

# Unit 1

## Conditions of teaching and learning

### 1. Introduction

When planning your lessons, you need a sufficiently clear idea about the characteristics and learning conditions both in the class as a whole and among individual students. It is important to understand the children with their differences: the scope of variation in their skills and abilities, their strengths and weaknesses, their beliefs, attitudes and interests.

On the one hand, you will clarify the learning conditions in a class in terms of the teaching objectives you have in mind. On the other hand, when selecting objectives and topics, you will draw on your knowledge of the characteristics of individual children and the whole class.

By identifying the conditions of learning you will have completed the first part of preliminary clarifications. In your further planning, you must also take into account the general conditions under which your teaching will take place. Finally, you should not forget your own teaching skills; this is to ensure that you will make effective use of them, and develop them further without placing too demanding a burden on yourself in your teaching work.

At the beginning of this unit you will find key questions followed by work files that can be used whenever needed.

### 2. Task and key questions for conditions of teaching and learning

#### 2.1 Task

At the beginning of this unit you will find the key questions. The subsequent questions for your self-control offer a more detailed approach to different aspects of learning conditions.

#### 2.2 Key questions

- What knowledge and skills do the students already possess?
- What knowledge and skills do I possess?
- What external conditions must I be aware of?
- What do I know about the students as individuals?
- What elements of knowledge and information must the students command to enable them to tackle the new task ahead of them?
- Referring to the new subject matter, what (advance) information, skills and experience have the students already acquired? What is new for them, what is repetition, what is essential and what is supplementary?
- What techniques of working and learning may I expect the students to master, and what experience do they have with different teaching methods and forms of social interaction?
- What positive or negative attitudes, habits, prejudices or convictions may, or must I, expect to encounter?
- How can I overcome learning difficulties, learning barriers and resistance against learning?
- Have I adequately considered the children's willingness to learn, their state of feelings, their responsiveness, their learning needs, their expectations, their interests, their free-time activities, and their living conditions?

- What socio-cultural conditions and influences, and what systems of support are of importance for the work in the classroom? What role do parents, brothers and sisters, peers or other people of psychological importance play?