LEARNING

- Learning is a permanent earned behaviour of the interaction between the individual and environment.
- Learning is achieved with regular and planned interaction.
- The goal of education is to raise individuals who will provide assistance to development of society.

The behaviours such as should get acquired.

The behaviours which we want students to acquire are examined under 3 topics.

1- Mental Acquisitions

Instructed concepts and information about definitions of the game are mental acquisitions. Everything instructed at knowledge basis are mental acquisitions. For Example: To know the situation of Pat is a mental acquisition.

2- Sensorial Acquisitions

All the behaviours gained by students such as sharing, tolerance and being respectful to others are examples of sensorial acquisitions. It’s not possible to gain sensorial acquisitions without building enough knowledge level first. Because it's not possible to feel any love, hate or fear against some events and/or objects we don’t know. The importance of sensorial acquisitions can change according to the quality and status of the lesson. In social knowledge class it's essential to give sensorial acquisitions such as loving country, family and friends, being respectful to elders and obeying laws. We must give support to their emotional development along with mental acquisitions in chess classes. Because the goal of education is to raise a good individual, for that cause, it’s not enough to equip students with only knowledge. We have to give effort to their emotional progress as well. Lots of emotional behaviours such as sharing, tolerance, being respectful to others, love for country and teachers, being sensitive for the nature etc. must be taught while giving chess lessons. However the primary subject we should dwell upon in chess classes is courtesy.
3- Physical Acquisitions

Physical acquisitions are learning of the use of body such as learning how to make a move on chessboard. For example to teach how to play violin you have to teach the correct positions of hands. In some classes it is more important to learn physical acquisitions than the other acquisitions. In physical training lesson it is much more important to turn a somersault with talent than knowing how to do it theoretical. There are some physical acquisitions for us to teach students while teaching chess lessons. Examples:

- To obtain the castling done according to its rules.
- To teach the use of chess clock according to its rules and courtesy.
- To teach proper behaviours while getting opponent's chessman and while advancing pawn.

Learning happens by means of sense organs. For this reason we have to use as much sense organs as possible. This way learning will be more effective, productive, successful and permanent. The effect of 5 sense's in learning is determined as sense of sight %83, sense of smell %3.5, sense of hear %11, sense of touch %1.5 and sense of taste %1.

Principles of Learning

There are some principles to make the learning easy and permanent.

1- To obtain student's active participation to education process.
2- The goals must be realistic. It will effect positively to student's learning process to claim these goals.
3- The student will be successful as long as he/she sees improvement in his/her education process.
4- The most effective method against failure is to organize activities which will bring success in a row, one after another.
5- To encourage and motivate the student increases the learning activity.
6- Learning must be planned and executed as a whole.
7- Learning must be adjusted to student's learning speed.
8- Repetition is very important at practicing and memorizing.
9- Repeating periodically in different ways increases permanent learning.

TEACHING

- All activities which give learning are called teaching.
- The process of giving proper behaviours to students is called teaching.
- Teaching is the way to improve one's knowledge, success, manners and ability of evaluate.
- Teaching is one of the most respectful jobs on earth.
- Teaching is harder than learning.
TEACHING METHODS

- There are so many methods of teaching to give proper behaviours to students.
- It's not true to say one method is better than the other
- There are good and weak aspects in every method.
- For this reason, teaching must be executed with different methods rather than one.

Main methods of teaching which we can use in chess lessons:

- Teaching with presentation.
- Teaching with discovery (exploring).
- Teaching with demonstration-execution.
- Teaching with questions-answers.
- Mixed methods.

Determining the method of teaching:

The factors determining which method will be used to teach particular behaviour:

1- Depends on the subject.
   For example: Presentation method is more convenient while teaching the benefits of chess but while teaching queen's checkmate, discovery method might be more effective.

2- Depends on the age of student.
   You can’t describe a subject the same way to an 8 years old kid and a 20 years old young boy.
   For Example: you can teach how to move knight to an adult with just plain telling method but demonstration-execution method is more effective for kids.

3- Depends on the teacher.
   There might be some methods a teacher is expertise or confidence.
   Teacher can prefer one of these methods.
   For Example: Some teachers are very successful at dramatizing method. They can teach almost any subject with it.

4- Depends on the number of students.
   Using presentation method much more than others in a crowded class is inevitable.
   With fewer students, questions and answers method and discussing method are used much more.

Methods

1- Teaching with presentation method.

Presentation method is the way of teaching concepts and generalizations with interpreting and explaining.
This method is the process of teaching carefully well prepared materials and ready to get knowledge for students.
Real important factor of this teaching method is Teacher. Which means teacher is the centre of activity.
Firstly teacher tells the concepts and generalizations to the class then supports them with examples. More examples are given until students learn the subject well.

For Example:
Wanting a chessman or threading king are concepts. Teacher can use presentation method while teaching these subjects, then gives examples about them. The teacher who uses this method can benefit from other methods too. Such As:
a teacher who teaches the promotion of pawn, first explains this concept, then he/she gives examples about it. After that he can use demonstration-execution method to make the lesson more effective.
Presentation method is the most common way of teaching. Especially while teaching concepts. Negative side of this method is that it makes student passive, just a listener without participating. To avoid this unwanted situation teacher can use other methods along with presentation.

**Phases of Presentation Method:**
There are three main phases in teaching with presentation method.
1- First phase is planning. It must be determined that what will students understand from the concept and what will they able to do after learning it. Which behaviours the student will acquire after the lesson?
So the target actions are determined.
example:
Let’s take checking subject at hand.
- Checking concept will be taught to students.
- Student will be able to show if there is checking situation on chessboard.
- Besides student will be able to show any possible checking moves on chessboard if there are any depending on the situation.

2- Second phase is execution.
In this phase, the concepts related to the subject are told. Teacher gives examples about them. Examples must be in line from easy to hard and basic to complicate. Teacher must know how to use other methods and benefit from them while explaining the examples.

For example:
- Checking concept is told by teacher. The importance of it is given.
- Teacher showed examples about checking on the board.
- Teacher gave new examples. Ask questions about these examples. (Can knight check? which more bishop has to make to check properly?) Question and answer and discussion methods are used to solve these examples.
3- Third phase is evaluation.
This phase is for exercise to improve the effect of the subject.
Question-answer and discussion method must be used to solve these exercises.

The topics, to be careful about while teaching with presentation method:

Subjects which are going to be taught must have a sensible row.
Example: first checking must be told before checking with opening.
Teacher shouldn't talk too much. If teacher talks much then students stop thinking.
What is going to be taught must be explained before starting lesson. Then why is it going to be taught.
A student who knows what and why he/she is going to learn attends the lesson easily. At the same time his/her learning will be easy to remember. It is a teacher centred method so other methods must be used with to make the students participate.
Students must be encouraged to ask questions.

Methods

2- Teaching with discovery (exploring) method.
It is the way of teaching by exploring more with the support of already given knowledge.
This method is student centred.
Teacher just takes the role of guiding.
Teacher prepares the background for new knowledge.
But it is student's job to acquire them.
Student must know the basic concepts about the subject before for discovery method to be effective.
For example:
Rook checkmate is suitable for discovery method but student must know these concepts before.
Such as the move of rook, the move of king, checking, checkmate situations and positions.

Students must show acquisitions got in this method in other areas.
Which means students should be able to make generalizations with these acquisitions.
For Example:
A kid who learns checkmating with white rook must know how to do it with the black rook too in different conditions and situations.

Teacher's guidance is important at success.
Students achieve concepts and generalizations by examining the examples in discovery method.
Students must be obtained to make all the necessary steps on the example.
Teacher must ask questions about these steps to students.
For Example:
While teaching rook checkmate, teacher must ask questions like "which move will you do?"
"Why did you do that move?"
in this method, teacher should just guide by giving hints without explaining everything. Teacher mustn’t allow the topic to change into another. Teacher must warn the students by saying “that’s not our topic’ under this kind of distraction.

For Example:
Teaching Queen's checkmate with discovery method.
Students must have some basic knowledge to learn this subject. For this reason queen's checkmate is not one of the primary topics.
The knowledge required to learn queen's checkmate.
   a- how to move queen
   b- how to move king
   c- checking
   d- checkmate
   e- To know that queen's checkmate can happen at the edge of chessboard.

It is only possible to teach queen's checkmate with discovery method after knowing all these basic concepts.
Teacher prepares the chessboard with the situation and asks the students how to move to checkmate opponent with queen.
Students try to checkmate according to their knowledge.
Teacher asks which move should be done and why, after waiting a couple of minutes. Teacher can give hints about what to do.
Then teacher makes the necessary moves by explaining them to make the learning more effective.

Teacher gives exercises about topics and asks the students to solve them.
Teacher guides students while solving exercises. Teacher guides them with questions related to topic.
One of the better sides of this method is that it improves the social abilities of students. It teaches the students to ask questions and to express themselves. Student's self confidence will improve when he/she sees his/her success on the topic.

Methods

3- Teaching with demonstration-execution method.

None of the methods are good enough to teach all lessons. It’s not possible to satisfy student's learning needs with only one teaching method.
Demonstration-execution method is an effective method to give acquisitions about application and movement.
Best way to give a skill is making the students do exercises about it.
Teaching with execution is easier than telling.
For Example:
The best way to teach how to move a knight is to execute it on chessboard.
The easiest way to teach king's side move is demonstration-execution method.

Teacher makes the best way of action in this method. Teacher makes the necessary explanations while executing. Then he/she wants the students to repeat the same exercise.
If some students are making wrong moves they should be warned and corrected immediately. Because its hard to fix a wrong behaviour later.
For Example:
First holding the rook at king's side move.

This method is two fazed.
First phase is demonstrating and second phase is executing.

**Demonstration Techniques:**
Teacher makes the best action step by step to make the students acquire mental and physical skills.
Teacher makes proper explanations when they are necessary.
Steps of the process are written on the board.
Teacher repeats the process for students to understand better.

**Example 1:**
Teacher shows the steps on the board while teaching how to take opponent's chessman.
rook takes bishop
rook is on c4 square.
1- white rook can take black bishop by moving horizontal.
2- rook takes bishop out of chessboard.
3- rook settles on the square where bishop was.

**Example 2:**
Teacher makes the necessary explanations while teaching king's side move. He/she makes clear the steps of the action.
1- King's Side Move:
it's the move which is made by king's side. Black king moves two square towards the rook from (e 8) to (g 8). Rook jumps over king to other side and stays at the next square. Rook moves from (h 8) to ( f 8 ).

**Execution Techniques:**
The skills which are shown at the demonstration phase are executed by all students in this phase. Teacher must control every student and correct any mistakes they make immediately. Then teacher wants the correct action from students.

The principals to obey in demonstration-execution method:
1- Teacher must show the best way of action. He/she should make the necessary explanations and repeating while executing.
2- Every student must do the move with the way he/she sees and understands. Teacher must correct any mistakes immediately.
3- Every student must do the application and proper repeats. Repeating makes the learning permanent.
4- All the steps must be explained in a row to achieve skill. Students should take notes if necessary.
5- All students must attend to the lesson and make the application which is taught.
Methods

4- Teaching with questions-answers method.

It is the way of teaching by asking questions, answering and discussing in class activities. This method is important because it encourages thinking and speaking. Besides it is useful because it helps better understanding of already given topics.

Specifics of a good question.
- Question must be expressed with a language the student can understand. It must be open, simple and understanding.
- Asking question must be motivating. Every question must give new knowledge.
- Students shouldn’t get embarrassed with a too hard question which they can’t answer.
- Teacher shouldn’t ask too easy questions also because they are waste of time without any acquisitions.

Techniques of asking a question:
- Teacher must ask the question with a nice sincere attitude. He/she must be understand if student can’t answer the question or incapable of answering. He/she must avoid embarrassing students.
- Teacher must ask questions, which interest whole class. He/she should give enough time for students to think.
- Teacher must try to ask same amount of questions to all students (as possible)
- Teacher must ask interesting and thought-provoking questions to make the class careful and interested.
- Teacher should avoid from questions which has one worded answers. (such as yes or no)
- Teacher can ask directly to a name to have the interest of distracted students.

Positive sides of questions-answers method
- Questions-answers method encourages thinking.
- Necessary topics get explained.
- Student's explaining skill improves.
- It is easier to remember.
- Helps the student's social development.

Negative sides of questions-answers method
- It is hard to get student's interest and carry on with it.
- It is hard to understand the questions and acquire any knowledge for less talented students.
- Questions-answers method must be supported with other methods or it will be hard to understand the topic.

We can use questions-answers method to support a topic rather than teaching it in chess lessons.
For this reason, the usage area of this method is wide.
For Example:
After explaining how to move every unit, questions-answers method must be used to make the topic clear.
Questions such as "how many squares units can go?", "why they can’t go to the specified square?" can be asked.
For Example:
Which chessman changes can be made?
Is that change good? Explain the reasons.

**CHESS LESSON SCHEDULE**

Chess lesson book is formed from 16 chapters.
Every chapter has lesson schedule for that chapter at the beginning.
All chapters’ schedules have 3 main parts. These are objective of the chapter, student acquisitions and subjects.
Besides these 3 parts, they have sub parts such as teaching tools.

**Part 1- Objective of the Chapter**
The contents of the chapter are given as a short summary.
This part makes clear which subjects the students should learn and which skills they should acquire.
For Example:
Although first ten moves are given in Spanish Opening, the real objective in this chapter is to make the students learn only basic moves of it.

**Part 2- Student Acquisitions**
This part explains the acquisitions student will have. (Such as knowledge, skill, point of view, attitude and behaviours)
Student acquisitions must be suitable with the objective of the chapter.
For Example:
Students must know how to make king's side, benefits of it and in which situations they can’t make the move after learning king's side lesson.

**Part 3- Subjects**
This is the part where topics of the subjects are written. It gives hints about chapter's contents.

**Sub Part- Teaching Tools**
These are the tools which we will use while teaching chess.
1- Chessman and Chessboard.
2- Demonstration Board.
3- Computer.
4- Projection System.
**Teaching Activities**

It guides the teacher how to execute the lesson to achieve chapter objectives. Teacher can use one or more teaching methods which are suitable to the subject.

For Example:
Presentation method is suitable for teaching chessboard but demonstration-execution method is better for king's side move.

**Evaluation Activities**

Evaluation must be done to measure the student's improve on targeted objectives. (Such as knowledge, skill, point of view, attitude and behaviours)

Chess is not suitable for written exams or tests because of its structure. You can’t measure student's improve with such evaluations.

For Example:
It's not important for the student to tell rook checkmate perfectly. What matters is to do it proper on chessboard.

Evaluating students should contain their analysing abilities, judgement abilities and the use of acquired knowledge properly as well as their memorizing of the subjects.

For Example:
Student must be able to judge which moves a threaded king can do or which moves it can't.

- One of the best techniques to know students and to follow their improvement is observation. Teacher should take notes of student's positive or negative actions for evaluation. "Student Observation Form” is prepared for this cause.

**Student Observation Form**

These forms must be filled for every student after every chapter.
These forms will give important hints about decisions and evaluations on students.

Students will be evaluated in 4 main subjects and results will be recorded in "student observation form".

The subjects which students will be evaluated:
1- Preparation for lesson
2- Attending activities
3- Practical improvement
4- Social improvement

There are 5 parts in every evaluation subject.

For example: Parts in social improvement subject:
1- Self confidence improvement
2- Ability to judge
3- Winning - losing maturity
4- Adaptation to group
5- Attending opinion exchange
Students will have grades from 1 to 5 in every part. Students will have grades in total 20 areas. (4 subjects each has 5 parts)

- Main objective of chess lesson is to teach the sport but this lesson should improve their social development. Teacher should appreciate student's improvements on observatories subjects (such as attending activities, scientific attitude and behaviours, research-examination, scientific thinking, taking responsibility, being suitable of teamwork, sharing knowledge and getting on well with friends etc.) along with form results. There are several evaluation examples which support teaching-learning process. Teacher should find most suitable ones and execute. As we know, "Good evaluation is the most important part of good education!" saying is always true.

**DAILY LESSON PLAN**

**Organising Daily Lesson Plan**
It shows the steps a teacher should follow while teaching. There are preparations made by teacher before lesson plan.

**The preparations before daily lesson plan**
Teacher should know which behaviours he will give to students and their contents.
- Classroom must be ventilated before lesson.
- Classroom must be organized to serve the cause.
- The tools which students will use during lesson must be supplied.

A lesson plan is formed by 5 phases.
1- Calling attention
2- Motivation
3- Beginning lesson
4- Last summary
5- Evaluation

**Phase 1- Calling Attention**
In this phase, teacher should call student's attention into targeted subjects. For Example: I will tell you checking subject in this lesson.

**Phase 2- Motivation**
In this phase, teacher should stress what the students will acquire with the subject. For Example: If you know how to check, you make your opponent checkmate easily. You must know how to check properly to win.
**Phase 3- Beginning Lesson**

This is the phase where lesson is taught. It has 2 topics.

**1- Demonstration**

Teacher passes to demonstrating phase when students are ready to learn. Demonstration can be like showing a move either on demonstrating board or chessboard. Students shouldn’t be passive during demonstration or their interest can be dispersed under such situation. For Example: teaching checking with opening by presentation method then making an example about it on chessboard is an example of demonstration phase.

**2- Execution**

Execution is a powerful technique to teach by living and doing. The prove of student's observing and understanding the subject is to execute it themselves. Teacher should pull himself/herself back from the stage but he should keep the students under control to help them when they need. For Example:

- A teacher who thought checking wants every student to do it on chessboard after demonstrating.
- Students should do these moves on chessboard properly.

Things to do during execution

- Teacher should control every student and correct any wrong moves immediately.
- Teacher should let the students know that he/she is ready to help. Teacher should treat them sincere when they want help.
- Teacher should do the move correctly when students fail.
- Teacher should correct the mistakes immediately. He/she can give hints before correcting to make the students correct their mistakes.
- Execution must start right after demonstration.
- Students who make the move correctly should be rewarded.

**Phase 4- Last Summary**

This is the phase where important points about the subject are repeated. For Example: We learned checking in this lesson. A chessman which threatens opponent's king is called to check. There are several ways of checking. Checking with opening is to move a chessman out of the way and open a covered threat. Double checking is to threat opponent's king with two different chessmen.

**Phase 5- Evaluation**

This is the phase which we determine how much the students acquired of the targeted objectives. Teacher asks exercises related to subject in this phase. Necessary corrections are made. Teacher doesn’t give grades to students.
Components which increase success

Factors which determine quality of education:

1- Student Participation
It defines the level of student's participant during education process.
It can be active or passive.

a- Active Participation
Students who ask questions, raise fingers, give opinions and answering questions are active participants.

b- Passive Participation
Student attends the lesson mentally. Student listens the lesson, gives his/her attention to lesson and tries to solve the questions which teacher asks on chessboard.
Introverted and shy students are passive participants.

2- Tools and Equipment
Tools and equipment required for chess lesson:
- Chessman and Chessboard.
- Demonstration Board.
- Computer.
- Projection System.

3- Physical Attributes of Teaching Environment
The heat, lightning, cleanliness and order of desks in the place where teaching process will executed are important factors which determine quality of education.

4- Teacher
Teacher is the one who organizes and executes education. Teacher should know the subject very well and must be highly decorated with knowledge and education.
The lack in teacher's abilities, affects the education process negatively. A teacher who is insufficient in his/her area, who doesn’t treat students with love and respect, who doesn’t make eye contact with students, who has psychological problems wont be effective on giving proper behaviours and acquisitions to students.

5- Rewarding
The actions which will cause the repeat of a good behaviour are called rewards. It is the way of showing appreciation to a positive behaviour. Saying well done (bravo), applauding or giving a
little reward; increases the possibility of repeating a good behaviour for students. So doing one of those or something else similar is all called rewarding. Rewards must be given according to the student's age, gender and cultural values which he/she is in. Saying bravo is important for a 6 year old kid but it doesn’t mean anything for a 20 year old young man. Teacher must give rewards often in first lessons. Teacher must give rewards in proper times to encourage shy students. Teacher should give rewards for better mental opinions rather than every correct answer after advancing some lessons.

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