





# Innovative Methods of Instructional Delivery CTE Academic Excellence Workshop

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# AGENDA

- Introduction
  - What We Know about Learning
  - Moving from Passive to Active Learning
  - Instructional Strategies
  - Teaching Styles and Learning Preferences
  - Additional Suggestions
  - Concluding Thoughts
  - Resources to Use
  - Q and A
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# On Teaching

“More important than the curriculum is the question of the methods of teaching and the spirit in which teaching is given.”

--- Bertrand Russell



# Introduction

- In today's classrooms, we find students with varying levels of preparation, interests, and learning styles, which require various teaching strategies to meet their needs
- Our tool kit must contain a variety of strategies which should be “student” centered rather than “teacher” centered





# The Changing Environment

- We are becomingly increasingly more concerned about how to educate the millennial learner - to make use of interactive learning environments, to integrate technology into the learning environment, and to make use of collaborative environments (where appropriate)
- To this end, today's session will focus on innovative strategies which might be used in these environments



# Teaching Pedagogy

- The use of Innovative Teaching Strategies have implications for:
  - ✓ How students are taught
  - ✓ How they perform
  - ✓ Whether they are successful in educational settings
  - ✓ Teacher success - Win/Win for All







# Teaching and Learning Styles

- By using a variety of teaching techniques and by actively involving learners in the experience, we increase the chances that they will retain and use the information in view of attention span (Adult average 6-20 minutes)
- Serial Position Effect
- We can increase retention by using multiple training techniques and repeating the information

# What we Know about Human Learning

- Learning is an Emotional Activity, e.g., emotions often serve as a link to retrieving info and enhancing long-term memory
- How a person feels in a learning situation often determines the amount of attention that he or she devotes to it
- Students need to have an emotional connection to the work, their peers, and their teachers (Sousa, 1998)
- Engage students personally through journals, discussion, sharing and reflection, e.g., significant current event





# What We Know About Human Learning

- Learning is a Social Activity, e.g., learning is heavily influenced by the interaction of the student within social environments
- Students should see themselves as part of a learning community
- The use of peer tutoring and learning in small group settings is powerful



# What We Know About Human Learning

- Metacognition (“thinking about thinking”) involves being aware of your strengths and weaknesses
- Metacognitive Skills enhance Learning
- Effective learners have an awareness of how they are learning and use it to monitor their thought processes
- The Writing Technique might be used to help students think about their learning, e.g., How have you prepared for class today?; What is the best way for me to prepare for a class like this one? What questions do I have?; Why did I miss those exam questions?



# What we Know about Human Learning

- The brain Searches for Meaning; e.g., learners discover meaning by making connections; Relate the class work to student experiences
- The brain is a Complex System of thoughts, emotions, imagination, and physiology that constantly exchanges information in the environment; Immerse students in experiences that encourage complex thinking
- There are Many ways to be Intelligent, e.g., Howard Gardner's MI Theory; Promote choices so that students can pursue individual interests using individual strengths



# Teaching Styles

- As students we were most familiar with an adult-to-child teaching style:
  - The Teacher decides what the learners learn
  - Education is seen as a one way street
  - The Teacher minimizes the value of the learner's experience
  - The Learner is seen as an empty vessel; The teacher is seen as a full vessel?
- Is anything wrong with this picture? What?





# Moving from Passive to Active Learning

- Passive Learning: Learners do not take an active role; they are “fed” through readings, demos, lectures, etc. Advantages? Disadvantages??
- Active Learning: Learners analyze, discuss, or debate the info; link info to relevant activities or incorporate the info into decision making processes; small groups may convene



# Active Learning

- The educational experience is a give-and-take relationship between the teacher and the learner
- The teacher acknowledges that each learner has an educational background and experiences that influence his or her learning
- Information is shared between the teacher and learner





# Active Learning

- What I **hear**, I *forget*
- What I hear and **see**, I *remember a little*.
- What I hear, see, and **ask questions about** or **discuss** with someone else, I begin *to understand*
- What I hear, see, discuss, and **do**, I *acquire* knowledge and skill
- What I **teach** to another, I *Master*



# Strategies for The Ideal Learning Environment

- Involve the learner in the learning process
- Relate the subject matter so that it is relevant to the learner
- Engage the learner in higher levels of thinking such as analyzing, critiquing, and assessing (Bloom's Taxonomy)
- Provide info that will overlap with info the learners already know
- Reiterate and reinforce info throughout the session





# Tools for Instructional Strategies

- Ice Breakers (at the beginning of the class)
- Lecture plus Interactive Activities
- Open Discussion (collaborative exercises)
- Clickers (Response Sets)
- Incorporate Debate with Clickers
- Use of response cards to answer the question anonymously
- Instructional Games and Game shows such as Jeopardy and Family Feud (MY Favorite!)



# Tools for instructional strategies

- Case Studies
- Role Play (Individual or group)
- Visual Aids, e.g., Video
- Flip Charts
- Power Point
- Motion Picture Film as an tool to teach concepts and theory
- Television as a tool





# Additional Instructional Strategies

- Small group exercises
- Field Trips
- On line learning/discussion boards, e.g., Blackboard
- Incorporate You Tube (etc.) or other online video clips as appropriate into the Power Point
- Peer Teaching
- Invite guest experts (HU colleagues or others)



# How do we increase our working repertoire of teaching techniques?

- Plan our time
- Make use of our resources, e.g., undergraduate teaching assistants, book representatives, our own research, our colleagues, the CTE, etc.
- Observe other teachers
- Search continually for ways throughout the year to add to our repertoire of teaching tools
- Read journals on college teaching
- Professional Development





# Learning Style Research: What Do we know?

- Make effective connections between the learning and teaching styles in their classrooms (Irvine & York):
  - ✓ We should be attentive not only to individual students' learning styles but to our own actions, instructional goals, methods, materials as they relate to their students' cultural experiences; This is a Process
  - ✓ Teaching is an act of social interaction, and the resultant classroom climate is related directly to the interpersonal relationship between teacher and student, e.g., Friere's Banking System



# Other Suggestions

- Use alternative cues to indicate attending behaviors, e.g., ask students to summarize points previously made or to declare their personal preferences on issues under discussion
- Shorten the length of segments of “teacher talk”
- Minimize teacher talk by using learning strategies that are more student focused and active, e.g., small group tasks, dramatic readings, and cooperative learning, etc.
- Honor students’ learning styles and ways of learning as much as possible, e.g., you might encourage students to use cultural styles of storytelling to demonstrate their translations and comprehensive skills, or report the results of inquiry exercises (from text or other) or research topics





# Summary

- One basic premise: There is no Single Best Teaching Method
- Pro-student Philosophy: Capitalize on each student's strength; Continue to learn more about your students
- Maintain high expectations and high academic standards for All of your students
- Carefully study your practices – what has been successful with most students in the past – what can be incorporated now and in the future



# Concluding Thoughts

- Teaching is both an opportunity and a challenge
- The more we know about the implications of teaching pedagogy, the more we can develop productive solutions to maximize academic achievement - and prepare our students for a future in a global society





# Resources To Consult: Just A Few

- Faculty Focus: [www.facultyfocus.com](http://www.facultyfocus.com); Sign up for their free newsletter
- First Move (Chess as a teaching tool): [www.af4c.org](http://www.af4c.org)
- Brain Research – Dana Foundation: [www.dana.org](http://www.dana.org)
- Learning and the Brain Society: [www.edupt.com](http://www.edupt.com)
- Creative Problem Solving Institute: [www.creativeeducationfoundation.org](http://www.creativeeducationfoundation.org)
- Michael Michalko: [www.creativethinking.net](http://www.creativethinking.net)

# Thank You!!

- Q and A Period

