SIMPLE THINGS MATTER

by:
Eunice S. Otara
Teacher Applicant

Teachers have a numerous task to play in a classroom. Aside from teaching and giving instructions inside the class, the most difficult role of a teacher is knowing the differences among his or her students. Most public schools implement the heterogenous style of sorting students to divide into different sections, so the teacher should expect that there will be a diverse distinction of their learners. They should bear in mind that if ever that you have a number of forty-five students in a classroom, then you will be handling forty-five different personalities at once. Rather than the personality, differences on the learners’ intelligence is a bigger problem. It is as if the teacher goes against all odds. How could a teacher inculcate learning effectively and efficiently to these diverse learners? How should a teacher handle everyday classroom scenarios where there is a diverse unit of learners with multiple intelligences?

As teachers, we should know and master how to distinguish which students are active and intelligent (in each subject area) and which students is not capable to retain knowledge quickly but very active and skillful in doing sports. It is also our responsibility to make strategies that will help them to follow the discussions. Teaching strategies include goal-setting exercises, think-pair-share activities, peer group discussion, interactive games but one of the simplest and easiest for of instruction that will help your students is applying the your own ‘art of questioning’ at all times. As much as we use differentiated instructions, we must also make a habitual use of this art of questioning.

According to Josef Albers, an effective teaching is more of giving the right answers, hence, it is giving your students the right questions that will help them use of their critical
thinking skills. Teachers must not assume that a certain question fits for all of his/her students. We must understand that some of our students can answer each question that we are giving them and some students do not. That is why, we should always depend the level of our question in the cognitive ability of each learner, in that way, they will be able to participate and contribute something in the class discussion. If this happen, the learner will feel a sense of satisfaction that may lead to his consistent classroom participation. Giving opportunity to our students to participate in our class does a huge help for them to build their personalities and skills further. A question being answered, even on its simplest form, would be a great help. As what Benjamin Franklin stated, “Tell me and I forget. Teach me and I remember. Involve me and I learn.”

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