

WOKSHOP FOR PREPARE TEACHING LEARNING METERIAL AT DHARMADA GOVT. P.T.T.I

Dharmada Govt. P.T.T.I organized workshop on Teacher Learning Material recently at the campus. The objective of the workshop was to orient teacher trainees and develop appropriate context-specific teaching-learning materials which can be used to enhance the quality of the teaching-learning process. Addressing the gathering Mrs. Bandana (Giri) Chakraborty, Lecturer-In-Charge, of this Institute said that few of the possible hurdles that teachers face in doing the activities are – lack of material, lack of confidence, fear of an experiment failing in front of students etc. To overcome these we thought of conducting this TLM workshop where we provide the material, and the space for experimentation and teamwork. The teacher trainees learn working in teams as well as benefit from the models prepared by other teacher trainees, she added.

The teacher trainees' team learnt quite a bit through this workshop. The key learning is that experiments have to be done and the learning we gain especially when things do not turn out the way it is stated in the textbooks is of incomparable value. Teacher trainees also presented the papers on teaching learning material and explained the importance of teaching learning material in real teaching, how effectively we can use these , how tom prepare, what are the characteristics of it, how it makes teaching process as effective.

OBJECTIVES

After going through this unit, you will be able to:

- explain the importance of TLM in enhancing students' learning;
- classify the TLM on basis of their characteristics;
- distinguish the use of different TLM in different contexts;
- prepare low cost TLM using locally available materials;
- involve students in designing and development of TLM;
- explore the web for finding teaching learning materials.

Purpose of using TLMs

TLMs are used to enhance the learning of students in classrooms. A teacher uses it to make teaching-learning effective. TLMs also help learners achieve the learning outcomes after classroom teaching and learning. Some of reasons to use TLMs in classroom are of various types as described below:

- i) Motivate learners** – Capturing attention is the first step to any learning and TLMs help in capturing the attention of learner in classroom. Once motivated to look at TLMs, the children are curious to learn new things. TLMs provide a variety of stimuli, which helps in making classroom teaching most effective.
- ii) Help in longer retention of information** – The more the number of sensory channels involved in interacting with TLMs, the longer will be the retention of information. Therefore, the learning will be effective and will last long.
- iii) Facilitate holistic learning** – You have read about Blooms – Taxonomy of Objectives. Learning objectives to be achieved through classroom teaching are in all domains- cognitive, affective and psychomotor. Therefore, to achieve varied objectives, varied learning experiences need to be provided, which can be done through the use of TLMs.
- iv) Help in organizing classroom teaching** –As a teacher you need to organize learning experiences, making them as realistic as possible. You can use visual or verbal TLMs to present accurate data in sequentially organized manner. This helps teacher to verbal and visual communication in classroom. Thus, you may use TLMs to overcome shortcomings in verbal or visual communication.
- v) Facilitate change in attitude** – TLMs also help in changing attitude of learners towards learning in general and subject content in particular. Pictures, models and other TLMs help in inculcation of positive attitude of learners.
- vi) Practical applications** – TLMs show application of theoretical knowledge into practical applications. The theoretical knowledge studied in class is shown in concrete form through TLMs for effective learning.

vii) Making learning fun – TLMs help in making learning fun in the classroom. Students enjoy the novelty of handling new objects and learn new concepts through them.

viii) Concept formation – TLMs facilitate the formation and attainment of concepts among children. They concretize the abstract concepts; thus children are able to understand them and not resort to rote learning.

Therefore, use of TLMs in classroom teaching is an essential aspect about which you should focus your attention while designing and developing your lesson. There are a variety of TLMs to choose from depending on the context, level of learners and availability. The next section will acquaint you with the various types of TLMs available.

TYPES OF TEACHING LEARNING MATERIALS

Teaching learning materials are of various types and thus are classified and categorized in several ways. Edgar Dale's cone of experience is one of the simplest ways of categorizing TLMs. He experimented with different TLMs and categorized them on the basis of type of experiences the learner acquires – from concrete to abstract.

Another widely accepted and popular way of categorizing TLMs is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching learning process. TLMs can broadly be classified into three categories.

- i) Audio TLMs
- ii) Visual TLMs
- iii) Audio Visual TLMs

Let us look: into these categories in details.

i) Audio TLMs: These TLMs primarily stimulate the hearing sense of learner. It includes – human voice, telephonic conversation, audio discs/tapes, gramophone records, Radio broadcast.

ii) Visual TLMs: These types of TLMs involve the sense of vision. They stimulate the visual impulses. These can be of various types as given below:

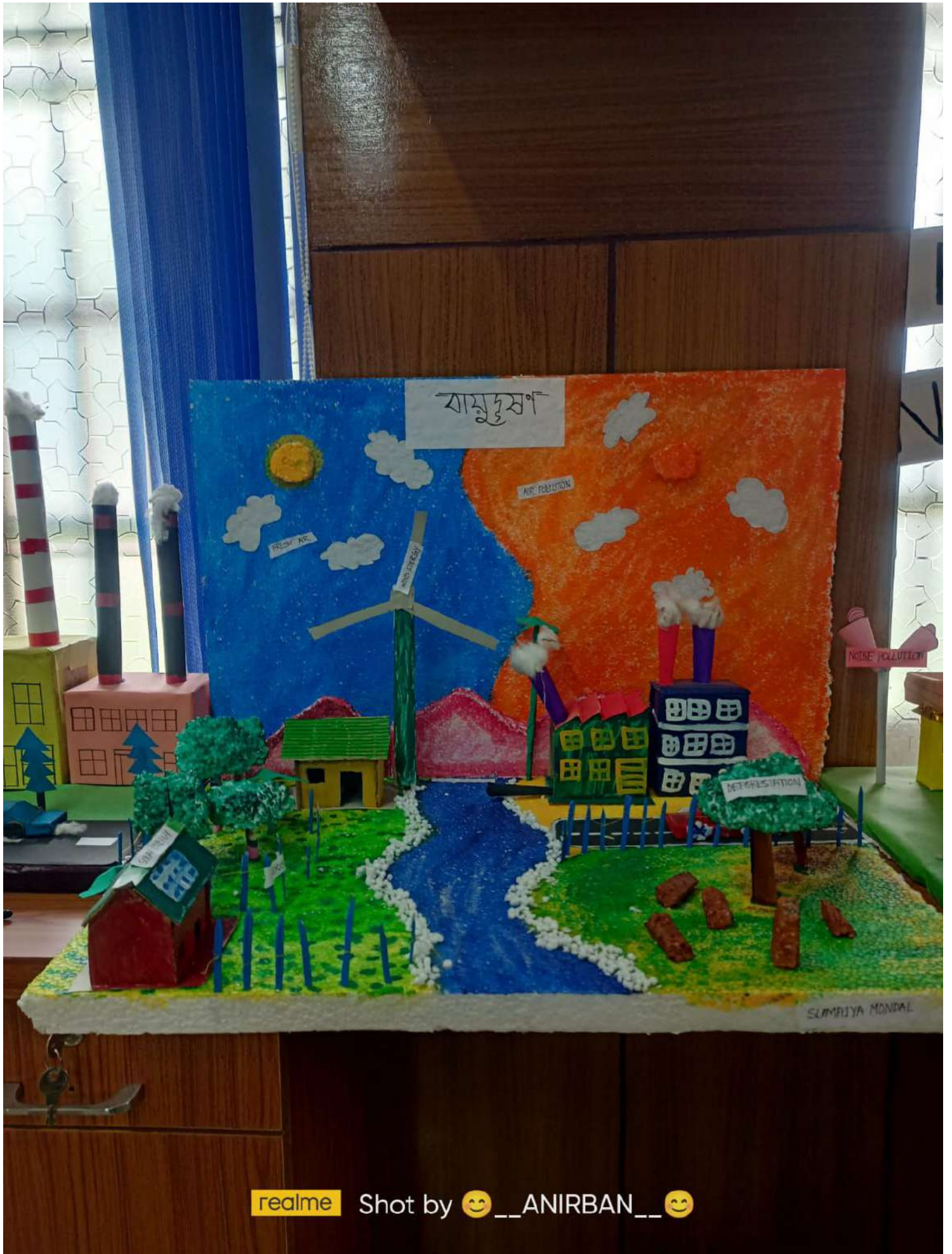
- Visual (Verbal) Print. (the text is the main instructional or teaching learning aid)
- Textbook, Supplementary book.
- Reference books, encyclopedia, etc.
- Magazine, Newspaper
- Documents and Clippings
- Duplicated written material
- Programmed material or SLM
- Case Studies/Reports etc.
- Visual (Pictorial- Non Projected)–

a) Non-projected two dimensional – Here the TLM is in form of an image or picture explaining the concept. Examples of such type of TLMs are blackboard writing and drawing Charts, Posters, Maps, Diagrams, Graphs, Photographs, Cartoons, Comic strips.

b) Non-Projected three-dimensional – This category includes three dimensional representation of the real object or phenomenon. It helps learners in conceptualization. It includes – Models, Mock-up, Diorama, Globe, Relief Map, Specimen, Puppet, and Hologram.

- Visual (Projected but still) – Here the images are projected or displayed on a screen and thus are nearer reality than visual non-projected ones. It includes – Slide, Filmstrips, Over Head Projector (OHP), Microfilm, Micro card, etc.

iii) Audio Visual TLMs are the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these is they are the closest representation of reality. These include – Motion Picture Film, Television, Video discs/cassettes, slide – tape presentations, Multimedia Computer





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