

VOICE

Rekindling Wisdom, Reviving Love

Vedic Oasis for Inspiration, Culture & Education
4, Tarapore Rd, Next to Dastur School, Camp, Pune - 01

ART OF TEACHING

A coherent approach to what teaching is.

Expectations and Outcomes

Aims – why did I come to this seminar?

My teaching confidence level: 0 1 2 3 4 5 6 7 8 9 10

yad yad ācarati śreṣṭhas
tat tad evetaro janaḥ
sa yat pramāṇam kurute
lokas tad anuvartate

(Bhagavad Gita 3.21)

Whatever action a great man performs, common men follow. And whatever standards he sets by exemplary acts, all the world pursues.

EXPLANATION:

"Education...is a painful, continual and difficult work to be done in kindness, by watching, by warning,... by praise, but above all -- by example." - John Ruskin

vāco vegam manasaḥ krodha-vegam
jihvā-vegam udaropastha-vegam
etān vegān yo viśaheta dhīraḥ
sarvām apīmām pṛthivīm sa śiṣyāt

(Upadeśāmṛta Text 1)

"A sober person who can tolerate the urge to speak, the mind's demands, the actions of anger and the urges of the tongue, belly and genitals is qualified to make disciples all over the world."

INTRODUCTION: Fundamentals of teaching:

Teachers' responsibility is not just to give information but also to cause transformation in students.

Difference between Vedic education and Modern education:

Vedic education	Modern education
Given free of charge – thus received as a gift	Education/ teacher treated as purchasable commodity
Value or character based – qualified teachers, qualified disciples	Information or skill based. Goodness without God is honesty amongst thieves or morality due to lack of opportunity.

Vedic education	Modern education
Encourage team spirit and mood of servant of God and all living entities	Competitiveness and selfish goals
Based on sabda (hearing from a bonafide authority) pramana	Based on pratyaksa (direct sense perception) and anumana (inferential logic)
Deep study of few texts	Superficial survey of hundreds
Prerequisite of Respect, faith and devotion towards Teacher, Saints and Scriptural texts	No respect towards teacher, textbooks or superiors, still one can be topper, high academic achiever
Time tested, no change – no research	Ever-changing, research based

Are we progressing in the right direction?

Design/ preparation:

Aims and Objectives
The Seven Intelligences
Learning Experiences
Lesson Plan - F O C U S

Execution/ delivery:

Facilitation Skills
Speaking Skills
Resources and Room Management
Six Effective Management Principles

Knowledge, Skills and Values

Experts tell us that there are three categories within which fit everything we learn.

KNOWLEDGE - What we can **know** (theoretical knowledge)

SKILLS - What we can **do** (applied knowledge)

VALUES - How we can **be** (realized knowledge)

These three 'strands of learning' will run through any learning process. Theoretical knowledge is typically predominant at the beginning, and skills and values develop later on..However, each develops and there tend to be different emphases at the various stages of learning, which are primarily three (*as shown in the table below*).

<u>Knowledge</u> (to know)	<u>Skills</u> (to do)	<u>Values</u> (to be)
<u>Theoretical knowledge</u>	latent Abilities	innate qualities (<i>knowledgeable</i>)
Understanding	<u>developing skills</u>	clearing away unwanted things (<i>competent</i>)
Realisation	<u>application in life</u>	<u>developing all good qualities</u> (<i>exemplary</i>)

Education: aims driven/ content driven

Different teaching methods tend to be more or less appropriate at these different stages and for the different strands (knowledge, skills and values) and should be chosen accordingly. In this course, we place much emphasis on choosing the right 'learning experiences' ('learning experiences' is a learning-centered way of saying teaching methods; remember, education is all about learning, not teaching!)

(1) **Aims:** What do you, or your class, want to achieve taking into account the learning needs of the students?

(2) **Objectives:** What will students be able to do at the end of your lesson or course which will demonstrate that you are meeting your aims?

(3) **Assessment:** How you will assess whether students are meeting their objectives (and hence whether you are successful in meeting your aims).

These three steps are essential in planning and must be formulated sequentially. The tendency is to look over them and to consider content immediately.

Most of us will:

- 1) Identify topics related to our main subject, and
- 2) Determine what exciting learning experiences could be included

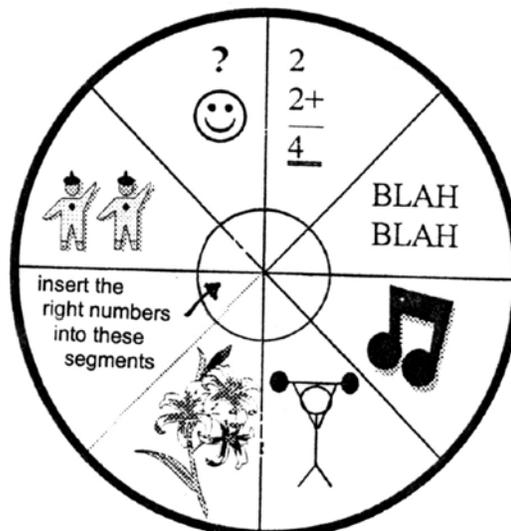
If we are more experienced, we may also initially pinpoint a theme that we intend to follow throughout. Even so, this approach remains relatively ineffective. Education experts term it as 'content-driven'.

The Seven Intelligences

Experts claim that there are seven different 'types' of intelligence (some say more). Standard education often only validates some of these and tends to marginalise students whose talents lie elsewhere. This approach is often inconsistent with the very purposes of education, such as those related to earning a livelihood. For example, although many employers want employees with social and communications skills, traditional methods of assessment and accreditation fail to acknowledge these, and even create an ethos that constrains them.



- S pacial visual** -- thinks in pictures, easily reads maps, charts and diagrams, creates mental images, uses metaphor (1)
- L inguistic** – likes to listen/read/write, spells easily, likes word games, good at languages, orderly, systematic (2)
- I nter-personal** – relates and mixes well, enjoys being with people/groups, communicates well, reads social situations (3)
- M usical** – sensitive to pitch, rhythm and melody, sensitive to emotive music (4)
- B odily-kinaesthetic** -- exceptional control of one's body, good timing and reflexes, likes to touch/act/play with objects (5)
- I ntra-personal** – has well-developed sense of self, intuitive, self-motivated, sensitivity to one's values (6)
- L ogical-mathematical** – likes abstract thinking/being precise/organised/counting, enjoys problem-solving and computers (7)



Methods Suitable to the Seven Intelligences / Learning Experiences:

The following techniques and learning methods correspond to the Seven Intelligences. Some of them may correspond to more than one, or could be adapted to do that.

Spacial-visual Intelligence (used for visualisation and art)

- learn from film, video, slides, etc.
- use symbols, doodles, diagrams or Mind Maps
- design, produce and display posters (e.g. of the key facts of a lesson)
- highlight key points with different colours
- convert information into diagrams or cartoons
- use visualisation techniques (individually or in groups)

Linguistic Intelligence (used for reading, writing and speech)

- learn from books, tapes, lectures, presentations, seminars, etc.
- write down questions you want answered before starting any learning
- read out loud
- after reading a piece of text, summarise in your own words out loud and write it down
- explain things in your own words
- brainstorm to organise thoughts into order and/or key points
- write key points on cards and sort into order
- solve crosswords and word-puzzles
- debate and discuss issues
- present what you have learned orally or in writing

Interpersonal Intelligence (used for communicating with others)

- learn from others
- work in teams/groups
- talk to others to get and share answers
- compare notes after a study session
- make use of networking and mentoring
- teach others
- socialise during breaks
- throw a party to celebrate your success`

Musical Intelligence (used for rhythm, music and lyrics)

- use music to relax before learning
- study to music that represents or enhances what you are learning
- study to baroque music
- read rhythmically (use a metronome)
- write a song, jingle, rap, poem, rhyme, etc., to summarise key points
- present a mime to music

Bodily Kinaesthetic Intelligence (used for touch and reflex)

- learn from what you do
- use role-play/drama/dance to act out what you are learning
- use field trips
- get involved in the subject physically
- take action — e.g. write down key points
- make models
- write key points onto index cards and sort them into order/groups and/or pin them up in your study area
- move about whilst you are learning
- change activity often and take frequent breaks
- mentally review your learning whilst jogging/swimming/walking, etc.

Intrapersonal Intelligence (used for self discovery and self analysis)

- use personal affirmations
- set and achieve goals/targets with your learning
- create personal interest: why does subject matter to you?
- get interested, involved and motivated with the arguments and main characters
- take control of your learning
- carry out independent study
- seek out background information, especially the human interest angle
- listen to your intuition
- reflect, write or discuss what you experienced and how you felt
- reflect on how the information fits in with your existing knowledge and experience
- use forms of reflection, contemplation or meditation

Logical Mathematical Intelligence (used for maths, logic and systems)

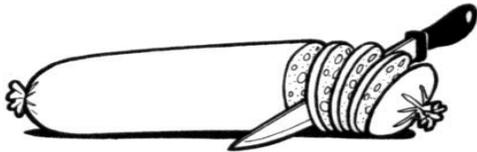
- list key points in order and number them
- use a flow chart to express information/knowledge in easy-to-follow steps
- use Mind Maps
- use computer, e.g. spreadsheets
- experiment with the knowledge
- use timelines for remembering dates and events
- analyse and interpret data
- use your reasoning and deductive skills
- create and solve problems (logical, mathematical)
- play mathematical games that enhance learning

Lesson Planning - The Key Word here is F O C U S

Focus. First identify Aims and Objectives before considering content and/or learning experiences. Plan lessons according to Objectives (and student needs/opportunities). Keep your goal in mind and discard anything that doesn't push your aims.

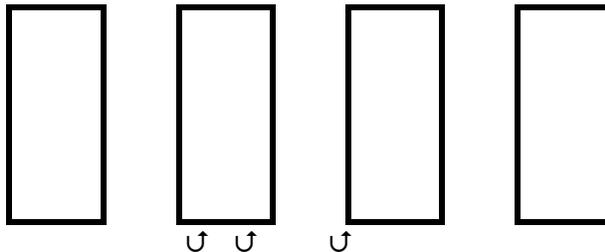
Organise Strategically - put together your lesson in a systematic way so as to lead students towards the identified learning outcomes. Are the various learning experiences in the appropriate order?

Chop your lesson into discrete, sizeable sections. Don't attempt to give a 90 minute lesson, but a series of interconnected presentations/exercises, each 5-20 minutes long. Very often, if we have detailed objectives for the lesson, each section will help us achieve a single objective.



Breaking lesson into manageable pieces makes it easier to swallow - and easier to deliver!

U Visualise. When preparing, first ensure that you can deliver each section. Then pay particular attention to the links between each section, memorising them or making notes if necessary,



arrows denote danger-points — where we need to avoid becoming lost or distracted

Stay focused. Be clear where you wish to go with the class (even if building in great flexibility or allowing the students to largely determine the outcome). This will enable you to relax and be spontaneous and to respond appropriately to student contributions (knowing, for example, when to acknowledge and explore some interest, when to put it aside until later, or side-step completely as it is irrelevant).

Facilitation Skills

- 1. The ability to create a trusting environment**
 - non-judgmental behavior
 - personal security and lack of defensiveness
 - willingness to listen
 - willingness to value others' opinions
- 2. Basic communication skills** i.e. speaking and listening.
- 3. Ability to maintain inconspicuous control**
- 4. The provision of appropriate resources**
- 5. An awareness of individual and group dynamics**
- 6. The ability/courage to face group conflicts and facilitate their resolution.**
- 7. Time Management Skills**
- 8. The ability to know one's own limitations**

Guidelines on Lecturing

The following guidelines may be useful in helping us overcome our challenges:

- Be prepared, either through assimilation or specific preparation.
- Dress neatly and appropriately
- Set up everything before you being to speak. Crowd the audience together, if necessary
- Know you audience, show them respect and address their vital interest
- Open powerfully
- Keep the audience's attention, particularly through eye contact.
- Gesture, don't fidget (especially not with the microphone)
- Talk like a live human being, naturally, as in conversation, only louder
- Be spontaneous, put your heart into it
- Speak in your own voice, don't imitate
- Don't use awkward sounding space-fillers (um, you know, like that, etc.). Pauses can be powerful
- Avoid beginning with apologies (unless absolutely necessary, then keep them concise and to the point)
- Don't be self-effacing; don't praise yourself
- Watch out for humor; it can backfire
- Use vivid and specific words. Imagery is especially effective (e.g. stories, analogies)
- Speak from personal experience, if possible
- Illustrate abstract philosophical points with examples
- Finish before the audience wants you to. Don't worry if they criticize you for it—it means they'll be back next time
- Don't use fancy language to gain prestige, Explain technical terms where appropriate
- Avoid using slang, Choose your words (and pauses) deliberately
- Leave plenty of time for questions and answers
- If you don't know the answer, say so. You can refer the inquirer to someone else in the audience or get back to them later

Resource management

A. Why Use Resources?

1. Resources capture interest and attention (useful for shy presenters)
2. They reduce the "hypnotic" effect
 - can vary the pace, - adds variety, - increases concentration span, - promotes more efficient learning
3. They improve motivation and reduce drop-out rate
4. People learn in different ways
 - three main ways: - visual , - auditory, - kinesthetic
5. One picture can say a 1000 words - it's difficult to express some ideas/facts/concepts in words alone
6. Use resources to reinforce key points
7. Use them to encourage discussion
8. They help to sequence and structure your lesson
9. Engaging as many senses as possible increases the student's retention of subject

B. Categories of Learning Resources

1. People

Yourself, Students
Other tutors, Experts on the subject etc.

2. Written Materials

Books, Handouts, Syllabuses
Student Handbooks,
Worksheets

3. Audio-visual Aids

White-board/ Flip Charts
Slide Projector
Overhead Projector (OHP)
MP3 / Tape Recorder
Video Equipment
Computer Projection
Equipment

4. Objects

The "real thing" (e.g. books for the B.D. Course)
Drama costume for role-plays
Events
Visits/ Exhibitions
Outside activities, etc.

C. Making the Most of Resources – the 4 p's

Preparation, **P**resentation, **P**articipation, **P**erception

Room Management

The arrangement of furniture and other classroom items, significantly affects:

- (1) The ambience of the room (2) The dynamics of the learning process.

1. **Cabaret** - good for lessons or courses where students need to write, do group work and also spend some time listening to the facilitator. Requires a larger room than for more “traditional” formats.
2. **Circle** (without tables) - effective in creating more intimate atmosphere and feeling of equality. Ensure that the circles are round and that no-one is excluded or tucked away in a corner.
3. **Horseshoe** (without tables) - suitable when facilitator wishes to promote an open atmosphere but needs to lead the class much of the time. It is also suitable for working in pairs.

Tips:

1. Avoid standing behind a table or lectern (unless actually appropriate)
2. Move students around - we quickly become attached to a particular seat and group of friends!
3. Use different layouts for various experiences and in consideration of group size.
4. Allow yourself to move around. A change of position can be refreshing, allowing students a whole new perspective. It's particularly important when students are addressing the whole class for you to stand in the suitable position (at the side, back, etc.)
5. Be aware of the effects of height. Try standing, sitting, crouching etc., especially as you move around during group work.
6. Take deliberate steps to improve the ambience of the room and to create a hospitable atmosphere (e.g. play background music and provide water and fruit juice).

CONCLUSION:

The next steps:

SIX EFFECTIVE MANAGEMENT PRINCIPLES

Teach strongly; yet be sensitive

- Teaching brings management to one's fingertips.
- Teach effectively then students cooperate, cause fewer problems.
- Make all students to teach.

Keep Strong relationships.

- Know everyone by name and personally.
- Informally speak off the teaching scenario – yet observe `etiquettes'
- Circulate amongst students,
- Positive atmosphere – sincere praise, avoid nagging, sarcasm, frequent negative comments.
- Use rhetoric & whole class discussion.

Start and end all activities carefully.

- Be there first – make sure everything is neat & tidy.
- Be prepared
- Start on time.
- Plan intermediate ends during change of activity, consider the goal – Summary at end,
- Prepare them mentally for next.

Make sure your procedures are efficient

Stick to proper objectives.

Use variety – but don't create confusion, very pace.

Give precise & follow-able instructions.

Handle Basic disruptions without losing momentum

Observe body language of students, respond deftly and decisively.

Value all contributions, Making the most of all contributions, however awkward or oblique

Keeping cool whatever happens

Cultivate mode of goodness as a teacher within your self, in classroom atmosphere and your students

Remember and practice ABCDs of spiritual life regularly:

Association, Books, Chanting and Diet

Avoid meat eating, intoxications, illicit sex and gambling

In your teaching practices cultivate Steadiness, Regularity, Punctuality and Cleanliness.

Objectives of VOICE:

1. Creating a class of people of high character and competence.
2. Saving teenagers from self-destructive habits.
3. Creating communities for counseling and growth in self-excellence skills as well as spirituality.
4. Use Arts, Culture, Music and Media to propagate the message of Wisdom literatures.
5. Creating a class of people who respect, trust and love each other, living as vehicles of wisdom.
6. Use talents for propagating love of God and love for all, through the divine Voice of God.
7. Distributing spiritual literature at subsidized prices.
8. Training in Science of God, etiquettes and behavior, prayer and practices, practical services to God.

FOR FURTHER DETAILS CONTACT:

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Topic:

Aims:

Learning Objectives:
by the end of the lesson, students should be able to:

Class:

Day:.....

Date:.....

Time:.....

Tutor.....

Time mins	Activity		Organisation Of Group	Resources	Assessment Methods
	What	Who			