Greetings to all in the name of our Lord and Savior Jesus Christ.

This is the first issue of this session. A new year, a new issue, are like a whiff of fresh air, a new beginning, where you nurture the green shoots (pupil teachers) and help them blossom into wholesome professionals, who warm up to the students under their care, making the world a better place to live in. The session began with the customary orientation programme, with the faculty members pooling in with PPT presentations, introducing the students to the Teacher Education Dept., thus giving them a peep into the events gone by and the strides taken to make this dept. worthy of note.

The events within these few months include two national workshops, literacy rally, practice teaching, teachers’ day, solo singing and extempore competitions, etc. We are highly indebted to our dean Pro V.C.(Academics)Prof.(Dr.)Newman Fernandes, for his constant motivation and encouragement, our HOD Prof.(Dr.)Sister Marion Mathew, for her constant and able guidance, our colleagues for their valued inputs and the students for the growth of the content, that all helped us in bringing out this thermometer of our development and vibrancy. A special mention needs to be made of our alumni, Amrish George Frederick who helped design and construct this newsletter and B.Ed students Imran and Zebish for their consistent and sincere assistance.
MESSAGE

It is a matter of immense pleasure and pride that the department of Teacher Education is ready with the fourth issue of their Digital Newsletter. All the activities and workshops organised, show that the entire department is working hard and diligently, to train and equip the students under their care, into holistic personalities, who are adept both in academics and co-curricular activities.

I wish them all a Very Happy New Year.

‘The mediocre teacher tells,
The good teacher explains,
The superior teacher demonstrates,
The great teacher inspires’.

‘William Arthur Ward

Pro.Dr.Newman Fernandes
Pro V.C.(Academics)
Dean, Humanities, Social Sciences & Education
MESSAGE

Prof. (Dr.) Sr. Marion Mathew C.J.
Head, Department of Teacher Education

“Teachers have three loves; love of learning, love of learners, and the love of bringing the first two loves together.” Scott Hayden

It is a matter of great joy and pride that the Dept. of Teacher Education, SHIATS, Allahabad, is bringing out the first issue of their Digital newsletter of the Academic Session 2012-2013. Education is the main means for social transformation. Only knowledge, science and wisdom can take the vast majority of our Indians from the poverty and misery in which they live. We educate our students for a new century characterized by rapid and constant changes. A changed world is demanding a new and innovative way of teaching-learning process. The role of a teacher in society is vital and irreplaceable. No other profession can have an influence more profound than that of teaching.

We, at Allahabad School of Education, try to maintain a balance between theory and practice in teacher education by providing opportunities to the teacher trainees to critically analyze the vital issues that challenge the education system. We try to equip our trainees with skill sets required to be an effective teacher in today’s ever changing world. We make conscious effort to train them to cultivate and nurture noble values such as tolerance, compassion, kindness, empathy and love for children. The faculty on their part focuses their attention also to sensitize the student teachers towards egalitarianism, equality of sexes, protection of environment and promoting peace and harmony in the society.

The digital newsletter mirrors and aptly captures how the School of Education has been able to live up to its vision and objectives. The curricular and co-curricular activities provide them a blend of teacher professionalism and opportunity to showcase their talents and fine-tune their skills.
Prof (Dr.) Sr.Marion Mathew C. J, Head, Department of Teacher Education, was privileged to be nominated by the Hon’ble Vice Chancellor to attend the Association of Indian Universities’ Conference at Bilaspur on 26th & 27th of October, 2012. She presented a paper on ‘Promoting a Culture of Quality and Excellence in Higher Education Institutions: Issues and Challenges.’ The paper addressed the culture of quality and excellence and its parameters, including accountability, improvement requirements, and quality systems from conceptual, historical and policy perspectives and the challenges involved in the pursuit of excellence in Higher education. It also analysed the status of India’s higher education system. Some important points discussed are presented herewith.

Quality education can only bring about positive values in an individual to make him a good human being. Education in India is plagued with inherent problems and educational contexts are constantly in a state of flux. The Endeavour for quality in any field of work is a never-ending quest. For India today, quality in higher education is the key priority and this must be achieved keeping in mind the issues of relevance, costs equity and international standards.

**Crux:**

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Parameters for Quality:

Facilities for faculty exchange & student exchange programs
- Offering relevant courses for a knowledge society
- Involving latest technology in disseminating education.
- Faculty promotions based on performance.

Effective institutional management & alumni relations.
- Providing value based education to develop leadership.
- Headship on rotation to ensure innovation and growth.
- Sharing of resources and expertise

‘Model of Education’ needs to be Re-visioned and Re-created
So Development of Quality Culture Requires:

An open and active commitment to quality at all levels, a willingness to engage in self evaluation, a firm regulatory frame work, clarity and consistency of procedures, explicit responsibility for quality control and quality assurance, appropriate device to obtain feedback from stakeholders, a clear commitment to identifying and disseminating good practice, prompt, appropriate and managerial action to redress problems, supported by adequate information.

Teaching is central to our mission, but we must admit that active involvement in scholarly research and professional practice by faculty will translate into better teaching. As per the findings of the study on India’s research output conducted by Thomson Reuters and collaboration reported in ‘Times of India’ newspaper on 2nd Oct.2012 reveals that only 3.5% global research output comes from India. “Indian higher education is faced with powerful dilemmas and difficult choices-public/private, access/equity, uncertain regulation, different teaching standards and contested research quality.” The report said research in various disciplines will certainly enhance quality in education.

Conclusion:

So it is reaffirmed that parameters of a strong quality culture ensure learning and teaching innovation. Quality processes both internal and external lock in together. Therefore, quality culture is about adopting a self-critical reflexive approach as an institution: a community of students and staff. Quality processes, internally and externally, if they are improvement-oriented will provide a framework for the effective operation of communicative learning environment.
Greetings to all of you in the name of our Lord & Saviour Jesus Christ.

Today the world’s longing for long and prosperous life, success, favour, good health and material prosperity. The Proverb 23:1-10 speaks about five keys or secrets of these benefits, how we can receive these benefits in our own life. They are as following:-

**Long and prosperous life:**
Keep the teaching and commandment of God in your heart and don’t allow worldly things to enter in your heart as it is the dwelling place of God, then they will help you to **live a long and prosperous life.**

**Favour from God and Man both:**
Keep Love and loyalty as necklace in your neck and put them in your heart, then you will be **honoured and favoured by God and Man both.**

**Key for True success:**
Do not lean on your own understanding but always trust the Lord, then he will clear the road for you and **grant you wisdom for True success.**

**Key for Good & sound health:**
Never think that you are wise enough but respect the Lord and stay away from Evil, then this will make you **healthy and strong.**

**Material prosperity:**
Honor your Lord by giving him first place in everything of your life followed by giving your time, talent, money & first portion of every blessing, then he will bless our time, talent, money and there shall be **overflow of blessings.**

May God bless us to remember these teachings and make us channel of blessings for our family, for our Institution.

**Wishing you a happy & prosperous new year.**
VIII CONVOCATION 2012
OUR ACHIEVERS

Dr. Syed Hasan Qasim
Dr. Bhawna Moses
Dr. Vini Saxsena

Amrish George Frederick
M.Ed Gold Medal

Suhaila Aftab
B.Ed. Gold Medal
A two day National Workshop on ‘Value Based Higher Education for Promoting Gender Equality & Women’s Empowerment’ was organised on 6th and 7th August 2012. It was attended by over 200 participants. In her welcome address, Prof. (Dr.) Sr. Marion Mathew C.J., Head, Dept. of Teacher Education welcomed all. She said Prof. Pandey was an eminent educationist of high repute, having authored many books and publications. He was a dynamic academician. She said our priorities need to be revised and our social value system reviewed to empower women. In his inaugural address, Prof. (Dr.) Newman Fernandez, Dean, Faculty of Humanities, Social Sciences and Education, through a lively questions and answer session said that values, gender equality and women empowerment were necessary for a better life. The suggestion of the workshop, should become a part of our lives. In his keynote address the guest speaker, Prof. R.S. Pandey, Former Dean, Faculty of Arts and Head, Dept. of Education, University of Allahabad, said that this theme has been debated from ancient times. Total equality of genders is an ideal situation, but a balance can be made possible.

In the post lunch session, Prof. Nityanand Pandey in his address said that a value crisis existed in the contemporary Indian and Global Society. Its notable dimension were the Individual Dimension of rising consumerism and selfishness, social dimension of exploitation and cultural dimension of changing lifestyles and banishment of ethics. We need to develop a modern Indian value tradition, to tide over the present scenario. Day one of the workshop, gave food for thought for all and some concrete suggestions and hope for a better society.

On the second day Prof. (Dr.) Sr. Marion Mathew C.J. welcomed the Guest Speaker Prof. (Dr.) Sumita Parmar, Professor, Dept. of English, University of Allahabad and Director, Centre of Women Studies for the first session. The guest speaker spoke on how the Indian women struggled through decades to achieve gender equality and even today 50% fail to enroll themselves in schools and of the remaining fifty percent, twelve percent are dropouts. So today it is the need of the hour to empower the female child for a better future tomorrow.

The second session was conducted by the Head of the Department. She spoke about the upliftment of women and its significance. She also discussed about the parameters of empowerment process and concluded that empowering women is only through education so we have to build up a right system of education that upholds principles such as equality, ethics and empowerment of women.
The two day National Workshop on ‘Promoting Health and Fitness through Meditation & Nutrition’ was inaugurated on 6th September, 2012. The HOD, Prof. (Dr.) Marion Mathew welcomed. She outlined the objectives of the workshop saying that it was very relevant as our youth needed to know that they could not neglect their bodies and minds any more. The whole world was celebrating the ‘World Nutrition Week’ from 1st Sept to 7th Sept. 2012, to deliberate on this very vital and topical issue. The chief guest was Padmashree Dr. Paul Teliath, the world renowned cancer specialist and presently the Director of the Regional Cancer Institute, Kamla Nehru Memorial Hospital, Allahabad. He stressed the fact that it was our lifestyle that gave rise to various diseases like cancer. He compared the types of cancers usually encountered in the different parts of India and in the west. So our way living was very important. The guest speaker Dr. Rahul Verma, Associate Professor, Dept. of Physical Education, APS University, Rewa, M.P. traced the history of physical education right from the Vedas Buddha and Sparta in Greece. He said that health, fitness, meditation & nutrition were all interrelated. Today youth must take of their physical, mental, emotional and spiritual health and environment, to become better human beings. The second speaker Dr. Virginia Paul, Associate Professor, Ethelind School of Home Science, SHIATS spoke on what constituted a proper diet, through her power point presentation on ‘Fitness through Nutrition’. She dwelt at length on the types of fruit that supply us with protein, carbohydrates, minerals etc. and what was the proper balanced diet for every age group. Prof. Dr. Newman Fernandes, Pro V.C. (Academics), Dean, Faculty of Humanities, Social Sciences & Education, in his address to the gathering, said it was high time that we all seriously took charge of our bodies by proper exercise, timely intake of food and relaxed mental framework.

The workshop concluded on 7th September, 2012. The guest speaker for the day was Shri Gyanmata Dr. Radha Satyam, founder of Kriyayoga Research Institute, Jhunsi, Allahabad, a professionally qualified doctor who has worked for two years as a gynecologist in the Kamla Nehru Memorial Hospital, Allahabad. She said that the solutions of all our problems and diseases lie within us. We must know ourselves, that we are a part of the divine being. We must meditate with a relaxed mind every day. The second technical session was taken by HOD, Prof. (Dr.) Sr. Marion Mathew C.J. who showed a unique power point presentation on the ten hand mudras. A selected group of students, presented a demonstration while the slides were being explained by her. She said that health is quite literally, in our hands. She said that all can benefit immensely by practicing meditation and the ten mudras beginning with Gyan Mudra and the last being the Mudra of the Heart. The programme was attended by a gathering consisting of faculty members and students of SHIATS and other Institutes from Allahabad and outside. Everyone realized that our health. Physical, Mental and spiritual must be taken care of seriously. The program came to end on a very positive note.
PROCEEDINGS OF THE WORKSHOPS AT A GLANCE
1. **Understanding emotion and vulnerability**: The world ahead will become more and more people-centered with an emphasis on human rights and dignity. Messages based on sincerity and genuineness of feeling, using meaningful thoughts and vivid examples, will create the most powerful impact in communication. Intimacy, well thought out and used with care, allows a side-by-side, peer dialogue.

2. **Communication by example**: Walking the talk is motivation in its purest form. 21st Century communication will become easier in some respects—just look at e-mail, fax and the information highway—and harder in the sense that the constant change characterizing the new era will force us to think and communicate at an accelerated level. Even positive change can be disruptive and can break down communication lines.

3. **Any input needs a response**: With all the "quickie communication" available to us, which will only increase in the century ahead, an emphasis on response is critical. Follow-up to a phone call, request, suggestion or completion of assigned work assures that someone is listening. Find other's "buttons" and encourage them to dialogue.

4. **Help others see the total picture**: Communication today and into the next century will need to address the continuing demand of workers to know what the total organizational picture is, what is happening to others in the organization and how they are impacted.

5. **Acquire and develop knowledge**: It is difficult to be true without acknowledging that the base of all communication is knowledge. As we move to the next century, knowledge will be accelerated. The steps we take now to explore our world—understanding how others think and feel, knowing what is happening around us in all areas of knowledge—will determine the clarity and quality with which we communicate.
Learning Effectiveness

Learning effectiveness must include consideration of social, cognitive and teaching presence. While the focus in this section is on cognitive presence and implications for learning effectiveness, it should be realized that it is theoretically and practically impossible to separate this discussion from teaching and social presence.

To understand learning effectiveness for learning is to first appreciate what is unique about this medium. To reiterate, it is not the reflective and connectivity (i.e., collaborative) properties of learning taken separately. It is how we integrate and use the capabilities of learning in a synergetic manner that makes it unique.

Effective Practices

The discussion here is shaped by an appreciation for the properties of learning as well as creating and facilitating cognitive presence for higher-order learning outcomes. Cognitive presence for purposes of higher-order learning is associated with effectively facilitating and developing reflective thinking, self-directed learning and meta-cognitive awareness. In other words, recognizing and utilizing the unique capability of asynchronous learning networks to provide reflective and collaborative learning opportunities is the first step in enhancing learning effectiveness.

Reflection

The first point to be made is that effective learning must utilize the strengths of written communication. To use written communication effectively, learners must be given the opportunity to revise and refine their comments and ideas. The permanent nature of written communication in an online context provides for a systematic approach to constructing meaning, particularly in difficult and ill-defined content areas. However, the use of asynchronous learning requires planning, structure, and the facilitation of the discourse toward a clear goal.

From a content perspective, the key is not to inundate students with information. The first responsibility of the teacher or content expert is to identify the central idea and have students reflect upon and share their conception. Assessment must also be designed to measure depth of understanding if that is the intended learning outcome. Modeling reflective inquiry and increasing metacognitive awareness can be greatly assisted by explicitly sharing a model of the thinking and learning process such as practical inquiry.

Collaboration

Reflective activities can only be artificially separated from the collaborative process of learning. Collaborative asynchronous learning can also be sustained in a unique manner. At the heart is that this collaboration is sustained over a longer period of time. This dialogic writing process is not so spontaneous and fleeting as verbal communication. These characteristics, however, provide new possibilities as well as challenges.
ROLE OF ICT IN INDIAN EDUCATIONAL SECTOR

It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stage so as to enable students develop their requisite skills. The education ICT policy should identify specific ways in which the application of ICT will enhance the educational capacity and the capability of higher education institutions information will go a long way in disseminating education.

Dr. Syed Hasan Qasim
Assistant Professor

Information technology aims to improve students’ performance by the intelligent application of technology and hopes this will increase the effectiveness and efficiency of teaching and learning process. There is now an irreversible trend among countries in Asia and the Pacific to transform their teaching force and educational staff into technology literate and skilled workers. In almost all countries in the region, including emerging countries, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICTs) in education with varying degree and scope (UNESCO, 2003). It was observed that an increasing number of countries are now undertaking training to develop skills in the use of ICT in teaching and other school activities, including classroom management, to ensure the teachers bring their skills to actual classroom teaching. Importance of education in almost all walks of life has increased with the support of information and communication technologies (ICT). During the past 20 years, the use of ICT has fundamentally changed the working of education. In the current environment-conscious world, the importance of education and acceptability of ICT as a social necessity has been increasing. Social acceptability of information and communication tools is necessary to improve the mobility in the society and increase the pitch for equity and social justice. Education as a qualitative development is not confined within the classroom structure. The modern tools of ICT such as eLearning and online practice of learning and getting information are much sought after by the students as well as by the institutions.

The government is spending a lot of money on ICT. In the higher education sector, the National Mission on Education is emphasising on the role of ICT in increasing the enrolment ratio in higher education. School education in India has a problem of high dropout rate and we need to work on how to decrease this rate. Similarly, in the field of higher education, we need to increase the number of students. Therefore, if we make our learning more engaging with the use of ICT, it can completely change how our education system works. Also, we should examine the challenges of cost-factor and availability of trained teachers in the process of dissemination of education with the help of ICT. in the use of ICT resources across prove that students exhibit substantial improvement in learning. India is developing as a knowledge economy and it cannot function without the support of ICT. The gap between demand and supply of higher education has necessitated the governments and institutions to formulate the policies for the better use of ICT. And, in order to bridge the gap, it is necessary to evolve the cooperation between the public and private sectors.
A Milestone in My Life

Sharing my experience of qualifying the June 2012 UGC NET examination gives me immense pleasure. I thank Almighty without His help my endeavour would not have materialized into success. I believe that well planned strategies coupled with efforts exerted in that direction ensure that one's strivings do not go in vain. Preparation while pursuing Masters is less burdensome because of commonality of more than 50% of the syllabus. Perseverance during that period has its own blessings in that one also fetches very good marks in Masters. Instead of studying from guides or other people's notes, we should rely on textbooks which besides providing theoretical clarity and factual information also enrich our mental faculty for doing holistic analysis of even novel and ingenious problems.

I thank my parents who have always encouraged me for doing my best without being demanding. Last but not the least I would thank my teachers whose confidence in my abilities have always been a motivating factor in my life. This is a milestone in my journey towards a promising career. I wish all to know and realize that our future lies in our endeavour and sincerity. There are no shortcuts.

Gazal Ahmad
B.Ed
A SPECIAL DAY

Teachers Day, for us is always a special event, as ours is a teacher training department. The function began with an opening prayer by Dr. Nathaniel Stephen and the devotional song by the M.Ed. choir. The comperers of the programme were Darwin Rolston (M.Ed.) and Zebish Farheen (B.Ed.). The guest speaker was Reverend Emmanuel Pike, Asst. Prof. Gospel and Plough School of Theology. He said that we should learn from God, our greatest teacher and try to follow his ideals to become dedicated and sincere teachers of the future. Prof.(Dr.)Newman Fernandez, Pro V.C.(Academics) and Dean (Humanities, Social Sciences and Education), in his address, said that on this great occasion, we should learn to be happy teachers and love our vocation from the core of our hearts. He also said that our parents are the ones whom we should wish first, as they are our first teachers.

Our H.O.D, Prof. Dr. Sister Marion Mathew, congratulated the students and staff. She said that God, our creator is the greatest teacher of the universe. We must humbly follow his words. She also spoke about Mother Teresa, a noble teacher who sacrificed her entire life for the welfare of humanity. The day ended on a happy note, with everyone wishing each other ‘Happy Teachers Day’.
AN EXPERIENCE TO REMEMBER

The vast difference between theory and practice became amply clear, when we went for our practice teaching to YMCA School. Simulated teaching we had practiced in the department, but being face to face with bubbly, chirpy, inquisitive, seeing and knowing all, young minds, was another story in itself. Pop would come questions, we sometimes least expected. If any of us was nervous in the beginning, their smiles both acknowledged our confusion and encouraged us to continue to bat with confidence!

It was a memorable experience, we will cherish forever in our lives. Our faculty advisor along with our M.Ed seniors patiently helped to make our teaching an enjoyable challenge. It was great fun sharing, helping and listening to each other’s woes and accomplishments. Each day was a new experience, bringing our own schooldays to mind. Today we are on the other side of the table as it were and realise what great responsibility teachers shoulder.

Zebish Farheen
Literary Secretary
STUDENT COUNCIL-2012-13

The Investiture Ceremony of elected students’ council was held on 7th November 2012. It began with a devotional song by the B.Ed. Choir followed by lighting of the lamp. The opening prayer was by Rev. S. Richmond. Bro. P.C. Verghese from Chennai in his address to the students explained the difference between person and personality and significance of spiritual feeling in an individual’s life. He also differentiated between the feelings of love and lust. He conveyed the message of regenerating an individual’s personality by getting rid of all sins.

The oath of the student council Office bearers was administered by Prof. (Dr.) Sr. M. Mathew, Head, Dept. of Teacher Education. The badges were presented by the Pro V.C.(Academics)and Dean, Prof. (Dr.) Newman Fernandes, Head of the Department and faculty members. The office bearers were as follows:

- Senior prefect : Ms. Manisha Moiz
- Prefect : Mr. Amit Nelson
- Sport Secretary : Mr. Ajeet Yadav
- Social Secretary : Ms. Abino Vieye
- Literary Secretary : Ms. Zebish Farheen
- Treasurer : Ms. Grace Singh
- M. Ed. Class Representative : Mr. Ashutosh Kr. Srivastava

Prof. (Dr.) Newman Fernandes congratulated the newly elected students and gave valuable advice and blessings to them. Other honoured guests on this occasion Dr. P.J. George and Rev. David Philips. The ceremony ended with a closing prayer by faculty member Mrs. Seema Mallick.
Solo singing and Extempore Competitions

The solo singing and extempore competitions were held on 16th November 2012. These were supervised and organized by the Activity In-Charge faculty members – Dr. Shyamla Masih and Mrs. Niharika Denis. The solo singing competition began with a prayer followed by a beautiful devotional song by the B. Ed. Choir and the lighting of the lamp. The judges were faculty members – Mrs. Seema Mallick, Mrs. Kirti Cutting and Mr. Vivek Stephen. The students participated enthusiastically and rendered beautiful songs. The Head of the Department, Prof. (Dr.) Sr. Marion Mathew C.J. appreciated and congratulated the winners:

- Tapsya Lal - 1st
- Kalpana G - 2nd
- Devesh Yadav - 3rd

The extempore competition began in the second meeting. It was a fun filled session for the students who had to pick up a chit from a box and speak on the topic written in it. They had to speak for 2 minutes on a variety of themes. The faculty members who assessed their performance were:- Dr. (Mrs.) P.P. Singh, Dr. (Mrs.) A. Chintamani and Mrs. Kamini Singhal. The winners were:-

- J. Gracy D.S. - 1st
- Shivendra Kr. Singh - 2nd
- Zebish Farheen - 3rd
The educational status of an individual is highly depicted through the academic achievement. Academic achievement of students has been a great concern to educationist since time immemorial. Now a day, this trend has been intensively felt by the academicians, parents and students (Anzi, 2005). Academic achievement has become a detrimental index in determining a child’s future. Academic achievement is related and affected by effective teaching-learning process. One of the important factors of teaching effectiveness is measured by effective communication strategy. The following strategies enhance higher order thinking skills.

1. **Take the mystery away.**
Teach students about higher order thinking and higher order thinking strategies. Help students understand their own higher order thinking strengths and challenges.

2. **Teach the concept of concepts.**
Explicitly teach the concept of concepts. Concepts in particular content areas should be identified and taught. Teachers should make sure students understand the critical features that define a particular concept and distinguish it from other concepts.

3. **Name key concepts.**
In any subject area, students should be alerted when a key concept is being introduced. Students may need help and practice in highlighting key concepts. Further, students should be guided to identify which type(s) of concept each one is — concrete, abstract, verbal, nonverbal or process.

4. **Categorize concepts.**
Students should be guided to identify important concepts and decide which type of concept each one is (concrete, abstract, verbal, nonverbal, or process).

5. **Tell and show.**
Often students who perform poorly in math have difficulty with nonverbal concepts. When these students have adequate ability to form verbal concepts, particular attention should be given to providing them with verbal explanations of the math problems and procedures.

6. **Move from concrete to abstract and back.**
It can be helpful to move from concrete to abstract and back to concrete. When teaching abstract concepts, the use of concrete materials can reinforce learning for both young and old alike.

7. **Teach steps for learning concepts.**
A multi-step process for teaching and learning concepts may include (a) name the critical (main) features of the concept, (b) name some additional features of the concept, (c) name some false features of the concept, (d) give the best examples or prototypes of the concept (what it is), (e) give some non-examples or non-prototypes (what the concept isn’t), and (f) identify other similar or connected concepts.

8. **Go from basic to sophistication.**
Teachers should be sure that students have mastered basic concepts before proceeding to more sophisticated concepts.

9. **Expand discussions at home.**
Parents may include discussions based on concepts in everyday life at home. The subject matter need not relate directly to what she is studying at school. Ideas from reading or issues in local or national news can provide conceptual material (for example, "Do you think a dress code in school is a good idea?").

10. **Connect concepts.**
Teachers should lead students through the process of connecting one concept to another, and also putting concepts into a hierarchy from small to large.

11. **Teach inferring.**
Students should be explicitly taught at a young age how to infer or make inferences. When students are a little older, a teacher may use bumper stickers or well-known slogans and have the class brainstorm the inferences that can be drawn from them.

12. **Teach Question-Answer Relationships (QARs).**
The Question-Answer Relationships (QARs) technique (Raphael 1986) teaches children to label the type of questions being asked and then to use this information to assist them in formulating the answers. Two major categories of question-answer relationships are taught: (1) whether the answer can be found in the text — "In the Book" questions, or (2) whether the reader must rely on his or her own knowledge — "In My Head" questions.
PHOTO GALLERY

Literacy Rally