

UNIVERSITY OF MUMBAI
DEPARTMENT OF EDUCATION
ORGANISES

A ONE DAY WORKSHOP ON
UNDERSTANDING PROJECT BASED ACTIVITIES -2

THEME:
ENHANCING THEME BASED & CO-TEACHING
LESSONS
29TH JUNE, 2018

CONVENOR: DR. SUNITA MAGRE
HEAD, DEPARTMENT OF EDUCATION, UNIVERSITY OF MUMBAI

RESOURCE PERSONS

• ENHANCING THEME BASED LESSONS

- Ms Kalpana Chavan, St. Xavier's Institute of Education, Mumbai
- Dr. Reni Francis, Pillai College of Education, Mumbai

• ENHANCING CO-TEACHING LESSONS

- Dr. Heena Wadhwani, Seva Sadan's College of Education, Ulhasnagar.
- Dr. Frances Vaidya, GSB'S, Smt. Surajba College of Education Mumbai.

PROJECT BASED COURSES- 2

ENHANCING THEME BASED LESSONS

Ms Kalpana Chavan

B.Ed. THIRD SEMESTER

- **PROJECT BASED COURSES –Internship of 11 weeks- Total 200 Marks.**
- **LESSONS**
- a **Lessons 10 Lessons*10 marks =100 marks**
- b. **Theme based lessons-2 lessons*10 marks = 20 marks**
- c. Co-teaching with school teachers 3 lessons X 10 marks =30 Marks

LET'S DISCUSS

- WHY HAS THERE BEEN A SEPARATE MENTION OF THEME BASED LESSONS IN THE SYLLABUS?

BACKGROUND

- There is a dire need to create an environment for meeting the needs of diverse learners and ensure inclusiveness for which teachers need to be prepared during the course of teacher education programmes.

NCERT FOCUS: IMPROVING QUALITY OF SCHOOL EDUCATION

- RECOMMENDATION OF NCF (2005) : connecting knowledge to life outside the school,addressing diversity and inclusion, equity and quality.

• OUR CHALLENGES

- Teaching in the schools has remained confined to the objective of covering the syllabus as per the textbook.
- Classroom discussion is more on what teacher feels convenient to teach rather than the needs, aptitudes and interests of children.
- Teaching-learning process is more inclined towards one-way passing of information and students are treated as more recipients of information.
- The construction of knowledge and child as a critical learner, etc emphasized in the framework is, by and large, missing even today.

EDUCATION OF TEACHERS : NCERT

- **DIVERSE CLASSROOM** : The teacher has to deal with classrooms of multilingual character with children from **diverse socio-cultural, economic and linguistic background** and varying levels of cognitive abilities.
- **EXTERNAL FACTORS:** The **aspiration levels of the students** have changed considerably under the overarching influences of **technological revolution** and **globalization**. In this context, the teacher needs to understand that learners have to be **provided with opportunities to share, discover and participate actively in the learning process**.
- **B.Ed.** : Teacher should understand the **process of learning** or how learning occurs, create suitable or **conducive environment for learning**, be able to provide varied **opportunities** for the students **to observe, experiment, reflect, and question**.

DIFFERENCE BETWEEN 10 LESSONS AND 2 LESSONS OF THEME BASED

- **REGULAR LESSONS (CONVINIENCE NAME)**

- **FOCUS is on Content**
- Objectives
- Skills
- Teaching learning methods/ Activities
- Learning Resources
- Evaluation

THEME BASED LESSON PLANS

- Thematic teaching seeks to paint a big picture--to look at the larger ideas embedded in our curriculum, the how and why of history, ecology, biology, and so on (Hepler, 1989).
- Thematic units are a "multifaceted method of planning," "a dynamic process"; they have a broad enough scope to incorporate many types of books and materials but are not so broad that the connections within the topic are lost. Mindful of curricular objectives (sometimes externally imposed), the teacher balances what "needs to be covered" with what is naturally coming up on the topic

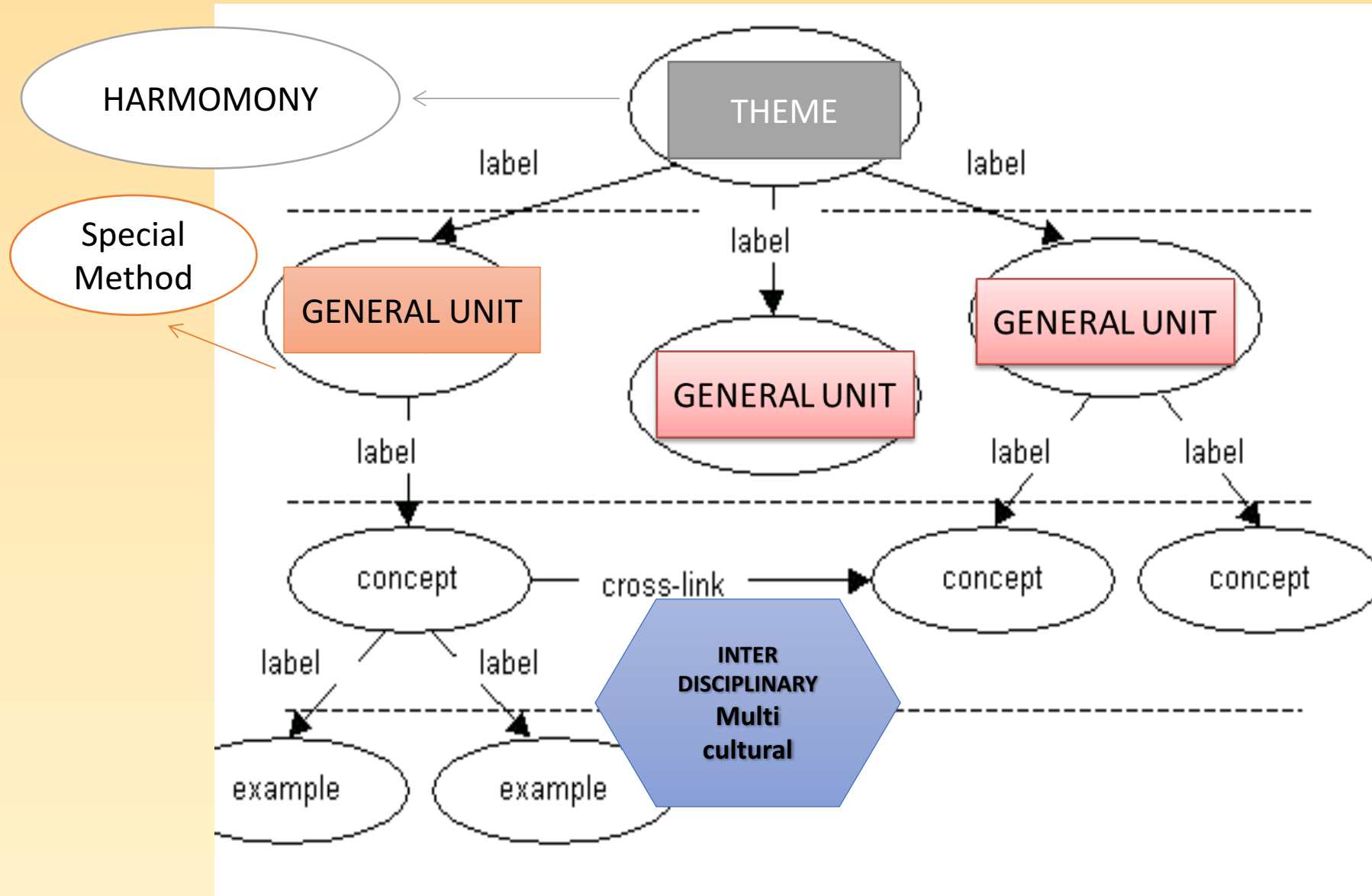
THEME BASED LESSONS

- A Thematic unit is the organization of a curriculum around a central theme. In other words, it's a series of lessons that integrate subjects across the curriculum, such as math, reading, social studies, science, language arts, etc. that all tie into the main theme of the unit.
- Each activity should have a main focus toward the thematic idea. A thematic unit is much broader than just choosing a topic.

THEME BASED LESSONS

- Theme based lessons are a vehicles for teaching a range of values, skills and content by integrating in the curriculum areas around a topic.
- This way of teaching capitalises on sense of purpose beyond the text, classroom and reaches out to the community.

ADAPTATION : CONCEPT MAP AND DEVELOPMENT OF THE LESSON



Components of Effective Theme based lesson

- Engaging theme
- Integration with joyful teaching
- Flexibility
- Collaborations: teacher –student, teacher-teacher
- Community Resources: contextualising knowledge , real world connection
- Time Management
- Justice to both content and theme
- Sustained Motivation
- Empowerment : challenging both overreliance on textbooks and the compartmentalized school day and its subjects.
- Presentations: Cameron 2001 states that the outcomes of theme-based learning may result in presentations




Other Components

- **Theme** - Select the theme of the unit based on Common core standards, student interests or student experience.
- **Grade/Std/ Level** - Select the appropriate grade level.
- **Objectives** - Identify the specific objectives that you would like to master during the course of the unit.
- **Learning resources** - Determine the materials/aids/resources you will use throughout the unit.
- **Activities** - Develop the activities that you will use for your thematic unit. Make sure you cover activities across the curriculum.
- **Discussion Questions** - Create a variety of discussion questions to help students think about the theme of the unit.
- **Assessment** - Evaluate student progress throughout the unit. Measure student growth through rubrics or other means of assessment.

Theme can be infused :

- Set induction (or preferably avoid here)
- Throughout the units.
- Balance between Theme and Unit.
- No separate reflection action needed.
- Can be inter or multidisciplinary or multicultural.
- In lesson plan clear objectives of the theme.



- Preferably not verbose(too wordy, preachy)
 - Better with :
 - Role Play
 - Games
 - Images
 - Videos
 - Experiment(like 2 chemicals, colours mixing to form a new colour. Bhel mixture)
 - Research Reading, newspaper article
 - Debate
 - Form a wordle
- 



Checklist for planning the Thematic value

- **CHOOSE A THEME** (Sub part)
- Goals/ Objectives/ Desired outcomes.
- **PLAN** – Integration of method and Theme
- **ACTUALISE**- Strategies, activities
- **LABEL**- As you integrate theme in the units, label in the lesson plan slot (preferably content experience) - Harmony and Unit so its highlighted where you have integrated the theme in the units.

“We have an education system that is always reforming, but not always improving.”

To bring in improvement we don't need effective teachers but effective teaching

Educationist from United States

One interesting, perhaps apocryphal Parsi legend relates the course of the initial meeting between Jadi Rana and the newly landed emigrants: When the Zoroastrians requested asylum, Jadi Rana motioned to a **vessel of milk filled to the very brim** to signify that his kingdom was already full and could not accept refugees. In response, one of the Zoroastrian priests **added some sugar to the milk**, thus indicating that they would Jadi Rana gave shelter to the emigrants and permitted them to practice their religion and traditions freely.



CAN WE LINK THIS STORY TO OUR SESSION

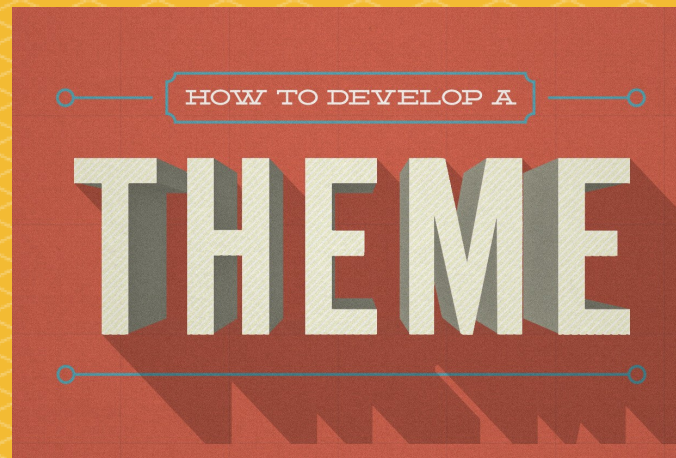
CONTENT :

Theme :

University of Mumbai
Department of Education

Theme Based Lessons

Dr. Reni Francis



Themes:

- Environmental theme
- Values
- Social problems
- Social evils



Environmental theme

Topics such as:

- Pollution
- Disaster management
- Deforestation
- Protection of environment



Value based theme

Topics such as:

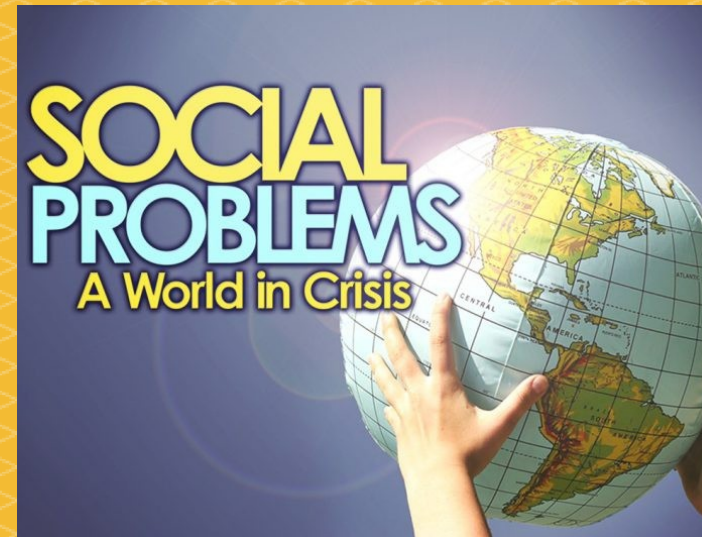
- Social values
- Personal values
- Cultural values
- Ethical values
- Moral values



Social problems as a theme

Topics such as:

- Population
- Poverty
- Unemployment
- Inequality
- Sexual abuse
- Anti-social behaviour
- AIDS



Social evils as a theme

Topics such as:

- Domestic violence
- Female infanticide
- Dowry
- Casteism
- Child labour
- Child marriage
- Gender inequality



Incorporate Theme in the Lesson

Lesson plan

During the Presentation / Summarizing the Lesson in the form of :

- **Questions**
- **Image/ pictures**
- **Anecdotes**
- **Examples/ Illustrations**
- **Real life incident**
- **Newspaper cutouts**
- **Story**
- **Discussion**
- **Debate**
- **Brainstorming**

Points to remember in Theme based lessons:

- Theme should be clearly mentioned in the lesson plan.
- Theme should be appropriately addressed in the class.
- Discussion on the theme should be emphasized.
- Theme should be connected to real- life situations
- Theme of the lesson should be connected and should be a part of the unit that is being taught.
- Questions/ activities or any other form can be used to focus on the theme.
- It should bring about a change in perspective among the students after it is taught.

Theme	Far below Basic (1)	Below Basic(2)	Basic(3)	Proficient(4)	Advanced(5)
Narrowed Theme	There is no topic or central theme	Several topics emerge that could be the central theme	Topic is too broad and focussed on the specific theme	Topic is narrow and needs to be narrowed more	Topic is narrowed and specific
Support	Support for theme is very limited or no support	Support for theme is not limited and confusing	Theme is supported but does not link with key issues of the theme	Support for the theme is clear and relevant except for one or two	Support is strong and focussing on key issues
Details	A few details are present that just relate to the theme	Details are present but are generic and not specific and telling	Details are specific, telling but too limited in number	Details are specific, telling, fully support the theme but are not unique or original	Details are specific, telling, goes beyond the reality in a unique perspective
Personal experience and knowledge	Student- teacher uses no personal experience but tells in general	Student- teacher tells about the theme by telling the experience of others	Student- teacher shows the class with one or two examples from personal experience	Student- teacher states the personal experience but are not new or unique to the class	Student- teacher's personal experience shares a new perspective which is unique
Class questions	Class questions are not anticipated and answered	Class has several questions due to lack of support and specific details	Class understands the content but few questions remain	Class understands the content but has one or two questions	All the questions of the class has been anticipated and answered
Key Question Did the Student teacher stay focussed on the theme and shared fresh and original information to the class?					

References:

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Dr.Reni Francis
Pillai College of Education and Research, Chembur

Understanding Project Based Activities -2 Enhancing Co-teaching Lessons

**Dr. Frances Vaidya
&
Dr. Heena D. Wadhwani**

Understanding Project Based Activities -2 Enhancing Co-teaching Lessons

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TWO TEACHERS IN THE ROOM



Defining Co-Teaching

- Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space.

- Co teaching ...is defined as two teachers (cooperating teacher and teacher candidate)
- **working together** with groups of students- sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.
- Both teachers are **actively involved** and engaged in all aspects of instruction

- In a co-teaching setting, the teachers are considered **equally responsible and accountable** for the classroom.
- Co-teaching is often implemented with **general and special education teachers** paired together as part of an initiative to create a more **inclusive classroom**.

- **Co-teaching is an attitude of sharing the classroom and students**
- **Co teaching is not simply dividing the task and responsibilities between two people**
- **Co-teachers must always be thinking...**

WE'RE BOTH TEACHING

Rationale.....

- Meets individual **needs**.
- Provides **individualized instruction**
- Provide opportunities for **flexible** scheduling.
- Creates **positive social interactions**.
- have a **sense of mutual support** .

Characteristics of Co-teaching

- Two or more professionals (Peers with shared teaching responsibility).
- Jointly delivering the instruction.
- Diverse group of students (Allows for teachers to respond to the diverse range of needs of their students , lowers student teacher ratio and expands professional expertise).
- Shared classroom space (Co teachers teach in a single classroom).

Why Co-Teach?

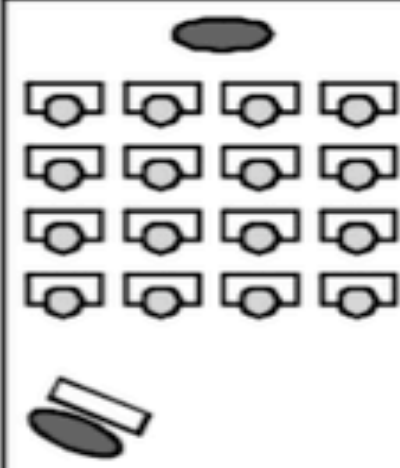
- ✓ Greater **student participation** and **engagement**
- ✓ Increase **instructional options** for all students
- ✓ Enhanced **collaborative skills**

Co-Teaching Strategies

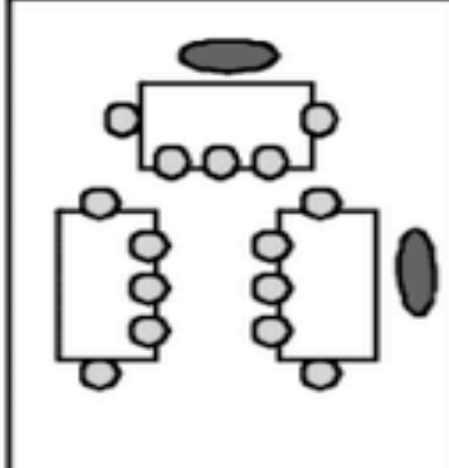
- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Alternative (Differentiated) Teaching
- Team Teaching



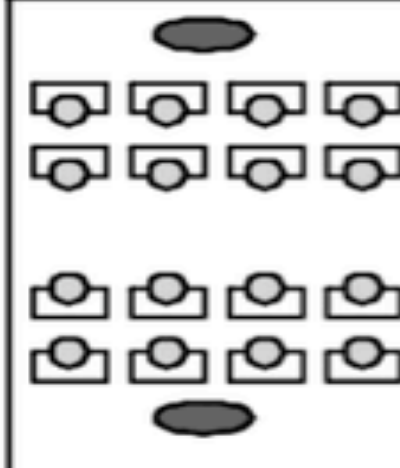
One teach, one observe



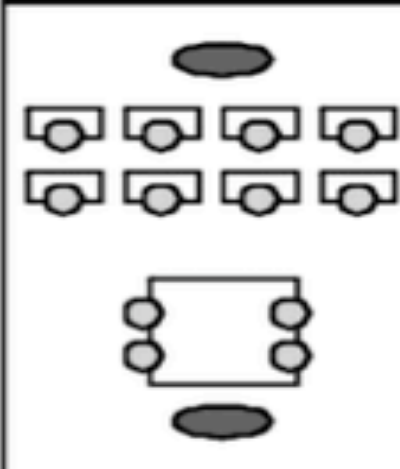
Station Teaching



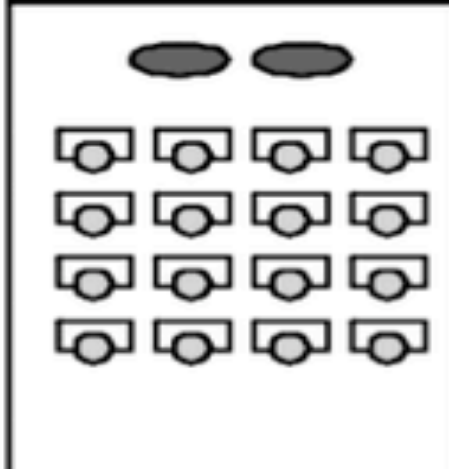
Parallel Teaching



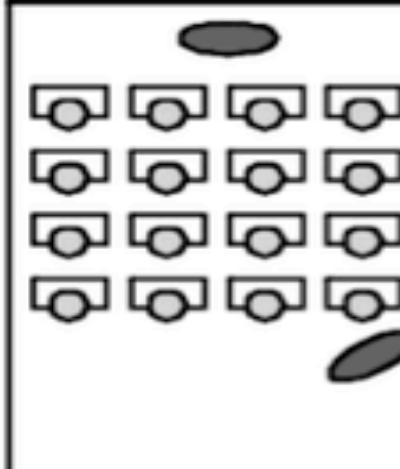
Alternative Teaching



Teaming



One teach, one assist



Teacher

Student

Desk/Table

One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

Requires little joint planning time

One Teach/One Observe

Positives

- Little joint planning time
- Support teachers can learn about curriculum
- Effective for teachers new to collaboration

Negatives

- Support teacher can be seen as an assistant

One Teach, One Assist

One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.

ONE TEACH, ONE SUPPORT

CIRCULATES
THE ROOM
& ASSISTS

HANDLES MAJORITY OF INSTRUCTION



SUPPORT
TEACHER



LEAD TEACHER

APPEARS TO BE AN IMBALANCE OF
POWER

SUPPORT TEACHER PROVIDES AN EXTRA
PAIR OF EYES

One Teach/One Assist

Positives

- Little joint planning time
- Opportunity to learn about curriculum
- Effective for teachers new to collaboration

Negatives

- Special educator as an assistant
- Distraction
- Students can become dependent on the “assistant”



Parallel Teaching

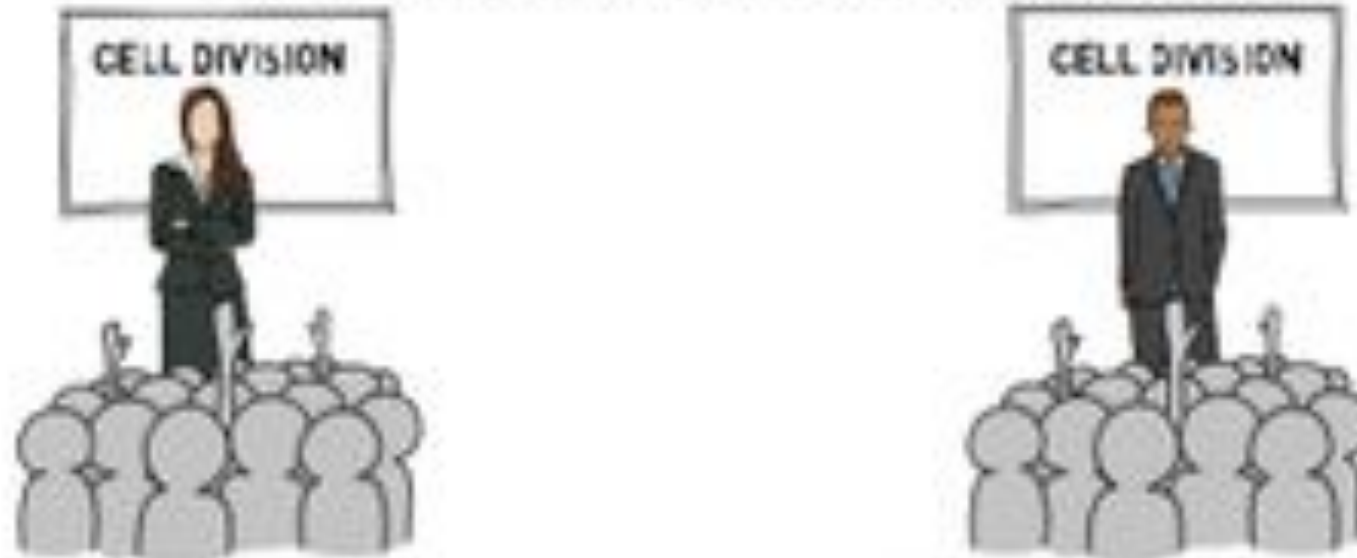
In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.

Teachers must both be comfortable in content and confident in teaching the content

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PARALLEL TEACHING

BOTH TEACHERS DELIVER SAME LESSON
BUT THE CLASS IS SPLIT INTO SMALLER SIZE



EACH TEACHER GETS TO TAKE OWNERSHIP OF THEIR
LESSONS AND PLANNING

TEACHERS CAN EASILY SEPERATE STUDENTS



Parallel Teaching

Positives

- Lower teacher to student ratio
- Heterogeneous grouping
- More creativity in lesson delivery

Negatives

- Teachers must both be comfortable in content
- Should not be used for initial instruction

Station Teaching

- The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station.
- Lower teacher student ratio.

STATION TEACHING

TEACHES MATH



TEACHES SCIENCE



INDEPENDENT
STATION



STUDENTS ARE ENGAGED IN SMALL GROUPS

REQUIRES MUCH TIME TO PRE-PLAN

Station Teaching

Positives

- ❑ Each teacher had responsibility for delivering instruction
- ❑ Lower teacher to student ratio
- ❑ Students w/disabilities can be integrated into small groups

Negatives

- ❑ Noise level can be distracting
- ❑ Movement can be distracting

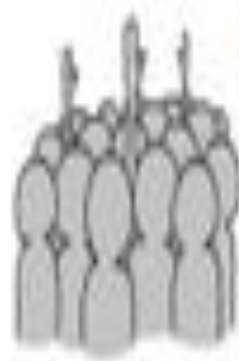
Alternative or Differentiated Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

Allows for re-teaching ,tutoring , or enrichment

ALTERNATIVE TEACHING

MANAGES THE MAJORITY OF
THE CLASSROOM



TEACHES A
SMALL GROUP
OUTSIDE
CLASS



STUDENTS WHO HAVE MISSED
ASSIGNMENTS HAVE THE
CHANCE TO CATCH UP

FINDING SPACE CAN BE
DIFFICULT

Alternative Teaching

Positives

- Helps with attention problem students
- Can re-teach, tutor, or enrich

Negatives

- Stigmatizing
- Support teacher can be viewed as an assistant

Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

Greatest amount of shared responsibility.

TEAM TEACHING

INSTRUCTION/PLANNING EQUALLY SHARED



TEACHERS
MUST
TRUST EACH
OTHER

BOTH TEACHERS ARE EQUALLY RESPECTED

STUDENTS FEEL A GREATER PRESENCE
WITH BOTH TEACHER WORKING TOGETHER

Team Teaching

Positives

- ☐ Shared responsibility
- ☐ Creativity in lesson delivery
- ☐ Innovative techniques



Negatives

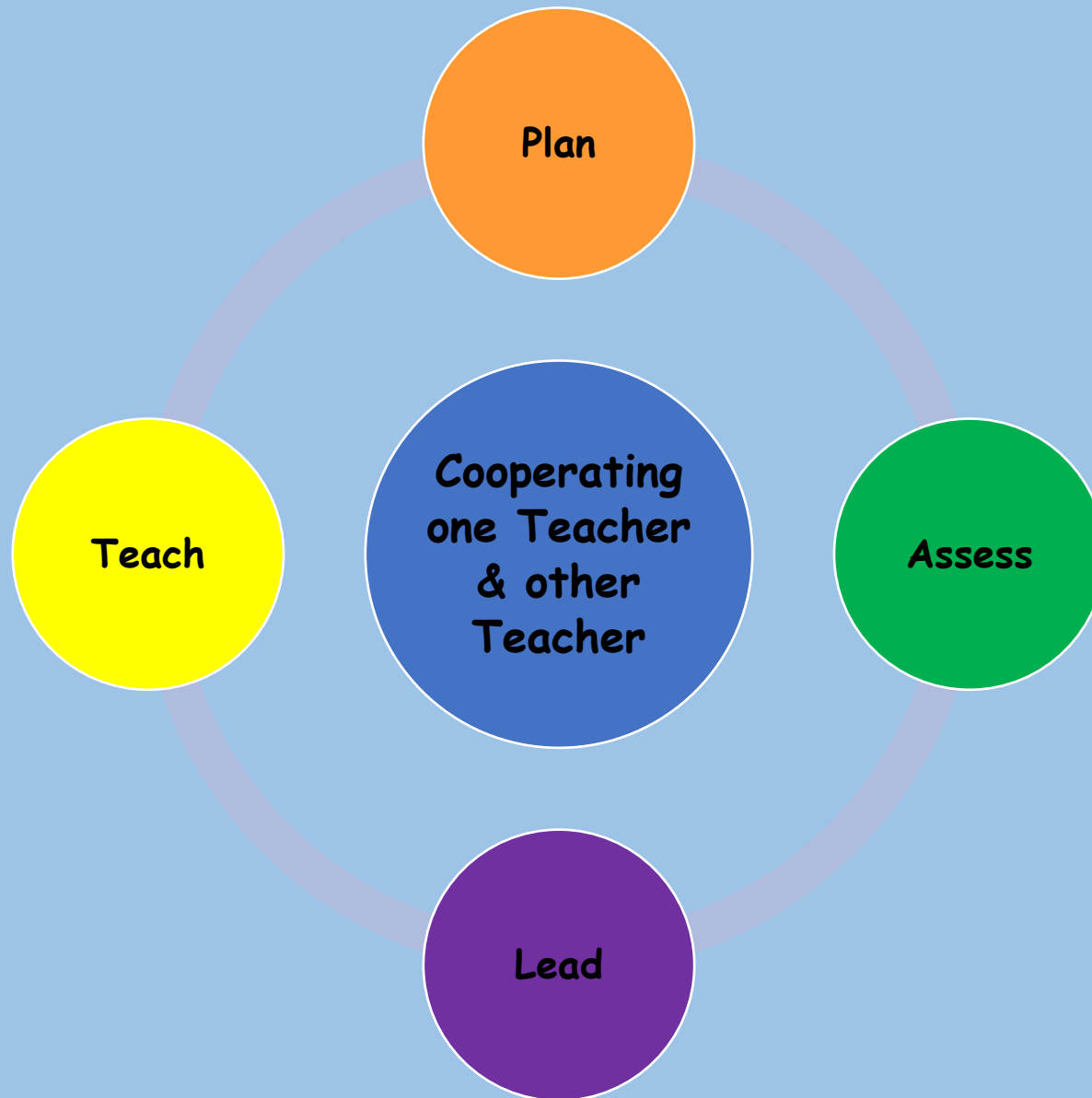
- ☐ Greatest amount of trust and commitment
- ☐ Most difficult to implement

Hierarchy

- Team Teaching
- Alternative or Differentiated Teaching
- Parallel Teaching
- Station Teaching
- One Teach, One Assist
- One Teach, One Observe

Co-teaching
strategies do not
follow a specific
hierarchy

Sharing Responsibility



Sharing Planning

A Teacher and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Sharing Instruction

While Co-Teaching, A Teacher and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Sharing Assessment

While Co-Assessing, A Teacher and Cooperating Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

GROUP ACTIVITY

Challenges of Co-teaching

- While educators are generally positive about co-teaching, there are some areas about which they express concerns.

These tend to be related to:

- Lack of administrative support
- Lack of co-planning time
- Issues of shared control
- Differences in teaching style or management philosophy

THANK YOU