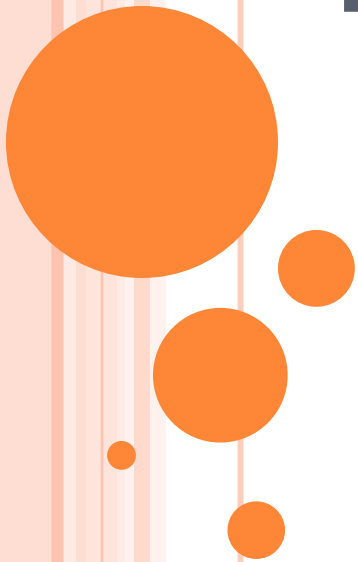


MASTERY TECHNIQUES OF TEACHING



MASTERY TECHNIQUES OF TEACHING

There are four mastery techniques of teaching. These are:

- Morrison
- Review
- Drill
- Memorization



MORRISON TECHNIQUE - NATURE

- H.C. Morrison was superintendent of schools in New Hampshire before he became a faculty member of the University of Chicago in 1910.
- This technique was developed in the laboratory schools of Chicago as a result of Morrison's observations of the schools in New Hampshire.



MORRISON TECHNIQUE - NATURE

- Morrison proposed the mastery formula for learning – pretest, teach, test the result, adopt procedure and test again to the point of nature learning (Risk 1947).
- Morrisonian plan of instruction may be considered as the forerunner of the different kinds of units and integrative technique.



MORRISON TECHNIQUE - NATURE

- It is usually used in the teaching of geography, history, government and economics.
- It is the process of taking the contents of a particular subject as big blocks and not as isolated and fragmentary bits of information.
- Its aim is to approach topics as organized and integrated body , showing relevance and cognitive relationship.



MORRISON TECHNIQUE - STEPS

1. Exploration

The teacher through questions and tests or in discussions, discovers what previous knowledge or experience the pupils have about the unit to eliminate repetitions of subject matter already learned and to decide on the apperceptive basis for the new unit.



MORRISON TECHNIQUE - STEPS

2. Presentation

- The essential features of the unit are presented and important points emphasized.
- The aim is to give the pupil a bird's eye view of the entire unit.
- Through proper motivation, the pupil's interest is aroused and goals or objectives are established.



MORRISON TECHNIQUE - STEPS

- A presentation test may be given especially if the unit is long. This test should reveal how much the pupils have absorbed during the presentation.
- If it is successful, the teacher can then give the work sheet.
- Sometimes it will be necessary to present the lesson anew if the presentation test shows that the pupils did not get the material taken up.



MORRISON TECHNIQUE - STEPS

3. Assimilation

- The child learns what has been presented by the teacher, absorbs it, and makes it part of himself.
- This period presents an excellent opportunity for the teacher to check up on the study habits of children.
- It is an opportunity to develop valuable habits of study.



MORRISON TECHNIQUE - STEPS

- As the teacher goes around, he may commend good work or suggest that it be improved.
- The teacher reaches the individual pupil, thus meeting to some extent individual differences.
- The assimilation period may vary depending on the length and difficulty of the unit under study.
- An assimilation test may be given which also serves as a diagnostic test at the end.



MORRISON TECHNIQUE - STEPS

4. Organization

- In this step, cooperative outlining is usually worked out by the teacher and the pupils. This outline is placed on the board, criticized, and adopted in a final form. This is an opportunity for the teacher to train the pupils in outlining.
- Pupils can be led to discern relationships among the items of the outline. It is also a chance for the pupils to develop logical thinking.



MORRISON TECHNIQUE - STEPS

5. Recitation

- Now the class performs while the teacher and the other pupils listen.
- In the unit recitation, the pupil has mastery of what he is talking about and may give a report or lecture for a given time.
- This step should be the liveliest part.



MORRISON TECHNIQUE - STEPS

- This step has for its purpose the presentation of the whole subject matter in different situations.
- A written recitation or achievement test covering the whole unit may be given after the recitation.
- Steps of the unit mastery technique insure mastery.



MORRISON TECHNIQUE - ADVANTAGES

- It takes up big blocks of subject matter and cuts across subject boundaries, and is therefore more true to life.
- It does away with the fragmentation of subject matter that results with the use of other traditional methods.
- Because the subject matter is encountered in every step of the unit and because it is presented as a unified whole, what is taught is learned to the point of mastery.



MORRISON TECHNIQUE - ADVANTAGES

- The Morrisonian technique corresponds to the steps in the mastery formula.

Pretest	Exploration Step
Teach	Presentation Step
Retest	Assimilation / Diagnostic test
Reteach	Organization and Recitation Steps
Test	Achievement Test after Recitation

- The Morrisonian steps are not only logical but also psychologically sound.



MORRISON TECHNIQUE - DISADVANTAGES

- Not all teachers are capable of making long range unit plans that cover a week or more.
- Teachers may just go through the motions and leave out the essence.
- Method alone does not insure mastery.



REVIEW TECHNIQUE - NATURE

- A development lesson is often followed by a review lesson.
- A review lesson aims to renew study of the same subject matter or to recall what has been taken up in the past and view this again from a different perspective or point of view.



REVIEW TECHNIQUE - NATURE

- A review means a new view of old facts in a broader setting that should result in new meanings, associations, attitudes, and ways of acting.



REVIEW TECHNIQUE - MISINTERPRETATIONS

- Review is often misinterpreted to mean drill.
- Review is also used interchangeably with a test. Review is a teaching, not a testing procedure.



REVIEW TECHNIQUE - PURPOSES

Although the review lesson aims mainly to give a new view, it has other purposes, such as:

1. Retention of material learned.
2. Organization of materials and experiences into large wholes.
3. Development of ability to evaluate material.
4. Supplementation of materials and experiences.



REVIEW TECHNIQUE - PURPOSES

5. Foundation for further learning.
6. Diagnosis of pupil weakness.
7. Diagnosis of teacher weakness.
8. Development of interest in old materials.
9. Stimulation of original thinking and creativeness.
10. Tracing the core or main thought throughout a unit.
11. Reorganization of previously organized information into a new pattern.



REVIEW TECHNIQUE - TYPES

There is no single form of review that will serve all purposes, but there are many types of review. Reviews may be classified into three types:

1. The short prelesson daily review for three or five minutes.
2. The postlesson unit review.
3. Extensive large unit review involving coordination of many units.



REVIEW TECHNIQUE - TYPES

Bossing (1961) gives another classification of reviews.

- Oral and written reports
- Topical outlines as adapted to individual review.

These two give training in ability to organize material but may become mechanical and boring sometimes.



REVIEW TECHNIQUE - TYPES

- **Problem review** – has the advantage of flexibility. The problem vitalizes the review.
- **Cooperative review** – the students and the teacher participate in a give and take situation. The exchange of social ideas is one advantage of this type of review.



REVIEW TECHNIQUE - TYPES

- **Summary review** – the highlights of the previous day's lesson are taken up at the beginning of the period by the teacher in lecture form. This is similar to the daily review.
- **Cumulative review** – similar to the summary review except that it is wider in scope. It is also applied to the subject matter with a continuity of theme.



REVIEW TECHNIQUE - TECHNIQUES

The following pointers make the review worthwhile:

1. Time of review.

There is no definite time for the review. It should be given when necessary, as determined by the needs of the class and by the goals and the nature and importance of the subject matter.



REVIEW TECHNIQUE - TECHNIQUES

2. Length of the review.

There is no time limit for the review. The daily review may be only for a few minutes. The review at the end of the unit may use up the whole period, while the review at the end of the year may last for two or three days.



REVIEW TECHNIQUE - TECHNIQUES

3. Preparation for review

The review lesson should be as well prepared as any lesson. It should also have the necessary steps such as objectives, motivation, approach and activities. Since the review is a learning exercise, the teacher should plan it well and not leave it in the hands of a student chairman.



REVIEW TECHNIQUE - PRINCIPLES

For a review to be worthwhile, certain principles should be followed. Here are some suggestions to make the review lesson effective:

1. The review must be of value to the learner.
2. The review should be interesting.
3. The review should follow the psychological principles of learning.

The learner should be made aware of how he is progressing.



REVIEW TECHNIQUE – CONDITIONS FOR A GOOD REVIEW

A good review depends on the following conditions:

- previous lessons must have been studied
- too much should not be covered in one lesson
- the teacher should have thorough mastery of the subject and organize it as a whole



REVIEW TECHNIQUE – CONDITIONS FOR A GOOD REVIEW

- the teacher should lead the pupils to organize the subject into large units, seeing the main points and putting the minor points where they belong
- the teacher should help the pupils outline the summary so that the pupils may see the relative value of the parts.



DRILL TECHNIQUE – NATURE AND PURPOSE

- Sometimes, a development lesson is followed by a drill instead of a review. Where a review lesson is intended to give a new view of old material, the drill lesson is for automatization of certain facts, habits or skills.
- Drills aim to fix associations for permanency or to perfect a skill.
- Drills are needed for mastery.



DRILL TECHNIQUE – NATURE AND PURPOSE

- Drills are also needed for training in motor skills such as handwriting.
- Drill refers to activities that involve memorization.



DRILL TECHNIQUE – MATERIALS FOR DRILL

- A drill lesson takes up the same material over and over again until it is mastered. The same activity is practiced until it becomes automatic.
- Drills are more often used in form subjects rather than in content subjects.



DRILL TECHNIQUE – PROCEDURES

A drill will be effective if the teacher follows the following steps:

1. Motivation

Motivation to do a drill is necessary to arouse pupils to maximum and sustained effort. Pupils should be made to feel a need for the skill or activity and they should be made to want it. Creating interest is the best motive.



DRILL TECHNIQUE – PROCEDURES

Interest may be sustained throughout the lesson if the pupils are made aware of the outcomes to be achieved, the standards to be attained , and the progress they are making.



DRILL TECHNIQUE – PROCEDURES

2. Focalization

A drill requires concentration and so children's attention should be focused on the specific facts, habits or skills to be drilled on. If a model is furnished, this should be worthy of imitation.



DRILL TECHNIQUE – PROCEDURES

3. Repetition with attention

- Mere repetition will not result in learning unless accompanied by attention. Since children's attention span is short, the teacher should devise means to prevent their attention from wandering.
- The use of games is very effective in getting repetition with enjoyment and in sustaining interest.



DRILL TECHNIQUE – PROCEDURES

- Competition is also very appealing to pupils, but the teacher should use contests with caution, as undesirable results may ensue.
- Teaching aids and devices can also break the monotony of repetition. Devices are only for getting attention and interest.
- A good device is one that is simple, intrinsic, concrete and based on psychological principles.



DRILL TECHNIQUE – PROCEDURES

4. Application

To show that the student has profited from the drill, the student must be able to apply what he has learned. The drill should be conducted in the manner knowledge is to be used.



DRILL TECHNIQUE – PRINCIPLES

In order to make drills effective, certain principles should be followed. These are:

1. Utilization of the principles of learning.

The pupils should be ready for the drill. Exercise or practice is necessary to learning, but it must be correct practice. Reward and praise may be used to improve performance. Encouragement may be given where needed



DRILL TECHNIQUE – PRINCIPLES

2. Way of conducting the drill.

- The teacher should conduct the drill in a systematic way - fast, precise, uninterrupted by discussion.
- The teacher should be dynamic, alert, enthusiastic.
- There should be no set order in calling for responses.



DRILL TECHNIQUE – PRINCIPLES

3. Standards

- Attainable standards can guide pupils in their performance should be set up.
- Accuracy, speed, quality and quantity should be considered in setting up standards.
- Practice periods should be short at first and gradually lengthened later.



DRILL TECHNIQUE – PRINCIPLES

4. Individualization

- For the teacher to drill the class on the same things is wasteful and uneconomical. Seldom will all children need practice on the same facts or skills.



DRILL TECHNIQUE – OUTCOMES

- Drill results in establishing habits, skills and rote associations.
- The teacher aims not just at forming a habit but at developing the habit into a skill.
- Rote association means remembering words or ideas in a definite order.



DRILL TECHNIQUE – OUTCOMES

- Drill results in increased command of tools, greater knowledge and improved habits of work.



MEMORIZATION TECHNIQUE

- Memorization is still acceptable in today's school provided it serves certain learning purposes and more importantly if it is done coupled with understanding.
- What is discouraging with it is when students are engaged in it without deriving any insight from the lesson.



MEMORIZATION TECHNIQUE

- Memorization without insights makes learning a meaningless routine , a useless undertaking, and therefore a big waste on student's time and efforts.

