

Course-506
Understanding Children in Inclusive Context
Solved Assignment-2

1. Describe various techniques of classroom motivation with suitable examples.

Ans. Various techniques of classroom motivation are:

- i. Let your students know your expectations, objectives and rules so they can better understand what you're looking for and what you're not. It's easy to achieve a goal when you can define it. Students should have clear understanding of what they should do to succeed in studying.
- ii. Track the way studying improves. Before reaching a final goal, it would be great to set short-term goals. This is why it's vitally important to track the way studying improves. If you do this, students can see their progress and achievements, and if you put emphasis on improvement, it can inspire your students to work harder and earn even better results.
- iii. Give your students some democracy. For example, allow one day for activities your students like most of all. Take a vote and let students choose the class activities they would like to do that day.
- iv. Environment change has a magic effect. When in a new environment, people tend to work more productively. You and your students can try this trick as well. Just have a class outside the school or let students change their seats in the classroom.
- v. Vary your teaching! If your lessons combine various learning styles, teaching methods and classroom activities, there's a greater chance that almost all students will be engaged. Different students prefer different methods, and if you stick to one technique, that's more likely that more students will be bored and unmotivated.
- vi. Make sure your material is clear and understandable for all students. Examples are the best way to illustrate your words and clear things up. Just give lots of examples. Let students know that they are welcome to share their own ideas and ask questions. What's more, provide students with a chance to give their feedback on your teaching.
- vii. Set a spirit of friendly competition. Students should realize there will always be those who study better and worse. And it's up to them what group to join. To live in society means to compete, and students should get used to this fact. In colleges, competition is much stronger than in

lower-grade schools. Make students prepared for this.

viii. Be generous to your students and give rewards and praise when they deserve it. The art of praise is complicated. Still, there are so many ways and so many reasons to praise your students for their efforts and accomplishments to give the right motivation.

ix. Give shy students an opportunity to share their views with the class. Some students tend to give no responses and generally keep silent during classes. Encourage them to talk, if they don't mind.

x. Classroom jobs are good ways to develop student responsibility. These jobs vary. For example, you can appoint somebody to moderate discussions in the class or run the class blog. It can be both interesting and useful for everyone.

xi. Organize group work. This method lets students socialize more with each other and find solutions together. Every person appreciates it if he or she can freely share his or her views. Why not allow students to produce their ideas together and launch group projects?

xii. Learn more about your students. Get to know their names, interests, and goals. If you're aware of these things, you can make your teaching materials properly adjusted to each group of students. It's a well-known fact that people perceive information easier if it fits with their personality types.

xiii. Set high but achievable goals. If students have easy-to-achieve goals, they won't do their best. Their motivation and productivity decrease fast. Set high goals and watch students work hard, give more effort, and carry the day!

xiv. Give chances to improve. Everybody has bad days, and sometimes a person needs one more chance. If you are generous enough, students definitely appreciate it and stay motivated, because they aren't afraid of failure.

2. Define concept of creativity. How will you develop teaching learning material for fostering creativity? Discuss the role of ICT in fostering creativity.

Ans. Creativity is an ability to be innovative, unusual, to be different from others or equals. It is an ability to give novel responses, new answers and establish new relationships. The child may combine two or more unrelated words or ideas and

give a new answer. The use of gadgets in novel ways is another way children express themselves. You may recall the funny answer given by your student in the class for example, when a teacher asked for the third eye and where it should be, a student said it should be in the tip of his forefinger. Similarly, when students were

asked to think of a new machine, a girl said she wants a plant making machine. I'll make my class interesting by using story sessions, live examples, ideas like a mini lab kit for chemistry class to reduce the gap between theory and practical. Every child has a few old toys, their parts, etc. I'll Ask them to create something new from these. In my school, students made a bicycle plough, multipurpose stick, etc from waste material. I'll participate in or create a programme to develop creative skills. Parents can organise a small think quest even at home, like what kind of material is used for curtains, what other materials could be used or not used; word antakshari to enhance vocabulary; atlas where a child identifies states and capitals, etc. All these activities can be done while travelling, cooking, walking, etc. we can change the difficulty level as per class. Standardized tests do a great job of measuring convergent thinking that includes analytical thinking or logical answers with one correct response. Divergent thinking considers how a learner can use different ways to approach a problem. It requires using association and multiplicity of thought. I try to design assignments that consider both types of thinking models also consider what is important to students. Student interests are a great place to start on what drives their own thinking. Find inspiration from their world. Creativity is intrinsic in nature. Try to identify with their viewpoint to find what motivates them.

Role of ICT: Many ICT tools are available which could be used by a teacher in the context of developing creativity. Some of the tools immediately available are black board poster, charts, audio cassette player, overhead projector, and sometimes computer. Each of these could be made use of while presenting the activities mentioned above. For example back board/charts could be used to present a picture on which a story required to be written by students, on a audio cassette a partial story could be recorded and played in the class and asking the students to complete a story. Many figures could be had on the computer screen which is somewhat abstract, and students can be asked to interpret them. Many puzzle and riddles are available on the websites, which can be solved individually, without asking for anybody's help. Mystery plots and divergent thinking questions can be posed by the computers with pictures, so that students can understand the problems well and answer them creatively. Morphological synthesis can be worked on the computer, where details of the parameters can be worked out and details can be combined to arrive at a novel response. These are only a few suggestion and many more can be worked out by the teachers based up on his creativity in using the ICT tools. ob is not uncommon