



MULTI LEVEL TEACHING METHOD

UVA PROVINCE DEPARTMENT OF EDUCATION
UNICEF PROJECT



**WHAT IS THE MULTI LEVEL
TEACHING METHOD ?**



KWL FORMAT

K What I K now	W What I W ant To Know	L What I L earnt

MLT methodology is...

Students in a classroom,
Intellectually,
Belongs to several different levels.
Teaching to suit for all those intellectual levels is
MLT methodology.



Students studying in a classroom can be differ

Physically

mentally

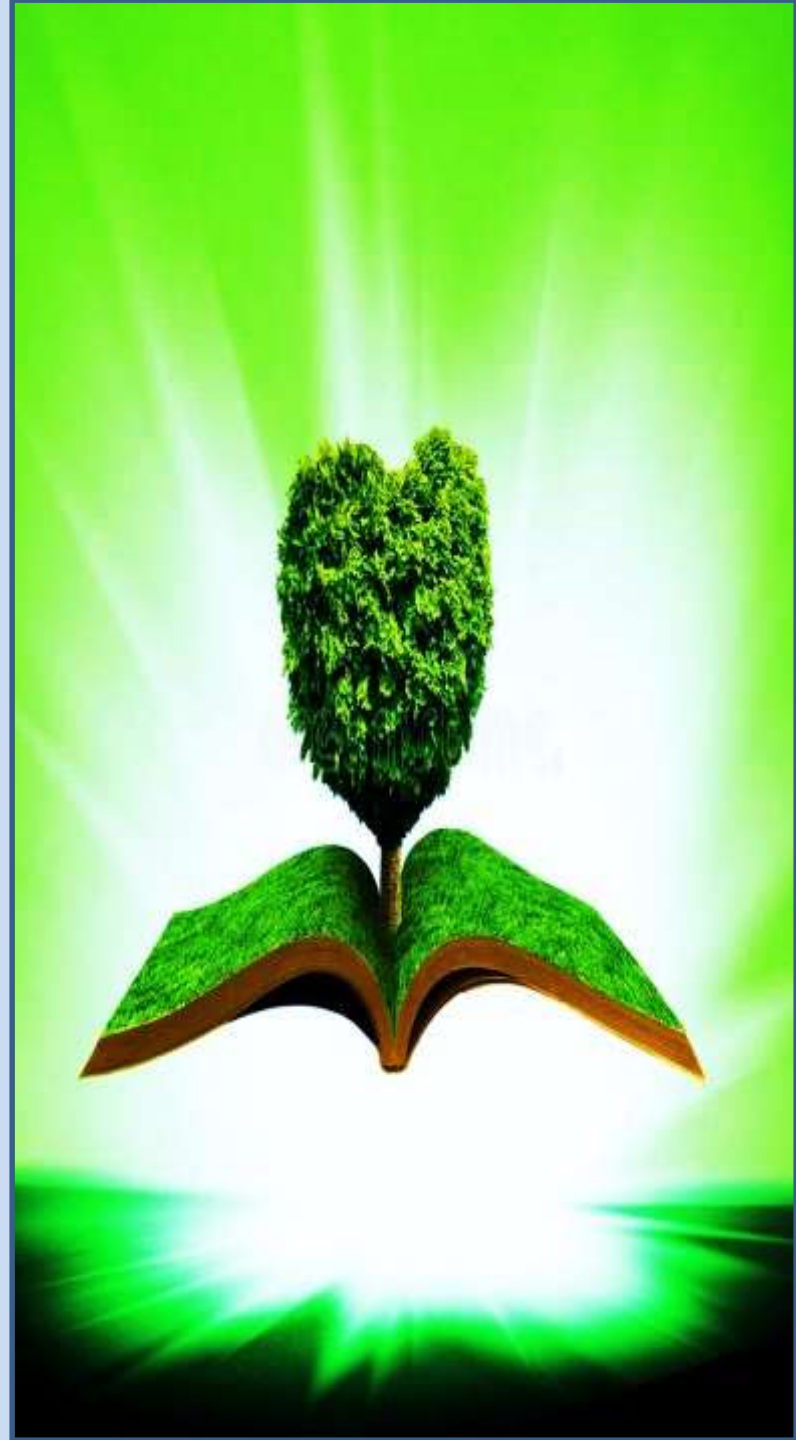
Emotionally,

They are of different social status, and according to that diversity, the teacher must plan effectively with instructive guidance by organizing the learning teaching process under MLT method .

Importance of MLT Methodology

- All students achieve learning outcomes and actively participate in the learning and teaching process.
- Allowing for intra- and cross-curricular integration as teachers are motivated to study the whole of syllabus themes and lessons.
- Facilitating the organized implementation of all phases of planning, implementation, assessment and follow-up in the learning and teaching process.
- Instructing teachers to respond positively to student diversity.
- Creating joyful learning opportunities.
- Motivating students for self-learning.
- Development of student personality and development of social skills.
- Developing teacher skills to prepare activities and learning tools related to learning outcomes.
- Ease of class management.
- Reduction of giving extra work to the students as a burden.
- The teacher gets experimental opportunities.
- Strengthening the relationship between teachers, students and parents.

PRINCIPLES OF MULTI LEVEL TEACHING METHOD



PRINCIPLES OF MULTI LEVEL TEACHING METHOD

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graph TD; A[PRINCIPLES OF MULTI LEVEL TEACHING METHOD] --> B[1 PRINCIPLES]; A --> C[2 PRINCIPLES]; A --> D[3 PRINCIPLES]; B --- B1[Thorough study of skills and learning outcomes]; C --- C1[Structuring activities related to learning outcomes]; D --- D1[Dynamic group method];
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1 PRINCIPLES

**Thorough
study of
skills and
learning
outcomes**

2 PRINCIPLES

**Structuring
activities
related to
learning
outcomes**

3 PRINCIPLES

**Dynamic
group
method**

1

PRINCIPLES

Thorough study of skills and learning outcomes

If the competencies and learning outcomes introduced in relation to the objectives of the syllabus are complex, they should be broken down into meaningful simple learning outcomes.

Advantages of meaningful simplification of learning outcomes

- **the teaching and learning process will become easy for the teacher.**
- **Easy for students to grasp.**
- **To enable every child to understand.**
- **Each and every students will be able to understand .**
- **Easy to identify the strengths and weaknesses of students.**
- **No omission of facts.**
- **Students are free from pressure or stress.**

2 PRINCIPLES

Structuring activities related to learning outcomes

In order to reach the learning outcomes, the related activities are planned under 05 parts.

- 1. INTRODUCTORY ACTIVITIES**
- 2. PRACTICE ACTIVITIES**
- 3. ASSESSMENT ACTIVITIES**
- 4. REMEDIAL ACTIVITIES**
- 5. ENRICHMENT ACTIVITIES**

These activities should be designed to range from simple to complex, appropriate learning resources and equipment also should be taken into consideration.

1. INTRODUCTORY ACTIVITIES

The learning outcomes are introduced to the students here.

- The introduction of the lesson should be done by the teacher.
- Introductory activities should be engaging, meaningful and nurturing in approach.
- At least three activities related to learning outcomes should be presented.
- The teacher should be able to get the attention of every student.

(Maximum time is minutes20)

2.PRACTICE ACTIVITIES

- **Students are given the opportunity to gain experience related to the learning outcomes introduced by the teacher.**
- **There should be at least three activities for usage activities.**
- **These activities can be done individually, in pairs or in groups for students.**
- **Activities should be planned to suit each student.**
- **Students should be given the opportunity to gain experience by engaging in these practical activities for a longer period of time to confirm the relevant learning outcomes.**



In use activities,

By students,

- 1. There must be a construction, creation or production.**
- 2. A sorting, selection, comparison, completion, exploration, research or analysis must take place.**

3. ASSESSMENT ACTIVITIES

- Activities designed to measure the achievement of desired learning outcomes at the end of a number of practical activities.
- Activities performed by students as part of the learning process itself
- These activities do not need to be conducted in the form of a formal test.
- Each student's performance of these activities should be evaluated individually.
- Due to this, the assessment reports provided by the teacher are very accurate and the students are also aware of whether they have reached the desired level.
- Activities used for assessment should be relevant to the learning outcomes introduced.

In planning assessment activities

- ❖ Fill in the blanks
- ❖ Classification
- ❖ Selection
- ❖ Matching
- ❖ Puzzle fills

- ❖ Outputs/Production
- ❖ Assignments
- ❖ Presentations
- ❖ role playing
- ❖ Concept maps
- ❖ discussions

❖ Common assessment should be given to the students and the students should be guided and assessed at the same time.

4.REMEDIAL ACTIVITIES

- ❖ Remedial activities are activities to be prepared by the teacher for students who have not reached the desired learning outcomes through assessment activities.
- ❖ Here the reasons for not reaching the learning outcomes should be revealed.
- ❖ Identifying the needs of students who have not successfully reached the learning outcome, reaching the learning outcome should be done through more simple therapeutic activities.
- ❖ At the end of these activities, the same students should be re-assessed using the same first assessment tool.

5. ENRICHMENT ACTIVITIES

- ❖ **Students who have reached the desired learning outcome should be provided with follow-up remedial activities to master that learning outcome.**
- ❖ **These activities should be carried out mostly as a group or individually.**
- ❖ **These activities encourage self-learning.**
- ❖ **Leads to challenging thinking.**
- ❖ **Creates opportunities for students' creativity.**

3 PRINCIPLES

DYNAMIC GROUP

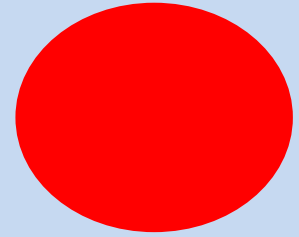
Under this method, there is no permanent group or individual learning in the classroom as in the regular classroom. The student should be in the appropriate group depending on the situation in relation to a particular learning outcome. There were 04 such groups.

❖ According to the performance levels identified in the common assessment, they can be divided into four groups as follows.

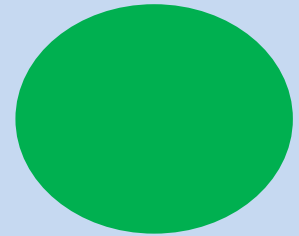
- **INDEPENDENT LEARNING GROUP**
- **PEER SUPPORTED GROUP**
- **PARTLY TEACHER SUPPORTED**
- **TEACHER SUPPORTED**

- ❖ **Grouping of students is not necessary if all students are present at the relevant learning outcomes.**
- ❖ **There may be two or three groups above.**
- ❖ **After grouping the students, the teacher should give appropriate activities to each group. Use the learning ladder here.**
- ❖ **Activity files corresponding to the above groups should be prepared separately.**
- ❖ **For this, colors/symbols can be used as follows. These color symbols should also be used in the learning ladder.**
- ❖ **A child's name or symbol can be used to identify the child in the learning ladder.**
- ❖ **Each step on the learning ladder should be appreciated.**

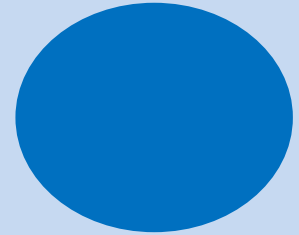
4.INDEPENDENT LEARNING GROUP



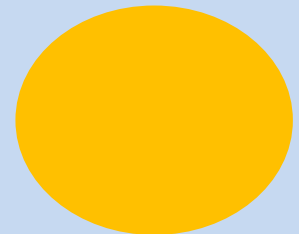
3.PEER SUPPORTED GROUP



2.PARTLY TEACHER SUPPORTED



1.TEACHER SUPPORTED





(TEACHER SUPPORTED)



(PARTLY TEACHER SUPPORTED)



(PEER SUPPORTED GROUP)

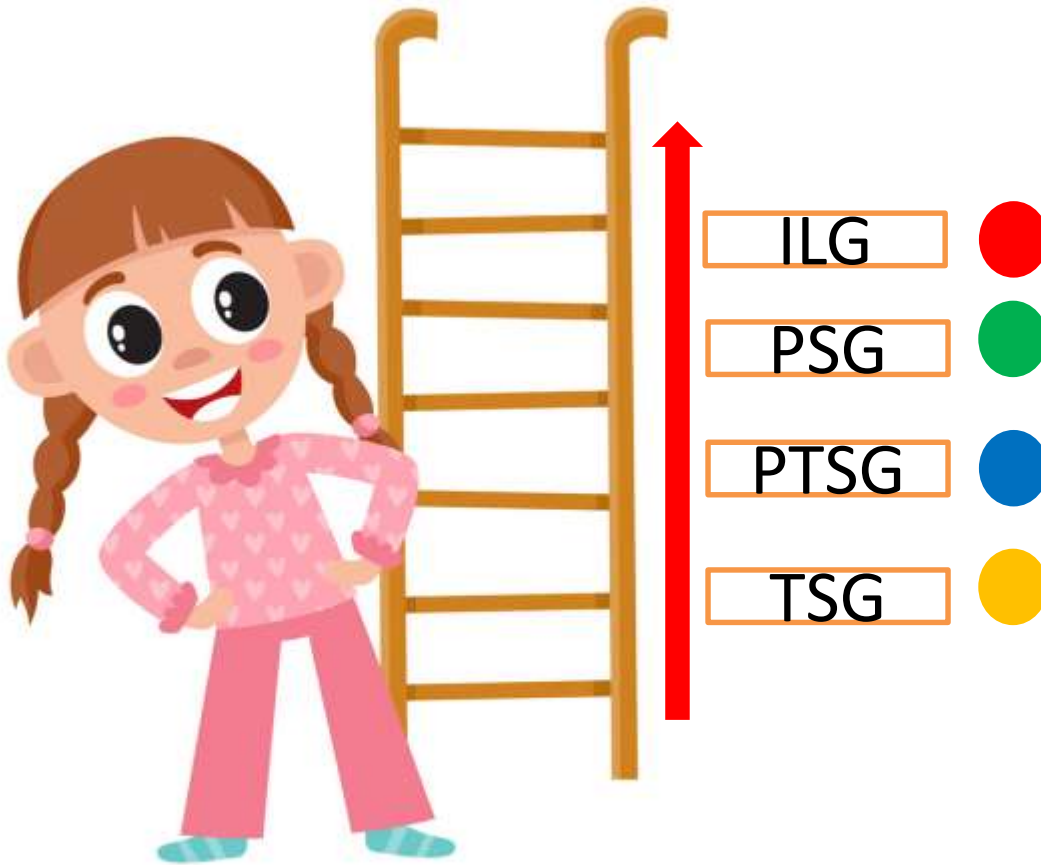


(INDEPENDENT LEARNING GROUP)



- **Provide follow-up nurturing activities for students who have reached desired learning outcomes.**
- **If desired learning outcomes are not reached - provide counter-activity for attendance.**
- **The teacher should also focus on other groups, spending more time with the group that needs the most support.**
- **After successful completion of all the activities related to the child's group, the teacher should proceed to the next higher group.**
- **If a student who exhibits learning difficulties is involved in another group, he should be supported by a place where he will not be forced out.**

Use of learning ladders



Benefits of the Learning Ladder

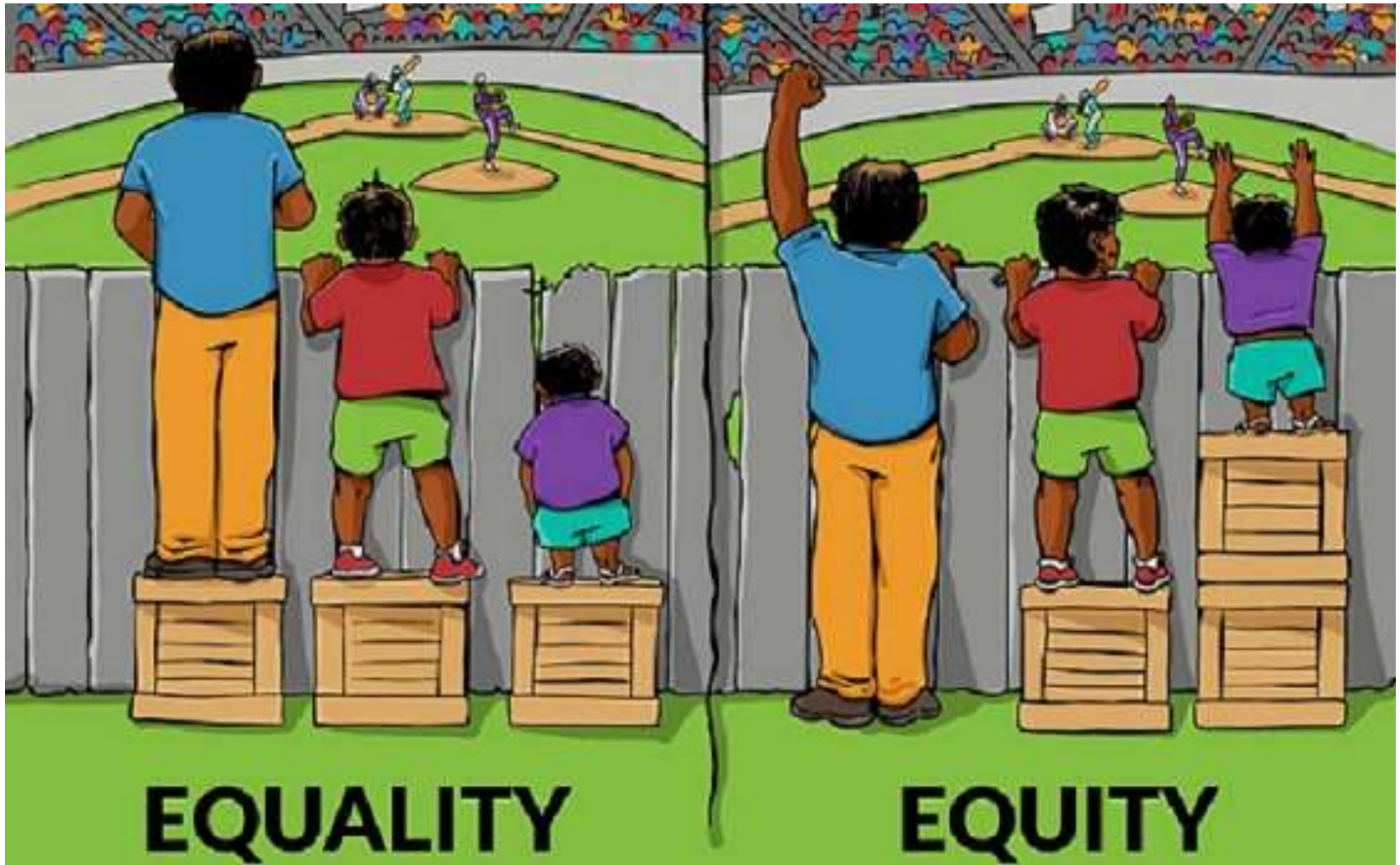
- This is a case where the provenance evaluation method works well.
- With a deep understanding of the child's mental behavior, teaching activities can be planned.
- The objective of the lesson, the learning outcomes can be seen in the parts of the ladder.
- A group of active students is born.
- An opportunity to assess each child, strong preparation,
- Gaps between students can be identified and learning opportunities can be developed according to the needs of each child.

Benefits of the Learning Ladder

- Information about each student is available at the time of learning.
- What is the number of students based on the information from the learning ladder? It is easy to identify what are the deficiencies, what are the gaps and what needs to be done.
- The child gets the opportunity to solve the problem in front of the teacher.
- An active learning environment is created.
- Friendly learning environment, good self-concept (Yes I can)
- The child is not isolated from his society.
- Any child will take on small challenges.
- Able to evaluate and accept challenges.
- ✓ and • get more effective assessment.

Activities according to dynamic groups

groups	Activities
The group most in need of teacher support	Therapeutic activities, introductory activities, practice activities
The group that needs some teacher support	Therapeutic activities, introductory activities, practice activities
Peer-to-peer group	Use activities, counter activities
Self-study group	Confirmation activities, forward feedback activities



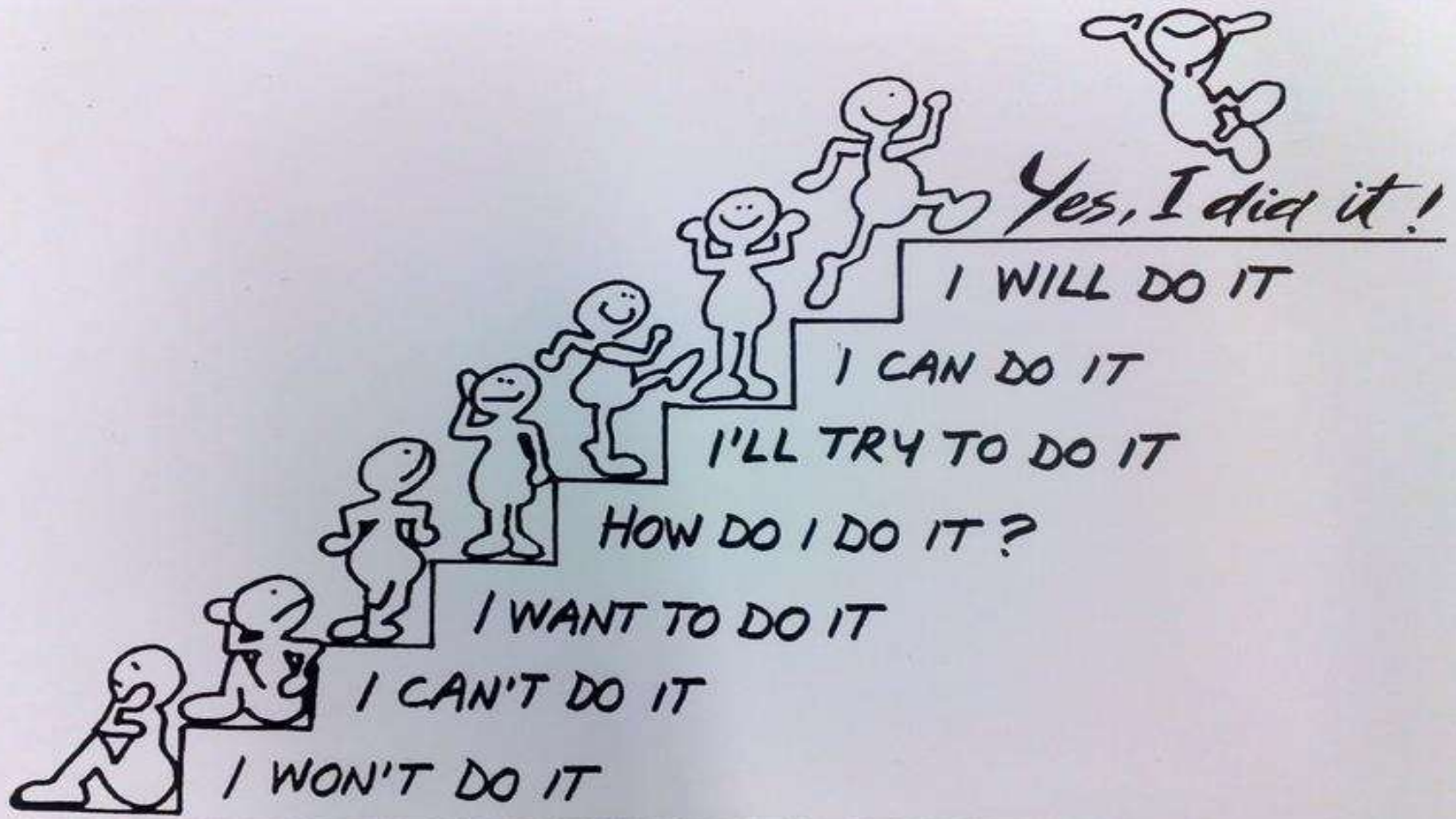
sanjeewa hasanthaka mayadunne,
hanguranketha

In designing classrooms

- ❖ **Introductory Activities:-** Prepare a box containing activities using a color scheme or symbol scheme such as use, assessment, treatment and follow-up.
- ❖ Choose a suitable place to place the learning ladder.
- ❖ Set up 4 file folders to hold activities for dynamic groups.



❖ Since students are given the opportunity to engage in these activities at their own pace rather than the pace of the teacher, there are students with different learning outcomes and different learning activities within the same class. Hence, students acquire the relevant learning outcomes at their own pace.



WHICH STEP HAVE YOU REACHED TODAY?

THANK YOU....

