

~~SELECTION AND USE~~ OF TEACHING STRATEGIES



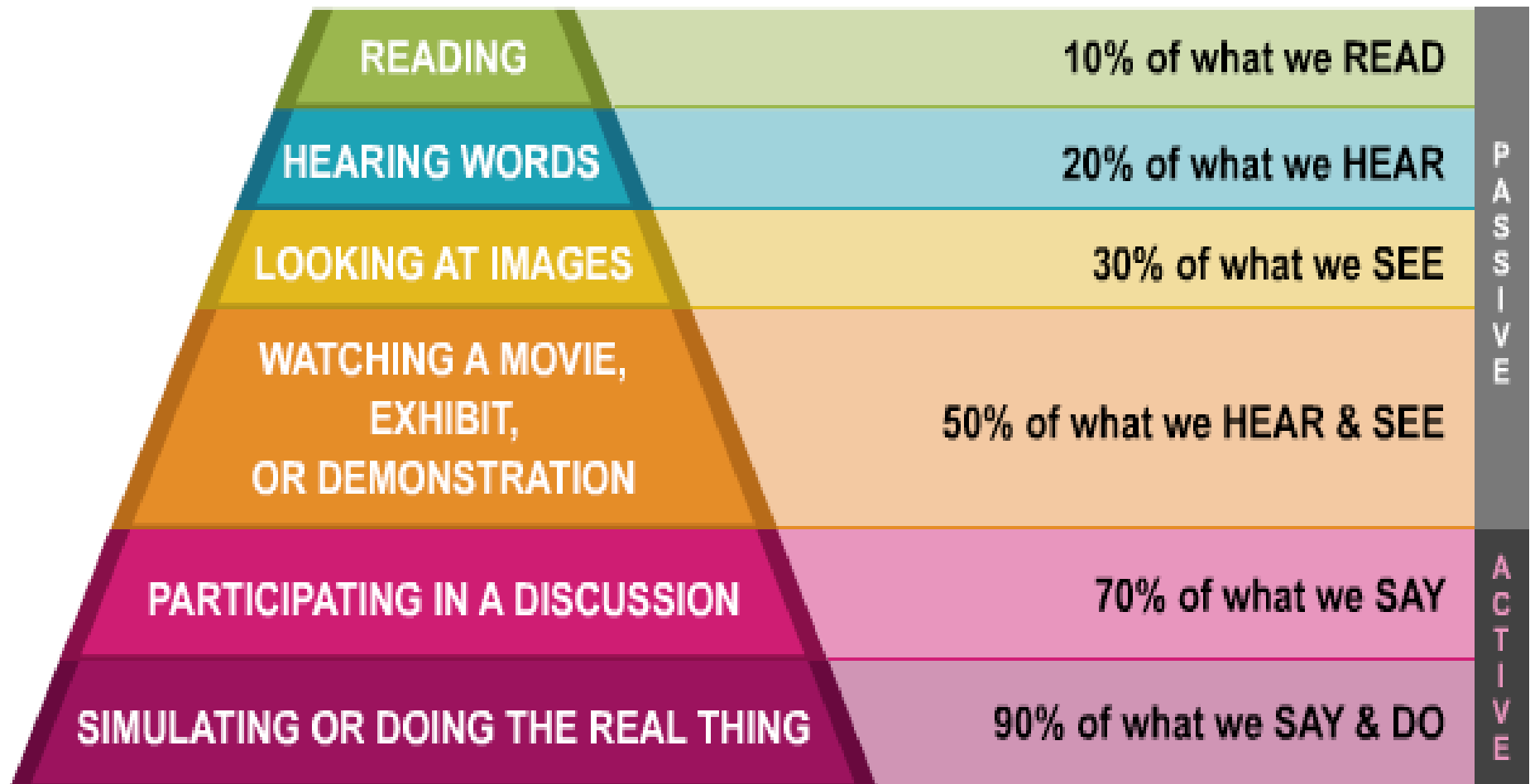
GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

1. Learning is an active process.

- ❑ We have to actively engage the learners in learning activities if we want them to learn what we intend to teach.
- ❑ Hands-on-minds learning
- ❑ Research shows
 - 75% retention rates in learning by doing
 - 90% retention rates learning by teaching others

The Cone of Learning

Based on our level of involvement, after 2 weeks... we tend to remember:



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

2. The more senses that are involved in learning, the more and the better the learning.

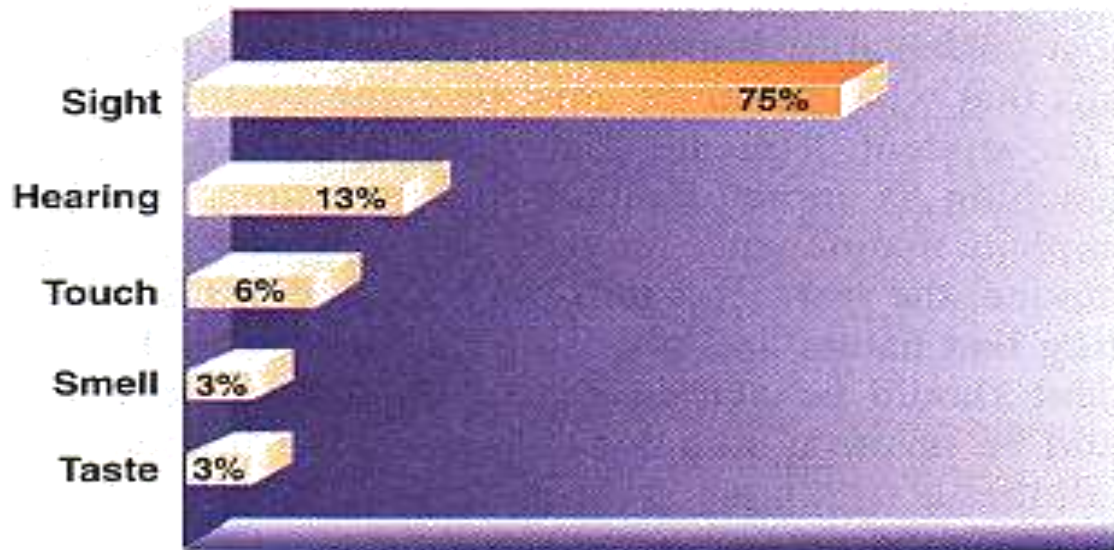


Figure 1-2. Most learning occurs through sight, but the combination of sight and hearing accounts for about 88 percent of all perceptions.

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

3. A non-threatening atmosphere enhances learning.

❑ Physical classroom condition:

- ✓ Proper lightning
- ✓ Good ventilation
- ✓ Order
- ✓ Tidiness
- ✓ painting of the room



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:



❑ Psychological climate:

- ✓ personality of a teacher
- ✓ rapport between students and the teacher
- ✓ relationship among students

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

□ Steps on how to create a positive classroom atmosphere:

- 1) Cultivate culture of respect
- 2) Believe in our student's capacity
- 3) Make our students feel they belong to a community of learners with shared goal or purpose
- 4) Encourage more collaboration and cooperation and less competition
- 5) Give allowance for mistakes

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

4. Emotion has the power to increase retention and learning.

- ❑ bring emotion into the classroom
- ❑ recognize the power of emotion to increase retention



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

5. Learning is meaningful when it is connected to the students' everyday life.

- ❑ The meaningfulness & relevance of what we teach is considerably reduced by our practice of teaching simply for testing.

- ❑ "answering pedagogy"

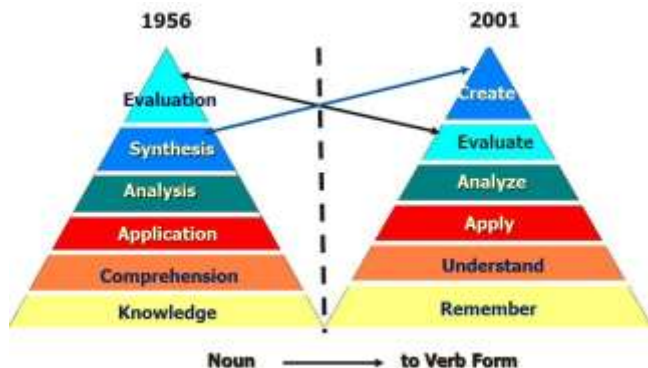


GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:



6. Good teaching goes beyond recall of information

- teaching should reach the levels of application, analysis, synthesis, and evaluation to hone our student's thinking skills.



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

7. An integrated teaching approach is far more effective than teaching isolated bits of information.

- considers the Multiple Intelligences (MI) & varied learning styles (LS) of students



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

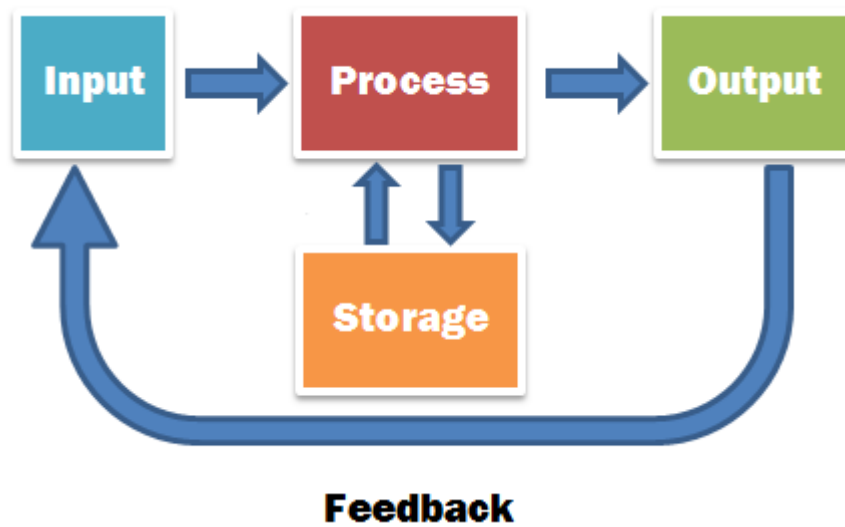
- An integrated approach incorporates successful, research-based and brain-based instructional strategies.
 - Some research findings about the brain (Wolfe, 2001):
 - 1) Without rehearsal or constant attention, information remains in working memory for only about 15-20 secs.
 - 2) Learning is a process of building neural networks.
 - 3) Our brains have difficulty comprehending very large numbers because we have nothing in our experience to 'hook' them to.
 - 4) The eyes contain nearly 70% of the body's sensory receptors & send millions of signals every second along the optic nerves to the visual processing of the brain.
 - 5) There is little doubt when information is embedded in the music or rhyme, its recall is easier than when it is in prose.

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GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

□ Brain- based strategies:

- 1) **Involving Students** in Real-life or Authentic Problem-Solving
- 2) **Using Projects** to Increase Meaning & Motivation
- 3) **Simulations & Roleplays** as Meaning makers
- 4) **Classroom Strategies Using Visual Processing**

- Visuals are powerful aids in retention as well as in understanding.

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

**ILLUSTRATION 3.1: GRAPHIC ORGANIZER FOR CLASSIFICATION
COLUMNS FORMAT**

food

Categories					
Vegetables	Fruit	Grains	Seafood	Meats	Dairy
asparagus spinach broccoli carrots kelp potatoes	apples cherries avocados limes raspberries olives papayas	millet oats rye corn barley rice wheat	flounder halibut swordfish tuna salmon sea bass	turkey chicken lamb beef pork	yogurt butter cottage cheese milk

ILLUSTRATION 3.2: GRAPHIC ORGANIZATION FOR CLASSIFICATION
WEB FORMAT

Southwest U.S. ecosystems

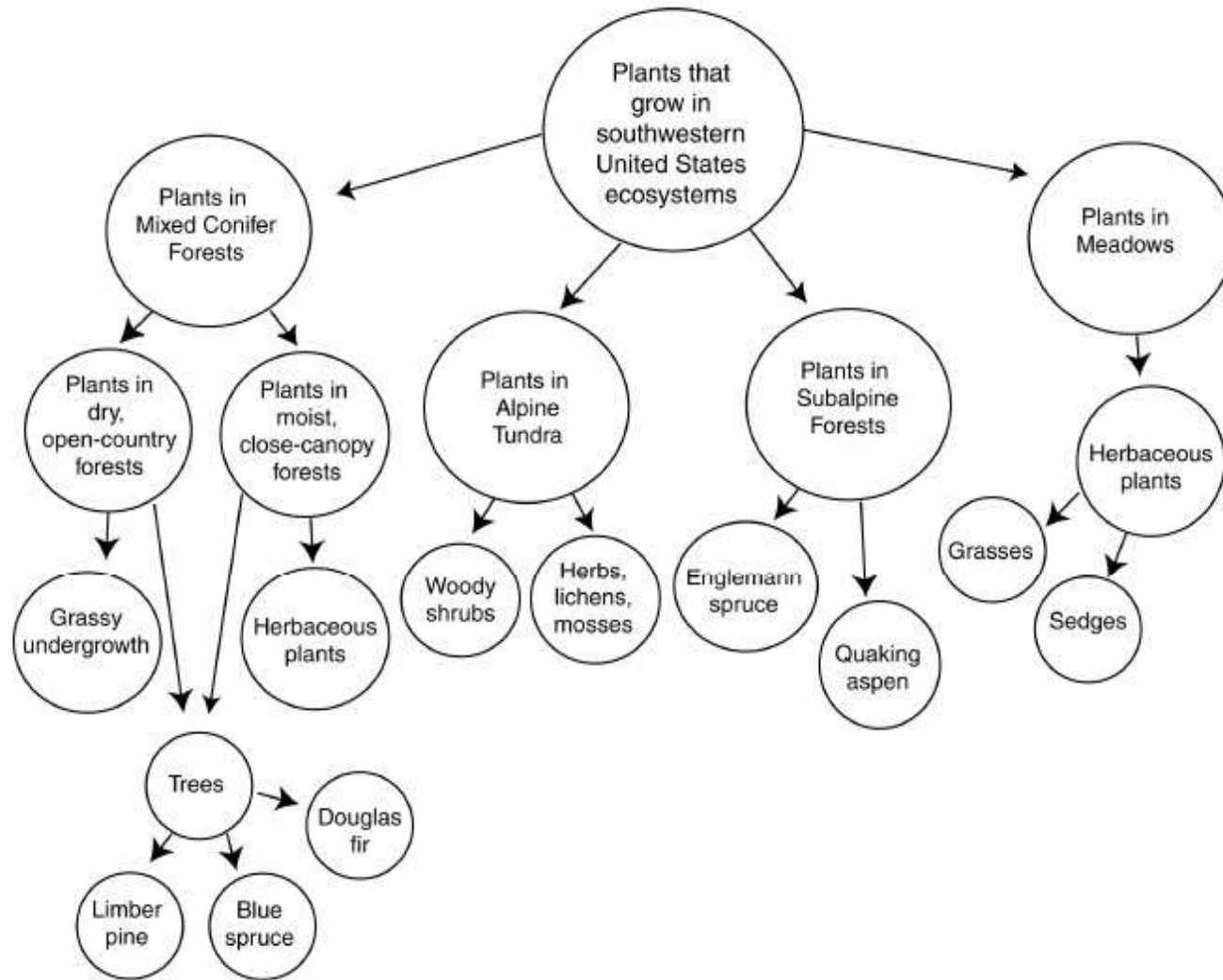


ILLUSTRATION 1: DESCRIPTIVE PATTERN ORGANIZER

equilateral triangle

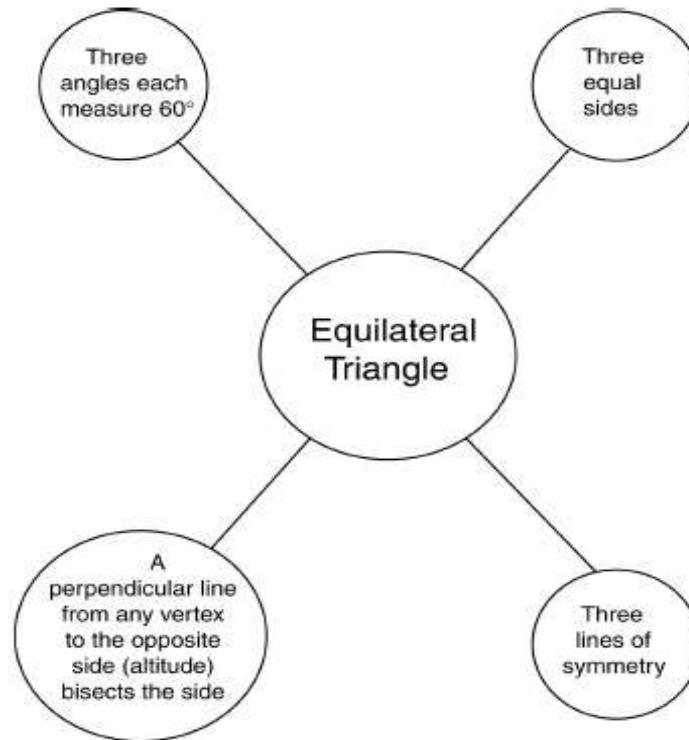


ILLUSTRATION 2: TIME/SEQUENCE PATTERN ORGANIZER

the race for the South Pole

November 1902

British expedition led by explorer Robert Falcon Scott sets out.
Scott expedition reaches farthest-south point ever recorded.

December 1902

Scott expedition turns back.

October 1908

British expedition led by Irish explorer Ernest H. Shackleton sets out. Team takes route from McMurdo Sound across the Ross Ice Shelf and through the Transantarctic Mountains.

January 1909

Within some 100 miles of pole, Shackleton expedition turns back. Had reached the newest farthest-south point recorded.

1910

Scott returns to McMurdo Sound to prepare for second trek.

October 1911

Norwegian explorer Roald Amundsen's team sets out, four days before Scott's team.

October 1911

Second Scott trek sets out from base on Ross Island following Shackleton's route. Used sleds to haul their supplies.

December 1911

Expedition led by Amundsen reaches pole after using teams of dogs on shorter, but steeper, route.

January 1912

Scott and his team reach pole.

January-March 1912

Scott and his team die on the return trip.

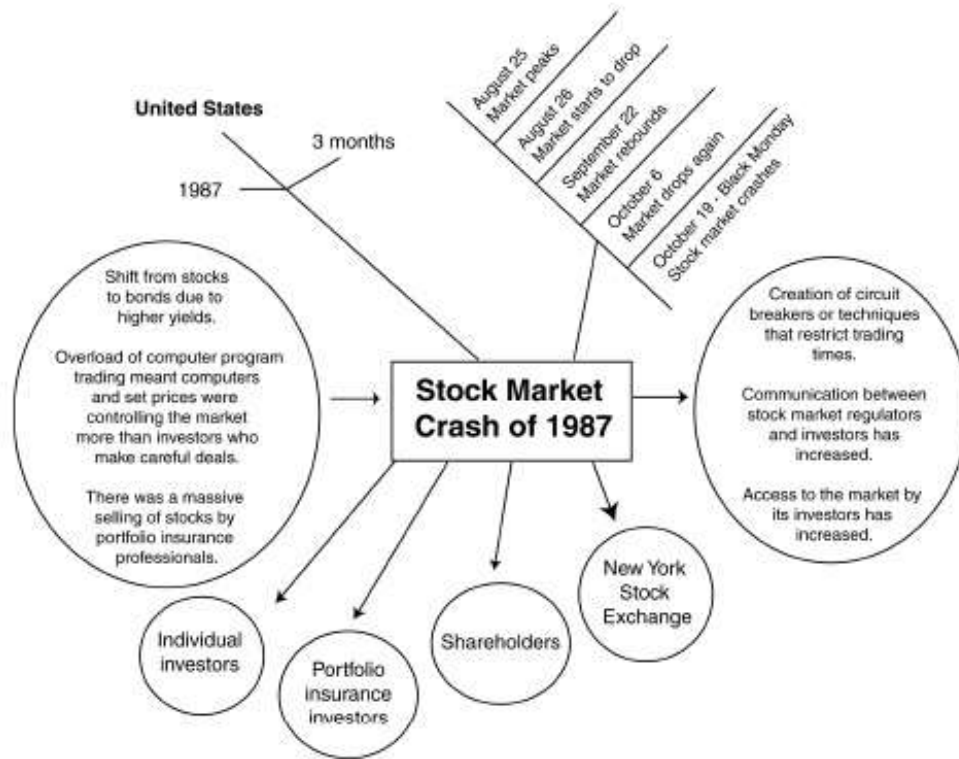
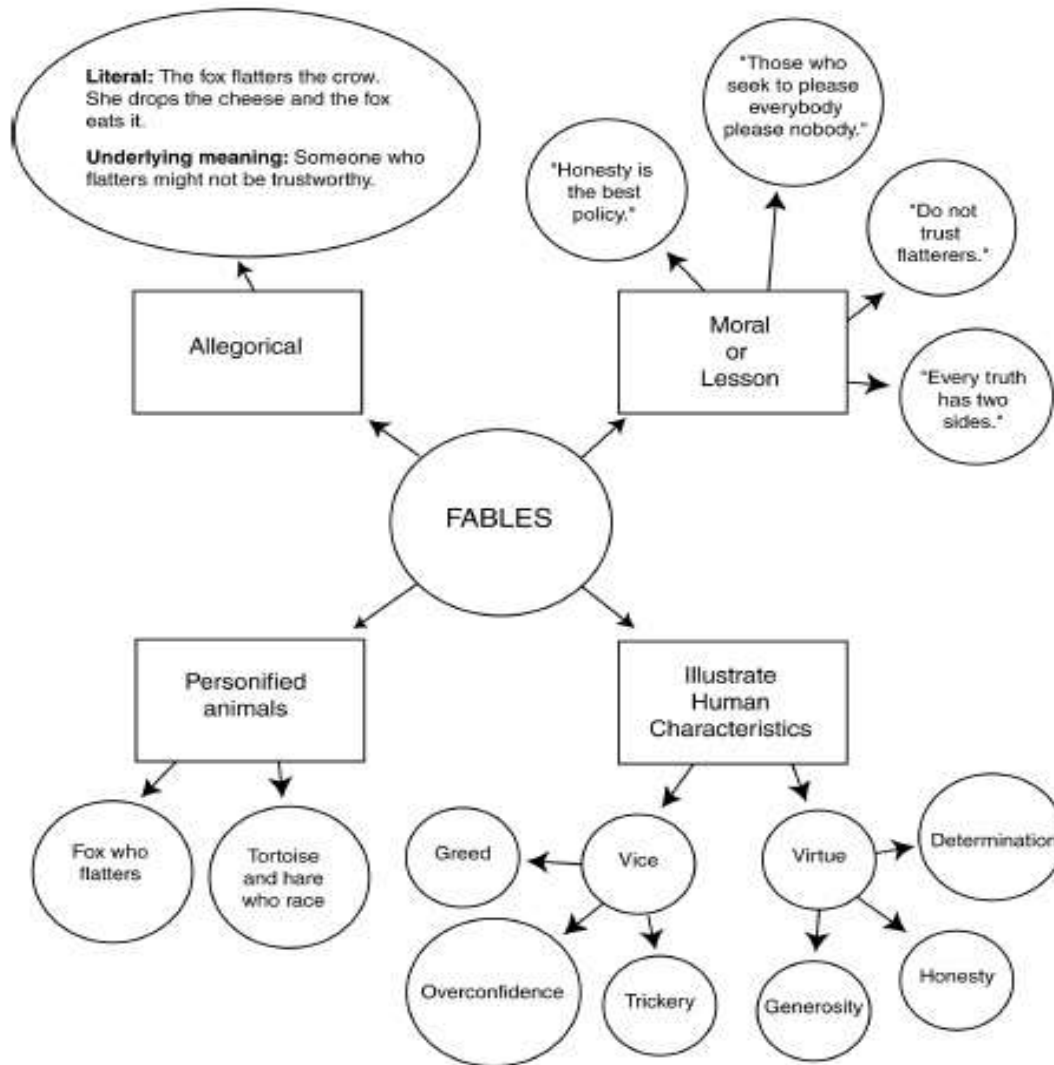


ILLUSTRATION 6: CONCEPT PATTERN ORGANIZER

fables



GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

- 5) Songs, jingles & raps
- 6) Mnemonic Strategies
- 7) Writing Strategies
- 8) Active Review
- 9) Hands-on activities

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

- ❑ An integrated approach is also interdisciplinary and multidisciplinary. *Touch the other aspect of life outside the school.*
- ❑ An instructional Approach is also integrated when it includes the acquisition of knowledge, skills as well as values. *Relate your subject with other subjects.*

GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES:

8. There is no such thing as best teaching method. The best method is the one that works, the one that yields results.

- ❑ Factors to consider in the choice of teaching method:
 - a) Instructional objective;
 - b) Nature of the subject matter;
 - c) The learners;
 - d) The teacher; &
 - e) School policies.

ASSIGNMENT

- Choose 5 teaching strategies in your book.
- Write its description and give a specific example on how are you going to use it in your subject.
- Write your answer in a yellow paper using this format:
 - Name and Course
 - Teaching Strategy: Description
 - Application:

Refer to Curriculum Guide for choosing a topic and writing objectives