

Teaching for Effective Learning

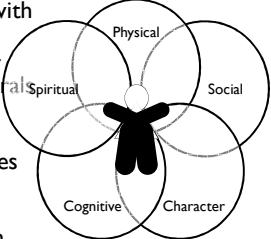
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Overview

- Characteristics of effective teachers
- Powerful teaching method: asking questions
- General effective teaching methods

Domains of Development

- **Physical:** Growth and health
- **Social:** Interactions with others
- **Character:** Behavior that reflects good morals and ethics
- **Cognitive:** Mental/thinking abilities
- **Spiritual:** Daily transformation in the image of God through faith and obedience



The diagram consists of four overlapping circles arranged in a cross pattern. The top circle is labeled 'Physical', the right circle is 'Social', the bottom circle is 'Character', and the left circle is 'Cognitive'. A small black silhouette of a human figure stands in the center where all four circles overlap.

Expert Educators

(Morrow & Asbury, 2003)

- Use a variety of educational strategies
- Have high expectations for learners
- Provide instruction to meet individual learners' needs
- Provide positive feedback to learners
- Treat all learners with respect
- Seek professional development on their own
- Collaborate with other educators

Expert Educators

- Have a deep and through understanding of the course that they are teaching
 - Understands the mistakes that learners make
- Model enthusiasm and genuine interest in the topic
- Cares for learners
- Is dedicated to learning by supervising the learning process and is available to answer questions
 - Students are engaged 97% of the time when working with the teacher but only 57% of the time when working by themselves (Frick, 1990)
 - **Engaged time:** Time spent involves in a specific learning task

Expert Educators

- Evaluates teaching performance after each class and makes plan for improvement.
 - What did I do well in this lesson?
 - How can I improve my teaching the next time to improve learning?
 - NOTE: Do **NOT** critique something that is beyond your direct control.
 - What did the learners not understand?
 - Do I need to re-teach this in the next lessons?
 - How can I more effectively teach this next time?

Reflective Teaching

- **Reflective Teacher:**
Reflects on teaching practices
 - Why was it done?
 - Was it effective?
- Two aspects of Reflective Teaching
 - Daily Reflection
 - Periodic Reflection



Questioning

- “Effective questioning techniques may be among the most powerful tools that educators employ” (Woolfolk, 2007, p. 493)
- Purpose of Questions
 - Helps learners rehearse information to put in long-term memory
 - Help the educator to assess learners’ understanding
 - Helps learners identify gaps in knowledge to spark curiosity
 - Serve as a cue to remind learners of knowledge already learned

Types of Questions

- **Convergent Questions:** Require one right answer
 - Best for young and low-ability students
- **Divergent Questions:** Many possible answers
 - Best for average and high-ability students

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
- Though-provoking question that requires students to think beyond information presented in class

Asking Good Questions

- Use sufficient **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's response
- Ask guiding questions if students have difficulty responding
- Provide meaningful feedback after the response
- Do not criticize a student for an incorrect answer

Responding to Answers

- **Teacher-Centered Responding**
 - Reject student's response
 - Confirm student's response
 - Clarify or interpret student's response
- **Students-Centered Responding**
 - Ask student to clarify or elaborate
 - Uses student's response or idea

Learning and Teaching

- Learning requires active, constructive involvement of the learner
 - Avoid situations where learners are passive listeners for long periods of time
 - Encourage participation in classroom discussions and other collaborative activities
- Learning is a social activity, so social interaction is important for learning to occur
 - Allow learners to work in groups
 - Provide opportunities for learners to share their ideas and evaluate other learners' ideas.

Learning and Teaching


- People learn best when they participate in activities that are believed to be useful in real life and culturally relevant.
 - Make educational activities close to the real life situation where knowledge will be applied.
- New knowledge is constructed based on what learners already know and believe.
 - It is not possible for someone to understand or remember something that is completely unfamiliar.
 - Help learners activate prior knowledge to learn the new information.
 - You may need to re-teach important background knowledge in order to teach the new content.

Learning and Teaching

- Prior knowledge can prevent somebody from learning something new. Learners must learn to solve inconsistencies in thinking and alter their thinking when necessary.
 - Provide an opportunity for learners to express their thinking so you can identify misconceptions.
 - Through observation, practical examples, and key questions, provide opportunities for learners to understand that their beliefs may be wrong.
- Learning is better when content is understood rather than memorizing isolated facts and procedures.
 - Ask learners to explain a new topic in their own words.
 - Have learners give new examples that illustrate a new topic.

Learning and Teaching

- Learning is meaningful when lessons are applied to real-life situations.
 - Help students understand the practical implications of what has been taught.
- Learning requires time and periods of practice to become an expert.
 - Do not cover too many topics at once, but provide time to understand new information.
 - Give students opportunities to engage in deliberate practice, including active thinking and monitoring of learning.



Learning and Teaching

- Learning is significantly influenced by learner motivation. Educators can help learners be more motivated by their behavior and language.
- This information was taken from: Vosniadou, S. (2001) *How children learn*.
 - http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac07e.pdf
- Another good source for classroom teachers is: Rosenshine, B. (2010). *Principles of instruction*.
 - http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf