

**Course- M.A.Education**

**Semester-2nd**

**Paper -VII**

**Topic-Lesson Planning**



### **Lesson Planning - Herbertian Steps versus Constructivist Approach**

The lesson plan is the teacher's detailed description of instruction for the lesson. It is prepared by the teacher to guide class learning. Preparation of lesson plan depends on the subject, needs of the learners, their mental and chronological age etc. It helps to organize the content in an organized manner to achieve intended learning outcomes.

German Educator Johann Friedrich Herbert (1776-1841) gave his ideas on teaching and instruction which is known as Herbertianism. He has presented five steps of Instruction.

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## **Herbertian Steps of Lesson Plan**

### **1. Preparation**

It is the stage where the new material or content learnt will be related to past to motivate and establish connection with past experiences of the learners

### **2. Presentation**

It is the way of presenting the concepts following various methods, techniques and strategies.

### **3. Association**

Through assimilation of new ideas association or link is developed in learning.

### **4. Generalization**

Leading mind beyond the level of perception and concrete

### **5. Application**

Using acquired knowledge in a utilitarian way

## **The Steps for Teaching of Prose:**

1. Motivation/Testing previous knowledge
2. Declaration of the topic/announcement of the topic
3. Teaching vocabulary
4. Teaching structure
5. Teaching Grammar items (synonyms, antonyms, idioms, phrases)
6. Dividing the text into smaller units
7. Model reading by the teacher
8. Second reading by the teacher
9. Explaining the content(setting, character, themes, plot, style)
10. Loud reading by the learners
11. Silent reading by the learners
12. Testing comprehension through questioning
13. Recapitulation
14. Home assignment

## **Constructivist Approach**

Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging learners to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

A contrast between the traditional classroom and the constructivist classroom is illustrated below.

In a traditional classroom:

1. teaching begins with parts of the whole—emphasizes basic skills;
2. the curriculum is fixed;
3. textbooks and workbooks are given importance;
4. teacher gives/learners receives;
5. the teacher assumes directive and authoritative role;
6. assessment is through testing;
7. knowledge is inert; and
8. learners work individually.

In a constructivist classroom

1. teaching begins with the whole – expanding to parts;
2. learner interests are pursued;
3. teachers use primary sources or manipulative materials;
4. learning is interaction – building on what learners already know;

5. the teacher interacts and negotiates with learners;
6. assessment is through learner works, observations, points of view, tests. Process is as important as product;
7. knowledge is dynamic – it changes with experiences; and
8. learners work in groups.

In a constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding learners by asking questions that will lead them to develop their own conclusions on the subject.





*Thank  
you!*