

COURSE NAME –M.Ed IV SEMESTER

SUBJECT NAME = EDUCATION TECHNOLOGY & ICT (SC-5)

SKILL OF USING BLACKBOARD

Blackboard is the powerful teaching aid to teach from schooling to higher education and the blackboard as a visual aid is widely used in all sectors of education and training. The development of ICT is reducing the chalkboard work. A good blackboard work brings clearness in perception and it can be suitably used for displaying notes and diagrams during a lesson.

The components of the skill of use of blackboard are:

1. Legibility (L)
2. Size and Alignment (S.A)
3. Highlighting Main Points (HMP)
4. Utilization of the Space (US)
5. Correctness (C)
6. Position of the Teacher (PT)
7. Eye Contact with Pupils (ECP)
8. Cleaning of Blackboard(CB)

1. Legibility (L)

The teacher should see that a clear distinction is ensured between every letter adequate Space is maintained between individual letters and words etc., to make handwriting more legible.

2. Size and alignment (SA)

In black board writing the size and alignment of the letters is very important. The letters should be uniform. The size of the capital letters should be as nearly vertical as possible with out being diverged from a line.

3. Highlighting Main Points (HMP)

The teacher should underline to highlight the main points or words on the blackboard. Colored chalks should be used suitably to draw the learners attention to the main points.

4. Utilization of the Space (US)

Overwriting on the letters should be avoided as it makes the blackboard work untidy. Only essential material should be retained on the blackboard.

5. Correctness (C)

The teacher should be careful about correct spelling, punctuation, grammar, etc, in constructing sentences on the blackboard while writing on the blackboard, inadequate knowledge of English grammar or mistakes done by the teacher reduces the attentiveness of the learners in the class room.

6. Position of the Teacher (PT)

At the time of writing, the teacher should stand on one side of the blackboard at an angle of 45 degree, so that the written work in the Blackboard is visible to the learners.

3. Eye Contact with Pupils (ECP)

The teacher should maintain eye contact with his learners at the time of writing on the board. This maintains discipline and sustains the attention of the learners.

8. Cleaning of Blackboard (CB)

A Teacher should clear the blackboard from top to bottom and not spread dust in the room. After completion of the lesson, the teacher should clean the entire blackboard before leaving the classroom.

3.11.1 Micro Teaching Lesson Plan No. 6

Skill: Use of Blackboard

Name of the teacher - trainee	:	
Subject	:	Physical Science
Class	:	VIII
Concept	:	Balancing Chemical Equations

Date :

Time :

Duration : 6 mts

Teaching Points

1. Formation of Magnesium Oxide.
2. Formation of Ammonia.
3. Number of atoms on protestant side and reactant side must be equal.

Black Board

Balancing Chemical Equations

Date :

Subject :

R. No.
Class :
Topic :

Formation of Magnesium Oxide	Formation of Water
1. $\text{Mg} + \text{O}_2 \rightarrow \text{MgO}$	1. $\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}$
2. $\text{Mg} + 1/2\text{O}_2 \rightarrow \text{MgO}$	2. $\text{H}_2 + 1/2\text{O}_2 \rightarrow \text{H}_2\text{O}$
3. $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$	3. $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$

Steps	Teachers activity	Students activity	Components
1. Introduction	Good Morning Children	Good Morning Sir	ECP
	How are you children?	Fine thank you Sir	ECP
2. Presentation	To day we discuss balancing the chemical equation (He writes in the middle of the Blackboard)	$2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	L,US,C,SA
	What happens when magnesium is burnt in Oxygen?	Magnesium Oxide is formed	ECP
	Ramana, how do you write the equation?	Ramana writes on the blackboard $\text{Mg} + \text{O}_2 \rightarrow \text{MgO}$	L,C,SA
	How many Magnesium atoms are there on product side?	Same	ECP
	How many atoms of Mg are there on the reactant side?	One	ECP
	How many Oxygen atoms are there on the reactant side?	Two	ECP
	Are they equal?	No	ECP
	How to make them equal?	By taking half of Oxygen molecule	ECP
	Write the equation on B.B.	$\text{Mg} + 1/2\text{O}_2 \rightarrow \text{MgO}$	L,USA
	O.K, but molecules exist in whole numbers, How to balance the equation?	By multiplying with 2	ECP
	Now write the equation on B.B?	$2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$	C,SA
	Write the equation of formation of water	$\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}$	C,SA
	How many atoms of Hydrogen are present on the reactant side and product side	Two	ECP
	How many atoms of oxygen present on the products side?	One	ECP
	How many atoms of Oxygen are present on the reactant side?	Two	ECP
	Are they balanced?	No sir	ECP
	Balance the equation as per the previous example?	$\text{H}_2 + 1/2\text{O}_2 \rightarrow \text{H}_2\text{O}$ $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$	US,SA PT
	Showing B.B repeats the formation of Magnesium	Students observe it	HMP

	Oxide and water as main points		
	Well try one more example. Write the chemical equation of formation of ammonia?	$N_2+H_2 \rightarrow NH_3$ $2N_2+3/2H_2 \rightarrow NH_3$ Multiplying by two $N_2+3H_2 \rightarrow 2NH_3$	C,US,SA,PT
3. Conclusion	The teacher cleans the blackboard, and wishes Good day children.	Thank you Sir	PT,CB

3.11.2 Observation with Rating Scale

Skill: Use of Black board

Name of the teacher - trainee :
 Name of the observer :
 Subject : Physical Science
 Class : VIII
 Concept : Balancing Chemical Equations
 Date: Time: Duration: 6 mts

Sl. No.	Components	Tallies	Poor	Below Avg.	Avg.	Above Avg.	Excellent
1.	Legibility (L)		0	1	2	3	4
2.	Utilization of the Space and Alignment (USA)		0	1	2	3	4
3.	Size and Alignment (SA)		0	1	2	3	4
4.	Highlighting Main Points (HMP)		0	1	2	3	4
5.	Cleaning of Blackboard (CB)		0	1	2	3	4
6.	Correctness (C)		0	1	2	3	4
3.	Position of the Teacher (PT)		0	1	2	3	4
8.	Eye Contact with Pupils (ECP)		0	1	2	3	4
	Total						

Comments (if any)

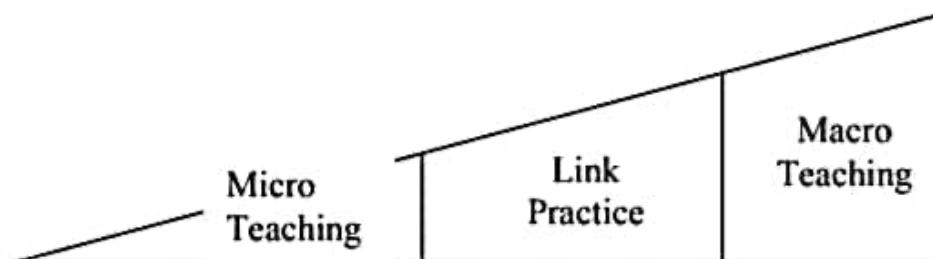
NEED FOR LINK LESSON IN MICRO TEACHING

There is a very big contrast between micro teaching and macro teaching (Full class teaching). Micro teaching is kind of a scaled down teaching process in terms of using teaching skills, content and strength of the class and time duration. But macro teaching is totally different from micro teaching in the form of content, class size and all other skills. Hence the bridging the gap between micro teaching and macro teaching is essential.

After getting training in different Micro teaching skills, the teacher trainees should integrate those single skills. For this purpose 'Link lesson practice' is essential 'Link (lesson) practice' is the term used to bridge the gap between micro teaching and macro teaching. It normally involves the integration of all the skills.

In Link practice the trainee practices 3 to 5 teaching skills together and observations are made on components of the selected teaching skills by his peer group and the experts.

Diagram showing the various stages of teaching practice.



1.	Time	:	5-10 mts	20-25 mts	40-45 mts
2.	Class Size	:	5-10 students	20-25 students	40 and above
3.	No. of skills	:	1	3-5	All the skills

In the link practice, trainees gain sufficient control over the use of the components of the skills particular to the topic.

At the end of link practice, the trainee should have a review with the supervisor. This will help the trainee to handle the lessons in the macro situations effectively.

Check Your Progress : 9

Note: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the unit.

9. (a) ----- is the term used to bridge the gap between micro teaching and macro teaching.

(b) The link practice sessions are normally arranged with about ----- students and for about ----- minutes.

LET US SUM UP

You have studied the concept of micro teaching and its skills which are related with science such as Reinforcement, Stimulus Variation, Explaining, Probing Questioning, Demonstration and the Skill of Using Blackboard. You have learnt about how to make these skills effective by following desirable behaviours and avoiding undesirable behaviours.

In addition to that we have discussed link lesson link lesson practice which can be considered as a bridge between Micro and Macro teaching and studied about the integration of skills in Link practice.

UNIT - END EXERCISES

1. What is 'micro teaching'? What are its uses?
2. Explain the concept of 'micro teaching cycle'?
3. Write a short note on the skill of Demonstration.
4. What is the need for link lesson?

ANSWERS TO CHECK YOUR PROGRESS

1. Micro teaching device is designed by Allen

2. (a) **Role of re-plan in micro teaching cycle.**

In the light of the feed back received from the supervisor and peer observers the teacher trainee re-plans here the Micro-lesson by writing another micro-lesson plan or modifying the existing one.

- (b) **Do you think that we can teach a single concept within 6 mts?**

Yes, certainly we can teach a single concept within 6 mts in a nutshell. Then only we can be precise and compact towards the content.

3. **What are the desirable behaviours in the Skill of Reinforcement?**

Positive verbal Reinforcement and positive Nonverbal Reinforcement are the two desirable behaviours in the skill of Reinforcement.

4. (a) **What is the use of Stimulus Variation?**

Stimulus Variation is an important process in a classroom teaching Variation in stimulus secures more attention among the students. This can be considered as a deliberate change in the attention drawing behaviours of the teacher in order to secure pupil's attention towards the lesson.

- (b) **Write down the Interaction Patterns in the Classroom**

1. Teacher <-> Pupil
2. Pupil <-> Pupil
3. Teacher <-> Group

5. (a) **Define the Skill of Explaining**

Explaining can be defined as the use of interrelated statements about a concept, phenomenon, generalization, procedure, function and reason with a view to providing its understanding to some one else.

- (b) **What is the role of the component Compare and Contrast (CC)?**

While teaching different concepts, one should note that some of them are closely interrelated. There may be some similarities and dissimilarities between them. This component serves the purpose of discriminating between two related but different concepts.

6. **How will you stimulate pupils to complete their responses?**

We can ask following questions to motivate them to complete their responses.

- i. What more can you add to your response?
- ii. State your answer in other words.
- iii. Will you please elaborate your answer?
- iv. How can you make your answer more clear?
- v. Add some examples to support your response.

7. (a) **Write down the undesirable behaviour in the Skill of Demonstration**

Inappropriate topic and illogical order in the presentation don't allow the students to participate.

(b) Demonstration is a showing.

(a) Write down the components of the Skill - Use of Blackboard.

1. Legibility (L)
2. Size and Alignment (SA)
3. Highlighting Main Points (HMP)
4. Utilization of the Space (US)
5. Correctness (C)
6. Position of the Teacher (PT)
7. Eye Contact with Pupils (ECP)
8. Cleaning of Blackboard (CB)

(b) What should be the position of a teacher while using Black board?

At the time of writing, the teacher should stand on one side of the black board at an angle of 45 degrees. So that the written work on the blackboard is visible to the learners.

(a) Link Practice is the term used to bridge the gap between micro teaching and macro teaching.

(b) The link practice sessions are normally arranged with about 20 students and for about 20 minutes.