

STRATEGIES

The strategy or mode you decide to teach your students will affect their learning ability. Each strategy has its own features. The strategy chosen will depend upon:

- Access to resource equipment
- Size of the class
- Degree of difficulty of subject matter
- Involvement level by participants
- Degree of learning responsibility on the student
- Feedback

COMMON MODES/STRATEGIES FOR TEACHING

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| Assignment and Exercises: | <p>Students carry out a range of tasks, experiments, reports, etc.</p> <p><i>Comment:</i> Work is carried out individually or in groups, assignments should be realistic and relevant to the objective, teacher's duty is to advise.</p> |
| Brainstorming: | <p>Group to suggest many solutions to a problem or task in a given time.</p> <p><i>Comment:</i> Stimulates imagination, originality and creativity. Suggestions are later listed, evaluated and rated according to priority.</p> |
| Buzz Group: | <p>Groups of 2 to 6 members discuss issues for a short period.</p> <p><i>Comment:</i> Provides variety to the lesson, helps discussion on difficult topics, can be grouped according to experience or slow learners.</p> |
| Case Study: | <p>Groups discuss topics and propose solution.</p> <p><i>Comment:</i> Encourages thinking, discussion and problem solving. Encourages attitude development.</p> |
| Demonstration: | <p>Teacher performs operation while students watch.</p> <p><i>Comment:</i> No room for errors by the teacher, class needs to be small to watch demonstration unless visuals are used.</p> |

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| Discussion: | <p>Open discussion by all.</p> <p><i>Comment:</i> Important when dealing with adults, rely upon student experience, material is covered in a non-threatening manner.</p> |
| Guest Speakers: | <p>Speaker will present information and respond to questions.</p> <p><i>Comment:</i> Respect given to speaker for being ‘guest’ or expert in the field, high attention rates for listeners, speaker needs to prepare topic if providing a formal talk.</p> |
| Laboratory Practical Work: | <p>Students perform and evaluate tasks and experiments.</p> <p><i>Comment:</i> Encourages thinking, discussion, reasoning and observation skills. Provides a systematic approach to problems.</p> |
| Lecture: | <p>A period of uninterrupted talk by the teacher, with or without demonstrations.</p> <p><i>Comment:</i> Good for fast learning, does not promote thought, rarely changes attitude, teacher needs to be prepared, students should be supplied with appropriate handouts.</p> |
| Mutual Lectures: | <p>The lecturing is shared between a number of students presenting a topic.</p> <p><i>Comment:</i> Preparation time required, involves teamwork, teacher’s duty is to supervise.</p> |
| Practical Workshop: | <p>Set tasks are performed.</p> <p><i>Comment:</i> Feedback is continuous, students become motivated, teacher becomes a guide.</p> |
| Projects: | <p>Student’s work on longer-term activities, individually or in groups.</p> <p><i>Comment:</i> Access to resources needed, can be time-consuming, can motivate students to high levels, and encourages imagination and initiative. Teacher’s duty is to motivate and provide minimal guidance.</p> |

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| Role Playing: | Students required to act out roles for which they are training. <i>Comment:</i> Preparation not needed, some skills and factual material may be learnt from the exercise. |
| Seminars: | Small group meeting to discuss a topic. <i>Comment:</i> Preparation may be needed, good for clarifying information. |
| Simulations: | Knowledge and skills are practiced without 'real' equipment. <i>Comment:</i> Reduces anxiety by students if equipment was real. |
| Tutorials: | Teacher acts as a counsellor to help the student in a one-to-one situation. <i>Comment:</i> Teacher to be supportive, sympathetic and encouraging. Student to work through a set task or a problem. |

CLASS SIZE

The size of the class of learners has a major influence as to the mode best suited to teaching. The larger the group, the harder it may be to control everyone. The smaller the group, the more personal attention the trainer can give each learner. Group size is more effective with the following types of objectives:

- *For large groups:* role-play, simulation, demonstration, presentation, lecture, practical tasks, discussions, case study and group work are all suitable.
- *For individuals (self study):* simulation, demonstration, presentation, lecture, practical tasks and case study are suitable.

When evaluating yourself or other trainers, you need to keep an eye on the instructional skills as mentioned throughout this course.

Questioning

Questioning is a two-way communication process between the teacher and the student. It allows better interaction between the two. Questioning can lead to:

- Clearer understanding of the topic.
- More detailed study/focus on a particular topic.
- Satisfying interest and enquiries by the student.
- Allows the teacher to gauge the learning level of the student before, during and after a topic is covered.
- Experience/opinion of the student to be expressed.

Principles of Questioning

- **Distribution:** questions should first be aimed at the whole class, then one student selected to answer.
- **Focusing:** questions are usually specific after a student learns more of a topic.
- **Level:** questions may require 'parrot' answers, or more involved 'higher levels' of understanding.
- **Pausing:** students may take a little time to consider an answer.
- **Phrasing:** questions should be clear and easily understood by the student.
- **Prompting:** to encourage an answer or better answers, the teacher may repeat or rephrase the question, or review previous information.
- **Redirection:** to encourage more participation, and redirect questions back at students.
- **Responding:** teacher should encourage student answers with enthusiasm. Should answer be wrong, note what is incorrect, but encourage further responses.

Types of Questions

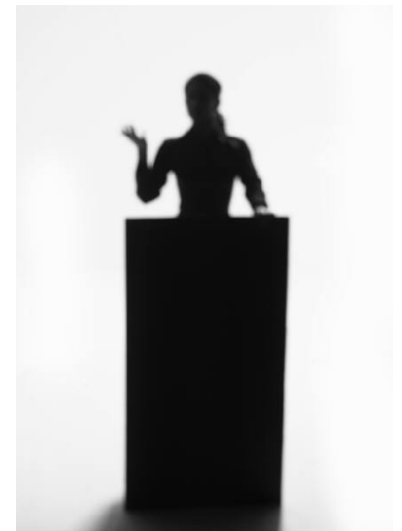
1. **Convergent:** questions that are specific and narrow with usually only one answer possible. e.g. “Does the sun rise in the east or west?”
2. **Divergent:** an open question, which may have many possible answers. E.g. “What may cause children to steal cars?”
3. **Probing:** questions that become more detailed, requiring more thought. Usually the words “what” and “how” are used. E.g. “What do you mean by that?”
4. **Higher-order:** these questions use the word “why” and require far more thinking. E.g. “Why does a large feather fall to the ground slower than a five cent piece?”

INTRODUCTION TO PUBLIC SPEAKING

Public speaking has been an important skill since before Roman times. A good public speaker should also be a good listener.

There are four main elements to any public speaking situation:

1. The Speaker
2. The Message
3. The Audience
4. The Situation



The Speaker

In the classroom, the speaker is a teacher or lecturer, usually trained to teach the subject of the presentation. In other situations, the speaker may be knowledgeable in their discipline, but not necessarily skilled in communicating their knowledge.

The way in which a speaker chooses to present a speech should be determined by their own strengths and weaknesses. A good speaker will be aware of their own abilities and limitations. They will use humour if they are skilled in that area, they will use audio visual aids if they have the resources to do so, and they will take longer to prepare their presentation if they lack confidence or practice in delivering speeches.