Teaching for Learning

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Outline

• Meaningful vs. Rote Learning
• Writing Objectives (Bloom’s Taxonomy)
• Attention
• Asking Questions
• Teaching Study Skills

Effective Learning

• There are two main ways that students can learn:
  – Rote Memorization: Memorize words
  – Meaningful Learning: Understand ideas
• Effective learning requires two conditions
  1. Retain: Remember what is learned in the future
  2. Transfer: Use what is learned to guide thinking and behavior in a new situation

Meaningful vs. Rote Learning

• Rote learning (memorization) only achieves retention of new information
• Meaningful learning achieves both retention and transfer, and even achieves retention better than rote learning.
Teaching Strategies for Meaningful Learning

- Use analogies (comparison with a similar ordinary concept)
- Tell stories to demonstrate concepts
- Ask students for their relevant experiences
- Ask students questions beyond what you have directly taught
- Make students explain their reasons for their answers: *Why?*
- Answer questions with questions

Planning for Meaningful Learning

1. What is important to teach?
   - Objectives
2. How can students’ attention be captured at the start of the lesson?
   - Introduction Focus
3. What teaching strategy should be used to achieve each objective?
4. What examples and/or questions can be used to ensure students understand each objective?
5. What summary can be given to tie the lesson together and relate the objectives to students’ ordinary lives?
6. How can students’ understanding of the objectives be assessed?

Objectives

- **Objective:** Statement that describes:
  1. The knowledge students are expected to understand
  2. What students should be able to do with that knowledge

![Pyramid Diagram]

- Understanding
- Applying
- Analysing
- Evaluating
- Creating
- Remembering
Bloom’s Taxonomy

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<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Keywords</th>
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Attention

- **Introductory Focus**: An attention-getting technique that provides direction for the lesson
- **Strategies for getting students’ attention**:
  - Unique Problem
  - Thought-provoking questions
  - Demonstration
  - Discrepant events
  - Charts
  - Pictures

Questioning

- “Effective questioning techniques may be among the most powerful tools that educators employ” (Woolfolk, 2007, p. 493)
- The more questions the teacher asks, the more effective the lesson will be (Eggen & Kauchak, 2004)
- **Purpose of Questions**
  - Helps learners identify gaps in knowledge to spark curiosity
  - Helps learners put information in long-term memory
  - Serve as a cue to remind learners of knowledge already learned
  - Helps the educator assess learners’ understanding
Types of Questions

- Rhetorical question requires no meaningful responses from students
- Yes/no question
- Short-answer question where the answer was previously provided in class
- Thought-provoking question that requires students to think beyond information presented in class

Asking Good Questions

- **Wait time**: Period of silence after calling on students
  - Teachers rarely use enough wait-time after asking the question
    - Students give longer and more thoughtful answers when teachers wait at least 5 seconds before calling on a student
  - If students have difficulty responding, ask guiding questions
  - Provide meaningful feedback after students respond
  - Do not criticize a student for an incorrect answer but provide feedback to help them learn

Study Strategies

- Few students develop good study strategies independently, so educators need to be more purposeful in teaching study skills.
- Strategies for achieving self regulation are developed by:
  - Direct instruction of study strategies
  - Modeling positive learning strategies
  - Coaching of when to apply particular study strategies

Study Strategies: Reviewing Notes

- **RCRC**: Improve memory and comprehension of content (Archer & Gleason, 1989)
  - Read: the material twice
  - Cover: the material with your hand
  - Recite: Summarize what you have read
  - Check: lift your hand to check
    - If you forget something important, begin again
- Resources for other study strategies:
  - [www.unl.edu/csi/study/shtml](http://www.unl.edu/csi/study/shtml)
Teaching Study Strategies

• Procedure for teaching study skills:
  1. Develop prerequisite skills
  2. Teach the strategy
     • Explain the benefits of the strategy
     • Explain the steps of the strategy
  3. Model the strategy

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Teaching Study Strategies

• Procedure for teaching study skills, continued:
  4. Help the students memorize the strategy
  5. Provide scaffolding as students use the strategy
     • Reminders, Feedback, Remodeling
  6. Provide independent practice in the strategy

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Revision Questions

• Explain the difference between meaningful learning and rote memorization.
• Develop objectives at each of the 6 levels of Bloom’s taxonomy.
• State 4 things that you can do effectively ask questions while teaching.

Continuous Assessment

• Choose any topic in your course (e.g., mathematics, English, etc.)
• Develop one learning objective for each of the six levels of Bloom’s taxonomy.
  – You will submit SIX objectives.
  – Be sure to include your Name, Matriculation Number, and Course on your assignment.
• This is an INDEPENDENT assignment.
  – Any multiple submissions that are identical will receive ZERO points.
• DUE: 19 Feb 2013 to Dr. Korb (Room 32, Block 24)