

TEACHING STRATEGIES

Following are strategies to use in teaching as the situation warrants. Remember, nothing works all the time; the success of a strategy is highly dependent on how, when, where, why and by whom it is used.

1. Present concepts and skills in a logical sequence, i.e., concrete to abstract, easy to difficult.
2. Let students know that you expect them to succeed.
3. Use specific examples and concrete models to make abstractions and generalizations clear.
4. Plan tasks within a student's range of challenge, i.e., some success guaranteed for everyone. (This implies that the teacher knows what prerequisite skills and concepts a task assumes and what skills and concepts students possess.)
5. Match learning tasks to students' developmental levels, i.e., *a la* Piaget, Kohlberg.
6. Reinforce desired behaviors, i.e., speaking in sentences, legible handwriting, completing tasks, original answers.
7. Give honest descriptive feedback to students about their performance as soon as possible.
8. Relate students' past experiences to new learning, i.e., tie in known with unknown (e.g., word associations, brainstorming, SQ3R, advanced organizers).
9. Give students various kinds of practice experiences, i.e., repetition, overlearning, and mastery levels.
10. Use all modes (visual, auditory, tactile, and kinesthetic) when teaching concepts and skills.
11. Clearly communicate to students the objectives of a task so they can understand its relevancy.
12. Give students opportunities to make choices and provide input about their own learning.
13. Use a variety of teaching strategies and change pace as appropriate.
14. Involve students actively in a lesson by using appropriate amounts of teacher talk and student talk/thinking, silent and wait time, empathy roles, and drama.
15. Capitalize on student interest; structure learning centers around interests rather than just teaching skills in isolation.
16. Act as a model (listening, reading, speaking, writing, and especially THINKING!); demonstrate at all levels of Bloom's taxonomy.
17. Ask open-ended questions at all levels of Bloom's taxonomy.
18. Pre-teach key vocabulary presented in reading assignments.
19. Prepare students for learning by using such introductory techniques as fantasy journals, warm-ups, attention getters, and novelty.
20. Structure and organize lessons with clear concise directions, explanations, focus questions, etc.
21. Provide students opportunities to pursue interest areas and receive credit for independent study.
22. Teach students to self-evaluate and reflect on their learning. Routinely ask, "What's one new thing you learned today?" Have students record progress on graphs, charts, etc.
23. Capitalize upon teachable moments when interest and readiness to learn are at a peak.
24. Integrate the teaching of skills and content in unit teaching.
25. Ask students to paraphrase or retell main points of a reading or listening experience.
26. Follow direct teaching with practice or reinforcement activities.
27. Balance right-brain activities with left-brain activities.
28. Teach to students' strengths while remedying weaknesses; we all like to do what we do well.
29. Set appropriate pace for learning.

From

Cornett, Claudia E. *Fastback 191: What You Should Know About Teaching and Learning Styles.*

Bloomington, IN: Phi Delta Kappa Educational Foundation, 1983.