

Presenter's Guide for Instructional Strategies and Teaching Methods 2014



Suggested Guidelines for Selecting Instructional Methods

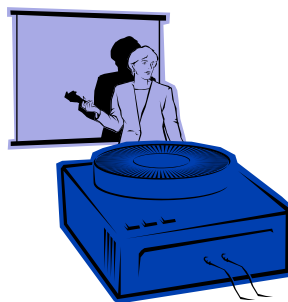
Instructional strategies (teaching methods) help to determine the approach a speaker may use to achieve student learning outcomes. We recommend use of the following tables that may be useful in preparing for your presentation to promote a learning environment that will be the most conducive for adult learners.

Please note that with any type of instructional strategy, learner feedback must be included.

Description of Instructional Strategy	Possible Teaching Methods
<p>Direct Instruction- <i>This strategy is highly teacher directed and is among the most commonly teaching methods used. This strategy is effect for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or activity involving learners in knowledge construction.</i></p>	<p>Lecture Explicit teaching Drill & Practice Compare & Contrast Didactic questions Demonstrations Guided & shared: reading, listening, viewing, critical thinking</p>
<p>Indirect Instruction- <i>In contrast to the direct instruction strategy, indirect instruction is mainly learner-centered, although the two strategies can complement each other.</i> <i>Indirect instruction seeks a high level of learner involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of learners' interest and curiosity, often encouraging them to generate alternatives or solve problems and to engage in critical thinking.</i> <i>In indirect instruction, the role of the presenter shifts from lecturer/director to that of facilitator, supporter, and resource person. The presenter arranges the learning environment, provides opportunity for learner involvement, and, provides feedback to learners while they conduct the inquiry.</i></p>	<p>Problem solving Case studies Inquiry Reflective discussion Concept mapping Critical thinking</p>



Description of Instructional Strategy	Possible Teaching Methods
<p>Experiential Learning - is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product.</p> <p>Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary: experiencing (an activity occurs); sharing or publishing (reactions and observations are shared); analyzing or processing (patterns and dynamics are determined); inferring or generalizing (principles are derived); and, applying (plans are made to use learning in new situations).</p>	<p>Simulations Games Storytelling Focused Imaging Role playing Audience Response</p>
<p>Independent Study - Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual learner initiative, self-reliance, and self-improvement. While independent study may be initiated by learner or faculty, the focus here will be on planned independent study by learners under the guidance or supervision of a content expert. In addition, independent study can include learning in partnership with another individual or as part of a small group.</p>	<p>Online learning Journals</p>
<p>Interactive Instruction - Interactive instruction relies heavily on discussion and sharing among participants. Learners can learn from peers and presenters to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.</p> <p>The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the presenter to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both faculty and learner.</p>	<p>Debates – (House of Delegates) Role playing Panels Brainstorming Discussion Laboratory groups Problem solving</p>



Detailed Descriptions of Teaching Methods

Brainstorming-Brainstorming is a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. The instructor may begin by posing a question or a problem, or by introducing a topic. Learners then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, learners adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.

Instructors should emphasize active listening during these brainstorming sessions. Learners should be encouraged to listen carefully and politely to what their classmates contribute, to tell the speakers or the instructor when they cannot hear others clearly and to think of different suggestions or responses to share.

What is the purpose of brainstorming?

- to focus learners' attention on a particular topic
- to generate a quantity of ideas
- to teach acceptance and respect for individual differences
- to encourage learners to take risks in sharing their ideas and opinions
- to demonstrate to students that their knowledge and their language abilities are valued and accepted
- to introduce the practice of idea collection prior to beginning tasks such as writing or solving problems
- to provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions

Case studies-Case studies are stories or scenarios, often in narrative form, created and used as a tool for analysis and discussion. They have a long tradition of use in higher education particularly in business and law. Cases are often based on actual events which add a sense of urgency or reality. Case studies have elements of simulations but the students are observers rather than participants. A good case has sufficient detail to necessitate research and to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of problem solver. Learners become actively engaged in the materials discovering underlying issues, dilemmas and conflict issues.

What is the purpose of case studies?

Used as a teaching tool, case studies are tools for engaging students in research and reflective discussion. Higher order thinking is encouraged. Solutions to cases may be ambiguous and facilitate creative problem solving coupled with an application of previously acquired skills. They are effective devices for directing students to practically apply their skills and understandings. Learners learn to identify delineate between critical and extraneous factors and develop realistic solutions to complex problems. They have the opportunity to learn from one another. For instructors, it offers an opportunity to provide instruction while conducting formative evaluation.



Concept mapping-Concept formation provides learners with an opportunity to explore ideas by making connections and seeing relationships between items of information. This method can help learners develop and refine their ability to recall and discriminate among key ideas, to see commonalities and identify relationships, to formulate concepts and generalizations, to explain how they have organized data, and to present evidence to support their organization of the data involved. A concept map is a special form of a web diagram for exploring knowledge and gathering and sharing information.

What is the purpose of a concept map?

In this instructional method, students are provided with data about a particular concept. These data may be generated by the teacher or by the students themselves. Learners are encouraged to classify or group the information and to give descriptive labels to their groupings. By linking the examples to the labels and by explaining their reasoning, learners form their own understanding of the concept.

Concept formation lessons can be highly motivational because learners are provided with an opportunity to participate actively in their own learning. In addition, the thinking process involved helps them create new and expanded meaning of the world around them as they organize and manipulate information from other lessons and contexts in new ways.

Compare and contrast-Compare and contrast is used to highlight similarities and differences between two concepts. It is a process where the act of classification is practiced. It is effectively used in conjunction with indirect instructional methods, but can also be used directly to teach vocabulary signals, classification, nomenclature and key characteristics. It is often presented in either written text paragraphs or a chart. Its most common use is as a graphic organizer of content.

What is the purpose of comparing and contrasting?

Compare and contrast is used to help students distinguish between types of ideas or group like ideas. It can be used to help students identify language cues, clarify thinking and define ideas.

It can also be used to facilitate indirect instruction through concept formation or concept attainment.

Debates-Debating is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. The procedure is bound by rules that vary based on location and participants. The process is adjudicated and a winner is declared. Debating is a foundational aspect of a democratic society. Debating is often seen in ENA's House of Delegates with application of Robert's Rules of Order.

What is the purpose of debating?

The intent of the strategy is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Debates require learners to engage in research, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of learners. Debates also provide an opportunity for peer involvement in evaluation.



Didactic questions-Didactic questioning offers the instructor a way to structure the learning process. Didactic questions tend to be convergent, factual, and often begin with "what," "where," "when," and "how." They can be effectively used to diagnose recall and comprehension skills, to draw on prior learning experiences, to determine the extent to which lesson objectives were achieved, to provide practice, and to aid retention of information or processes. Instructors should remember that didactic questions can be simplistic, can encourage guessing, and can discourage insightful answers or creativity. However, effectiveness of this method can be increased by the appropriate addition of "why" questions, and the occasional use of "what if" questions.

What is the purpose of didactic questioning?

Didactic questions are effective techniques that seek to draw the learner into the lecture as a participant.

Discussions-A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Instructors who encourage and accept learners' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas. Discussions are forms of learner feedback which are required in all educational sessions.

What is the purpose of discussions?

- to help students make sense of the world
- to stimulate thought, wonder, explanation, reflection and recall
- to provide opportunities for students to clarify and expand their ideas and those of others
- to promote positive group interaction and conversation
- to demonstrate questioning techniques

How can instructors facilitate questioning during presentations?

Open-ended Discussions:

- Open-ended discussions begin with a sincere question (to which there is no one correct or concise answer) posed by teacher or student.
- All listeners consider the question.
- Incorporate pauses after students' responses to encourage extended or different responses.
- Clarify students' responses when necessary.
- Establish student-student dialogues during the discussion whenever possible.
- Respect students' questions and their responses.
- Model the role of sensitive listener, collaborator, mediator, prompter, learning partner and questioner.

Guided Discussions:

- Guided discussions begin with instructor-posed questions that promote the exploration of a particular theme, topic or issue.
- Through discussion, students should achieve a deeper understanding of the topic.
- After some time is spent on instructor-directed questioning, learners should be encouraged to facilitate discussions by continuing to formulate and pose questions appropriate to the topic of study.

Drill and practice-As an instructional strategy, drill & practice is familiar to all educators. It "promotes the acquisition of knowledge or skill through repetitive practice." It refers to small tasks such as the memorization of spelling or vocabulary words, or the practicing of arithmetic facts and may also be found in more sophisticated learning tasks or physical education games and sports. Drill-and-practice, like memorization, involves repetition of specific skills, such as addition and subtraction, or spelling. To be meaningful to learners, the skills built through drill-and-practice should become the building blocks for more meaningful learning.

What is the purpose of drill and practice?

Drill and practice activities help learners to master materials at their own pace. Drills are usually repetitive and are used as a reinforcement tool. Effective use of drill and practice depends on the recognition of the type of skill being developed, and the use of appropriate strategies to develop these competencies. There is a place for drill and practice mainly for the beginning learner or for students who are experiencing learning problems. Its use, however, should be kept to situations where the teacher is certain that it is the most appropriate form of instruction.

Explicit teaching-Explicit teaching involves directing learner's attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.

Topics and contents are broken down into small parts and taught individually. It involves explanation, demonstration and practice. Topics are taught in a logical order and directed by the instructor.

Another important characteristic of explicit teaching involves modeling skills and behaviors and modeling thinking. This involves the instructor thinking out loud when working through problems and demonstrating processes for learners. The attention of learners is important and listening and observations are key to success.

Inquiry-Questioning is the heart of inquiry learning. Learners must ask relevant questions and develop ways to search for answers and generate explanations. Emphasis is placed upon the process of thinking as this applies to student interaction with issues, data, topics, concepts, materials, and problems.

Divergent thinking is encouraged and nurtured as learners recognize that questions often have more than one "good" or "correct" answer. Such thinking leads in many instances to elaboration of further questions. In this way students come to the realization that knowledge may not be fixed and permanent but may be tentative, emergent, and open to questioning and alternative hypotheses.

Lecture-Lecture is a valuable part of a presenter's instructional repertoire if it is not used when other methods would be more effective. If the presenter is knowledgeable, perceptive, engaging, and motivating, then lecture can stimulate reflection, challenge the imagination, and develop curiosity and a sense of inquiry. Criteria for the selection of the lecture method should include the types of experiences students will be afforded and the kinds of learning outcomes expected. Because lecture is teacher-centered and learner activity is mainly passive, the attention span of students may be limited. Many learners, because of learning style preferences, may not readily assimilate lecture content. In addition, lectured content is often rapidly forgotten.



Problem solving-There are two major types of problem solving – reflective and creative. Regardless of the type of problem solving a class uses, problem solving focuses on knowing the issues, considering all possible factor and finding a solution. Because all ideas are accepted initially, problem solving allows for finding the best possible solution as opposed to the easiest solution or the first solution proposed.

What is its purpose?

The process is used to help learners think about a problem without applying their own pre-conceived ideas. Defining what the problem looks like is separated from looking at the cause of the problem to prevent premature judgment. Similarly, clarifying what makes an acceptable solution is defined before solutions are generated, preventing preconceptions from driving solutions. Some people argue that problem solving is the art of reasoning in its purest form. In the classroom, problem solving is best used to help the learner understand complex ethical dilemmas, think about the future or do some strategic planning.

Reflective discussion-Reflective discussions encourage learners to think and talk about what they have observed, heard or read. The instructor or learner initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As learners question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate story content to life experiences and to other stories. These questions will elicit personal interpretations and feelings. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

What is the purpose of reflective discussions?

- to use questions to stimulate reflection and extend comprehension
- to challenge learners' thinking by inviting them to interpret, infer, summarize, form conclusions and evaluate selections
- to extend personal responses by considering the views of others
- to share personal thoughts, feelings and images evoked by literature selections, films, illustrations and experiences

Role playing-In role playing, students act out characters in a predefined "situation".

What Is Its Purpose?

Role playing allows learners to take risk-free positions by acting out characters in hypothetical situations. It can help them understand the range of concerns, values, and positions held by other people. Role playing is an enlightening and interesting way to help learners see a problem from another perspective.

Simulations-A simulation is a form of experiential learning. Simulations are instructional scenarios where the learner is placed in a "world" defined by the instructor. They represent a reality within which students interact. The instructor controls the parameters of this "world" and uses it to achieve the desired instructional results. Simulations are in way, a lab experiment where the learner themselves are the test subjects. They experience the reality of the scenario and gather meaning from it. It is a strategy that fits well with the principles of constructivism.

Simulations promote the use of critical and evaluative thinking. The ambiguous or open ended nature of a simulation encourages students to contemplate the implications of a scenario. The situation feels real and thus leads to more engaging interaction by learners.



Overall...

The big take home point is that as faculty, you promote an active and engaging learner environment. Go beyond the PowerPoint presentation and other audio visual aids so that you can interact with learners. This is an ideal strategy to stay connected with learners during the educational session.