UNIT 8 PRINCIPLES OF ORGANISING LEARNING EXPERIENCES

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8.1 INTRODUCTION

The National Curriculum Framework of School Education (discussion document 1999 NCERT) emphasises realisation of new 'Panchasheel'. These include learner-centred education, women-centred family, human being-centred development, knowledge-centred society and a motivation-centred India.

As teachers we are more concerned with learner-centred education. The importance of learner-centred education is not a new concept. Mahatma Gandhi wrote in the issue of Harijan (1st December 1953):

"Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of the pupils. It becomes a dead weight crushing all originality in them and turning them into mere automatons."

Similarly writing about his concept of teaching, Shree Aurobindo way back in 1910 pointed out, "The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or taskmaster, he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil's mind. He only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself..."

Keeping in mind the philosophies of these two thinkers we will think about the organisation of learning experiences.
8.2 OBJECTIVES

After going through this unit, you will be able to:
- describe the importance of organising learning experiences;
- build-up cases of different kinds of learning experiences;
- enumerate the principles of organising learning experiences.

8.3 ORGANISING LEARNING EXPERIENCES:

CASE-1

When a teacher plans learning experience she has to think about different aspects of teaching-learning processes. Let us read how a teacher organises learning experience. It will help us to know the principles of organising learning experiences.

Suman wants to teach how to write ‘personal letters’ to her eighth standard class. It is the demand of the syllabus. It is not the need of her pupils. She knows very well that students are not interested — rather reluctant to write. They enjoy discussions.

She remembers that as a student she did not enjoy composition periods. She did not know how to write, and above all why she should write. As a member of the lower middle class family, on rare occasions, her father used to get letters from his brothers. These were about relatives’ deaths and financial matters, and these were written on postcards. Her mother used to receive letters from her brothers. These were written on inland letters or other paper. They used to write their educational progress and inquire about family well-being. Sometimes envelopes used to contain dry scented flowers – pressed ones and a pinch of sugar grains. These were written in attractive handwriting and some sketches on the paper. She has grown in a family in which personal letter-writing was a part of culture. But still she had no occasion to write letters to anybody. She knows that many students live in a culture where personal letter-writing is not a tradition. Nowadays children are familiar with the culture of greeting cards. Mothers of affluent families spend hours in search of greeting cards so that their children can use them. In short no student is in real need of learning to write a personal letter. Thus, her major problem is how to make pupils feel the need of writing a personal letter. The way out for her to solve this problem was to create an external need that is passing an examination with good marks. This, however, is not desirable.

To feel the need for writing a personal letter, there should be a personal and emotional relationship with ‘others’ who may include near relatives, distant relatives, and people from the neighborhood, and from the school. There is a possibility that a child may be growing-up in an orphanage or she might be feeling like an orphan among all relatives. In that case it is quite possible that the child may be having an emotional relationship with a pet animal, or trees or non-living things like a doll, toy, book, moon, etc. This means that she must make her pupils aware of this relationship.

Usually subjects suggested for personal letter-writing are congratulation for getting prizes, letters to friends about spending vacations, asking for permission to go for a picnic. All pupils are expected to write on the same topic with which they do not have any kind of personal experience. The teacher wants to make this exercise of writing personal letter a real one. She thinks that writing a gratitude letter will be a good exercise. This content is easy for motivating children to utilise their emotional capacities. She will say, ‘Friends, apart from food, clothes, a house to live in, we require many things to be happy in life. Will you make a list of such things that you feel are important in your life? Also write how you get these things.’
She knows that students will not respond to this activity immediately. These students are in a habit of writing something about which they are very sure. They are in a habit of writing ‘one correct answer’ to the question. They might not like to respond to this activity at all.

If they respond to this then she will have no problem. But if they find it difficult she will request them “Would you like to work in triads since there are three pupils sitting on each bench. That might help you think about the problem better.”

They may come up with some answers or may not. If during supervision she finds that some groups are working on expected lines after five/seven minutes, she will request these groups to share their thoughts with the whole group. But if not even a single student is found working on these lines she will raise the following questions:

What do you get from your parents that cannot be purchased by money?
What do you get from your friends?
What do you get from your servants apart from routine services?
What do you get from the vast expanse of the sky?

Do you get anything from the blooming flower of rising sun? You like to eat delicious dishes of your choice. But have you ever thought about the processes of its preparation right from the beginning. Do you remember people toiling in the sun in the fields?

She thinks that these types of questions will motivate her pupils to become aware of the fact that there are many things in their life, which they get ‘free of cost’.

This might help them to feel about ‘others’. She thinks that this activity will help to build an environment that is necessary for developing the affective domain of their personality. She will ask, ‘What form of writing will be appropriate for acknowledging their gratitude to others?’

They may say that a letter or a chit. She will accept both these answers. Now they are ready for writing a personal letter.

She remembers how boring it was for her to write an address and the technical aspects. She will use this part of letter-writing for inviting pupil’s cognitive abilities. She will use the following questions for this purpose:

Why is it necessary to write the address in the right hand corner of the paper? Most of us are ‘right-handed’ but what about left-handed people? Why is it necessary to write a date if computers are available? How to make use of facilities? Why is it necessary to write a address in a particular form? Is it always necessary to write the sender’s full address in a personal letter? How do they sort out letters in the main office for easy and quick delivery? How is this particular format of address helpful for the purpose of sorting? How is it helpful to the person who is delivering the letters at the door? (Similar discussion will be conducted about e-mail address). Why is sending a personal letter by post preferable?

She knows very well that nobody follows any rigid pattern while writing personal letters. But she must take care of her students. They should not lose marks for utilising their creativity. Some examiners might not tolerate this creativity.

Now her class is ready with the ‘subject’ of personal letters and they are familiar with the technical ‘know-how’ of letter-writing.

She knows that they are ready with the requirement of letter-writing but it is not sufficient for motivating them to write a letter. For this she will prepare a set of
personal letters received by a teacher from her student. She will edit these letters keeping in mind the age-group that is plus eleven and minus twelve. A set of five letters will be given to each group. She will ask them to read and evaluate which letter is very good from their point of view. Reading and evaluating activity will give them an opportunity to gain the type of language used for writing personal letters and at the same time they will evolve some criteria to judge the 'quality'.

This will be followed by a discussion. She will ask four to six students to share their opinions about these personal letters and justification. This will help the group to list the criteria for judging a 'good letter'. For example, clarity of the thought, the why and how of gratitude, appropriate use of language, number of words, phrases, etc. The lesson will end with the following activity. Both these activities will take about twenty to twenty-two minutes.

"Now all of you select any one of your choices for writing a gratitude letter. We will together select fifteen good letters for the 'd...play board'. How much time do you require to complete this letter? I think that letter-writing is creative work and one cannot expect to complete it within a limited time. We will decide the deadline and thus this lesson will be ended."

If you read this narrative of a teacher carefully you will gain insight about some principle of organisation of learning activities. While preparing for planning, she has to keep in mind different aspects in mind. Let us analyse this process of thinking and make these aspects clear to us.

**Designing of learning experience**

Designing learning activity is a decision-making process. Teachers' decisions are influenced by innumerable factors. In the beginning, a teacher has to choose the content. The topic is given in the curriculum book. As a teacher she has to teach it. She claims that pupils are reluctant to write. It is not clear from where she gets this information. It appears that suddenly she changes her role as a teacher and plays the role of a learner. She remembers her school days and empathises with her pupils. This empathy with pupils helps her to design the 'set induction' activity. Instead of creating the extrinsic need by scaring pupils by reminding them of 'examination marks', she decides to motivate them to feel about others. She tries to make letter-writing activity a 'personal activity' to be done for intrinsic need. That is why she explores the specific content for teaching.

Once the content is finalised she prepares narration-inviting pupils to work on 'feeling' exercise. But here she is not sure about pupils' response. This leads her to plan for options. She decides to allow working in a small group. While pupils are busy talking to each other she will get sufficient time to observe their behaviour. At this point also she is not sure about pupils' response and to give direction to their emotional thinking process, she prepares a set of questions. Though she did not specifically talk about objectives of this activity, she is clear about the outcome of this activity.

The second part of the learning activity is related to the technical aspects of letter-writing. It appears to be limited to the lower level recall activity. The lists of questions show that pupils will get a chance to know "why" aspects of each and the ritualistic activities like writing the date and address. Now-a-days nobody follows the rigid pattern for writing personal letters but some examiners are not going to tolerate this. Teacher tries to avoid this problem.

The third learning activity is related to the reading of gratitude letters written by others. Teacher decides to use a set of letters as learning source. The theme of these letters is the same. These are the letters written by pupils to their teachers. This is not the simple reading activity. Pupils will be asked to use higher mental abilities. This approach
to learning experience is problem-solving. Pupils are expected to judge the good letter according to their own criteria. To solve this problem pupils will have to use affective as well as cognitive abilities.

Major outcome of this lesson is writing a ‘personal letter’. Pupils are expected to complete this work as a home assignment.

8.4 ORGANISING LEARNING EXPERIENCES:

CASE -II

The learning experience organised for teaching or rather learning to write personal letters involves three preparatory experiences. Teacher plans to utilise two composition periods for initiating pupils to write a gratitude letter and asks them to complete it taking their own time. Since it is individual work there is no need to complete the task in the class. Second, it is creative work and thus cannot be completed as a compulsory work during the stipulated time.

While organising a learning experience the teacher takes into account many possibilities. But many times the teacher is forced to take an on the spot decision and organise learning experience according to the needs of pupils. Study the following classroom episode carefully.

As a teacher I had organised learning experiences for teaching the concept ‘angle’ for ninth standard students. I thought that since pupils were learning this concept right from third standard there wouldn’t be any difficulty for them in learning the interior and exterior of the angle. I thought that revising the concept ‘angle’ would be completed within five minutes for this purpose. I had decided to ask pupils to recognise the representations of angle. A list of the following figures was displayed on the roll up blackboard.

\[
\begin{align*}
\text{(1)} & \quad \text{(2)} \quad \text{(3)} & \quad \text{(4)} & \quad \text{(5)} \\
\text{(6)} & \quad \text{(7)} & \quad \text{(8)} & \quad \text{(9)} & \quad \text{(10)} & \quad \text{(11)} \\
\text{(12)} & \quad \text{(13)} & \quad \text{(14)} & \quad \text{(15)}
\end{align*}
\]

I hoped that pupils would have no difficulty in pointing the figure that represented ‘angle’ as described by the definition given in the textbook. I asked pupils to open the textbook and read the definition carefully and on the basis of that make a list of figures that represent ‘angle’.

Some pupils pointed only figure one as a representation of an angle. Some pupils listed figures excluding 3,5,7,8,9,11,13,15. Immediately I decided to change my plan. I decided
that class would be working for concept clarification. The following interaction took place.

T : Why don't you call figure 2 a representation of an 'angle'?
P : Because there are no rays. They are segments.
T : How many pupils agree with this?
   (Some pupils raise hands)
   : Why don't you agree with his explanation?
P : Definition says that there should be two rays but it did not say that there
   should not be segments.
T : How many pupils agree with this logic?
P : I don't agree with this. I would say that segments are subsets of rays. Thus
   two segments satisfy the conditions set by the definition. The figure triangle
   has three angles. They are made of segments.
T : Anybody wants to give clearer logic than that by Sudha.?
P : ...........
T : So ....... would you like to go through your list and correct it if necessary?
P : Yes. Please give us some time.
T : (supervises the work)
   : Have you finished the work? How many pupils say that figures 9 and 11
   are not representing angles? Will you explain the reason for that?
P : In these figures end points are not common.
T : How many among you agree with this explanation?
P : All nod (show agreement)
T : Let us look at these figures carefully. First let us observe figure 9.
   There are two rays and they intersect each other. Can we call that point a
   vertex?
P : That is possible.
T : Are you not sure about it?
P1 : Yes. There are in all four angles.
P2 : Please allow us to correct our list.
P3 : Now only 3,5,7,8,15 are not representations of an angle.
T : Please give reasons for that.
P1 : Figure three shows collinear rays. It is not according to our definitions.
P2 : In Figure five there are no rays. They are not representing the subset of
   lines.
P3 : Figure shows one ray but the other is a representation of curve.
P4 : In figure eight there are two non-linear but their end points are different.
T : O.K. Now watch the representation that I am drawing on the board.
   This is the representation of a ray . . .
   It has one end point. The other one is an arrow point. What does it represent?
P : It shows extension. It extends in the direction of an arrow.
T : Now there are two representations.

```
A  B
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Which ray is a longer one?
P : B ray is a longer one.
T : How did you compare them?
P : By measuring lengths.
T : What are the postulates of a ray? Can you measure it's length?
No. A ray can not be measured as it's length is not finite.

I hope everybody is familiar with this postulate of a ray. Now look at the figure eight. It shows two arrow points. They meet each other. Now can you point out the difference between these figures?

In both these cases rays intersect each other.

In that case you call the representation eight 'an angle'?

If we consider the postulate of ray and it's representation together we have to call it 'an angle'.

That is consistent with our postulate of a ray.

Then figure ten is also an angle.

Why?

The arrow point of the ray is intersecting the end point of the segment. According to the postulate of the ray it also represents an angle.

Do you agree with what she says?

Yes.

Charu can you explain this on the board?

Charu = Arrow point of A is passing through the end point of segment B. Both these figures represent the same situation.

Does anybody want to say anything about this?

. . . . .

Now name those figures only which do not represent an angle.

3.5 and 7.

Now consider these figure

Can we say that this figure represents an angle?

Yes.

Why? Can you explain it using the textbook definition?

Rays A and B are non-linear. The arrow A represents the direction and the representation can be expanded so as to cross direction shown by ray B. The vertex of this angle will be the intersecting point.

Now remember that though this figure is representing the angle, conventionally we do not use this as a representation of an angle. Please don't forget this. Did we learn anything new about angles during this period?

No.

Why then in the beginning, did all of you have a problem about understanding the textbook definition of an angle?

We were not considering that definition in a wider context?

Do you think that we should change the definition so as to avoid confusions about 'angle'.
Instead of saying two rays we should say two rays or segments.

That is not enough. We have to change the structure of the sentence.

Let us first list all the important items that are necessary features of the angle. Tell me these one by one. I will write them on the board.

There should be two rays, or segments which are not collinear.

They should be positioned in a plane in such a way that they should have one common point that is the vertex point.

Is it necessary to say that these two rays or segments should be co-planer? You can do experiments using any appropriate objects. (Teacher shows two sticks. Pupils experiment using pens, pencils etc.)

No. It is not necessary.

Was it necessary to do the experiment?

Yes.

In mathematics we accept postulates without proofs and all other definitions are constructed on the bases of these postulates. Angle is defined by any three points, which are not co-linear. A pair from these defines a line, a segment or a ray. Any non-linear points are always co-planers. We have learned these postulates in the last chapters. This is called logical thinking.

Let us proceed further. How are you going to structure the definition? (Work in pairs)

Any group . . . . ready with a definition?

When two different lines, two non-linear rays or segments have a common point then we get an angle.

An angle is formed when two different lines or two nonlinear rays or segments intersect each other.

Many of you must have understood the definition of an angle by now. What points must we remember while studying geometrical representations?

We must not just look at the representation but we must keep in mind the postulates related to that representation. We made mistakes in the beginning. We did not consider these postulates.

I realised that definition of an angle is not a complicated one but it needed clarification for making it useful. The learning experience helps pupils to revisit their concept about 'angle' ray and conventions of representation. Their concept of angle can be judged by asking them to perform the following tasks.

Figures given below are representations of angles. How many disjointed sets of points are formed in each case?

![Angle Representations](image)

Now onwards I will organise this 'experience' as a regular one.

8.5 PRINCIPLES OF ORGANISING LEARNING EXPERIENCES

8.5.1 Be Clear about the Learning Outcome

Before planning any learning experience it is necessary to think about the purpose of the activity. If you want your students to acquire a manual skill, for example, students are asked to arrange apparatus for the preparation and testing of carbon dioxide, then
you can bank on their ability to imitate to some extent. If you want to develop thinking skills for the preparation of carbon, carbon dioxide should be posed as a problem-solving activity. For example, which chemicals can be used for getting carbon-dioxide? Which of these chemicals are easily available? Which of these chemicals can be handled safely? Which of these chemicals are cheaper? What other chemicals are available to get the required chemical effect? For which chemical reactions heating is not required? These types of questions are helpful in developing a scientific attitude.

8.5.2 Help Learners to Work Individually as well as in Groups

Plan an environment, which provides scope for each learner to converse with peers as well as with teachers individually and also as a group. This will help teachers to study each learner’s contribution in the process of knowledge-building.

Each learner should get a chance to begin at different starting points, to proceed in different ways and at different rates. The quality of learning environment should be judged on the basis of scope available for each learner to develop his or her specific potentials to its optimum along with the acquisition of other social skills.

Tuning into individual differences is necessary. The learning environment should take into consideration the individual ways of preferences to acquire and process the information. For this the teacher should take the position of an inquirer. Some of the questions useful for inquiry are listed below:

How does a particular learner work in the specific subject domain?
How eager is a particular pupil to communicate with peers and teachers?
What efforts are required for a particular learner to get a sense of mastery and assurance?
In what context does the learner appear to be happy?
What is the learner attending to within the complexity of the current task?
Does the learner catch miscues and mismatches and initiate problem-solving?
What specifically makes the task so difficult for the learners to understand?
What would make a difference to how this learner works at an activity?

Sometimes whole group activities are useful to help students understand the meaning of prepositional knowledge. For example, while revolving around the Earth, Moon completes one revolution around itself. The time required for completing one revolution around the earth and around itself is equal and for this reason we can see only one surface of the Moon.

For helping pupils to understand this information the following experience was planned.

- I requested a girl to complete one revolution around herself.
- I requested other pupils to watch movements of the girl’s head.
- I asked that girl to note down what she is observing.
- Each pupil noted that they could see all sides of the girl’s head.
- Girl noted that she could see all walls of the classroom.
- This means that girl is revolving around herself.
- Then I drew a circle large enough to place a chair within it on the floor using chalk.
- I requested the girl to move along the circumference and keep her face towards centre of the circle.
- As in the previous case I asked all pupils to note down the observation.
All pupils noted all sides of girl’s head and the girl could see all walls of the classroom.

This means that the girl is completing one revolution around herself as well as along the circumference.

I asked pupils to repeat the whole procedure by placing a chair within the circle.

I asked pupils to draw figures indicating the Moon’s movements.

Moon revolving around itself

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Moon revolving around the earth.

- The experience will end by drawing the above figure on the board with the help of pupils. This activity allows learners to translate their observations into representations.
- Pupils will be asked to repeat the experiment with the help of a ball at home and draw figures in their notebook.

Once I tried the ball-activity in class but all pupils did not concentrate on the given work. To avoid this the above learning experience is devised.

8.5.3 Leave Opportunities for Negotiations

Learning environment should leave ample scope for individuals to negotiate what they understand with teachers and peers. Learners construct their understanding by talking through, playing back and rounding out understanding in conversation. Systematically managed individualisation in many content areas that come to school with specially developed materials and technology in the form of programmed learning rarely provides for the negotiation of understanding with teachers and peers.

If teachers plan to make use of these techniques, different questions should be posed so as to make learners use higher thinking processes. For example, a programme is available on Pythagoras Theorem. In this case, teachers can select problems from Bhaskaracharya’s Lilavati. Pythagoras Theorem is related to the square area on the sides of a right triangle. The teacher can ask pupils to study half-circular area, equilateral triangular area, regular pentagon area on the sides of the right triangle.

8.5.4 Try to Make Conversation with Pupils Personalised

Giving learner opportunities of revealing their range of experiences will allow their personal constructions of meaning enter into learning interaction. The available technical advances can be exploited for getting time for this type of conversation with learners. For example, if half the class is busy doing some work with computers or busy in the library the other half can work in a small group. This type of ‘experience’ organisation will give the teacher an opportunity to converse with each pupil.

8.5.5 Allow Learners to Use their Prior Knowledge

Learning experience should allow learners to use what they already know to arrive at new understandings. If learning is to be a constructive process, then the learner should
engage in tasks that have meaning for them, (i.e. tasks that are situated in comprehensible contexts) and allow what a learner already knows to enter into new learning (both strategic and knowledge-based) prior knowledge is not just prior to prescribed school learning. It includes all the image language patterns, social relations and personal experiences, that a pupil relies on to make sense of something new.

8.5.6 Develop Learning Task with Wider Scope

A learner-centred experience demands an essential change in lesson delivery. It is necessary to escape from the notion of stepwise progression in all cases. Any prescribed learning sequence of instruction leaves some pupils behind early in the sequence without any means to catch up. To avoid this, one must design tasks that provide entry for each learner according to his or her own level as far as possible.

For example: for initiating writing activity pupils can be asked to write a story about what they learned and how it affected their behaviour or invite them to read the text to discover something they did not notice during their first reading.

These types of activities give an opportunity for learners to move from where they are to somewhere else. It should be remembered that on rare occasions prescribed learning may be necessary but it should not dominate teaching-learning interactions.

For example, a teacher can create the following opportunities for different learners according to their own entry level while designing activities to develop reading skills

1. Read familiar book.
2. Reread yesterday's prose paragraph.
3. Do a few minutes work with letters singly or in making and breaking up words.
5. Reassemble a story presented as a puzzle from its parts.
6. Introduced to reading new books.
7. Read material to compare it with previously read material.
8. Help peers to read new material.

8.5.7 Be Ready to Tolerate Different Routes to Desired Learning Outcomes

To bring pupils to some satisfactory level of functioning, it is necessary to provide opportunities through different strategies as there are personal differences. Similarly, give scope for varied forms of expression.

8.5.8 Make Use of Learner's Ability to Reflect

Make an effort to get pupils thinking about their learning experiences and its value for themselves. This is necessary to make pupils aware of their own act and make sense out of the experience.

8.5.9 Design the Activity so as to Create a Learning Culture

Try to create the learning environment where all individuals are collaborating for constructing new knowledge. In this case teaching and learning are not separate activities where one knows x because one was taught x. It is instead a special form of sharing or coming to share beliefs, goals and intentions. In short, it is a culture.

8.5.1 Use Available Resources Creatively

By using educational technology (information technology) it is possible to use different resources available creatively. Word processors, database, spreadsheets, graphics and
paint application are powerful and flexible means of organising content as well as managing learning activities of each learner or each group as per the required learning outcome. Different technologies and techniques can be used for engaging learners to encounter, explore, and construct patterns and relationships that would otherwise be very consuming to produce or simply beyond pupils' capacity to achieve unaided for example.

Younger pupils are reluctant towards writing. The computer can help them to organise and to undertake routine tasks such as correcting spelling, grammar and producing a good quality copy.

Pupils just spend a lot of time in drawing graphs and studying graph. Computer facility can be utilised to avoid this.

Using different technologies and techniques it is possible for teachers to engage and activate each learner according to his own requirements and interests. This will leave time for teachers to involve pupils into dialogue individually or in groups.

All the above principles of organising learning experiences are summarised in the following chart.

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<th>Activating and Engaging</th>
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<tr>
<td>• Engage prior knowledge and experience.</td>
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<td>• Enrich the mutual knowledge base through individual and group work.</td>
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<td>• Surface and dispel misconceptions.</td>
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<td>• Allow pupils to use different resources and guide them to develop skills for using resources.</td>
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<td>scope for assessment</td>
<td>scope for experience</td>
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<th>Organising and integrating</th>
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<tr>
<td>• Integrate and synthesise information from a variety of resources.</td>
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<td>• Represent information: e.g. icons, graphics, mnemonics, and metaphors.</td>
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<tr>
<td>• Develop frameworks and models.</td>
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<td>• Use available material creatively.</td>
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<th>Exploring and Discovering</th>
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<td>• Consider new information in the light of already 'gained information'.</td>
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<td>• Create a 'knowledge' using.</td>
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<td>• New and previous information.</td>
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<td>• Create new categories.</td>
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<td>• Expand available categories.</td>
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<td>Interactive group work</td>
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8.6 LET US SUM UP

In this unit, we started our discussion with presentation of two cases of organising learning experiences. From these cases, we built up the major principles of organising learning experiences. In the first case, we demonstrated how a learning task like letter-writing could be organised by the English teacher. There are certain situations where on the spot decision have to be taken about organisation of learning experiences. In the second case, we presented how a math teacher changed her original plan while teaching about angle. Based on these two cases, we arrived at ten principles of organising learning experiences.

8.7 UNIT-END ACTIVITIES

Keeping in mind principles of organisation of learning experiences evaluate the following examples. Suggest concrete alternatives to improvise organisation of each experience.

1. To help pupils to get experience of 'properties of magnets' the teacher gives each of them a piece of magnet. She asks them to study properties by using textbook information. She permits pupils to exchange magnet piece and to work in pairs in case they feel comfortable to do so. She provides them required material like thread, iron fittings, iron dust etc. While pupils are working, she talks to pupils one by one and asks some questions to help them think.

2. A language teacher enters the class to teach content 'adjectives'. She sees that there are different kinds of leaves on each desk. After greeting the class and asking them what they are doing with these leaves, she tells pupils to individually make a list of words describing any single leaf. The condition is that the list of words must be exhaustive so that any pupil in the class should be able to name the tree just by reading the list.

3. The teacher prepares a list of thirty-five words that are in use in a certain ancient culture. This list has two columns. In the first column, the pronunciation of the word is given and in other column translation of that word is given. She gives a copy of list of a group of four pupils. On the basis of this list the teacher
asks each group to hypothesise the important features of the culture with justifications. For one period pupils concentrates on this work. During the period, teacher takes opportunity to observe group work. She notes down how pupils are communicating with each other, who is dominating the group work, who is not showing interest in the work etc. She also tries to converse with some pupils about their interest in the subject history.

Next week teacher gives a chance to present group work. Teacher notes down on the board important features of culture. Within twenty minutes six points are listed on the board. Teacher asks pupils to read two pages of a chapter on ‘Egyptian culture and asks them to check their hypotheses about the culture.’

4. Teacher asks pupils to collect information about the ‘1857 freedom struggle’. For this she requests pupils to work in groups on different subject themes. She spends one period to discuss with each group about its progress and give suggestions. Then she asks pupils to present their work in the form of a poster. In all twenty posters are prepared. They are displayed in the class for about one month. After that the teacher gives pupils an objective test.

8.8 ANSWERS TO CHECK YOUR PROGRESS

1. A teacher should be clear about the learning outcomes as they decide, how learning tasks have to be organised. For example, the learning outcome is that students acquire laboratory skill. The teacher must ensure that students arrange laboratory apparatus, prepare chemicals and test them.

2. Prior knowledge of learners is important in the organisation of learning experiences because it helps the learner acquire new knowledge.

3. Creating a learning culture means creating a learning environment where all individuals collaborate to construct new knowledge. They all share beliefs, goals and intentions.