

Question 1: Teaching

[Name of the Writer]

[Name of the Institution]

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One of the primary tasks of a teacher is to advance the learning of the students by the use of effective strategies for the purpose. A demonstration of my success at advancing student learning can be seen from the event of teaching them the qualities of an effective oral presentation. When they entered the classroom, they were asked of what they believed were the characteristics of presenting in an effective manner and what differentiated a poor speech or presentation from a good and effective one. Only a few students were able to tell abstract ideas such as captivating the attention of the listeners and be clear about the ideas being presented to be important for speeches and presentations. None were able to identify the key traits that can be focused on when planning for an effective oral presentation.

The students were then shown the videotaped examples of the excellent, as well as poor, presentations and speeches. From these examples and with my guidance, students were able to identify four criteria that they needed to focus on as important ones for an effective oral presentation i.e. organization, content, language, and delivery. These were defined and discussion was carried out related to what would be regarded as strong, average, and poor performance with respect to each of the area. As a result students were able to learn what they had to keep in consideration in each of the areas when they were planning their presentations to be delivered later. They were also able to critically analyze their accounts on the basis of the identified characteristics to know the extent to which they had been able to make their oral presentation an effective one. According to Moody and Sindre (2003), learning effectiveness is evaluated in terms of short term learning i.e. the learning goals of the course, and in relation to the long term goals, i.e. in the overall program of education and in future professional life. As the scores to the

task assigned to them or preparing their own speech revealed, the students showed advancement in their learning and were able to use the criteria in an effective manner.

REFERENCES

Moody, D. L., & Sindre, G. (2003). Evaluating the effectiveness of learning interventions: an information systems case study. Retrieved from <http://is2.lse.ac.uk/asp/aspecis/20030097.pdf>