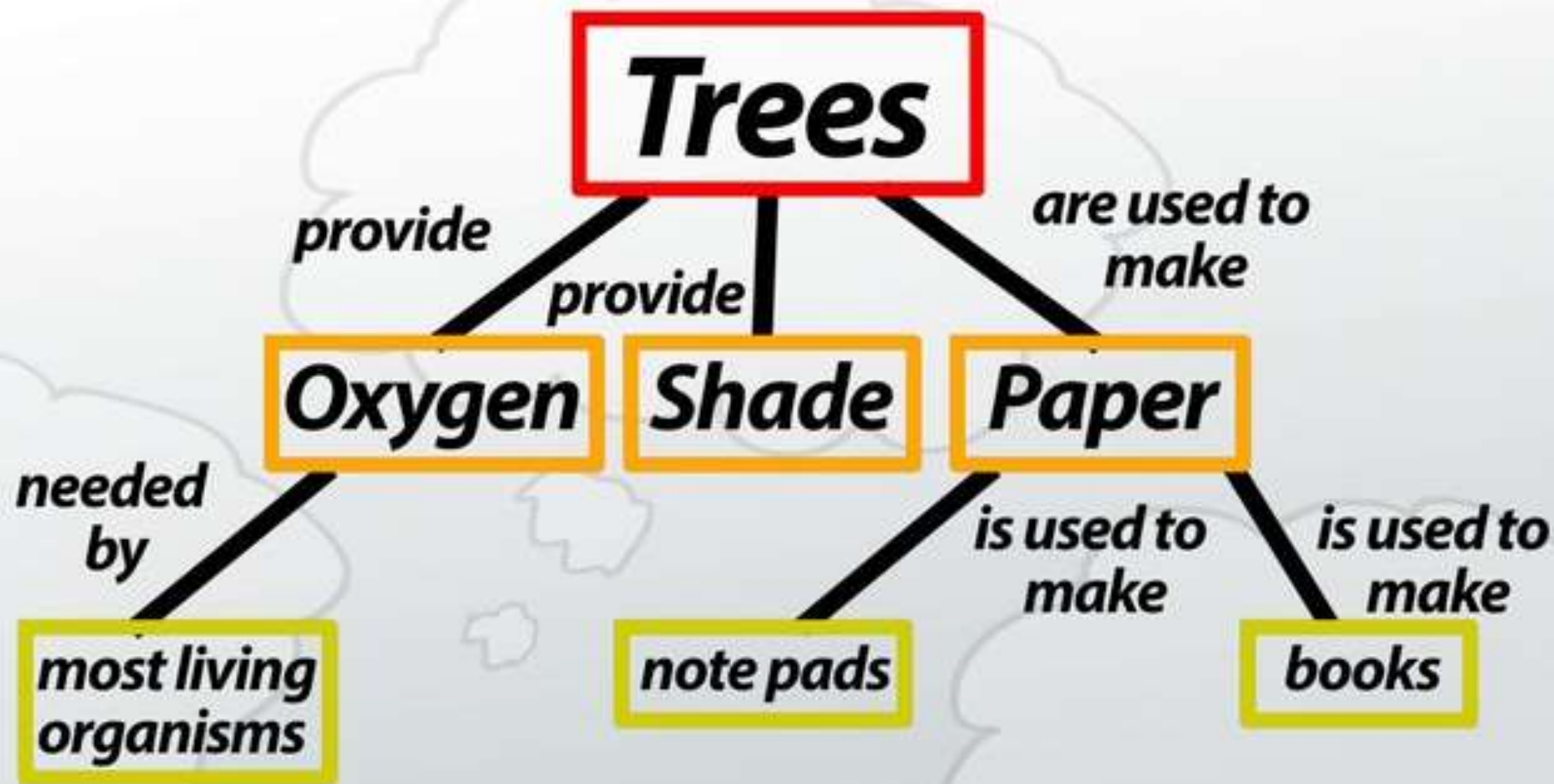
Aurangzeb's rule over the Mughal Empire ended the Islamic religion.







## WHAT IS A CONCEPT MAP?





## BEST FEELINGS IN THE WORLD :

1. FEELING IMPORTANT AND PRECIOUS TO SOMEONE
2. SUCEEDING IN SOMETHING YOU THOUGHT YOU COULDN'T
3. FALLING ASLEEP ON YOUR LOVER'S CHEST
4. HELPING SOMEONE IN NEED
5. GETTING GOOD GRADES
6. MAKING YOUR PARENTS PROUD
7. BEING WARM AND COZY WHEN ITS COLD OUTSIDE
8. RECEIVING A TEXT SAYING "I MISS YOU"
9. WATCHING OUTSIDE THE WINDOW WHEN IT'S RAINING WHILE READING A BOOK AND DRINKING HOT TEA
10. WAKING UP IN THE MIDDLE OF THE NIGHT AND REALIZING YOU STILL HAVE HOURS TO SLEEP.



# Water & Landforms

1. river



2. pond



3. lake



4. ocean



1. mountain



2. desert



3. hill



4. plain



5. valley



6. coast





# The Constitution is our National Government!



**Extend/Elaborate  
Teacher's Role is  
more**

- **Develop Creative Thinking**
- **Apply learning in new situation/similar situation**
- **Extend and explain the concept**
- **Communicate new understanding with formal language**

# Post Implementation Phase

- **Providing closure through summarization**
- **Evaluating students' learning**
- **Reflecting on what happened**

# Evaluate

- Assess Understanding(Self, Peer & Teacher)
- Students assess their own learning, teacher observes students behaviour

# Rating Scale

Please evaluate the following items, using the rating scale shown, from LOWEST (1) to HIGHEST (5)

<b>Speech</b> Can be clearly heard and easily understood, using pauses and inflection to vary pace and tone	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
<b>Presence</b> Appears energetic and in control of the presentation, effectively using gestures and movement to enhance concepts	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
<b>Interaction</b> Encourages participation, asks questions, and appears receptive to comments or suggestions	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
<b>Clarity</b> Presents an organized, clear message, using concrete examples, supported by uncluttered, easy-to-read slides	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
<b>Expertise</b> Logically explains and simplifies the content while meeting stated learning objectives	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High



Rubrics	Criteria				Points
	4	3	2	1	
Explanation	A complete response with a detailed explanation.	Good solid response with clear explanation.	Explanation is unclear.	Misses key points.	
Demonstrated knowledge	Shows complete understanding of the questions, mathematical ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	
Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Hardly meets the requirements of the problem.	Does not meet the requirements of the problem.	
				<b>Total</b>	

Name:

Unit: Resources

Class: X

Topic: Natural Resources

Duration: 60 mts.

Approach to Teaching-Learning:

Constructivist approach

### **I. Learning Objectives**

Students will:

- explain the term resources;
- classify the various types of resources; and
- categorize the types of natural resources

### **II. Materials Needed**

- Picture of natural and human resources
- Worksheet

### **III. Pre-Requisite**

The students are already familiar with various resources existing in the surroundings.

# Engage

- **Teacher will conduct a group activity of 5 students in each group.**
- **Teacher will ask the students to identify things in the classroom and mention down in the notebook.**
- **Write down the value of those things to you**
- **Teacher will ask that- What do we call the things which has value?**
- **The teacher states that things which has value are known as resources.**



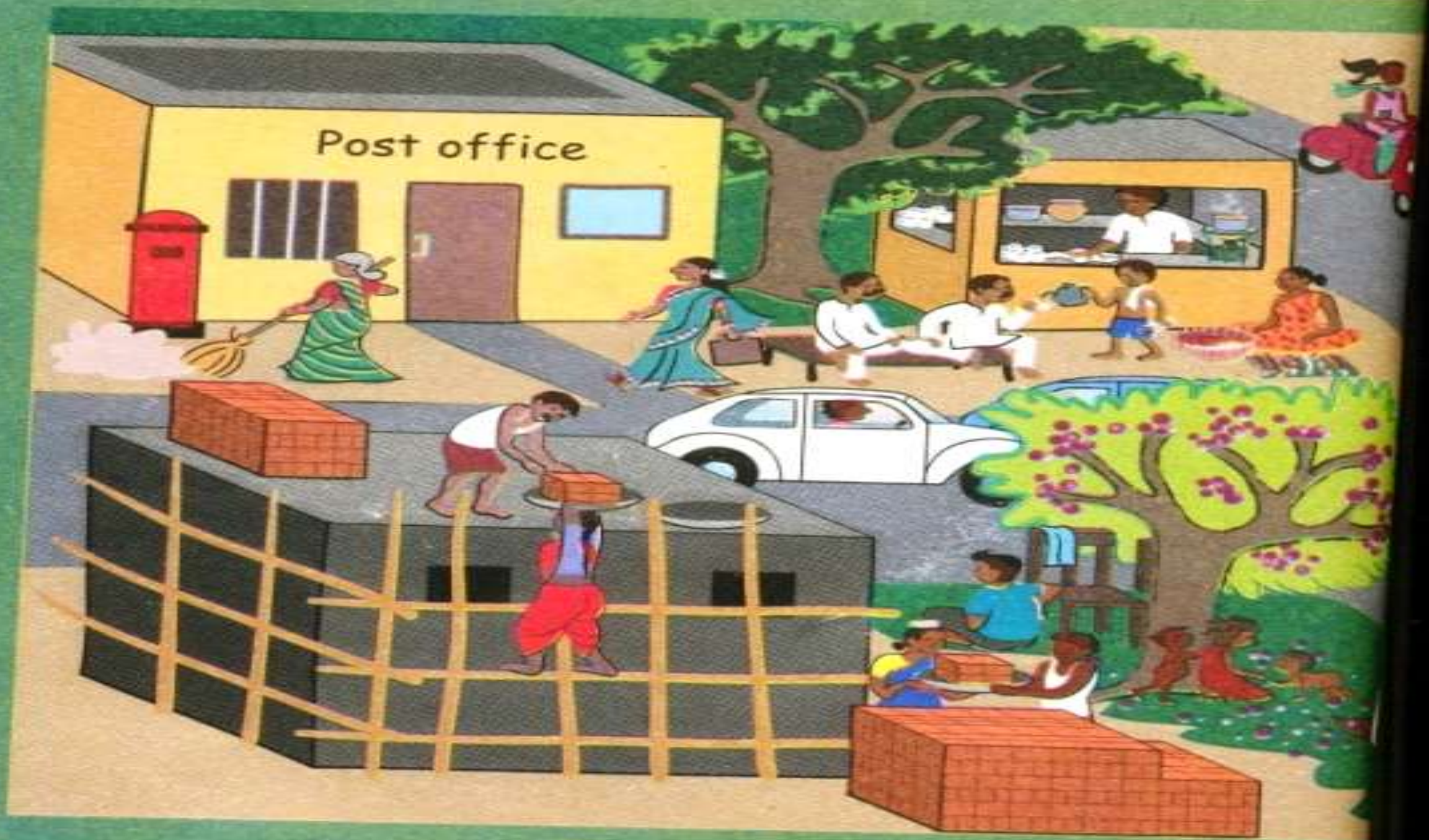
# Explore

- **Teacher will conduct a group activity.**
- **Teacher will divide the class in group of 5 students in each group.**
- **Teacher will show two picture related with types of resources to the students and will ask them questions.**





Post office



Teacher's Activities	Learner's Activities (Expected)
What do you observe in the pictures?	Picture A includes the sun, lake, fishes, tree, birds, boat, tortoise, water etc., whereas in Picture B there are building, car, human beings, etc.
How are buildings and car different from birds and animals?	Building is constructed by human beings and cars are produced by human beings; whereas birds and animals are part of nature
How do you classify these two types of resources on the basis of your observation?	Natural Resources and Human resources

# Announcement of the topic

**After having the above discussion with the learners, the teacher announces that today let us discuss and learn about types of natural resources.**

## **Stage 3- Explain (Presentation)**

- The teacher will ask the students to summarize what they understood.**
- The students then summarizes that resources can be classified into natural, human made and human resources.**

# Stage 4- Extend

- The teacher writes the following words on the chalkboard:
- Dark soil
- High speed wind
- Minerals
- Animals
- Solar energy
- Petroleum
- Air
- Iron ore
- Plants

**Then the teacher divides the class into four groups and asks them to find out under which category of resources the above mentioned words belong to? S/ he observes each group and notes down the contribution of each student in her diary. S/he noticed that all the groups have agreed upon the point that all the words come under natural resources.**

- Then s/he asks students to find out the difference between each natural resource.



- Let us discuss in detail about the classification of natural resources. Based on the students' findings, the teacher states that natural resources are classified into different groups based on the level of development and use, origin, stock and distribution.
- On the basis of development and use, resources are classified into actual and potential resources.
- Actual resources are those resources whose quantity is known whereas
- potential resources are those whose entire quantity may not be known and sometimes are not in use at present.
- The teacher asks the students to point out the actual resources and potential resources from the words written on the chalkboard.

## Activity II- Filling the worksheet

**The following worksheets are given to each student to work on:**

- **Identify the picture and find out the raw natural resource of each one.**
- **Categorize each natural resource according to their types under different columns.**



## **Recapitulation**

- **The students summarize the concept of resources and its various types. They classify various types of natural resources.**

## Stage 5- Evaluate (Reflective Questions and Activities)

1. With examples categorize various types of natural resources.
2. Prepare a poster related to World Earth Day.
3. Go to your nearby locality and find out the natural and human-made resources.
4. Conduct a talk in your class on 'Care for Environment and Protect Our Resources'.
5. Think of a few renewable resources and write in your journal how their stock may get affected by overuse.
6. According to you, which resources are more important –natural resources or human resources? Why do you think so?

# Lesson Planning Approach

## Behaviorism

- **Teacher Centered**
- **Development of Teaching Skills in teacher is important for Teaching learning.**
  - **Skill of Set Induction**
  - Skill of using Blackboard
  - Skill of Illustrating with examples
  - **Skill of explaining**
  - **Skill of fluency in Questioning**
  - **Skill of Reinforcement**
  - **Skill of Probing question**
  - Skill of Classroom Management
  - Skill of Stimulus Variation
  - Skill of Achieving Closure

## Constructivism

- **Child Centered**
- **Development of Learning skills in learners is important for Teaching learning.**
  - **Critical Thinking**
  - **Creative Thinking**
  - **Communication Skill**
  - **Collaborative Skill**

# 5 E Model

1	<b>व्यस्त/ Engage</b>	<b>Critical Thinking Skill</b>
2	<b>अन्वेषण/ Explore</b>	<b>Critical Thinking &amp; Collaborative Skill</b>
3	<b>व्याख्या/ Explain</b>	<b>Communication Skill</b>
4	<b>विस्तार/ Elaborate</b>	<b>Creative Thinking &amp; Communication Skill</b>
5	<b>मूल्यांकन करें/ Evaluate</b>	



## ENGAGE

- How to capture learners' interest?
- How to introduce new knowledge or topic?
- Use drama, songs, models, stories, video, etc.

## EXPLORE

- Describe the activities students will be doing.
- Allow student to develop models /drawing / songs, etc.
- Students will use small pieces of information.

## EXPLAIN

- Introduction of terms or explanation by teachers
- Ask students opinion in different scenarios
- Clear out the misconception (if any)

# Engage

(Getting the attention)

- Open ended questions
- Provide problematic situations/scenario
- Show some surprising events
- Ask students to share and link their ideas
- Define the problem
- Present the situation where learners' perception vary

## Explore (Learning by Doing)

- **Learners explore their ideas, (individually as well as in groups)**
- **This can be classroom, chatroom or at workplace.**
- **Provide time to think, plan, investigate and organize collected information.**
- **Hands on activities may be used.**

# Explain

(understanding the concept and deducing)

- **Explain their version of idea**
- **Present data and patterns**
- **Explain the model**
- **Review existing solution**
- **Present the summary**
- **Use Symbols**
- **Present Report**

# Elaborate (Move ahead and learn more)

- Make Connections to other related concepts
- Apply their knowledge to the real world
- Share information and ideas

# Evaluate

(show the degree of understanding)

- On going diagnostic process
- Encourages learners to assess their understanding and abilities
- Communications between learners and teachers provide concrete evidence of learning
- Determine if learners have attained understanding of concepts and knowledge
- Directs teachers for modification and c

# English/Hindi (Language)

**Receptive**

**Listening**

**Reading**

**Productive**

**Speaking**

**Writing**



Language

Letter

Word

Sentence

# Medium

Prose

Poetry

Grammar

# Subsidiary

General Knowledge

Literature

Values

Abstract Thinking

# Social Science

Facts

Terms

Information

Relation

Differences

Processes

Principles

# Science

Facts

Processes

Cause Effect Relationship

# Subject/ विषय

- A body of knowledge/ज्ञान का भाग
- This is made up of subject associated/यह विषय से संबंधित
  - Information/जानकारी
  - Technical terms/तकनीकी शब्द
  - Concepts/ अवधारणाएं
  - Principles/सिद्धांत
  - Process/प्रक्रिया

# Language

Objective-To gain the ability to use language for communication

उद्देश्य- सम्प्रेषण के लिए भाषा का उपयोग करने की क्षमता प्राप्त करने के लिए

To express ideas in speech and writing

भाषण और लेखन में विचारों को व्यक्त करने

understand what is in spoken and written texts

लिखित और लिखित पाठ समझना

- Understanding Text
- Details are of no use.
- G.K. is useful as a bonus.
- पाठ को समझना
- विवरण का कोई फायदा नहीं है।
- सामान्य ज्ञान एक बोनस के रूप में उपयोगी



- **The texts illustrate language forms (words, grammatical structures, spelling, etc.) using the content (themes) as a medium.**
- The structure of the language (rules of grammar, spelling, word formation, pronunciation) have to be learnt, but not in a formal way.
- **Such formal descriptive knowledge relating to the language is the main learning objective of a student of linguistics. However, it is important for a teacher of English to have the knowledge of the structure of English.**
- But the learner in class IV or VII needs to *learn* these rules in a different way. They should be able to apply them when *using* the language, rather than just know them.
- **All the technical information related to them is not needed. So we have to be careful not to make the English lesson look too much like a linguistics lesson.**
- A helpful distinction to keep in mind is that between *learning to use* language and *learning about* language.

# हिंदी

वर्ण विचार

वर्ण

स्वर

शब्द विचार

शब्द

संज्ञा

सर्वनाम

विशेषण

क्रिया

क्रिया विशेषण

समुच्चय बोधक

विस्मयादि बोधक

पुरुष

वचन

लिंग

कारक

उपसर्ग

प्रत्यय

संधि

समास

वाक्य विचार

वाक्य

काल

पदबंध

# हिंदी (गद्य) कहानी

Engage	प्रारंभिक प्रश्न शीर्षक पर लाने के लिए शिक्षक द्वारा लय ताल के साथ पठन, विद्यार्थियों द्वारा श्रवण और वाचन
Explore	खोजपूर्ण प्रश्न
Explain	शब्दों के अर्थ जानना और उच्चारण सुधारना नियम बताना कौशल विकास
Elaborate	विद्यार्थी द्वारा रचना
Evaluate	अंत में किये गए कार्य का अवलोकन रुब्रिक का निर्माण

# हिंदी (गद्य) समाचार पत्र के लिए लेख

Engage	प्रारंभिक प्रश्न शीर्षक पर लाने के लिए छात्रों द्वारा पठन और सामग्री का चयन व संक्षिप्तीकरण
Explore	शिक्षक द्वारा छात्रों को शीर्षक, मुख्य वाक्य व लेख की सामग्री में अंतर का विश्लेषण करने को कहना
Explain	छात्रों द्वारा अंतर में विश्लेषण की व्याख्या शिक्षक द्वारा नियम बताना
Elaborate	विद्यार्थियों को लेख लिखने को और पढ़ने को कहना
Evaluate	अंत में किये गए कार्य का अवलोकन रुब्रिक का निर्माण रुब्रिक

# हिंदी (गद्य ) निबंध

Engage	प्रारंभिक प्रश्न शीर्षक पर लाने के लिए छात्रों द्वारा पठन और सामग्री का चयन व संक्षिप्तीकरण
Explore	शिक्षक द्वारा छात्रों को निबंध के विभिन्न भागों की सामग्री में अंतर का विश्लेषण करने को कहना
Explain	छात्रों द्वारा अंतर में विश्लेषण की व्याख्या शिक्षक द्वारा नियम बताना
Elaborate	विद्यार्थियों को लेख लिखने को और पढ़ने को कहना
Evaluate	अंत में किये गए कार्य का अवलोकन रुब्रिक का निर्माण

# गणित/विज्ञान

Engage	प्रदर्शन / विचार मंथन / चर्चा
Explore	विशिष्ट बिंदु/प्रक्रिया की खोज
Explain	वैज्ञानिक/ तकनीकी शब्दों की परिभाषा , सही प्रक्रिया तक विद्यार्थी को ले जाना
Elaborate	सीखे ज्ञान पर आधारित नवीन ज्ञान सम्बन्धी गतिविधि छात्रों को देना
Evaluate	गतिविधि /कार्य का अवलोकन



# Language

- Questioning
- Discussion
- Debates
- brain-storming
- Communication
- Dramatization
- role play
- language games, etc.
- Note-making
- Summarizing
- connecting reading-writing
- process writing
- writing to learn and understand

# Social Science

- Source
- field study
- folk lore
- oral history
- Balpanchyat
- mock parliament
- Project
- story telling
- Exhibition
- peer and group discussion etc.
- Visit to Historical, ecological, commercial, and political places
- Organising awareness and other important activities

# Science

- Inductive
- Deductive
- problem-solving
- Use of lecture
- Discussion
- Debates
- Demonstration
- field trips
- individual-peer and group presentation
- Experimentation
- scientific discovery, etc.

# Mathematics

- Exploring connections and patterns
- visualization
- generalization
- Problem-solving, inductive-deduction, analysis-synthesis, project, demonstration, Mathematical activities, Use of Mathematical laboratories, etc.

# History

Dialectical Approach	Questions in a logical sequence
Biological Approach	Narrating the deeds of truly great persons
Scientific Approach	present social problems in front of the students to inquire about its root causes. sources of history by using observation, analysis and Interpretation, valid conclusions or right decisions.
Postmodernist Approach	Present material and ask them to construct knowledge or perspective.
Nationalist Approach	tried to inculcate patriotic feelings, emphasize citizenship, avenging national humiliations and redeeming national honour
Dramatisation	means reconstruction of some events or situations, past or present into action and life. The Play, The Pantomime, The Tableau,

# POLITICAL SCIENCE

- **Lecture Method**
- **Discussion Method**
- **Debate as a Method of Teaching**
- **Seminar Method**
- **Panel Discussion**
- **Individual and Group Projects**



# Approaches to Teaching-Learning Political Science

- Inductive Approach
- Deductive Approach
- Constructivist Approach
- Interdisciplinary Approach

# Teaching-Learning Methods in Geography

- Questioning
- Demonstration
- Peer Learning
- Games
- Simulation and Role Play in Geography
- Problem Solving and Decision Making
- Experiential Learning
- Field Visits and Engagements in the Field

# TEACHING-LEARNING METHODS IN GEOGRAPHY

- **Questioning**
- **Demonstration**
- **Peer Learning**
  - **Buzz groups**
  - **Affinity Groups**
  - **Teach-Write-Discuss**
- **Games**
- **Simulation and Role Play in geography**
- **Problem Solving and Decision Making**
- **Field visits and Engagements in the Field**