

# Orientation on INNOVATIVE PRACTICES in teaching -learning

## Innovative Method of Teaching **Station Teaching**

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# Meaning of Station teaching

- The Station teaching is a method of instruction in which small groups of students move through a series of **learning centers, or stations**, allowing teachers with limited resources to differentiate instruction by incorporating students' **needs, interests, and learning styles**.

Contd..

- **The Station teaching Approach supports teaching abstract concepts as well as concepts that need a great deal of repetition.**
- **Stations can cover a single topic or several independent**
- **Stations can last one class period or several.**

# Designing stations and setting up the classroom

- **Three to four stations are optimum for most activities. More stations can be designed when introducing or reviewing multiple concepts or if class sizes are large.**
- **Stations should be independent of other stations and can be completed in random order.**
- **When working with large classes, or when using a small number of stations, consider setting up multiples of the same activities and divide your class into two or more rotating groups.**

## Contd.. Designing stations

- **Student groups should consist of not more than **five to six members**. Larger groups have a tendency to become loud and disruptive to other stations.**
- **Design stations so that only one requires the teacher's continued presence.**
- **The remaining stations should be self-explanatory or require only limited instructions, which can be posted at each station.**

## Contd.. Designing stations

- **Strive for activities that last approximately the same amount of time.**
- **Choose your main activity and modify the remaining activities to take about the same amount of time to complete.**
- **The amount of time for each station can vary anywhere from 10 minutes to an entire class period.**

## Contd.. Designing stations

- **if the content requires several class periods to complete. Designing stations in this way allows for smoother transitions, reducing student frustration at either leaving work incomplete or having to wait idle for other stations to complete their work.**
- **Design stations so that they vary based on students' different learning styles, interests, and/or levels of readiness.**

## Contd.. Designing stations

- **Each station should require students to look at the concept in a different way. This can be accomplished by thinking of each station as a specific learning style.**
- **One station would be your hands-on or kinesthetic station. Here students would complete labs or build models.**
- **Another could be the visual station, where students would quietly read, complete computer research, or explore concepts visually.**
- **Another station could be an auditory station, where students could have discussions or listen to information on tape.**



Contd..

- **When setting up the classroom, make use of all available resources—**
  - books,**
  - computers,**
  - lab equipments**
  - visuals- charts, pictures etc**

**With the Station Approach, even a single computer can become a viable station.**

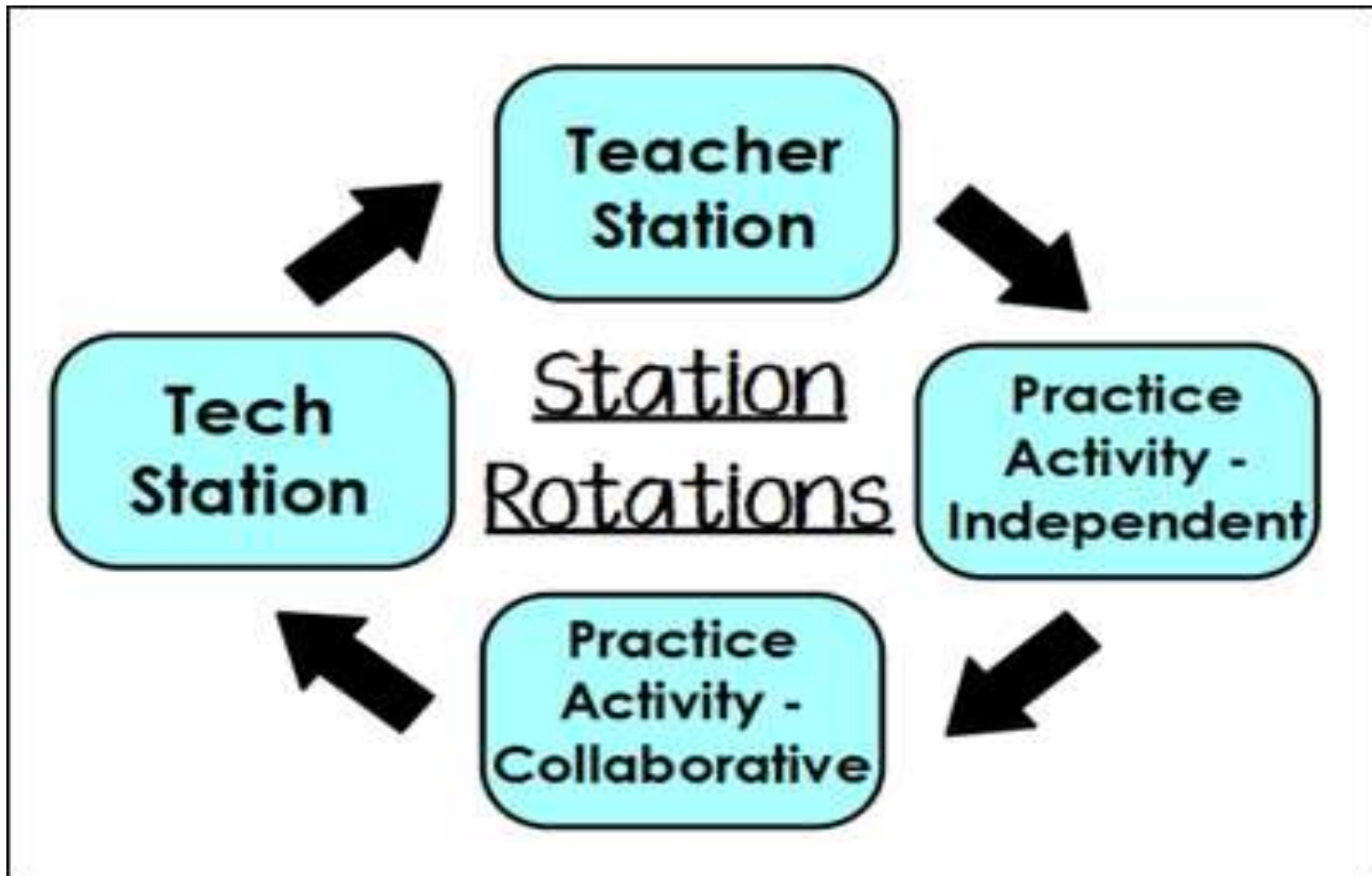
# TYPES OF STATIONS

- 1. Teacher Assisted Station-** teacher is available to work with students at this station.
- 2. Independent Station-** students will work independently at this station.
- 3. Techno assist station** – students participate and learn by using provided technological assistance
- 4. Group/partner practice station-** Members of the group interact with each other and learns by coordinating mutually

# How do I organize the stations?

- Generally, a four-station rotation was in use
- Time spent at each station may vary depending on how much time is allotted for the lesson , but each rotation generally lasts for 6-10 minutes.

# How to organize the stations?



# Arrangements for Station teaching



# Possible stations for science teaching

- **Lab area**—A table or tables where students perform hands-on activities.
- **Quiet work area**—Set aside a place in the room (such as a corner) with chairs or a rug. Students sit and quietly complete higher-level thinking questions, peer edit, read supplemental materials, and practice math and process skills. A quiet work area can include televisions or tape players with earphones or books on CD.
- **Techno area-Computer**—Students conduct research, design presentations, complete web quests on websites,

# Contd..Possible stations for science teaching

- **Teacher-directed area—Small-group** remediation, acceleration, or a place where students discuss assignments and projects with their teacher. This can take place at the teacher's desk, or by grouping several student desks together in an easily accessible area of the room.
- **Production area—A** section of a lab counter or a table with markers and poster board for easy use by students.
  - If you have AV equipment available, section off a corner of your room and place a video camera, VCR, television, and a computer there.
  - Students can record weather reports or perform skits and present them to the class. Solicit volunteers or teacher assistance to help students videotape and/or edit their presentations.

## **PLANNING AND TEACHING ROLES**

- **Both teachers are responsible for sharing ideas and engaging in the planning process!**
- **Both teachers are responsible for a station unless it is decided otherwise!**
- **Some teacher's may be asked to rotate with a group that needs extra assistance.**



## **What behavioural expectations should be established before beginning stations?**

**Before beginning stations, you MUST establish behaviour expectations. Otherwise, the students have a 95% chance of turning distraction within three minutes. Here are the station expectations**

- Students will have not more than six students to a station at any time. If there is already a group at that station, then they must go to another station.**
- Students do not have to go in order. They may skip around to any station as long as they write their answers in the correct location on their own papers.**

# Contd...

- **As long as students are on task and working, students may pick the student(s) they want to work with. Students may also work individually.**
- **Students will receive only one warning for off task behaviour. If they are off task a second time, they will have to complete the assignment individually in their seat using a worksheet form of the stations.**
- **When students finish the stations they need to check all of their answers and return to their seats.**

# Advantages

## For Teachers

- Both educators are involved equally through the teaching experience.
- Each role is clearly defined.
- Lesson planning and teaching responsibility is shared.
- Ability to “fit in” extra lessons each day.
- Ability to work with those students who need extra help more efficiently.

## For Students

- Collaborate with fellow students to work on a project.
- Engage in multiple activities during a period of time.
- Learn organizational skills
- Gain small group instruction time with teacher(s).
- Typically enjoy station time!

# Disadvantages

- **For Teachers**

- **Noise level**
- **Un-organization of classroom**
- **Fear students will become Unmanageable**

- **For Students**

- **Confusion**
- **Inability to stay on task during independent station**

# IN YOUR LESSON, ADDRESS THE FOLLOWING:

- What subject area and grade?
- What role will each teacher play?
- How many stations will be within this time frame?
- How many children will be in a group?
- How will group of children move from station to Station?
- Be sure to address each topic discussed in the previous slides!!



Thank  
you