

TEACHER CENTRED APPROACH TO TEACHING

TEACHER CENTRED APPROACH TO TEACHING IS A TRADITIONAL EDUCATIONAL METHOD THAT PLACES THE TEACHER AT THE CORE OF THE LEARNING PROCESS. IN THIS APPROACH, THE TEACHER SERVES AS THE PRIMARY SOURCE OF KNOWLEDGE AND AUTHORITY, CONTROLLING THE CLASSROOM ENVIRONMENT AND DIRECTING THE LEARNING ACTIVITIES. THE FOCUS IS ON STRUCTURED LESSONS, LECTURES, AND DIRECT INSTRUCTION, EMPHASIZING CONTENT DELIVERY AND MASTERY OF SUBJECT MATTER. THIS ARTICLE EXPLORES THE FUNDAMENTAL ASPECTS OF THE TEACHER CENTRED APPROACH TO TEACHING, INCLUDING ITS CHARACTERISTICS, BENEFITS, LIMITATIONS, AND PRACTICAL APPLICATIONS. ADDITIONALLY, IT COMPARES THIS METHOD WITH STUDENT-CENTRED APPROACHES TO HIGHLIGHT ITS ROLE IN CONTEMPORARY EDUCATION. THE FOLLOWING SECTIONS PROVIDE AN IN-DEPTH UNDERSTANDING OF HOW THE TEACHER CENTRED APPROACH FUNCTIONS AND ITS IMPACT ON TEACHING AND LEARNING OUTCOMES.

- DEFINITION AND CHARACTERISTICS OF THE TEACHER CENTRED APPROACH
- ADVANTAGES OF THE TEACHER CENTRED APPROACH TO TEACHING
- LIMITATIONS AND CRITICISMS
- PRACTICAL APPLICATIONS AND STRATEGIES
- COMPARISON WITH STUDENT CENTRED APPROACHES

DEFINITION AND CHARACTERISTICS OF THE TEACHER CENTRED APPROACH

THE TEACHER CENTRED APPROACH TO TEACHING IS A METHOD WHERE THE TEACHER ASSUMES THE CENTRAL ROLE IN THE EDUCATIONAL PROCESS. THIS APPROACH IS OFTEN DESCRIBED AS A TRADITIONAL OR LECTURE-BASED METHOD, WHERE THE TEACHER IS THE PRIMARY AUTHORITY FIGURE RESPONSIBLE FOR IMPARTING KNOWLEDGE TO STUDENTS. THE LEARNING PROCESS IS TYPICALLY STRUCTURED, WITH A CLEAR CURRICULUM AND DEFINED OBJECTIVES. THE TEACHER CONTROLS THE PACE, CONTENT, AND EVALUATION OF LEARNING, ENSURING THAT STUDENTS RECEIVE THE ESSENTIAL INFORMATION IN A SYSTEMATIC MANNER.

KEY FEATURES OF THE TEACHER CENTRED APPROACH

SEVERAL DEFINING CHARACTERISTICS DISTINGUISH THE TEACHER CENTRED APPROACH TO TEACHING:

- **TEACHER-LED INSTRUCTION:** THE TEACHER DELIVERS CONTENT THROUGH LECTURES, DEMONSTRATIONS, AND DIRECT EXPLANATIONS.
- **PASSIVE STUDENT ROLE:** STUDENTS PRIMARILY LISTEN, TAKE NOTES, AND ABSORB INFORMATION RATHER THAN ACTIVELY ENGAGING IN DISCOVERY.
- **STRUCTURED LEARNING ENVIRONMENT:** LESSONS FOLLOW A PREDETERMINED PLAN WITH SPECIFIC GOALS AND TIMELINES.
- **FOCUS ON CONTENT MASTERY:** EMPHASIS IS PLACED ON ACQUIRING FACTUAL KNOWLEDGE AND UNDERSTANDING CORE CONCEPTS.
- **ASSESSMENT THROUGH TESTING:** STUDENT PROGRESS IS OFTEN MEASURED USING STANDARDIZED TESTS, QUIZZES, AND EXAMS.

ADVANTAGES OF THE TEACHER CENTRED APPROACH TO TEACHING

THE TEACHER CENTRED APPROACH OFFERS SEVERAL BENEFITS THAT MAKE IT EFFECTIVE IN CERTAIN EDUCATIONAL CONTEXTS. ITS STRUCTURED NATURE ALLOWS FOR EFFICIENT DELIVERY OF LARGE AMOUNTS OF INFORMATION, WHICH CAN BE PARTICULARLY USEFUL IN FOUNDATIONAL COURSES OR SUBJECTS REQUIRING EXTENSIVE FACTUAL KNOWLEDGE. THIS METHOD ALSO SUPPORTS CLASSROOM MANAGEMENT AND DISCIPLINE BY ESTABLISHING CLEAR ROLES AND EXPECTATIONS.

EFFICIENCY AND CLARITY

BECAUSE THE TEACHER DIRECTS THE LEARNING PROCESS, LESSONS ARE TYPICALLY WELL-ORGANIZED AND FOCUSED. THIS CLARITY HELPS STUDENTS UNDERSTAND THE OBJECTIVES AND REDUCES CONFUSION. THE APPROACH IS ESPECIALLY ADVANTAGEOUS IN SITUATIONS WHERE TIME CONSTRAINTS DEMAND CONCISE AND COMPREHENSIVE COVERAGE OF MATERIAL.

CONSISTENCY AND CONTROL

THE TEACHER'S CONTROL OVER THE CLASSROOM ENVIRONMENT ENSURES THAT LEARNING ACTIVITIES REMAIN ON TRACK AND ALIGNED WITH CURRICULUM STANDARDS. THIS CONSISTENCY BENEFITS BOTH STUDENTS AND EDUCATIONAL INSTITUTIONS BY MAINTAINING UNIFORM LEARNING OUTCOMES ACROSS DIFFERENT CLASSES AND COHORTS.

SUITABILITY FOR LARGE GROUPS

IN CLASSROOMS WITH A LARGE NUMBER OF STUDENTS, THE TEACHER CENTRED APPROACH FACILITATES THE MANAGEMENT OF INSTRUCTION MORE EFFECTIVELY THAN INDIVIDUALIZED OR SMALL GROUP ACTIVITIES. IT ALLOWS ONE EDUCATOR TO REACH MANY LEARNERS SIMULTANEOUSLY WITHOUT SACRIFICING THE QUALITY OF CONTENT DELIVERY.

LIMITATIONS AND CRITICISMS

DESPITE ITS ADVANTAGES, THE TEACHER CENTRED APPROACH TO TEACHING HAS FACED CRITICISM FOR ITS LIMITATIONS, PARTICULARLY IN FOSTERING STUDENT ENGAGEMENT AND CRITICAL THINKING. THE PASSIVE ROLE ASSIGNED TO LEARNERS CAN HINDER THE DEVELOPMENT OF HIGHER-ORDER SKILLS SUCH AS PROBLEM-SOLVING, CREATIVITY, AND COLLABORATION.

LACK OF STUDENT ENGAGEMENT

BECAUSE STUDENTS PRIMARILY RECEIVE INFORMATION RATHER THAN INTERACT WITH IT, MOTIVATION AND INTEREST MAY DECLINE. THE ABSENCE OF ACTIVE PARTICIPATION CAN LEAD TO SUPERFICIAL LEARNING AND DECREASED RETENTION OF KNOWLEDGE.

LIMITED ADAPTABILITY

THE RIGID STRUCTURE OF THE TEACHER CENTRED APPROACH MAY NOT ACCOMMODATE DIVERSE LEARNING STYLES OR INDIVIDUAL STUDENT NEEDS. THIS INFLEXIBILITY CAN CREATE CHALLENGES FOR LEARNERS WHO REQUIRE ADDITIONAL SUPPORT OR ALTERNATIVE INSTRUCTIONAL METHODS.

REDUCED CRITICAL THINKING OPPORTUNITIES

BY FOCUSING ON MEMORIZATION AND RECALL, THIS APPROACH OFTEN NEGLECTS THE DEVELOPMENT OF ANALYTICAL AND EVALUATIVE SKILLS. STUDENTS MAY BECOME ADEPT AT PASSING EXAMS BUT LACK THE ABILITY TO APPLY KNOWLEDGE CREATIVELY OR IN REAL-WORLD CONTEXTS.

PRACTICAL APPLICATIONS AND STRATEGIES

DESPITE ITS CRITICISMS, THE TEACHER CENTRED APPROACH REMAINS RELEVANT AND WIDELY USED IN VARIOUS EDUCATIONAL SETTINGS. EFFECTIVE IMPLEMENTATION INVOLVES INTEGRATING STRATEGIES THAT ENHANCE ENGAGEMENT AND LEARNING OUTCOMES WHILE MAINTAINING THE APPROACH'S CORE PRINCIPLES.

EFFECTIVE LECTURE TECHNIQUES

TEACHERS CAN IMPROVE THE IMPACT OF LECTURES BY INCORPORATING CLEAR EXPLANATIONS, VISUAL AIDS, AND REAL-LIFE EXAMPLES. BREAKING DOWN COMPLEX INFORMATION INTO MANAGEABLE SEGMENTS HELPS STUDENTS FOLLOW ALONG AND RETAIN KNOWLEDGE MORE EFFECTIVELY.

STRUCTURED QUESTIONING

ENGAGING STUDENTS THROUGH TARGETED QUESTIONS DURING LESSONS ENCOURAGES ACTIVE LISTENING AND CRITICAL THINKING WITHIN A TEACHER CENTRED FRAMEWORK. THIS TECHNIQUE FOSTERS INTERACTION WITHOUT RELINQUISHING CONTROL OF THE CLASSROOM.

USE OF FORMATIVE ASSESSMENTS

INCORPORATING QUIZZES, POLLS, AND SHORT EXERCISES ALLOWS TEACHERS TO MONITOR COMPREHENSION AND ADJUST INSTRUCTION ACCORDINGLY. REGULAR FEEDBACK HELPS MAINTAIN STUDENT FOCUS AND SUPPORTS CONTINUOUS LEARNING.

BLENDED APPROACHES

COMBINING TEACHER CENTRED METHODS WITH STUDENT CENTRED ACTIVITIES, SUCH AS GROUP DISCUSSIONS OR PROJECTS, CAN PROVIDE A BALANCED LEARNING EXPERIENCE. THIS INTEGRATION LEVERAGES THE STRENGTHS OF BOTH APPROACHES TO OPTIMIZE EDUCATIONAL OUTCOMES.

COMPARISON WITH STUDENT CENTRED APPROACHES

THE TEACHER CENTRED APPROACH CONTRASTS SHARPLY WITH STUDENT CENTRED TEACHING METHODS, WHICH PRIORITIZE LEARNERS' ACTIVE PARTICIPATION, AUTONOMY, AND COLLABORATION. UNDERSTANDING THESE DIFFERENCES HIGHLIGHTS THE CONTEXTS IN WHICH EACH APPROACH IS MOST EFFECTIVE.

ROLE OF THE TEACHER AND STUDENT

IN THE TEACHER CENTRED MODEL, THE EDUCATOR IS THE PRIMARY KNOWLEDGE SOURCE, WHEREAS IN STUDENT CENTRED LEARNING, THE TEACHER ACTS AS A FACILITATOR GUIDING STUDENTS TO CONSTRUCT THEIR OWN UNDERSTANDING. STUDENTS TAKE A MORE ACTIVE ROLE IN DIRECTING THEIR LEARNING PROCESS IN THE LATTER.

INSTRUCTIONAL METHODS

TEACHER CENTRED TEACHING RELIES ON LECTURES AND DIRECT INSTRUCTION, WHILE STUDENT CENTRED APPROACHES EMPHASIZE INQUIRY, PROBLEM-SOLVING, AND PEER INTERACTION. THE LATTER ENCOURAGES EXPLORATION AND REAL-WORLD APPLICATION OF KNOWLEDGE.

LEARNING OUTCOMES

TEACHER CENTRED METHODS ARE EFFECTIVE FOR TRANSMITTING FOUNDATIONAL KNOWLEDGE AND SKILLS QUICKLY. STUDENT CENTRED STRATEGIES ARE BETTER SUITED FOR DEVELOPING CRITICAL THINKING, CREATIVITY, AND LIFELONG LEARNING HABITS.

CLASSROOM DYNAMICS

TEACHER CENTRED CLASSROOMS TEND TO BE MORE FORMAL AND CONTROLLED, WHEREAS STUDENT CENTRED ENVIRONMENTS ARE OFTEN MORE FLEXIBLE AND DYNAMIC, PROMOTING COLLABORATION AND PERSONALIZED LEARNING EXPERIENCES.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE TEACHER-CENTRED APPROACH TO TEACHING?

THE TEACHER-CENTRED APPROACH TO TEACHING IS AN INSTRUCTIONAL METHOD WHERE THE TEACHER IS THE PRIMARY AUTHORITY FIGURE AND SOURCE OF KNOWLEDGE, DIRECTING THE LEARNING PROCESS WITH A FOCUS ON LECTURE, INSTRUCTION, AND TEACHER-LED ACTIVITIES.

WHAT ARE THE MAIN CHARACTERISTICS OF THE TEACHER-CENTRED APPROACH?

KEY CHARACTERISTICS INCLUDE A FOCUS ON TEACHER-LED INSTRUCTION, PASSIVE STUDENT ROLES, STRUCTURED LESSONS, USE OF LECTURES AND DEMONSTRATIONS, EMPHASIS ON MEMORIZATION, AND TEACHER CONTROL OVER CONTENT AND PACING.

WHAT ARE THE ADVANTAGES OF USING A TEACHER-CENTRED APPROACH?

ADVANTAGES INCLUDE CLEAR STRUCTURE AND ORGANIZATION, EFFICIENT DELIVERY OF CONTENT TO LARGE GROUPS, EASE OF CLASSROOM MANAGEMENT, AND ENSURING COVERAGE OF CURRICULUM STANDARDS WITHIN LIMITED TIME.

WHAT ARE SOME COMMON CRITICISMS OF THE TEACHER-CENTRED APPROACH?

CRITICISMS INCLUDE LIMITED STUDENT ENGAGEMENT AND CRITICAL THINKING, LACK OF OPPORTUNITIES FOR COLLABORATION, PASSIVE LEARNING, REDUCED MOTIVATION, AND INSUFFICIENT ACCOMMODATION OF DIVERSE LEARNING STYLES.

IN WHAT CONTEXTS IS THE TEACHER-CENTRED APPROACH MOST EFFECTIVE?

IT IS MOST EFFECTIVE IN SITUATIONS REQUIRING TRANSMISSION OF FOUNDATIONAL KNOWLEDGE, SUCH AS LARGE CLASSROOMS, STANDARDIZED TEST PREPARATION, INTRODUCTORY COURSES, OR WHEN TIME CONSTRAINTS LIMIT INTERACTIVE METHODS.

ADDITIONAL RESOURCES

1. *TEACHER-CENTERED INSTRUCTION: FOUNDATIONS AND PRACTICES*

THIS BOOK OFFERS A COMPREHENSIVE OVERVIEW OF THE TEACHER-CENTERED APPROACH, EMPHASIZING THE ROLE OF THE INSTRUCTOR AS THE PRIMARY SOURCE OF KNOWLEDGE. IT EXPLORES TRADITIONAL LECTURE METHODS, DIRECT INSTRUCTION, AND STRUCTURED CLASSROOM MANAGEMENT TECHNIQUES. EDUCATORS WILL FIND PRACTICAL STRATEGIES FOR MAINTAINING CONTROL AND DELIVERING CLEAR, CONCISE LESSONS THAT OPTIMIZE STUDENT LEARNING.

2. *EFFECTIVE TEACHING THROUGH TEACHER-CENTERED METHODS*

FOCUSING ON THE STRENGTHS OF TEACHER-CONTROLLED ENVIRONMENTS, THIS BOOK PROVIDES INSIGHTS INTO PLANNING, ORGANIZING, AND DELIVERING CONTENT EFFECTIVELY. IT DISCUSSES HOW TEACHER-CENTERED APPROACHES CAN LEAD TO HIGH LEVELS OF STUDENT ACHIEVEMENT THROUGH CLEAR OBJECTIVES AND SYSTEMATIC TEACHING. THE TEXT ALSO ADDRESSES ASSESSMENT TECHNIQUES ALIGNED WITH THIS PEDAGOGICAL STYLE.

3. *THE ART OF LECTURE: MASTERING THE TEACHER-CENTERED CLASSROOM*

THIS TITLE DELVES INTO THE CRAFT OF LECTURING AS A KEY COMPONENT OF TEACHER-CENTERED EDUCATION. IT COVERS HOW TO ENGAGE STUDENTS, ORGANIZE MATERIAL LOGICALLY, AND USE VERBAL AND NON-VERBAL COMMUNICATION TO ENHANCE UNDERSTANDING. THE AUTHOR PROVIDES TIPS TO MAINTAIN STUDENT ATTENTION AND FACILITATE NOTE-TAKING.

4. *DIRECT INSTRUCTION: PRINCIPLES AND STRATEGIES FOR TEACHER-LED LEARNING*

DIRECT INSTRUCTION IS HIGHLIGHTED AS AN EVIDENCE-BASED, TEACHER-CENTERED APPROACH THAT PROMOTES STUDENT SUCCESS. THE BOOK OUTLINES THE ESSENTIAL COMPONENTS OF THIS METHOD, INCLUDING SCRIPTED LESSONS, FAST-PACED DELIVERY, AND FREQUENT ASSESSMENT. TEACHERS WILL LEARN HOW TO IMPLEMENT THE MODEL TO IMPROVE LITERACY AND NUMERACY OUTCOMES.

5. *TEACHER-CENTERED CLASSROOM MANAGEMENT*

EFFECTIVE CLASSROOM MANAGEMENT IS CRUCIAL IN A TEACHER-CENTERED SETTING, AND THIS BOOK ADDRESSES TECHNIQUES TO ESTABLISH AUTHORITY AND MAINTAIN ORDER. IT OFFERS STRATEGIES FOR SETTING CLEAR EXPECTATIONS, REINFORCING POSITIVE BEHAVIOR, AND MINIMIZING DISRUPTIONS. THE BOOK ALSO DISCUSSES THE IMPACT OF A WELL-MANAGED CLASSROOM ON STUDENT ENGAGEMENT.

6. *STRUCTURED TEACHING: ORGANIZING CONTENT FOR TEACHER-LED INSTRUCTION*

THIS BOOK FOCUSES ON THE IMPORTANCE OF STRUCTURE IN TEACHER-CENTERED EDUCATION, GUIDING TEACHERS ON HOW TO SEQUENCE LESSONS AND PRESENT MATERIAL LOGICALLY. IT EMPHASIZES CLARITY, REPETITION, AND SCAFFOLDING TO SUPPORT STUDENT COMPREHENSION. PRACTICAL EXAMPLES ILLUSTRATE HOW STRUCTURED TEACHING CAN BE APPLIED ACROSS SUBJECTS.

7. *TEACHER-CENTERED APPROACHES IN SECONDARY EDUCATION*

AIMED AT SECONDARY SCHOOL EDUCATORS, THIS BOOK EXPLORES THE APPLICATION OF TEACHER-CENTERED METHODS IN HIGHER GRADE LEVELS. IT DISCUSSES ADAPTING LECTURE AND DIRECT INSTRUCTION TO MEET ADOLESCENT LEARNERS' NEEDS AND INTEGRATING ASSESSMENTS TO MONITOR PROGRESS. THE BOOK ALSO ADDRESSES CHALLENGES AND SOLUTIONS FOR MAINTAINING STUDENT MOTIVATION.

8. *TEACHER-CENTERED LEARNING THEORIES AND CLASSROOM APPLICATIONS*

THIS TEXT PROVIDES AN ACADEMIC EXPLORATION OF THE THEORETICAL FOUNDATIONS UNDERPINNING TEACHER-CENTERED PEDAGOGY. IT COVERS BEHAVIORIST AND COGNITIVIST PERSPECTIVES THAT SUPPORT TEACHER-LED INSTRUCTION AND EXAMINES HOW THESE THEORIES TRANSLATE INTO CLASSROOM PRACTICES. THE BOOK SERVES AS A BRIDGE BETWEEN EDUCATIONAL RESEARCH AND PRACTICAL TEACHING.

9. *MAXIMIZING STUDENT ACHIEVEMENT WITH TEACHER-CENTERED STRATEGIES*

FOCUSING ON OUTCOMES, THIS BOOK PRESENTS EVIDENCE THAT TEACHER-CENTERED APPROACHES CAN LEAD TO IMPROVED STUDENT PERFORMANCE WHEN IMPLEMENTED EFFECTIVELY. IT OFFERS CASE STUDIES, LESSON PLANS, AND ASSESSMENT TOOLS DESIGNED TO OPTIMIZE LEARNING. EDUCATORS WILL GAIN A TOOLKIT FOR HARNESSING THE FULL POTENTIAL OF TEACHER-LED INSTRUCTION.

Teacher Centred Approach To Teaching

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teacher centred approach to teaching: New Teaching and Teacher Issues Mary B. Klein, 2006 Teaching is a profession which is so enormous and so packed with significance that the issues related to it have a consistently high ranking with members of society in virtually every public opinion poll. These issues include multicultural education, teacher training and accreditation, burn-out, teaching under conditions particular to a world-wide certain country, student behaviour

and preparation, computers in the classroom, parental influence on the teaching process, the changing curriculum and its meaning for teaching, budgetary problems, and a multitude of similar issues. This book presents issues current to the field from educators and researchers from around the globe.

teacher centred approach to teaching: Learner Centred Teaching : Philosophical, Historical, and Psychological Foundation Dr. Rajendra Kumar Shah, : Learner centered teaching is the main topic of interest and discussion among educators, teachers, professor and parents around the world. Learner centered teaching is related to the curriculum at all levels of schools, colleges and universities. Therefore, it is very important for all teachers, parents, curriculum experts, etc. to have knowledge about this concept. But no one seems to have prepared a book about learner centered teaching in a simple language that everyone can understand. Academicians such as Rousseau, Froebel, and Pestalozzi studied this concept in depth and made important contributions to broaden this concept. In the same way, in the 20th century, many educationists gave great importance to learner-centered teaching and researched it. Educationists such as Dewey, Kilpatrick, Montessori, Parkar played an important role in the development of progressive education. His concept of democratic education is the basis for the development of learner centered teaching. Similarly, psychologists of different periods developed the concept of learner centered teaching. Thus, in today's world, learner centered teaching has become a subject of interest and study for everyone. The concept of learner centered teaching, which has become the subject of everyone's interest and interest, has been incorporated in this book that everyone can understand. In this book, the definition and concept of learner centered teaching has been presented with great effort. On the other hand, the major philosophical, historical, and psychological foundations of learner-centered teaching have also been presented. Therefore, this book is believed to be able to fulfill many questions of the readers regarding the concept of learner-centered teaching.

teacher centred approach to teaching: *Methods Of Teaching Elementary Science* G.P. Tulasi, 2004 Contents: Introduction, Scope and Nature, Role of Teacher, Teacher Training, Methods of Teaching, Children and Learning, The Resources, EVS Course, Enrichment Course, Dynamic Experiments, Evaluation Process, Behavioural Objectives, The Analysis, Suggested Activities, Sample Lesson Plans, Model Lesson, Sample Questions, Model Papers.

teacher centred approach to teaching: *Methods Of Teaching Science* K.Jaya Sree, 2010 The method of teaching each subject play a pivotal role in enhancing the efficiency of their practitioners. Identifying the very importance of the methods of teaching and the quality of books, a series of books on the methods of teaching different subjects have been developed by experienced teacher educators for the benefit of teachers in making in teacher education institutions. Contents: Teacher s Role, Teaching Techniques, Methods of Vogue, Approaches in Vogue, Aims and Objectives of Teaching, Advancement of Science in India, Behaviour and Objectives, Educational Technology, Audio-visual Aids in Use, Experiments in Innovation, Programmes for Enrichment, Instruction in a Programmed Manner, Individual Level Instructions, Planning the Lessons, Curriculum (India), Curriculum (World), Textbook and Material Projects, Social Service.

teacher centred approach to teaching: *Teaching Strategies for Outcomes-based Education* Roy Killen, 2007-07 This is an easily understandable and practical guide to effective teaching for teachers and trainers in all instructional settings: school, further education and training, and higher education. It is particularly useful for students, both as a text for their theoretical studies and as a reference during their practical teaching experiences and their later teaching careers. This second edition has been extensively revised and now includes introductory chapters that provide a strong theoretical base as well as a chapter on outcomes-based assessment.

teacher centred approach to teaching: *Zama: General Pedagogy* , 2023-04-13 General Pedagogy: A Guide to Effective Teaching demystifies the scientific art of teaching by providing facts, principles and concrete examples in real life situations such that neither the novice teacher who peruses it will stutter in front of students on the first day of school, nor will the experienced teacher write and execute the same old lesson plans on that day. The best teachers are those who show you

where to look but don't tell you what to see, is a popular quote attributed to Alexandra K. Trenfor, which aptly summarises the kind of teachers this book intends to produce when used as a teacher training resource. Real teachers facilitate learning; they do not simply tell learners the answers to their questions and concerns. Accordingly, the authors take the readers through well-researched themes in the academic discipline of teaching wherein they present, analyse and discuss pertinent issues. Although they provide useful suggestions for teaching success, the authors encourage teachers to interpret facts, ideas and suggestions presented against the sociocultural contexts of their practice. The materials are presented creatively while adding a personal touch, intended to facilitate effective and efficient learning.

teacher centred approach to teaching: *Teaching Secondary History* Heather Sharp, Jonathon Dallimore, Alison Bedford, Martin Kerby, James Goulding, Darius von Güttner, Treasa Clare Heath, Louise Zarmati, 2021-11-22 This book provides an introduction to the theory and practice of teaching History to years 7-12 in Australian schools.

teacher centred approach to teaching: *Culture-Based Blended Learning Approaches in English as an International or Foreign Language* Putri Gayatri, Helena Sit, Shen Chen, 2025-09-01 This book provides rich information about the historical development and progress of blended learning with a focus on the field of English as an International Language (EIL) or English as a Foreign Language (EFL) area. The authors examine various models of blended learning used in the USA, UK, Australia, and Asia before establishing a comprehensive model in accordance with the socio-cultural context of a country. The book further investigates the implementation of the model in EIL/EFL classrooms. The research was conducted using a library research method to collect rich data, enabling extensive international literature to be critically reviewed by the authors for an Asian setting. The book concludes by providing readers with constructive recommendations for future practice of blended learning in EIL/EFL in Asia and other non-English speaking countries. This volume will be of value to researchers, educators, and higher degree students who are interested in second and foreign language education and English as an International Language or a Foreign Language. It will also be a valuable resource for EIL/EFL and other foreign language teachers, particularly in an Asian cultural context.

teacher centred approach to teaching: *Rethinking Problem-based Learning for the Digital Age* Maggi Savin-Baden, Heather Fraser, 2023-10-19 *Rethinking Problem-based Learning for the Digital Age* provides grounded, evidence-based strategies for teaching faculty, academic developers and educational technologists who are changing their problem-based learning (PBL) modules and programmes from face-to-face to online. Given today's rapid advancements in learning and curriculum development specific to online and blended modes, there is considerable potential to introduce new forms of PBL in higher education. This book applies fundamental and cutting-edge research, including original scholarship by the authors, to innovative PBL practices and realistic tasks that can be brought to life through digital environments, teamwork and resources. Whether re-contextualizing PBL practices for newly online/blended instruction or seeking fresh PBL approaches for existing digital education environments across disciplines, readers will be guided to construct active, highly motivating, learner-centred experiences using simulations, games, virtual reality, multimedia and other complex innovations.

teacher centred approach to teaching: *Learning to Teach Adults* Nicholas Corder, 2008 First Published in 2008. Routledge is an imprint of Taylor & Francis, an informa company.

teacher centred approach to teaching: *Adult and Continuing Education* Peter Jarvis, 1995 The first edition of *Adult and Continuing Education* established itself as one of the most widely used and respected introductory texts on this important area of education. For this second edition, Peter Jarvis has made extensive revisions and has included substantial additional material to take account of the many changes which have occurred in the field of adult education. The book begins with a rationale for the provision of education for adults and analyses contemporary theory before going on to give practical advice on curriculum development and the teaching of adults.

teacher centred approach to teaching: *Empowering Novice Academics for Student*

Success Dr Johann Hugo, 2021-04-26 This book is essential for academics that enter the field of higher education and training, as it focuses on preparing teachers and trainers to respond appropriately to student success challenges. Student success is a burning issue, both globally and locally. While student achievement is determined by a combination of factors, teachers and their teaching practices do matter. Higher education teachers are expected to fulfil different roles at different times, such as planning for curriculum implementation, mentorship and coaching, facilitating learning, resource development, and student assessment. Against this background the primary purpose of Empowering novice academics for student success: Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughput.

teacher centred approach to teaching: *Educational Assessment in Tanzania* Joyce Kahembe, Liz Jackson, 2020-11-04 This book examines teachers' conceptions and practices of assessment in Tanzania. Adopting a sociocultural perspective, it reveals how Tanzanian teachers understand the role of assessment in relation to their classroom practices, community and other factors. The book determines that although teachers in Tanzania generally consider assessment to be useful for evaluating and monitoring learning, improving student performance and for accountability, their assessment practices are rarely seen as directly supporting student learning; it is not that teachers do not know how to implement the mandated assessment reforms. Instead, they are reluctant to adopt and embrace the reforms because they consider them to be contradictory to their teaching roles, and overly burdensome, if not implausible, given the physical, economic and cultural contexts of teaching and learning. This book argues that improving traditional assessments, rather than radically transforming them, can be more effective for cultivating practices that suit the physical, political, economic and cultural contexts of Tanzanian schools. Highlighting the significance of sociocultural factors in educators' professional practices, while also illustrating the major challenges in implementing global reform agendas in diverse contexts, it is a valuable resource for educators and scholars interested in development and educational reform in African contexts.

teacher centred approach to teaching: *Essential Skills for a Medical Teacher* Ronald M. Harden, Jennifer M Laidlaw, 2020-06-11 Perfect for new teachers in undergraduate, postgraduate, or continuing education, as well as more experienced educators who want to assess, improve, and gain new perspectives on teaching and learning, *Essential Skills for a Medical Teacher* is a useful, easy-to-read professional resource. This book offers a concise introduction to the field of medical education, with key coverage of educational models and theory that can help inform teaching practice. Clear illustrations and practical tips throughout make it an excellent starting point for those new to the field of medical education or who want to facilitate more effective learning for their students or trainees. - Provides hints drawn from practical experience that help you create powerful learning opportunities for your students, with readable guidelines and new techniques that can be adopted for use in any teaching program. - Includes new coverage of just-in-time learning, entrustable professional activities, steps on introducing outcome/competency-based education, selecting a teaching method, programmatic assessment, self-assessment, the student and patient as partners in the education process, the changing role of the teacher, bringing about change, and the future of medical education. - Covers recent developments in our understanding of the relationship between learning and technology, as well as curriculum planning and curriculum mapping. - Offers practical advice from leading international expert Professor Ronald Harden and co-author Jennifer Laidlaw, who has designed and taught many courses for medical teachers. - Prompts you to reflect on your own performance as an educator, as well as analyze with colleagues the different ways that your work can be approached and how your students' or trainees' learning can be made more effective.

teacher centred approach to teaching: *Management Education for Global Leadership* Baporikar, Neeta, 2016-10-25 An individual's success as a manager is largely dependent on the effectiveness of the training and education they received. However, as new technologies and management techniques emerge within the field, it becomes necessary to evaluate ways to optimize

management education programs. Management Education for Global Leadership examines the complexities and challenges present in improvising the learning process in education programs. Highlighting real-life experiences, theoretical concepts, and practical applications within the field, as well as the role of information technologies in management education and training programs, this publication is a critical reference for scholars, practitioners, policy makers, students, politicians, and managers.

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