

Teaching Strategies/MUD

Teaching strategies

- Consideration of learning styles
- Objectives
- General examples of good practice.

Examples of effective teaching behaviours

(Brandsford, 1999; Lampert, 2002)

- Engagement with students on a personal level
- Excellent subject knowledge
- Demonstrating 'care' in their relationships with students
- Purposeful teaching
- Attention to feedback and a commitment to keeping 'promises'.

List of Teaching Strategies

- Lecture
 - Group Work
 - One to One
 - Demonstration
 - Team teaching
 - Discussion
 - Debate
 - Question & Answer
 - Video
 - Seminar
 - Lab/ workshop
 - Gaming/quiz
- Buzz groups
 - Field trip
 - Role play
 - Ice breaker
 - Simulation
 - Case study
 - Project/ Assignment
 - Tutorial
 - Brainstorming
 - Open/ distance learning
 - Information Learning Technology (ILT)

Group Size	Appropriate Strategy	
Very large group >50	Lecture (passive or interactive)	
Large Group (N=>20)	Lecture	Demonstration
	Team teaching	Discussion
	Debate	Video
	Question and Answer	
Small Group (N=5-20)	Seminar	Workshop
	Gaming/quiz	Brainstorming
	Buzz groups	Field trip
	Role play	Ice breaker
	Simulation	Case Study
Individual (N=<5)	Project/assignment	
	Tutorial	
	One-to-one (coaching)	
	Open/distance learning	
	Information Learning Technology	

Objective	Appropriate Strategy
When your objective is to teach a motor skill	Assignment
	Demonstration
	Individual practice
	Tutorial
	Project
When your objective is to impart knowledge and understanding	Case Study
	Individual Learning
	Project / Assignment
	Problem Solving
	Seminar
	Lecture
	Question and Answer
When your objective is to change attitudes	Case Study
	Discussion
	Role Play

- **M**emory - How do we help our students to remember?
- **U**nderstanding — How do we aid understanding?
- **D**oing - How do we help someone to 'do' something?

Teaching Students to Memorise

- Verbal or visual association
- Repetition
- Testing
- Rhyme Rules, Mnemonics

Possible student behaviours:

- Know
- Define
- List
- Name
- State.

Teaching Students to Understand

- Relates to the 'Why?' and the 'How?'
- Repetition is not helpful
- Errors can be helpful
- Understanding is an active mental process

Possible student behaviours:

- Understand
- Interpret
- Translate
- Explain
- Summarise
- Compare
- Contrast.

Teaching Students to Do

- Involves three aspects
 1. Purpose – the aim or objective
 2. Procedures – rules to be followed
 3. Practice – must be completed correctly enough times that they become automatic

Possible Student Behaviours

- Assemble
- Build
- Cook
- Mend
- Sing.

“The mediocre **teacher tells**.
The **good teacher explains**.
The superior **teacher demonstrates**.
The great **teacher inspires**”

William Arthur Ward

Kolb's Learning Cycle


