

Teaching Methodology II (8 hours)

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MODULE 1: Teaching Aids: Instructional Material and Equipment (2 hours)

Objectives:

- Identify basic types of print material
- List the purpose of print material
- Identify types of audiovisual aids
- List the purpose of audiovisual aids
- Define the importance of evaluating student levels
- Explain how the student uses the human senses in the learning process
- Identify types and differences referring to teaching equipment and student equipment

In this lesson we will focus on teaching aids for Cosmetology, Manicuring, and Esthetics Teachers.

In the field of Cosmetology, the educational setting is such that there is a great dependency on teaching aids and equipment. With this in consideration, the teacher must possess a keen ability to choose suitable teaching materials. The teacher must be properly trained in the selection of printed material, audiovisual products and hardware equipment.

There is a logical approach to the purposeful selection of teaching aids and specific guidelines and strategies concerning selection.

Instructional materials and teaching aids include:

- Textbooks
- Workbooks
- Printed Flip Charts
- Study Guides
- Videos and DVDs
- Posters
- Overhead Projectors / Transparencies
- Filmstrips
- Mannequins
- Anatomical Models
- Wigs

Any type of physical instrument that delivers educational value to promote learning in the student can be included in this list of teaching aids.

Even a scrapbook of hair show photos can become a teaching aid when used in proper conjunction with a lecture or demonstration.

When a physical instrument is used for entertainment, however, it is then not referred to as a teaching aid.

■ Things to Consider

One of the strongest considerations as to when and what to choose for an instructional aid, is defining the objective for determining the resource(s) to be used.

The objectives of the learning topic greatly dictate all instructional aspects.

For example: If the teacher is going to teach about the layers of the hair, then common sense would suggest, at minimum, to present a resource of printed material showing the layers of the hair.

Even better, play a DVD of a scientist's view through a microscope or animated illustration detailing the layers of the hair.

For today's student, in a world of highly evolved technology, the most up to date teaching aid available is always the best choice.

The “**buffet**” approach of a *mix* of standard textbooks, lectures and audiovisual aids is most successful in reaching students of all levels withing the same classroom environment.

■ **Defining Student Levels**

As we said, the buffet approach, using a mix of resources, can prove to be more overall successful due to the fact that each student's ability to learn varies.

One student may learn almost everything he knows about hair styling by watching instructor demonstrations. The same student may have a less than average reading comprehension therefore making his learning connection mostly through watching visual displays.

The student may increase his understanding from the resource of printed material such as a poster or audio/visual aid such as a DVD showing the step by step procedures of a service.

Although it's a daunting task, the teacher must take each student as an independent challenge, to identify their learning strengths and weaknesses.

This evaluation must be reflected in the choices of material selection by the teacher in order to retain a steady increase of learning for each student. Adjustments are often made throughout the course of study, especially at the daily lesson level.

In addition to learning comprehension, there can be a concerns about the students who do not speak English, physical disabilities and visual or hearing impairments.

All instructional materials and teaching aids must compliment the needs of the student. It would serve no purpose to give a non-English speaking student an audio tape to review if it is not in his natural language of communication.

The teacher must be skilled in recognizing all of these matters and have superior technique in incorporating these proper choices.

■ **Student Learning**

There are basically four learning styles that are used in the learning process.

- **The Human Senses:** The human senses, as long as they are healthy and in good working condition are the main sources of perception used in learning. One acquires and retains much information through their five senses but mainly three of the five senses are used when set in a classroom environment:
Sight (visual), Sound (auditory) and Touch (tactile).

Realizing this theory of learning allows teachers to explore many avenues of creativity with their teaching styles. For a motivated teacher, that means literally endless possibilities of individualization in their productive learning environments.

- **Attention Span:** Staying focused and sustaining that focus are important elements in the learning process. Once again, the students will vary in capability but through the identification and evaluation of these varying degrees instructional adjustments can be determined.
- **Group Learning:** Many students enjoy congregating within a group setting when learning. The freedom to discuss opinions and ideas is a very desirable approach especially in a technical learning environment. There will be some students however who do their best work when staying independent. Either arrangement benefits from well chosen teaching aids determined by the instructor.
- **Active Reinforcement:** Especially with new students, active reinforcement from the teacher is positively motivating and is a basic necessity to the long term outcome of the success of the student. It has been proven that setting a cornerstone of trust and concern from the teacher to the student in the formative first days to weeks, is irreplaceable.

The teacher must positively reinforce learning skills and student attentiveness while consistently rewarding excellence. Reinforcement also includes multiple teaching aids that confirm and reinforce facts and knowledge as it refers to theories or procedures. Instructional aids will show agreement on topic issues and reinforce the theory at hand.

■ Types of Instructional Aids

There are about as many instructional aids in the educational market place as there are students.

But for our purpose, we will break it down into three categories:

- ★ Print
- ★ Audiovisual
- ★ Equipment

■ Print

Printed material is overall heavily reliant upon reading comprehension. Although much printed material in the field of Cosmetology will have images and illustrations to explain certain technical applications and procedures there is no doubt that reading comprehension is a must for printed material to be useful to the student.

That is one reason why a reading comprehension level must be defined by the program committee when determining the eligibility prerequisites for the registrars of a Cosmetology course.

Printed material will include:

- ➔ Textbooks
- ➔ Workbooks
- ➔ Pamphlets / Brochures
- ➔ Newspapers, Documents and Clippings
- ➔ Reference Books

Textbooks are most certainly the most common printed material used in educational instruction. They contain basic fundamental theories and principle of Occupational Cosmetology. Even though specialists recommend not to solely rely on textbooks as their only resource they are an unparalleled teaching aid.

Workbooks contain activity sheets, assignments and quizzes that correspond to the textbook chapters. They are designed for concrete theoretic learning that facts and procedures that are studied within the correlating textbook.

Pamphlets and Brochures are often produced by entities such as professional organizations, federal and state agencies, industrial and commercial firms and civic organizations. It takes research to see what printed pamphlets are available and how to acquire them.

Newspapers, Document and Clippings are valuable when gathering updated information. The most up to date information will be in your national and local newspapers, magazines and beauty articles.

Teachers can use the paper or magazine itself, or clip articles from them. This resource is a great way to bring balance to an educational program presentation. It brings refreshing updated information to the student as well as provides interesting contrast to standard textbook learning.

Reference Books are a great resource for teachers and students. For example, a medical textbook that contains terms on nail diseases can be a great resource. The medical book is too expensive for each student to own one, but used as a resource book in class is very practical.

■ **Audiovisual**

Audiovisual materials are among the most frequently used instructional aids. There are many reasons for this but the strongest is the accurate representation of complex technical knowledge that can be displayed. The use of vivid pictorial and verbal communications are clearly effective in this learning medium.

Films and Filmstrips are usually produced professionally and are high in quality.

Selection of films must be made with these virtues in mind:

- Quality
- Match to lesson objectives
- Properly present it as a learning activity/presentation, with an introduction and a summary

Videotapes and DVDs can be similar in all ways to filmstrips. They are more technologically advanced and opens the door to school produced recordings.

Chalkboards are still a common aid in the structured classroom. Teachers love it's ease and availability. Because of it's readiness, some teachers find it indispensable.

Charts, Posters and Images can really say what many words can not. Using them in conjunction with corresponding textbooks and lectures can be a great asset to an learning environment.

■ Equipment

In the technical field of Occupational Cosmetology, there is an abundance of equipment used. Some equipment is for the facilitating of learning and there are tools used in the Cosmetology profession.

In keeping the two separate, we will look at Instructional Equipment for the facilitating of learning.

All of the hardware that is necessary to play DVDs, show filmstrips, mannequins, flip chart stands and chalkboards and chalk are included.

Equipment for the students personally are in the other section. That would include all tools of the trade. Some of these tools are shampoo bowls, combs, scissors, hair rollers and blow dryers.

MODULE 2: Effective Teaching Methods: Applications and Elements of the Lesson (2 hours)

Objectives:

- List the main parts of a lesson
- List the parts of the main body of the lesson
- Explain Transitions
- Describe Monitoring and Feedback
- Define Pacing
- Explain Summarizing

Through the years there have been many opinions and theories about teaching techniques. Scientific studies have been conducted on this matter.

The findings of these studies suggest that the most productive teaching involves procedures that are:

- **Active**
- **Systematic and**
- **Direct**

Also, certain other elements of Active, Systematic and Direct teaching are included in these methods:

- ➔ Begin the lesson with a brief review of previously learned material or a prerequisite subject review
- ➔ Define a list of goals
- ➔ Introduce new material in small sections, step by step, with student practice after each step or section
- ➔ Give clear and precise instructions and directions with full explanations
- ➔ Provide an abundance of active student practice
- ➔ Ask many questions, gather feedback, and evaluate feedback
- ➔ Demonstrate the first practice as a guide
- ➔ Develop systematic evaluation tools and answers
- ➔ Book work should include clear and precise instructions as well as specific evaluation tools

■ Lesson Content

When talking about lesson content, there is of course the generated document of the Lesson Outline with specific guide cues to keep the teacher on track, but the main components of the lesson are rather basic, they include:

- ★ **The Introduction**
- ★ **The Main Body and**
- ★ **The Summary**

■ The Introduction

The introduction component of the lesson contains orientation of the topics to be learned. It includes instructional tasks and the explanation of the purposes of the tasks.

And since lessons are methodically planned in a progression, there should be a review of previous learning addressed in the introduction. There should be precise lesson objectives stated and how they relate to the Occupational Cosmetologist.

There is a time at the beginning of class that there is a transition within the mind of the student that prepares the student to begin the learning process.

It is called the **Anticipatory Set** because this time period gets the student set for learning and it is a time for anticipating what is to be learned.

The teacher has control over this time and decides how she wants to set the anticipation. The teacher may want to pose a question, tell a story or display a photo or all of those things together.

What ever the teacher decides, the stimulation of the interest of the student is what she is after. An attention grabbing technique is acceptable at this point in time to begin the learning time segment.

After the anticipatory set is delivered, the lesson objectives should follow. The teacher should use as much time as necessary to inform the students clearly of what the objectives are. Explain the relevancy of each objective and the ultimate accomplishment expected at the end.

■ Main Body

The Main Body of the Lesson is the life and activity of the topic itself.

The parts of the main body are:

- ➔ **Instructional Input**
- ➔ **Modeling**
- ➔ **Check for Understanding**
- ➔ **Guided Practice and**
- ➔ **Independent Work**

Instructional Input: Instructional Input can include reading material, lectures, or discussions. All sources are the information delivery system.

Modeling: Modeling refers to visual learning. This can be demonstrations or watching videos, mannequins or live models.

In Cosmetology, it is crucial to use modeling activities in the body of the lesson and allow the student to imitate what they see.

Checking for Understanding: Checking for understanding is also a crucial part of the body of the lesson. Checking allows the teacher to make corrections in the student's behavior at the time of the mistake.

The student will not repeat wrong moves over and over if the teacher corrects him immediately and this can only be done if the checking process is active.

Checking during floor work is absolutely crucial as well as checking progress through evaluation questionnaires. In combination, even better.

Guided Practice: Guided practice is exactly that. During a hands on procedure activity, the teacher stands by and guides each step that the student makes.

When conducted professionally, the guided practice can be a positive and motivational experience for the student. This one on one method imparts confidence and importance to the student in a personal way.

The teacher acts as a coach and what team can succeed without a great coach?

Independent Work: Independent work comes after successful guided practice. It gives the student the opportunity to work toward mastering techniques and procedures. But again, only after a thorough check by the teacher using observation and questionnaires.

■ Summary of a Lesson

The lesson summary comes at the very end of all learning for that lesson. It usually includes a brief review and brings all things together in a condensed overview. It summarizes main topics.

Tips for lesson summaries include:

- Utilize a teaching aid such as a chalkboard or marker board to write major topical points
- Distribute previously prepared handouts listing major topical points
- Ask students to review their notes and have the student state one key point he learned
- Conduct a Q & A segment
- Give a quiz

One or all of these things can be contained within the lesson summary.

The main focus is to leave the students with closure and confidence that they have learned from the lesson.

■ Teaching Functions For Academic Success

Other orientations of well designed lessons include:

- **Active Teaching**
- **Clarity**
- **Pacing**
- **Transitions**
- **Monitoring and Feedback**

■ Active Teaching

Active teaching refers to the teacher actively and directly being involved in the instructional delivery of the lesson. The active teacher will follow structured lesson plans, provide a balance of instructional work and one on one work for students, maintain order in the classroom and demonstrate attention to all tasks and events.

■ Clarity

It is accurate to say that unclear presentations are not worth much to the class participant. No one is interested in an unclear objective or unclear presentation. This must be avoided and therefore requires forethought and purpose from the teacher.

When presenting a new topic, clarity is established by spending an abundance of time demonstrating and guiding. Repetitions of explanations of procedures, for example, help clarify knowledge to the student. Immediate follow up questions increase clarification.

Improving clarity when teaching includes:

- ➔ Stating goals and objectives
- ➔ Focus on one point at a time
- ➔ Avoid ambiguous descriptions
- ➔ Present material in steps
- ➔ Present material in a progression
- ➔ Provide outlines or overviews when the topic is complex
- ➔ Make sure that practical application procedures are specific
- ➔ Give detailed explanations of points at each step
- ➔ Provide examples
- ➔ Ask questions that check for student understanding

- ➔ Get feedback from students that summarizes what they have learned
- ➔ Reteach the student anything they need to see or hear again

■ Pacing

Pacing refers to the length of time activities and events take to be accomplished. This can include the number of pages covered, or the number of concepts learned. In what ever way you monitor the pace of your class, you set a comfortable pace so that the average student can follow along.

There will always be the necessity to perform one on one coaching and that can be done at intervals during class activities. Overall it is much better to have a rather quick pace and introduce new material quickly instead of dragging out an activity for too long.

Studies show a higher achievement in learning when attention is placed more on keeping with a quicker pace than a slower pace. Keep in mind this is for the average student, and there are exceptions.

■ Transitions

This simply refers to the changing of one activity to another. Transition should happen frequently in an active classroom of learning. The importance of variety in the classroom environment is made clear during these transitions and it is where the students reveal their best and worst learning experiences.

Some students have high level of learning events during group discussions where others get little from them.

So, the focus is to make the transition a pleasant and smooth event for all students.

Teachers can make transitions more smooth by:

- Announce transitions ahead of time
- Do not change the scheduled transition time
- Have predetermined rules for the activity
- Establish routines for that specific activity

■ Monitoring and Feedback

It is necessary to monitor the students during instructional tasks. We must track the progress of the student at all times. Monitoring truly can happen almost constantly. The teacher can monitor students during the introduction as well as during the practical floor work.

The most effective technique of monitoring is asking questions. This requires feedback from the student and the student is trained in this manor to communicate their level of knowledge.

Monitoring requires feedback and the feedback is evaluated by the teacher.

Monitoring keeps the students alert to their own actions and attentive to the objectives set forth at the introduction of the lesson.

MODULE 3: Students Abilities and Disabilities (2 hours)

Objectives:

- Identify learning disability
- Identify problems in the classroom associated with LD
- List LD manifestations
- List teaching methods that help LD students

■ What is a Learning Disability?

A learning disability (LD) is a permanent condition which affects how people with average or above average intelligence take in, store, or express information.

Although their overall intelligence is high and they can do many things, one or more significant processing deficits cause academic difficulties. Incoming or outgoing information may become scrambled as it travels between the eye, ear, or body, and the brain.

Students with LD have strengths and weaknesses. Some may learn well by listening, while others are visual or hands-on learners. Reading or writing could be difficult for some, while math or organization may be affected for others.

It is important to identify what learning disabilities are NOT.

Because the definition specifies that the person must have at least average intelligence, learning disabilities are not a form of mental retardation.

They are not related to physical disabilities, psychological or emotional disorders, and they are not the result of cultural or ethnic differences.

Students who are under prepared for college or who are still learning English may experience some of the same difficulties in school as those with LD, but their problems are not the result of a processing deficit.

■ Symptoms of LD

Students with LD display a host of problems. The following are descriptions that are specific to each given area:

Reading:

- Reading rate may be slower.
- Words may be hard to identify or similar words may be easily confused.
- Comprehension could be low, or the person may not recall what was read.

Math:

- ★ Frequent computation errors or transition of numbers.
- ★ Incomplete mastery of basic facts
- ★ Trouble with word problems, Difficulties remembering the steps.
- ★ Mistakes sequencing operations.
- ★ Difficulty understanding abstract concepts, or speed may be compromised.

Writing:

- Frequent spelling mistakes.
- Difficulty with sentence structure.
- Inability to copy correctly from book or blackboard.
- Organizing one's thoughts could be difficult.
- Poor or slow penmanship may be a problem, or weak vocabulary could affect writing.

Organization/Study Skills:

- Time management difficulties.
- Getting organized could be a problem.
- Those with spatial disorientation may feel lost.
- Trouble following directions.
- Short attention span.
- Difficulty taking notes, or misreading social cues and non-verbal messages may cause difficulties.

■ Do Learning Disabilities change over time?

The pattern of strengths and weaknesses will always be with the person; however, LD is often inconsistent.

It may present problems one day, but not the next.

It may cause difficulties in some academic areas, or surface in several subjects.

It could be more pronounced under stressful conditions, such as during timed tests.

As students learn more about their unique learning styles, they can often learn to use their strengths and support services to minimize the effects of their learning disabilities.

■ The Teacher

The cosmetology teacher can review the student's records to check for evaluation records from school psychologists or any special education programs listed.

The records will reflect any special information and helpful teaching approaches that have been successfully working for the student in the past.

This information should include teaching strategies and other treatments for the student with learning disabilities.

■ How to Identify the Learning Disabled Cosmetology Student

Student's are different and disabilities are different.

Teacher's are also different.

There may be teachers in the students educational history that have used certain terms that can often describe a student with LD.

They may use the following adjectives:

- careless
- clumsy
- daydreamer
- disorganized
- doesn't listen
- forgetful
- inattentive
- inconsistent
- indifferent
- impulsive
- sloppy
- unmotivated

Unfortunately these words are used often in the recorded histories of the LD student.

The student does not intentionally perform these behaviors and are many times unaware of them.

There are numerous manifestations of LD by the student in the classroom, such as:

- difficulty in recalling a picture image from their textbook that they are trying to recreate in the lab
- confusion with left and right, top and bottom
- **dyslexia:** confusing letters and numbers
- inability to repeat verbal quotes
- difficulty recalling information for exams
- difficulty taking notes from lectures
- difficulty copying information, for example: from the chalkboard to their notepad
- omissions: leaving letters out of words
- inversions: letters written upside down
- reversal: letters written backward
- **translocation:** letters in a word written in a confused order
- frequently crossing out words or frequently erasing
- **Spatial organization:** while writing, not leaving a space between two words but instead, running them together, or problems with writing between the lines of the paper

- **transmodal problem:** can verbally communicate the correct answer but cannot write the correct answer / or can quote correctly what the teacher said, but cannot identify it in writing on a multiple test questionnaire
- difficulty in completing homework or classwork on time, but when given a verbal evaluation, they perform well
- difficulty remembering objects in detail; for example: recalling the different sizes of perm rods
- frequently losing their place as they read
- difficulty remembering simple procedures of tasks for example: measuring fluids
- difficulty remembering the complicated mechanics of procedures for example: sectioning and wrapping procedures for a permanent wave

The teacher will observe the LD student and find that he is consistently inconsistent. The student will have a sincere desire to learn and achieve but often fails due to his LD.

■ Teaching Methods and Instructional Guidelines That Help LD Students Learn

Visual Processing:

For the LD student who has trouble remembering what he has seen, the teacher should encourage the student to use a tape recorder to record lectures. A micro tape recorder is small and easy to operate. The student can review lectures as often as he needs to in order to assist in his learning and remembering precise procedures or information.

The teacher should also give this student oral tests. When given multiple choice written tests, the teacher should read the choices to the student.

Another way to assist the LD student is to pair him up with others and have a willing student read aloud from the textbook.

Auditory Processing:

For the LD student who has trouble remembering what he hears, the teacher should increase visual learning. Enhance and increase the use of visual aids such as overhead projectors.

Increase hands on learning. Hands on learning is usually very well received with LD students who have trouble remembering what they hear. They must see it to remember it.

Since this student may not be capable of taking notes during a lecture, the teacher should provide written notes prepared on the topic to give to the LD student or make photo copies of other student's notes.

Kinesthetic Processing:

For the LD student who has problems with illegible writing or motor skills, the teacher should give the student multiple choice evaluations as apposed to essay styled testing.

These students will also require small learning steps in the lab. They will need generous time completing manipulative skills and will not be able to complete as many patrons as the other students within the same time frame.

Success however, has been achieved by implementing the teaching technique of microteaching. Video taping the students performance so they can observe and critique themselves, proves to be very helpful in their learning.

Cognitive Reasoning :

For the LD student who has problems with applying what they are taught, whether it be from lectures or textbooks, the teacher will observe a large amount of problems.

The teacher will see that the student will not be able to readily recognize the differences in short haircuts and medium haircuts.

They will not readily see the difference in hair textures.

They can not readily resolve to a solution for overprocessed hair such as applying conditioner.

The teacher must resort to the utmost of personal attention to the students learning.

The teacher should:

- subdivide the material into its simplest form
- have the student read aloud the material
- have the student re-read aloud the material
- have the student to state it in his own words
- have the student to decide what he is going to do
- have the student do it
- have the student evaluate himself
- the teacher then gives step-by-step very specific feedback
- the teacher needs to reinforce the correct sequences
- the teacher must take very small subsections and teach / evaluate / and re-teach the same small subsection over and over until student performs accurately and the teacher must do this in a short amount of time to infuse the information and reduce confusion

MODULE 4: Methods of Instruction: Lectures Demonstrations and Discussions (2 hours)

Objectives:

- ➔ List basic responsibilities for teachers
- ➔ Explain the benefits of lecturing
- ➔ Define the phases of lecturing
- ➔ List the basic steps of demonstrations
- ➔ Explain practical guidelines for demonstrations
- ➔ Explain the benefits of group discussions
- ➔ Define Symposiums and Brainstorming

There is an abundance of interaction within any learning environment. Communication and interaction occurs from teacher to student, from student to teacher, from student to student and from teacher to teacher just to name a few. There are many decisions, planing and activities for everyone.

There are nine basic responsibilities for the teacher.

They are:

- Conducting class lectures
- Conducting small group lectures
- Instructing individuals
- Lead class discussions
- Observe students progress and evaluate them
- Communicate expectations
- Assign classwork and homework
- Assist students who have missed classes to catch up
- Adjust teaching plans as needed

An organized systematic plan is necessary for smooth operation of a classroom and to get the most out of the topics of learning.

Along with a systematic plan there is room for intuition from the teacher as to how well the plan is going and how well are the students receiving the activities.

Knowing a wide variety of teaching methods is necessary in order to apply the best approaches to various learning events and unexpected situations.

Making instructional decisions is based on transmitting knowledge using an appropriate style for the given situation.

■ Oral Presentation Methods

Formal Lecturing

Lecturing is similar to giving a speech. It is frequently used and easy to learn. The students generally record the lecture by writing notes but can also record the lecture on an audio recording. There are some positive aspects of lecturing such as:

- They are time efficient
- They have flexibility and can be used for any topic
- Most teachers are easily skilled in speech representations
- Lectures are a safe presentation because it keeps the teacher in control
- Lectures can include demonstrating with models which clarifies specific techniques

Even though they are greatly informative, lectures are best utilized when paired with other teaching methods because they are not considered highly motivating.

Most students and teachers agree that it's best to keep lectures short. It's not always easy to concentrate for long periods of time so many teachers break up lectures into segments with activities in between. The lecture should begin with a list of expectations. Tell the student what they will learn and why they need to know it. The lecture utilizes the daily lesson plan that the teacher has created for that day. It is organized in advance and is systematic.

The teacher must be keenly aware of her tempo or pace that she is keeping while conducting the lecture. Too slow of a tempo will bore the listener and create a feeling of detachment but too fast will create discouragement and a feeling of pressure and fatigue.

Gesturing and pauses could be helpful during the lecture to give variety or show emphasis. Physical actions prevent boredom for the observer. Direct eye contact is good.

■ Lecture Preparation

Lecture preparation is effective when certain guidelines are used, they are:

- ★ Organize the content into **3 to 5** major concepts
- ★ Organize the content chronologically or in a logical progression
- ★ Time allotment should be **10 to 15** minutes
- ★ Classroom activities should be planned that implement concepts within the lecture
- ★ Summarize all learning objectives at the end of the lecture

■ Interactive Lecturing

Interactive lecturing is a basic and popular method of teaching.

The interactive lecture involves the repetition of 3 basic phases and in this order:

- ➔ **Teacher speaks**
- ➔ **The teacher asks questions**
- ➔ **The students respond**

Phase 1: Teacher speaks: This is used in conjunction with the “3 to 5 concepts” theory of content preparation. The teacher uses the concept topics as subsections of the lecture. It is a popular way of teaching content that requires learning step by step procedures.

The teacher speaks phase is where the information is established. This should be brief in order to see how well students understand. The teacher doesn't want to get too far ahead before evaluating the level of understanding of the covered material.

Phase 2: The teacher asks questions: The teacher stops lecturing in order to ask questions designed to assess student learning.

This can include asking the students to:

- Explain what they just learned
- Summarize the main points of the information
- Explain in their own words the information they were just given

This phase of interactive lecturing draws the student into the lecture function and when the student becomes a part of the activity they are more attentive because they anticipate needing to supply a response.

Phase 3: The students respond: It is important that each student is eventually called upon to respond at some point to a question. If only a few of the same students constantly answer questions, then others will tend to start tuning out the lessons.

■ Demonstrations

Demonstrations are the most loved and most anticipated events in classroom learning. There is no substitute for modeling a procedure for the class, specially in the field of cosmetology.

There are four basic steps:

- 🌀 **Preparation:** Before the lesson the teacher prepares the student with information as to what they are about to see.
- 🌀 **Presentation:** During the lesson the teacher shows skills, procedures and emphasizes key points
- 🌀 **Application:** Following the demonstration, the teacher gives the students time for supervised practice
- 🌀 **Evaluation:** The teacher evaluates each students performance of the skill

■ **Demonstration Guidelines**

The teacher must:

- Physically show and verbally explain each step
- Demonstrate slowly, one step at a time
- Explain any new terms
- Talk to the students, make eye contact with them
- Teach in “positives” not “negatives”, tell them what to do, not what NOT to do
- Show the best technique not several acceptable techniques
- Ask questions throughout the demonstration, even though you are still demonstrating to see if you should go further or do over
- Watch for non verbal reactions for student understanding
- Ask explanatory questions that require answers beyond yes or no

Motivation can be strong within the participating student. A student who participates is a student who learns.

■ **Group Discussions**

For the adult learner, it is important to give them the freedom of expression.

They are not like the child learner because they are voluntarily present and have life experiences that can benefit their learning processes.

Group discussions are an effective teaching tool for adult learning.

The following is a list of benefits that group discussions can offer:

- It involves all students
- Enriches knowledge
- Allows for choice
- Compliments differing temperaments
- **Discussions are based on a problem or question that always has a solution or answer**
- Allows for differences of opinions and all answers are acceptable

For this activity, the teacher should make sure the discussions stay on track. There are exciting topics in the cosmetology world that can be discussed with great enthusiasm.

Some specific topics include:

- Hygiene and grooming
- Telephone techniques
- Hair cutting decisions
- Trends in fashion, hair and makeup
- Recent magazine articles
- Celebrity trends
- Hair shows coming to town

Symposium

A symposium is when several speakers have a prepared presentation on a certain topic. They will show different aspects concerning the same topic or issue.

They could be specialists in cosmetology such as salon owners, product manufacturers or health specialists.

They will have a question and answer session and possibly other interactive activities throughout their presentations but are overall much more formal than a regular group discussion.

Brainstorming

This is a fun way to get creative with new ideas or hear other's opinions.

The students as a group are encouraged to start a discussion no matter how far fetched it may be.

They are to feel free to call out ideas and not wait to be called upon before speaking.

There can also be a special brainstorming meeting with a specific topic to discuss.

There can be a lot accomplished by group brainstorming.

This concludes our study : Teaching Methodology II (8 hours)

Credits, References, and Resources:

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