

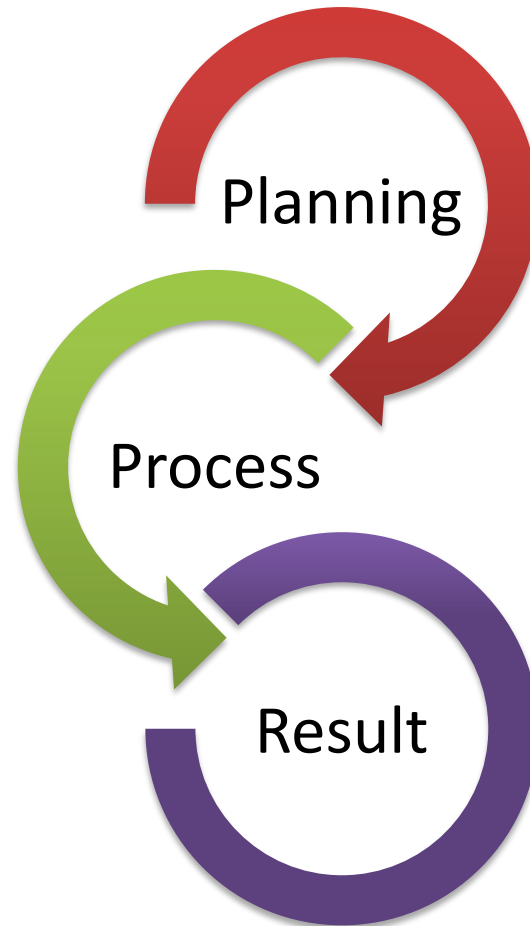
Effective Teaching

Psikologi Pendidikan, pertemuan ke-8

Semester Genap, 2012-2013

UNIVERSITAS PEMBANGUNAN JAYA

Teaching Steps



1. Planning

- **Learning Objectives**

- Instructional objectives

- Learning outcomes
- Clear statement of what students are intended to learn through instruction

- Behavioral objectives

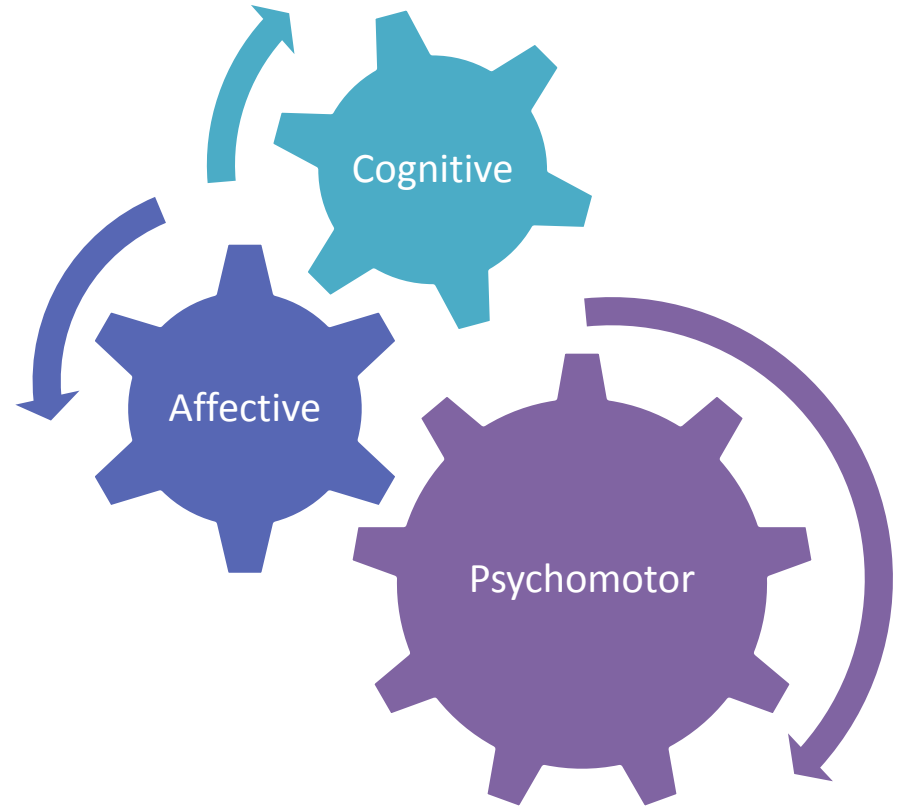
- Instructional objectives stated in terms of observable behaviors, ex. List, define, add, or calculate

- Cognitive Objectives

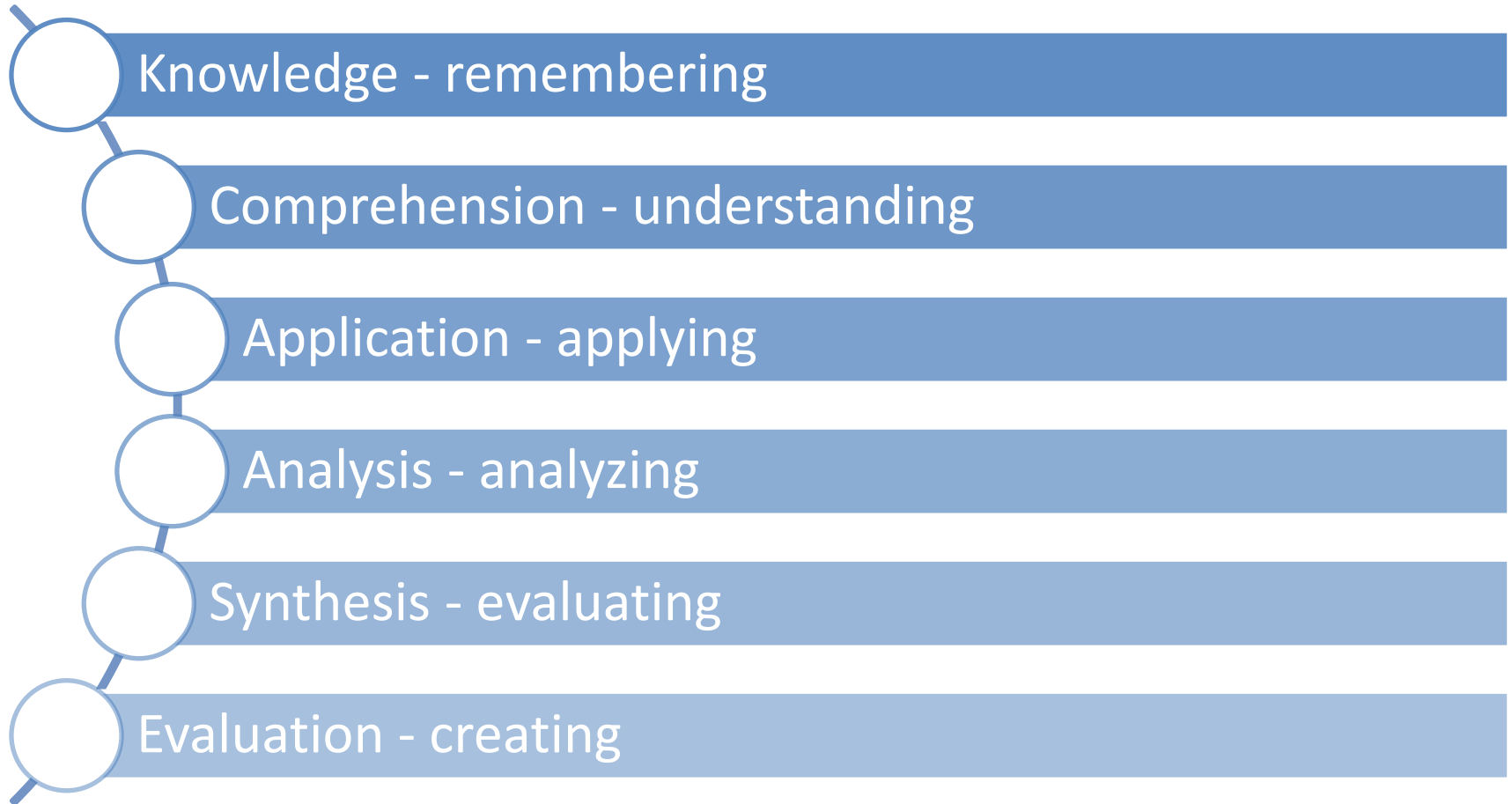
- Instructional objectives stated in terms of higher-level thinking operations, ex. Understand, recognize, create, or apply

Bloom Taxonomy

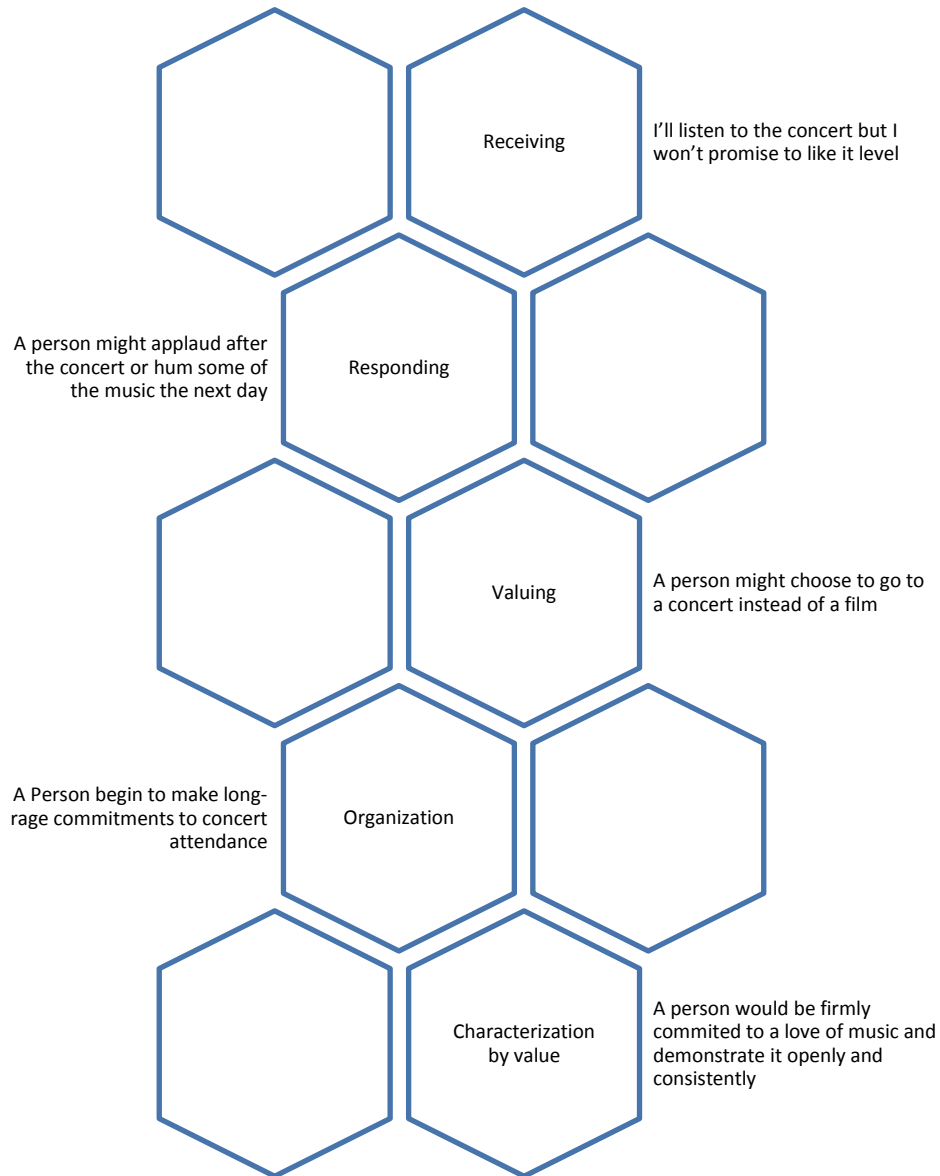
- Benjamin Bloom developed a **taxonomy or classification system, of educational objectives**



The Cognitive Domain



The Affective Domain



The Psychomotor Domain

- Voluntary muscle capabilities that require endurance, strength, flexibility, agility or speed
- Ability to perform a specific skill
- Examples:
 - Four minutes after completing a one-mile run in eight minutes or under, your heart rate will be below 120
 - Use a computer mouse effectively to drag and drop files

Note:

- Terry TenBrink (2006), Objectives should be:
 - Student-oriented
 - Descriptive of an appropriate learning outcome
 - Clear and understandable
 - observable

2. Process

- Lesson Plans
- Teaching Approaches
 - Discovery Approach
 - Jerome Brunner (1915)
 - Expository Teaching
 - David Ausubel (1918)
 - Direct Instruction
 - Barak Rosenshine (1930)

Discovery Approach

- Begin lessons with specific examples and stimulate the students to discover the general principles from the examples and details
- Inductive reasoning
- Structure and coding
- Guided discovery

Expository Teaching

- Believes that teachers should present organized, meaningful, and complete information first and then move to the more specific examples
- Meaningful verbal learning
- Deductive reasoning
- Advance organizers

Direct Instruction

- Focused, teacher-directed method
- Structured approach by which students are made aware of the goals, instruction is comprehensive, performance is monitored, and feedback is given
- Explicit teaching
- Active teaching
- = Ausubel, model of reception learning

Individualized Instruction

- The process of tailoring instruction to the needs of an individual student
- The content and the pace of the material are chosen on the basis of the student's level of knowledge and progress

Rancangan observasi

No	Aspek	Hal-hal yang diamati
1	Metode Mengajar	How teacher deliver the material? Bagaimana tahapan mengajar? (untuk melihat kesesuaiannya dengan <i>lesson plan</i> guru)
2.	Material Mengajar	Bahan-bahan apa saja yang digunakan oleh guru untuk mengajar?
3.	Hasil Belajar	Apakah latihan yang diberikan oleh guru terhadap siswa dapat mengetahui hasil belajar?
4.	Manajemen kelas	Bagaimana interaksi guru dengan siswanya?
5.	Lingkungan kelas	Peraturan di kelas Fasilitas di kelas (denah) Pengaturan tempat duduk (denah)
6.	Lain-lain	Hal-hal yang tidak termasuk dalam poin 1-5, tapi di dalam lapangan ditemukan mempengaruhi / berhubungan terhadap metode pengajaran

Rancangan Interview

No	Pertanyaan	
	Bagaimanakah konsep pengajaran di high/scope? Jelaskan.	
	Mengapa kelas di highscope terdiri dari 2 kategori usia?	
	Bagaimana penerapan active learning di kelas?	
	Bagaimana penerapan student centered approach di kelas?	
	Apa saja yang Anda lakukan sebelum mengajar di kelas? Apakah Anda membuat sebuah rencana terlebih dahulu sebelum mengajar?	
	Media apa saja yang Anda manfaatkan untuk mengajar?	
	Apakah kegiatan di kelas sudah sesuai dengan rencana pengajaran yang Anda buat? Kalau tidak, kenapa dan bagaimana?	
	Apakah ada hal lain yang ingin ditanyakan?	