



Teaching strategies

ECPT5001 & ECPT6003

KATIE GARDNER

Learning objectives

- Consider teaching strategies available to you in Post-16 education
- Consider appropriate strategies to the subject and group teaching
- Explore why the teaching strategy is important
- Explore working with groups and individuals in the classroom

What is a teaching strategy?

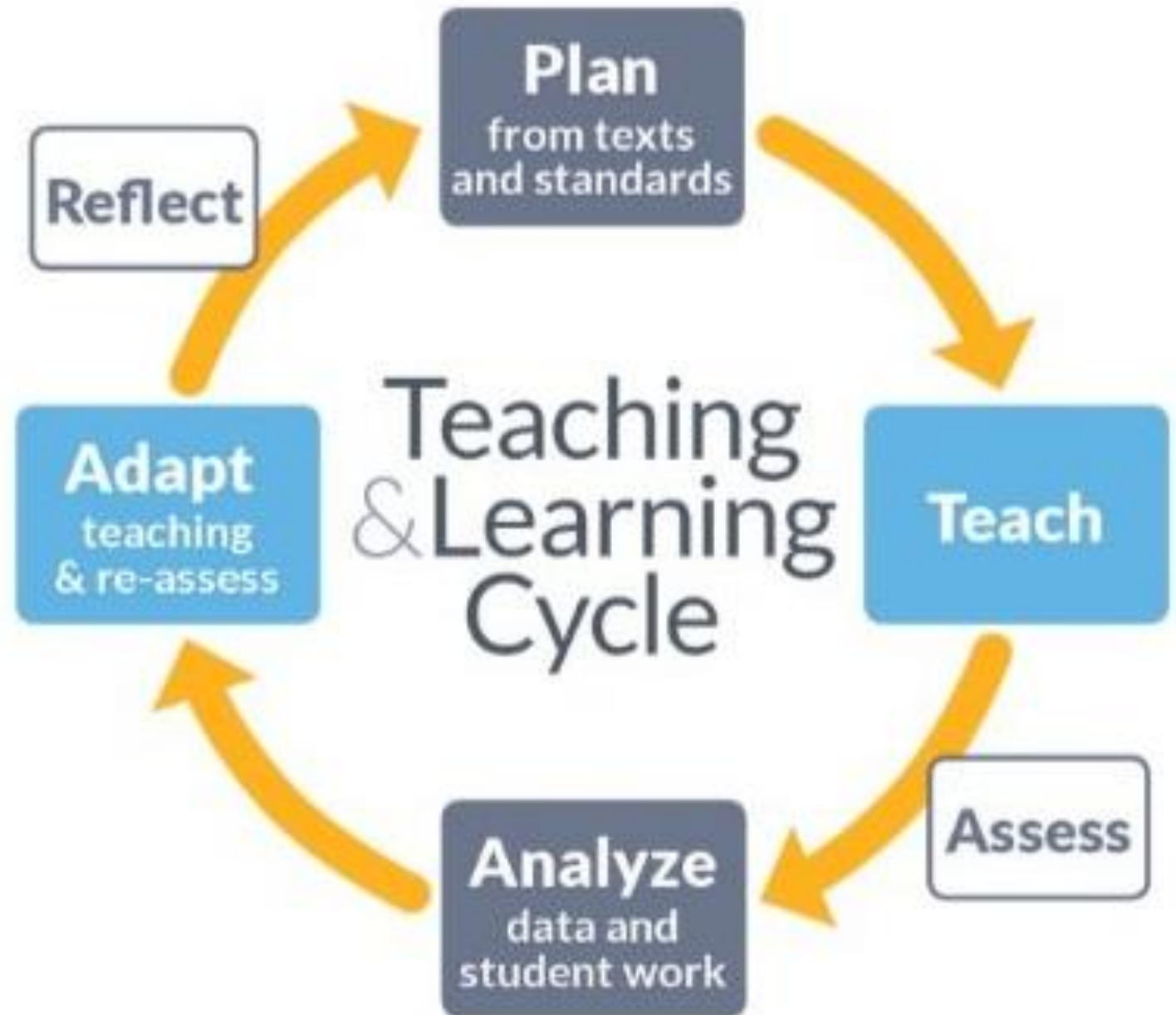
- Selecting the most appropriate teaching strategy is an important aspect of lesson planning
- It demonstrates positive behaviours in teaching

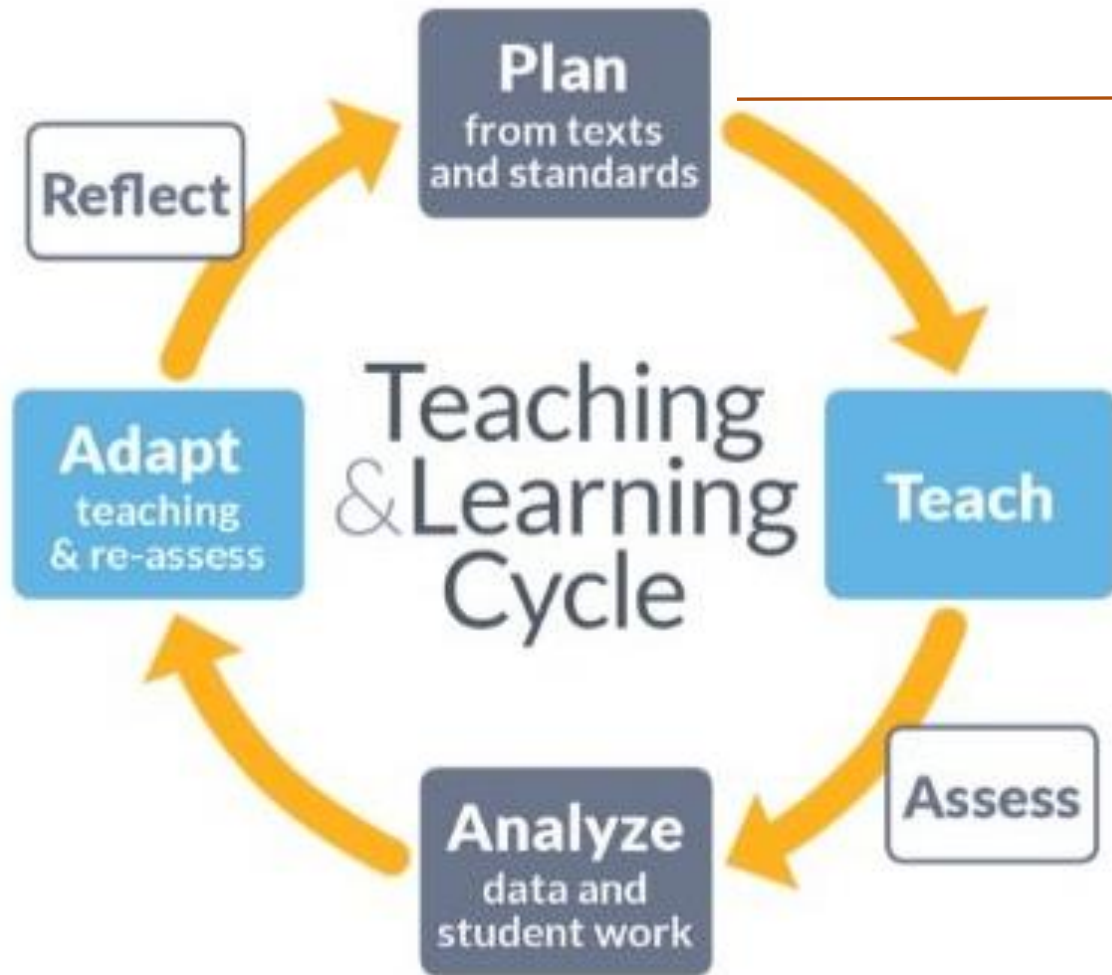
Positive learning behaviours

- Engaging with students on a personal level
- Ensuring excellent and up to date subject knowledge
- Demonstrating 'care' in their relationships with students
- Teaching with purpose and motivation
- Paying attention to feedback and a commitment to keeping promises

(Brandsford, 1999; Lampert, 2002)

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- Teaching is a process
 - Where do you think teaching strategy comes in?





Strategies

- Learning strategy is an important aspect of teaching the planned teaching cycle
- A well-chosen strategy facilitates effective learning
- Effective learning is about achieving the expectations of learner, the teacher, and the wider educational context.

Examples of teaching strategies

- Lecture
- Group Work
- One to One
- Demonstration
- Team teaching
- Discussion
- Debate
- Question & Answer
- Video/lecture casts
- Seminar/plenary
- Laboratory or workshops
- Gaming/quiz
- Buzz groups
- Field trip
- Role play
- Ice breaker
- Simulation
- Case study
- Project/Assignment
- Tutorial
- Brainstorming
- Open or distance learning
- Online and digital Learning Technologies

Activity – 10 minutes

- Choose one of the teaching strategies to explore further
- You will be expected to feedback on your chosen strategies.
- Consider the following:
 - What is the strategy?
 - When is it appropriate to use?
 - Strengths and weaknesses to your chosen strategy
 - Can you see yourself using it? Why?
- I will ask you to email me what you have found so that we can compile our own teaching strategy document

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What are the top 10 strategies?

- On your table, from the list of strategies
- What do you think the top 10 strategies used are from most popular to least popular for:
 - Teachers
 - Students
- Are they different?

Top 10...

10 . Filed Trip

9 Case Study

8. Lectures

7. Buzz Groups

6. Discussions

5. Project and Assignments

4. Self Directed (includes open or distance learning)

3. Simulation

2. Games and Quizzes

1. Group Work

What would influence the strategy you would use?

- Learning objectives
- Skill level
- Knowledge
- Attitudes
- Level of study
- Group size
- Subject matter

Group size is important...

Group Size	Appropriate Strategy	
Very Large >50	Lecture - Passive - Interactive Online Quiz	
Large Group 20-50	Lecture Demonstration Team teaching Question and answer	Discussion Debate Video
Small Group 5-10	Seminar Gaming/Quiz Buzz Group Role Play Simulation	Workshop Brainstorming Field Trip Ice Breaker Case Study
Individual <5	Project/ assignment One to one (Coaching) Information Learning Technology	Tutorial Open/distance learning

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- Is it important to have a range of teaching strategies?
 - Why?

How do we choose our strategy?



Begin with
objectives

Align your teaching
strategy to your
objectives

Align your
assessment strategy
to the objectives

Strategy choice example 1

Learning objective is to teach a skill what strategy would you choose?

- Assignment
- Demonstration
- Individual practice
- Tutorial
- Project

Strategy choice example 2

If the learning outcome is to impart knowledge and understanding

- Case Study
- Individual Learning
- Project / Assignment
- Problem Solving
- Seminar
- Lecture
- Question and Answer

Strategy choice example 3

If you're learning outcome is to change attitudes

- Case Study
- Discussion
- Role Play

The Cone of Learning

I see and I forget, I
hear, and I
remember. I do and I
understand –
Confucius (maybe)



Activity

- What do you believe is meant by this statement ?
 - ‘Mediocre teacher tells, a good teacher explains, the superior teacher demonstrates, and great teachers inspire.’
- How would a knowledge of teaching strategy help you become an inspirational teacher ?
- What skills and competencies would you need?

Paradigm and Pedagogy

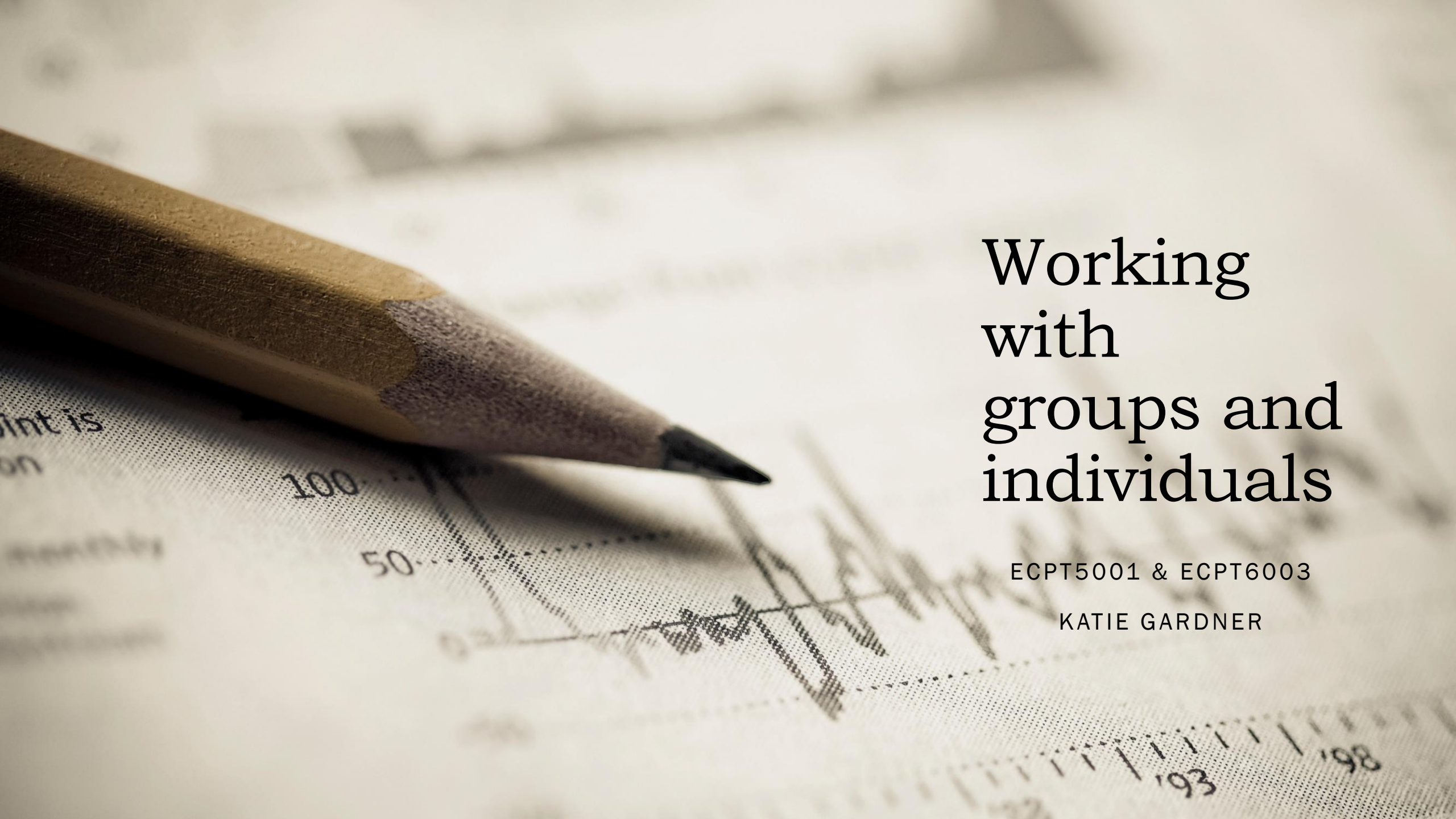
- What is a paradigm?
- A widely accepted belief or concept – how we have always taught is how we should teach now
- Increasing need to move from the ‘instructional’ to ‘learning’ paradigm
- What is pedagogy?
- The method and practice of teaching, especially as an academic subject or theoretical concept

Learning paradigm approach

- Arend and Davis (2013) suggest we consider the following propositions:
- The dominant 'instructional' paradigm rests on obsolete view of learning that existed in the 19th and 20th Century
- New technologies provide challenging and attractive alternative to traditional teaching methods
- Knowledge has taken on a new importance in society , which the lack of may have consequences for life in the digital age
- The changing workplace creates educational needs that go beyond those typically addressed but instructional paradigm

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- Clear goals expressed as student outcomes
 - A good match between student outcomes and *ways of learning*
 - Well organized teaching based on the concepts and practices inherent in each *way of learning*
 - Engaging and stimulating materials and activities
 - Technology that supports and enhances teaching where appropriate
 - Assessment methods that measure the learning outcomes being achieved

	Pedagogy - Childrens Learning	Andragogy - Adult Learning	Heutagogy - Self-Directed Learning
DEPENDENCE	The learner is a dependent personality. Teacher determines what, how, and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They can manage their own learning.
RESOURCES FOR LEARNING	The learner has few resources — the teacher devises transmission techniques to store knowledge in the learner’s head.	Adults use their own and other’s experience.	Teacher provides some resources, but the learner decides the path by negotiating the learning.
REASONS FOR LEARNING	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
FOCUS OF LEARNING	Learning is subject centred, focused on the prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centred.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others’ experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
MOTIVATION	Motivation comes from external sources — usually parents, teachers, and a sense of competition.	Motivation stems from internal sources — the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as situations, and working with others.
ROLE OF THE TEACHER	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness	Develop the learner’s capability. Capable people: Know how to learn. Are creative. Have a high degree of self-efficacy. Apply competencies in novel as well as familiar situations. Can work well with others

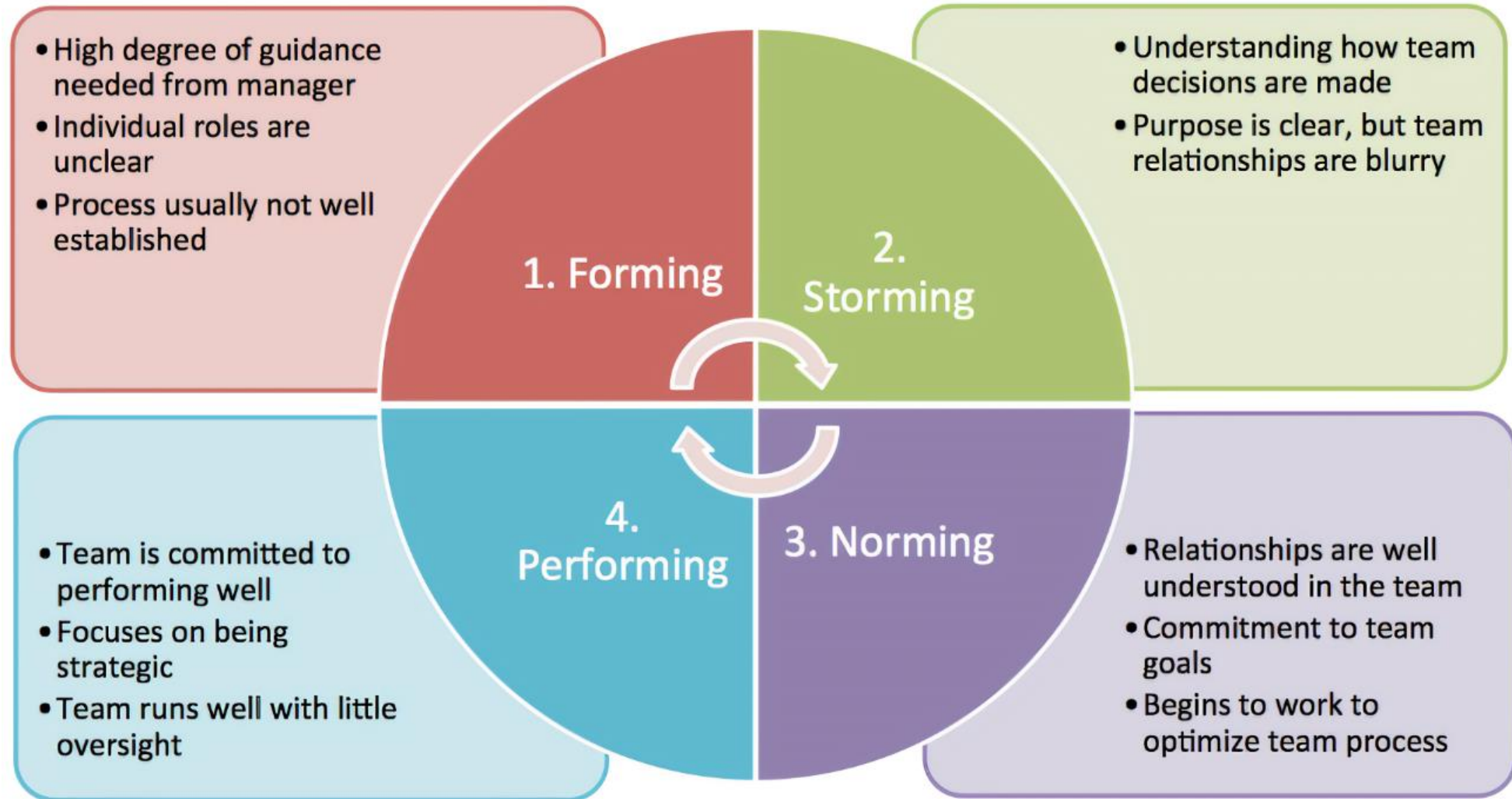


Working with groups and individuals

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Tuckman's Team Formation



Instructional design process (Carraway, 2014)

Preconstruction

- Determine learning content and outcomes
- Design the learning sequence

Laying the foundation

- Preview the learning and objectives
- Link to existing knowledge

Knowledge construction

- Select learning strategies
- Implement and guide practice

Reconstruction

- Application activities
- Provide feedback

Reflection

- Reflect on learning
- Evaluate the design of the learning

Key elements of plenary, group and individual learning

Laying the foundation

- Start up
- Presentation

Knowledge construction

- Individual and group work
- Facilitated learning

Reconstruction

- Plenary
- Discussion

Ice breakers

- Why do you think we have ice breakers?
- Removes or break down barriers
- Gets people to know one another
- Feel comfortable in the group
- Set up the process for what is to be expected
- Leave the journey in behind you

Maslow and ice breakers



- Using them helps groups move up the hierarchy of needs
- If your environment isn't safe, then no learning will take place
- Environment for learning
 - Horseshoe
 - Group tables
 - Rows of chairs and tables

Lets practice (10 mins)

- In groups of 3 find an icebreaker activity that the rest of the group can take part in
- This activity should last about 5 minutes
- If you already know some that are appropriate use those
- Come back and we will have a go at some of the icebreakers

Whole, group and individual learning

- Which one you chose is a judicious and flexible balance – no fixed rules
- Judicious - based on time, facilities, and the learners (e.g., self-efficacy)
 - what is it feasible to do based on all of the above?
- Flexible - based on the range of teaching strategies
 - What strategy fits the learning outcome and the group?
- Need to consider these questions when looking at planning your lesson and the teaching strategies you will use

(Skinner,2011)p 81

Whole Class Learning

- Based on aptitude and ability of the group as a whole (scaffolding can be used here too)
- Range of abilities in a group
- Ideal for broad subjects

(Skinner,2011)p 81 -90

Groups – characteristics

- Collaborative learning
- Positive independence
- Accountability in group and individual members
- Explicit teaching of social skills
- Face to face interaction

(Skinner,2011)p 81 -90

Individualised learning

- One to one – supervision, tutorials, mentorship , and coaching
- Independent – designed for self efficacy
- Personalized- tailored top the learner needs

(Skinner,2011)p 81 -90

References

- Reece & Walker (2007) 'Teaching Training and Learning ; A practical BEP guide' - Chapter 3 provides guidance on some key teaching strategies
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