

M3: TEACHING STRATEGIES

At the end of this module, students should be able to:

1. name at least 10 teaching strategies;
2. describe the pros & cons of various teaching strategies;
3. explain the nature of micro-teaching;
4. list out the advantages & disadvantages of micro-teaching;
5. differentiate between teacher-centred and student-centred teaching.

M 3: TEACHING STRATEGIES

- 1 Lecture
- 2 Case Study
- 3 Group Discussion
- 4 Active Learning
- 5 Co-operative Learning
- 6 The Broadcast Strategy
- 7 The Exposition Strategy
- 8 A Simulation Strategy
- 9 The Guided Discovery Strategy
- 10 Metacognition
- 11 Mind mapping
- 12 NIE
- (Newspaper in Ed.)

1. LECTURE

■ ADVANTAGES

- 1 Can convey a lot of info to many students
- 2 Maximizes staff time
- 3 Non-threatening to students

■ DISADVANTAGES

- 1 Low student feedback
- 2 Assumes an unrealistic level of student understanding
- 3 Students may daydream or maybe inattentive



2. CASE METHOD: in-depth investigation of a 'unit': individual, group, institution, programme, document, etc.

■ ADVANTAGES

- 1 Students can apply what they learn in the classroom to real-life experiences:
motivating SC students
- 2 Engages students in active learning about issues: poverty

■ DISADVANTAGE

- Mainly qualitative although it can involve quantitative data

TEACHING IN GROUPS

(Light & Cox, 2001, 119)

- The teacher can:
- PRESCRIBE
- INFORM
- CONFRONT
- RELEASE TENSION
- ELICIT
- SUPPORT
- Verbal behaviours:
- Provide a topic
- Summarize/interrelate/
clarify/inform
- Evaluate student
answer
- Arouse laughter
- Get student opinion
- Approve student
answer



3. Group discussion

■ ADVANTAGES

- 1 Fosters students' communication skills
- 2 Promotes thinking & decision making
- 3 Fosters different viewpoints

■ DISADVANTAGES

- 1 Some students may dominate
- 2 Some others maybe passive
- 3 Teachers must guide



4. ACTIVE LEARNING

■ ADVANTAGES

- 1 Allows ‘students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises ...’
- 2 Stimulates critical thinking

■ DISADVANTAGES

- Assessing students’ contribution in active learning environments can be a problem. Need to outline the evaluation criteria for each assignment

5. CO-OPERATIVE LEARNING

■ ADVANTAGES

- 1 Fosters division of labour by consent, within-group explanations & sharing of info
- 2 Allows students to know each other better

■ DISADVANTAGES

- 1 Each group member must participate
- 2 Must reward both group & individual effort (through a written assignment)
- [COLLABORATIVE LEARNING]

6. THE BROADCAST STRATEGY (video,TV,radio, multimedia)

■ ADVANTAGES

- 1 Enriches students' knowledge, skills & attitudes
- 2 Effective if used with other strategies like group discussion, & other follow-up activities

■ DISADVANTAGE

- Students maybe passive receptors



7. THE EXPOSITION STRATEGY

■ ADVANTAGES

- 1 Info can be transmitted concisely
- 2 “ quickly

■ DISADVANTAGES

- 1 Maybe boring
- 2 Lacks students’ feedback
- 3 Difficult to meet individual learning needs
- [THE TALK & CHALK METHOD]



8. A SIMULATION STRATEGY (RE-CREATE AS NEAR AS POSSIBLE A REAL LIFE SITUATION)

■ ADVANTAGES

- 1 Students learn specific skills, values
- 2 More suitable for arts & language courses

■ DISADVANTAGES

- 1 May distort reality
- 2 Time consuming in preparation

■ [ROLE PLAY STRATEGY]



9. THE GUIDED DISCOVERY STRATEGY

■ ADVANTAGES

- 1 Students are actively involved in their own learning & problem solving
- 2 Help students to develop a better understanding of ideas & concepts

■ DISADVANTAGES

- 1 Not suitable for teaching a large number of facts concisely & efficiently
- 2 Without proper teacher guidance, students may learn incorrect info



10. METACOGNITION (1)

- Knowledge about one's own cognitive system
- Thinking about one's own thinking
- Includes ideas about what we know or do not know and also regulating how we go about learning

10. METACOGNITION (2)

- Includes the ability to ask & answer the following types of questions:
- *What do I know about this subject, topic or issue?*
- *Do I know where I can get the info?*
- *How much time will I need to learn this?*
- *Did I understand what I just heard, read or saw?*
- *How can I spot an error if I make one?*
- *How should I revise my plan if it is not working to my satisfaction?*

10. METACOGNITION (3)

- SOME EXAMPLES OF STRATEGIES BY TEACHERS:
- Have students:
 - monitor their own learning in pairs;
 - learn study strategies e.g., SQ4R=
- SURVEY QUESTION READ RECITE RELATE
REVIEW
- ask 'good' questions.
- try to deal with problems on their own & to transfer knowledge, attitudes, values & skills to other situations.

10. METACOGNITION (4)

■ ADVANTAGES

- 1 Involves higher thinking skills like originality/creativity
- 2 Students become more independent in finding solutions

■ DISADVANTAGES

- 1 Time consuming
- 2 More challenging teacher's function

11. MIND MAPPING



Pictorial way of transferring ideas
on to paper

12. NIE

(Newspaper in Education)



THE SKILLS OF LECTURING

[modified](Brown & Atkins, 1988, p.20)

EXPLAINING

Clarity



Interest

Use of AVAs

Varying student activities

PRESENTING INFO

GENERATING

INTEREST

LECTURE PREPARATION

REFERENCES

- Brown, George & Atkins, Madeline (1988), Effective Teaching in Higher Education, London: Routledge.
- George Mason University (1996) Part-Time Faculty Guide (ON-LINE)
- <http://station05.qc.ca/css/cybersite/reach-out/strategies/TEACHING.htm>, 24/2/05
- Light, Greg & Cox, Roy (2001), Learning & Teaching in Higher Education - The Reflective Professional. London: Paul Chapman