

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

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Abstract

In this paper I mentioned about my observations of different teaching techniques in both Bilkent Secondary and High School. Different teachers used different methods in different grades. I did time proportion of two of the lessons which I observed and explained these periods in detail.

Key Words: teaching/learning techniques, teacher activity, student activity.

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DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

Introduction

The purpose of this article was to explain my learnings of different teaching techniques. I did my observations thanks to Çiğdem Dalbudak from Bilkent Secondary School, Devrim Özata, Yasemin Gökşen and Seçkin Karaaslan from Bilkent High School whereby I had a chance to learn about different teaching techniques and their appropriate using. I mentioned here Çiğdem Dalbudak's lesson with 6th grade students and Devrim Özata's lesson with 12th grade students who were IB SL students at the same time.

What Can Be A Teacher's Secret In A Lesson?

This day's first lesson was with 6-B whose number of students was 20. "Divisibility Rules" studied in this class. I observed different types of teaching activities which was laid out below:

Time	Teacher Activity	Student Activity
08.30	Greets students / Gives general explanations about things to do / Prepares smart board for a small game	Greet the teacher / Listen explanations / Play a small game on smart board
08.35	Revision of the last class by questioning (Rules of divisibility by 2, 5,10, 3 and 9)	Try to remember / Look notebooks / Answer questions
08.45	Asks about a new part of the topic: (Rules of divisibility by 4 and 6) / Explains the formula	Try to predict / Listen and note the explanations
08.50	Writes exercises on smart board / Walks around / Monitors students	Write exercises on notebooks / Try to solve exercises / Ask questions to the teacher
08.55	Gives instructions to some students to solve exercises on board	Solve exercises on board or on notebooks
09.00	Asks students if there is any question /Explains exercises, formulas and misconceptions	Listen to the teacher / Take notes

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

In this class greeting part (saying “Good Morning” as traditional) also gave some time to students to take their seats. The teacher explained general things about worksheets and also some papers which had to be signed by the children’s parents. To explain this part at the beginning of the lesson was useful since to prevent such questions during the lesson. The teacher also mentioned about quizzes and wanted two of the students to sit at the last two seats in the classroom. The teacher examined them during the lesson since they were absent at last class.

As the teacher was preparing her materials she also gave permission to some of the children play a small game on smart board. I thought it was such a focusing game that a shape appears on different parts of the screen and children should try to catch it on time. Also I thought it could be a traditional part of their lessons to play this game for a few minutes. Maybe it was a kind of reward to support the children’s well-behaviors for each week.

At revision part, the teacher asked questions about last class by calling students’ names. This made some students awake and some students much eager. Additionally she wanted her students to raise their fingers before saying the answer so a big noise was prevented.

After this revision part the teacher opened a new page on smart board. There was a table with positive natural numbers on it. First the teacher took a blue board marker and asked which numbers could be dividing by two and marked them to 20. Second, she did the same thing for three and marked it with a red board marker. Then she asked children if they discovered something about these numbers. It was a good engagement to the topic and also an exciting exploration part for the children. Eventually children discovered the rule of divisibility by six! After that the teacher asked for another definition about these numbers. One of them discovered: “They are even numbers that are divisible by 3!” They were really happy and ready for new questions. By the way a few children could not catch the topic. But this environment took their attention, too. Even one of the students who had some difficulties to catch the lesson asked the

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

teacher to predict the rule of divisibility by four. After this exploration part the teacher explained the rules of divisibility by six and four, drew a table and gathered all divisibility rules on it and wanted students to say some examples to write on the table. Making such a table ensured children to see the topic as a whole, I think. Also it made them to notice which numbers are absent on the table and they asked about seven and eight. It was funny to see their curiosity. The teacher explained that they would learn about it later.

In the exercises part the teacher wrote on board and at the same time children wrote on their notebooks. When children were trying to solve the exercises the teacher walked around, monitored students and sometimes gave some clues. A few minutes later the teacher wanted some of them to solve one of the exercises on board one by one and explain each solution. To be able to solve and explain something on the board encouraged students, I think. By the way the teacher conducted children by giving some instructions. For example while saying “Batu, solve the second exercise on board.”, at the same time she helped weaker students by explaining exercise on their notebooks. Before the next exercise the teacher asked students if there was any question and used the same method for the next exercise. But here, some students solved the exercise before than others. The teacher checked their answers and wanted them to stand up and help their friends. It was a good example of extension part in 5E Model, I think. While students who were able to solve the exercise were helping others a disorder occurred. Whereupon the teacher raised her hand and waited for children to do the same thing. It was such a symbol between them and the problem was solved quickly. It was the first lesson's end also, they had a break time.

Another lesson was with 12-E whose number of students was 12. “Tangents and Normals” studied in this class. I observed different types of teaching activities which was laid out below:

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

Time	Teacher Activity	Student Activity
10.45	Engages students to the topic / Reminds some geometry rules / Sketches a curve's graph / Shows tangents and normal on the graph	Listen to the teacher / Take notes
11.00	Solves and explains some exercises / Questioning the whole class by calling their names one by one	Take notes / Answer questions
11.10	Uses TI Calculator / Explains each expression on calculator / Asks some questions	Use TI Calculator / Listen and note the explanations / Give answers
11.15	Uses projector for new exercises / Walks around / Monitors students	Take notes / Try to solve exercises / Ask questions to the teacher

At the beginning of this lesson the teacher reminded some geometry rules by sketching some graphs. The teacher did it by asking some questions and called a different student's name each time. Thus the students were always kept awake and prepared for the topic.

The teacher used projector to reflect an exercise on board and explained it. If one of the students had a problem then the teacher chose two of the students to come to board. It was such a pair work. The teacher wanted one of them (who had claimed that she understood the solution) to explain the solution to the other (who had a problem). If it was a satisfying explanation and he gave +2 points to this student. It was one of the teacher's most frequently used techniques in his lesson and it usually worked very well. By the time the teacher was walking around, monitoring students and asked some questions. If a student had a problem with a subject then he gave some homework and said he would check it following week.

After that the teacher wanted a student to explain how to solve the question (it was asking derivative of y to x) with a graph calculator. The teacher also gave some instructions to the class

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

about how to use the calculator. The while a “teachable moment” occurred. A student asked: “If it is a instead of x then what happens?” The teacher waited students to consider on it and then explained.

Sometimes some students could not catch the exercises. In such situations the teacher encouraged students to consider the solution step by step and helped him/her by explaining question on board at the same time. It was also a useful technique.

At the end of the lesson he summarized the subject, gave homework, made some jokes and mentioned about next class. After all, the lesson was over.

Conclusion

The purpose of this article was to observe what different techniques were used in lessons by different teachers. I learned this there were some general techniques such as questioning-answering parts, walking around and monitoring students, making group works etc. Also there were different styles of different teachers. But one of the most important things was to use different techniques in appropriate situations in lessons. All these are a teacher's secrets to teach something permanently and in a fun way.

DIFFERENT TEACHERS' DIFFERENT TEACHING TECHNIQUES

"A Bilkent student does not lie, cheat, or steal or tolerate those who do. On my honor, as a Bilkent student, I have neither given nor received unauthorized aid on this academic work."

Name or signature of student

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