

**UNIT III**  
**CHAPTER 3**

# SELECTION & USE OF TEACHING STRATEGIES

# GUIDING PRINCIPLES IN THE SELECTION AND USE OF TEACHING STRATEGIES

## 1. Learning is an active process

- to actively engage the learners in the learning activities if we want them to learn what we intend to teach.

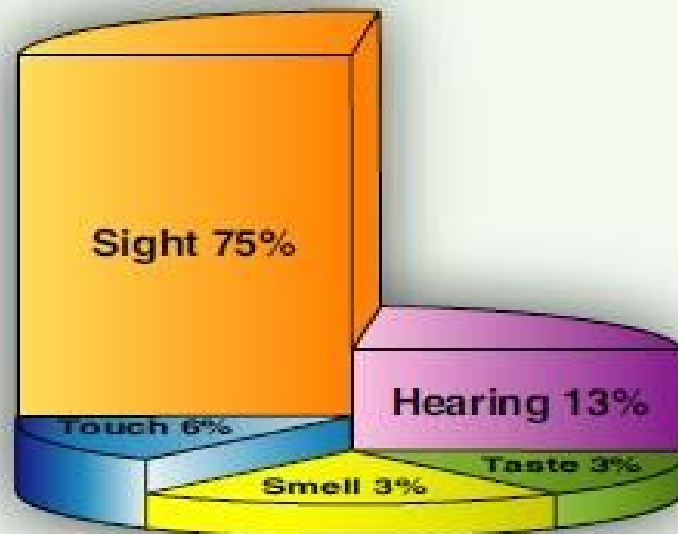
*As the saying goes:*

“What I hear, I forgot  
What I see, I remember  
What I do, I understand”



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

- Implies the use of a teaching methodology that makes use of more visual aids than mere audio aids.



“Humans are intensely visual animals....We take in more information visually than through any of the other senses”

**Senses to Learning**

### **3. Emotion has the power to increase retention and learning.**

- We tend to remember and learn more those that strike our hearts! Let us add an emotional TOUCH to learning.

### **4. Learning is meaningful when it is connected to students' everyday life.**

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

## 5. GOOD TEACHING GOES BEYOND RECALL OF INFORMATION

- **develop creative and creative thinking**
- **should reach the levels of application, analysis, evaluation and synthesis to hone students' thinking skills**

## 6. AN INTEGRATED TEACHING APPROACH IS FAR MORE EFFECTIVE THAN TEACHING ISOLATED BITS OF INFORMATION

- **Consider MI and LS**
- **Incorporates MI, LS, research-based ,and brain-based instructional strategies**

## INTELLIGENCE

## EXAMPLES OF CLASSROOM ACTIVITIES

Verbal Linguistic

Discussion, debates, journal writing, conferences, essays, stories, poems, storytelling, listening activities, reading

Logical- Mathematical

Calculations, experiments, comparisons, number games, using evidence, formulating and testing hypothesis deductive and inductive reasoning

Spatial

Concept maps, graphs, charts, art projects, metaphorical thinking, visualization , videos, slides, visual presentations

Bodily- Kinesthetic

Role- playing, dance, athletic activities, manipulative, hands-on demonstrations concept miming

Musical

Playing, music, singing, rapping, whistling, clapping, analysing sounds and music

Interpersonal

Community- involvement projects, discussions, cooperative learning, team games, peer tutoring, conferences, social activities, sharing

Intrapersonal

Student choice, journal writing, self evaluation, personal instruction, independent study, discussing feelings, reflecting

Naturalist

Ecological fieldtrips , environmental study, caring for plants and animals, outdoor work, pattern recognition

An integrated approach incorporates successful, research-based and brain-based instructional strategies.

### Research findings about the brain; (Wolfe, 2001)

1. Without rehearsal or constant attention, information remains in working memory for only about 15 to 20 seconds.
2. Learning is a process of building neural networks. This network is formed through concrete experience, representational or symbolic learning, and abstract learning.
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 percent of the body’s sensory receptors and send millions of signals every second along the optic nerves to the visual processing of the brain.
5. There is little doubt that when information is

# BRAIN-BASED STRATEGIES

- *It is simply the engagement of strategies based on body /mind/brain research.*
- 1. Involving students in real-life or authentic problem solving.**
  - 2. Using projects to increase meaning and motivation.**
  - 3. Simulations and role plays as meaning makers.**



## 4. CLASSROOM STRATEGIES USING VISUAL PROCESSING

➤ “A picture is worth ten thousand words”

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

## 5. Songs, jingles and raps

## **6. Mnemonic Strategies**

- Assist students in recalling important information

## **7. Writing Strategies**

- Use of incomplete statements

## **8. Active Review**

- Review days are planned and organized

## **9. Hands-on-activities**

- Concrete experience is one of the way to make long-lasting neural connections

## **10. There is no such thing as best teaching method.**

- The best method is the one works, the best on that yields the results.

### **Factors to consider in the choice of Teaching Method:**

- Instructional Objectives
- The nature of the subject matter
- The Learners

The Teachers

School Policies

# DIFFERENT APPROACHES & METHODS

# TEACHING APPROACH, STRATEGY, METHOD AND TECHNIQUE

- ▶ **Teaching Approach** - set of principles, belief or ideas about nature of learning which is translated into the classroom
- ▶ **Teaching Strategy** - long term plan of action designed to achieve a particular goal
- ▶ **Teaching Method** - a systematic way of doing something
- ▶ **Teaching Technique** - well-defined procedure used to accomplish a specific task; teacher's particular/personal style

APPROACH → STRATEGY → METHOD → TECHNIQUE

## EXAMPLES of TEACHING APPROACH

- ▶ **Teacher-centered-** the teacher is the only reliable source of information
- ▶ **Teacher-dominated-** teacher does what he/she planned without considering learners' interest, concern, and situation
- ▶ **Subject-matter centered-** subject matter gains primacy over that of the learner; sticking to syllabus or lesson plan
- ▶ **Learner-centered-** learner shares something he/she knows; teacher makes adjustment in her plans to accommodate learner's interest and concern.

- ▶ **Constructivist-** students are expected to construct knowledge and meaning by connecting it to their past experiences
- ▶ **Banking approach-** teacher deposits knowledge to “empty” minds of students
- ▶ **Integrated teaching approach-** teacher connects what he/ she teaches to the other lesson of the same subject (*intradisciplinary*) or connects lesson with other subjects (*interdisciplinary and multidisciplinary*)
- ▶ **Disciplinal-** limits teacher to discuss lessons within the boundary of her subject
- ▶ **Collaborative-** welcomes group work, teamwork and partnership

- ▶ **Interactive** - learner interact with their teacher, classmate and learning materials
- ▶ **Individualistic** - students work by themselves
- ▶ **Direct teaching approach** - directly tells or shows what is to be taught
- ▶ **Research-based-** anchored in findings
- ▶ **Whole child approach** - holistic way of teaching
- ▶ **Metacognitive** - goes beyond cognition
- ▶ **Problem-based** - focus on problems;



# **DIRECT/ EXPOSITORY APPROACH**

## **I. DIRECT INSTRUCTION/ LECTURE METHOD**

### ***Direct Instruction***

- helps students acquire procedural knowledge
- use for lessons that are factual and not controversial

### ***Procedural Knowledge***

- refers to skills needed while performing the task

# CHARACTERISTICS OF DIRECT INSTRUCTION METHOD

1. Teacher-directed
2. Each step must be mastered (students gain know “how” rather than know “what”)
3. Taught in a step by step fashion
4. Assessment of learning can be easily measured
5. Learning through “imitation” or “behavioral modeling”
6. Can also be use to teach fact, principles and laws

# STEPS IN DIRECT/ LECTURE METHOD

## *In teaching SKILLS.....*

1. Provide rationale
  2. Demonstrate the skill
  3. Guided practice
  4. Check understanding and provide feedback
- Assess learning

# ***GUIDELINES FOR ITS EFFECTIVE USE***

*In teaching Skills.....*

1. Give ample time for practice
2. Students must be included in planning stage
3. Describe the testing situation and specify the level of performance expected
4. Divide complex skill into sub skills
5. Design own teaching strategy
6. Carefully rehearse all steps
7. Assign practice for short periods of time

Provide feedback and encouragement


Construct good performance-based test

# ***STEPS IN DIRECT/LECTURE METHOD***

***In teaching facts, principles and laws.....***

- 1.** Introduction
- 2.** Present your lesson
- 3.** Explaining, illustrating and giving concrete examples
- 4.** Application of lesson
- 5.** Check understanding and provide feedback

# ***GUIDELINES:***

1. Be sure to explain it correctly, clearly and adequately
  2. Use visual aid
  3. Illustrate laws and principles with concrete examples
  4. Present facts meaningfully
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# II. DEMONSTRATION METHOD

- shows how a process is done while the students becomes the observers
- employed in lessons that use sophisticated equipment and technical know-how

## *ADVANTAGES:*

- ▶ Follows a systematic procedure
- ▶ The use of expensive equipment can be maximized
- ▶ Possible wastage of time, effort and resources will be avoided
- ▶ Not a trial-error learning
- ▶ Findings are reliable and accurate
- ▶ Value of confidence is developed among demonstrators
- ▶ Curiosity and keen observing ability are instilled

# **GUIDELINES for its EFFECTIVE USE:**

## **BEFORE**

- 1. Demonstrator must be well selected**
- 2. Make sure materials, equipment and tools to use are easily available**
- 3. Demonstrator must try the activity several times before the real demonstrator**
- 4. Observer must be prepared and motivated**
- 5. Be ready with on the spot revision**
- 6. Arrange the observers where they will be fully observe what is going on**
- 7. Pointers or questions may be given to focus students attention**



## ***DURING***

- 1. Place must be quite**
- 2. Extreme care must be taken in performing some delicate steps**
- 3. The activity must not be interrupted**
- 4. Students are allowed to take down notes**

## ***AFTER***

- 1. Post-demonstration discussion**
- 2. Examination of the observed data**
- 3. Have an analysis of trends, patterns or uniform occurrence that can help in arriving at conclusion**
- 4. Summary and conclusion of the activity**
- 5. Assess learning**

## INDIRECT/GUIDED/EXPLORATORY/APPROACH

***Indirect instruction method*** is best used when the learning process is inquiry-based, the result is discovering and the learning context is a problem. This come as ;

- 1. Inquiry Method/ Discovery Method**
- 2. Problem-solving method**
- 3. Project method**

# INQUIRY METHOD

- Sometimes termed “discovery”, “heuristic” and “problem-solving” is defined simply as a teaching method which is “modeled after the investigative processes of scientist”.

*What are the steps in the Inquiry Method?*

1. Define the topic or introduce the questions
2. Guide students plan where and how to gather data, information
3. Students present findings through graph, charts, PowerPoint presentation, models, and writing.

# INSTRUCTIONAL CHARACTERISTIC OF INQUIRY/DISCOVERY METHOD

- 1. Investigate processes such as inferring, hypothesizing, measuring, predicting, classifying, analyzing and experimenting, formulating conclusions and generalizations are employed**
- 2. The procedure in gathering information is not prescribed by the teachers.**
- 3. The children are highly motivated to search, hence active participation is the best indicator of inquisitiveness.**
- 4. The answers arrived at are genuine products of their own efforts**
- 5. Focused questions before, during and after are critical ingredients that provide direction and sustain action.**

# OUTCOMES OF INQUIRY TEACHING

- 1. It's emphasis is on the process of gathering and processing of information**
- 2. It's dependence on first-hand experience with objects and phenomena occurring in the environment is certainly in agreement with the most often cited theory of Piaget on intellectual development.**
- 3. The inquiry approach which predominantly allows some degree of freedom develops initiative and divergent thinking.**
- 4. A deep sense of responsibility is developed when learners are left to manage their own learning, be it in pursuit of answers, mastery of content or simply solving a problem that confronts them instantly.**

**5. Educators strongly believe that facts and**

**concepts that learners discover by themselves become stored as part of their**

**permanent.**

**6. Experiencing success in inquiry-based/discovery lessons builds up the learner's feeling of confidence**

**7. Participation in inquiry activities strengthens learner's intellectual capabilities.**

# HOW TO FACILITATE INQUIRY TEACHING

1. Arrange for an ideal room setting.
2. Choose tools and equipment that can easily be manipulated.
3. The materials to be used or examined must lend themselves easily to the processes to be employed and end product desired.
4. The questions/problems to be answered should originate from the learner's, followed by the formulation of hypothesis.
5. The procedure should likewise be planned by them
6. At the completion of the activity, requires an evaluation of the steps undertaken as to its effectiveness and the clarity of the results.
7. All, the teacher himself should internalize her/his changed role to that of a guide, facilitator and counselor rather the traditional authority who not only determines the material to be learned but also dictates how it should be learned.

# PROBLEM SOLVING METHOD

- A teaching strategy that employs the scientific method in searching for information.
- The process of working through details of a problem to reach a solution.
- It may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.



- **This method is used most often in science and mathematics classes. The students are trained to be sensitive to any puzzling situation or to any difficult situation that needs to be solved. Having defined the problem clearly, the tentative solution is solicited**

# ADVANTAGES

- This method is the most effective in developing skill in employing the science processes
- The scientific method can likewise be used effectively in other non-science subjects.
- The student's active involvement resulting in meaningful experiences serves as a strong motivation to follow the scientific procedure in future undertakings.
- Problem-solving develops higher level thinking skills.
- A keen sense of responsibility, originality and resourcefulness are developed, which are much needed ingredients for independent study.

# ADVANTAGES

- The students become appreciative and grateful for the achievement of scientists
- Critical thinking, open-mindedness and wise judgement are among scientific attitudes and values inculcated through competence in the scientific method
- The students learn to accept the opinions and evidence shared by others.

# Project Method

**“WHOLE HEARTED  
PURPOSEFUL ACTIVITY  
PROCEEDINGS IN A SOCIAL  
ENVIRONMENT”**

**Dr. William Kilpatrick**

# Project Method

- Is an educational enterprise in which children solve a practical problem over a period of several days or week.
- Is a teaching method that requires the students to present in concrete form the results of information gathered about a concept, principle or innovation.

# ADVANTAGES

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- *It is a Teaching method that emphasizes “learning by doing”*
- *Constructing projects develops the students’ manipulative skill.*
- Planned design of the project tests the student’s originality in choosing the materials to be used.

# ADVANTAGES

- It can be employed among students who are weak in oral communications.
- It instils the values of initiative, industry and creativity.
- Workings on a project in groups develop the spirit of cooperation and sharing of ideas.

THE END....

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