

Preface

As authors, first, we'd like to say that, we hope this book will add a drop into the science pool growing a cumulative manner.

There is no the best way to help students learn. This book reinforces this idea by introducing a wealth of knowledge through theory and practice.

It's possible to say that the concept of education exists from the beginning of humanity's adventure on the earth. Education is a concept that has guided humanity from Cro-Magnon to clans, then gatherers, hunters, and then to farmers, to those who made industrialization revolutions, and to those who launched the era of the information age. He salutes the continuity and development concepts. It had developed in order to transfer the accumulation of human communities, and it has transformed today.

Perhaps the concept of instruction is the primary factor affecting the transformation of education. From the time when the teaching existed in the stage of history as a profession, education and training have been supporting each other. The nature of teaching profession has kept consistently its continuous effort live, to achieve the most effective, the most compliant and the best.

$$\textit{Instruction} = \textit{teaching} + \textit{learning}$$

This book wants to emphasize that instructional process cannot be considered independent the instructors' and learners' interactions based on the results of theoretical and experimental studies carried out in a few centuries. The book has three main aims: handle the nature of the instruction concept theoretically, provide activity samples based on theory (being practical), and make the readers understand (in an intuitive way) about the relationship between theory and practice.

In the writing process, compelled by the content, authors have used sometimes informal sometimes formal language. This book was written not as a rule book but as an invitation to consider the opportunities for professional decision making that constitute instruction process.

Organization of the Book

The main idea of the book is that the process of instruction should unite all teachers as professional educators. Our intended audience is teachers of any subject who teach or plan to teach learners of any age. We have tried to address teaching as a challenging, exciting, and demanding profession with great rewards for all who follow it.

This book, *Instructional Process and Concepts in Theory and Practice: Improving the Teaching Process*, is organized into three parts: *Instruction Process*, *Activity Samples*, and *Effects of Instructional Activities*.

Part I: Instructional Process

This part tries to bring suggestions for planning effectively, to examine the basic concepts of the instructional process, to explain the nature of concepts, to promote the models, strategies, methods, techniques and tactics to be used in the instructional process. This part consists of six chapters:

Chapter 1 handles the matter of teaching models. This chapter examines the basic concepts; gives examples about teaching models developed based on the behaviorist, cognitive, social-interaction, personalized learning and constructive theories and their practical key points.

Chapter 2 handles the topic of instructional strategies. This chapter discusses the nature of core concepts (learning, teaching and instruction). It classifies the instructional strategies into four groups: traditional, popular, cross-disciplinary, and activity-based strategies. Also it gives practical samples and examines in detail one of the activity-based strategies chosen by the author.

Chapter 3 focuses on the instructional methods. It gives detailed information about the lecture, discussion/debate, problem-solving, case study, dramatization and presents detailed samples of implementations and practices of each method.

Chapter 4 touches upon the topic of instructional techniques. It classifies the techniques into three categories: techniques according to the learning environment, techniques according to classroom size, techniques according to learning skills. This chapter also gives detailed information about techniques associating them with instructional methods and useful tips about their usage.

Chapter 5 is about instructional tactics. In this chapter, tactics are introduced as a group into planning, presentation and evaluation phases. This chapter includes tips and recommendations on instructional tactics and encourages the teachers to find their own unique ways.

Chapter 6 handles the topic of the planning of instructional process. In this chapter, some factors that affect the instructional process and an instructional plan

are presented to the reader. Some of these factors are of national and international standards, disciplinary and interdisciplinary approaches, basic teaching skills, involving parents and environment into the instructional process, etc.

Part II: Activity Samples

This part tries to give a wide conceptual framework associated with some disciplines (English language acquisition, Turkish language acquisition, history, geography, and ICT), and to present ready-to-use activity samples with detailed steps. Also readers will find useful tips about the implementations. This part consists of seven chapters:

Chapter 7 includes activity samples for teaching English as a foreign language. The design of the activities was based on the guiding principles in curriculum development and foreign language teaching approaches and methods. The chapter consists of “Presentation of the Field”, “Activity Samples”, and “Conclusion” subchapters.

In Chap. 8, examples of advanced theoretical expression of Turkish as a foreign language and the activities in this level are presented. In developing advanced language activities, the theoretical framework and the stages of the TTFL process were taken into account. This theoretical framework and stages were detailed in the activities. This chapter has the following subsections: “Introducing the Advanced Level Domains”, “Advanced Level Activity Examples”, and “Summary”.

In Chap. 9, theoretical explanations of intermediate level (B1 and B2) in Turkish language teaching as a foreign language and the activity suggestions for this level are discussed. In designing the activities for intermediate level, EU’s Common Reference Guide for Languages was considered. These conceptual frame and steps are detailed through the activities.

In Chap. 10, activity examples of the first levels (A1/A2) are presented. The theoretical framework of Turkish as a foreign language is briefly mentioned. In two previous chapters, this framework was widely presented. This chapter contains following subsections: “Introduction to Beginner and Elementary Levels Field”, “Activity Examples for Elementary Level”, “Abstract”, “Glossary”, “References” and “Bibliography”.

In Chap. 11, sample activities based on modern method and techniques towards History Education are developed. The activities aiming the students to participate actively the lesson in the learning process have diversified as a topic, teacher, and student-centered. In these activities, appropriate steps in accord with collaborative learning, complete learning, computer-based learning, project-based learning and 5E learning models have been followed. The sample activities in the chapter have been designed as a guide for teachers and the other practitioners and in the way of being able to be modified for different history topics.

In Chap. 12, theoretical explanations of Geography Education and sample activities based on modern method and techniques are developed. The ready-to-use activities in this chapter are designed as a guide for teachers and the other readers and in the way of being able to be modified for different geography topics.

In Chap. 13, there are activity samples regarding the Information and Communication Technologies (ICT) discipline. The terms and conditions of the teaching process of curriculum development and teaching were considered in developing these activities. These mentioned terms and conditions were detailed under the “Activity Sample” title. This chapter contains “Presentation of Field”, “Activity Samples”, and “Conclusion” subchapters.

Part III: Effects of Instructional Activities

Chapter 14 primarily discusses the factors that are affecting the instructional process, and effects of the instructional activities on five interlocutors: pupils, teachers, parents, school, and society. This chapter also contains research suggestions about some effective factors.

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