

EFFECTIVE TEACHING STRATEGIES

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ABSTRACT

The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources. They have been demonstrated to be successful with students of all ages and ability levels, including those with various kinds of disabilities and those who do not learn in traditional ways.

INTRODUCTION

The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. Here you will find a variety of teaching strategies to help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate.

KEYWORDS

CRITICAL THINKING, MULTIPLE PERSPECTIVES, ROLE PLAY, ARTICULATE, SYLLABUS EXPLICITNESS, DISSEMINATION OF KNOWLEDGE, PEDAGOGY OF TEACHING, COLLABORATIVE LEARNING AND INSTRUCTION LED DESIGN

STRATEGIES EMPLOYED FOR TEACHING SCIENCE AT DPS RK PURAM

***Lecture.** For many years, the lecture method was the most widely used instructional strategy in college classrooms. Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.*

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

***Case Method.** Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.*

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion. *There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.*

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning. *Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning". Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. Assessing or grading students' contributions in active learning environments is somewhat problematic.*

It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges . Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

Integrating Technology. Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use listserves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline- specific software to increase student understanding of difficult concepts.

SMART CLASS

Smart class is a digital initiative for our school that:

- Improves teacher effectiveness and productivity.
- Brings abstract and difficult curriculum concepts to life.
- Makes learning an enjoyable experience for students.
- Enables multi-sensory learning in classrooms.

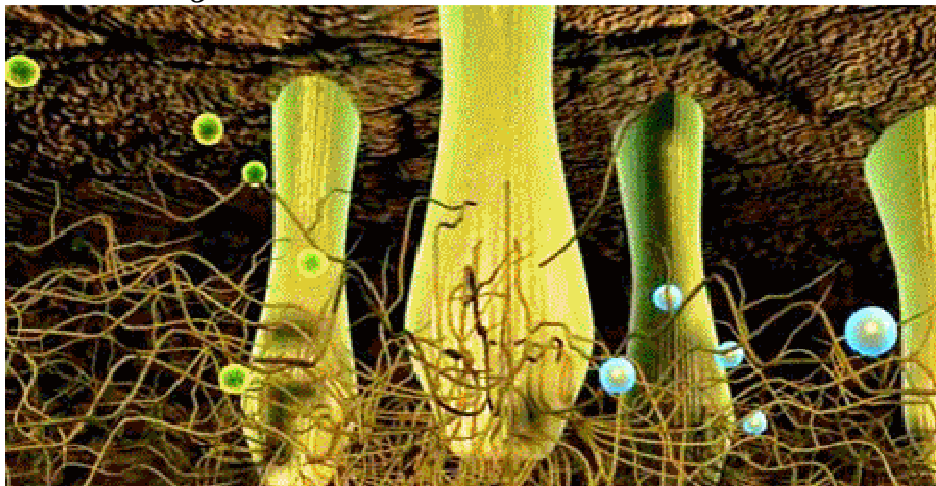
- *Improves academic performance of students.*
- *Enables instant formative assessment of learning outcomes in class.*

Smart class is a comprehensive solution designed to assist teachers in private schools in meeting day to day classroom challenges and enhancing student's academic performance with simple, practical & meaningful use of technology.



It also enables teachers to instantly assess and evaluate the learning achieved by their students in class.

Smart class is powered by a vast repository of digital instruction materials exactly mapped to meet with the specific objectives laid out by different state learning standards



The content repository consists of thousands of highly animated, lesson specific, 3D and 2D multimedia modules built with an Instructor-led design that allows the teacher to effectively transact the lesson in a typical classroom of diverse set of learners. Educational videos from Eureka and Discovery channel are available for teachers to use in the classroom.

The modules are embedded in a template that allow the teachers to teach a chosen lesson in class, frame by frame, with engaging and instructionally

sound animated set of visuals while retaining complete control on the pace of delivery.

SMART ASSESSMENT SYSTEM



Every chapter has a set of 'Multiple Choice Questions' designed to assess learning achieved at different cognitive levels in that specific lesson in class. These are launched through the engine, displayed on screen for students to answer. The Smart class uses an innovative assessment methodology of using wireless handheld devices which are provided to each student to answer multiple choice questions in the classroom.

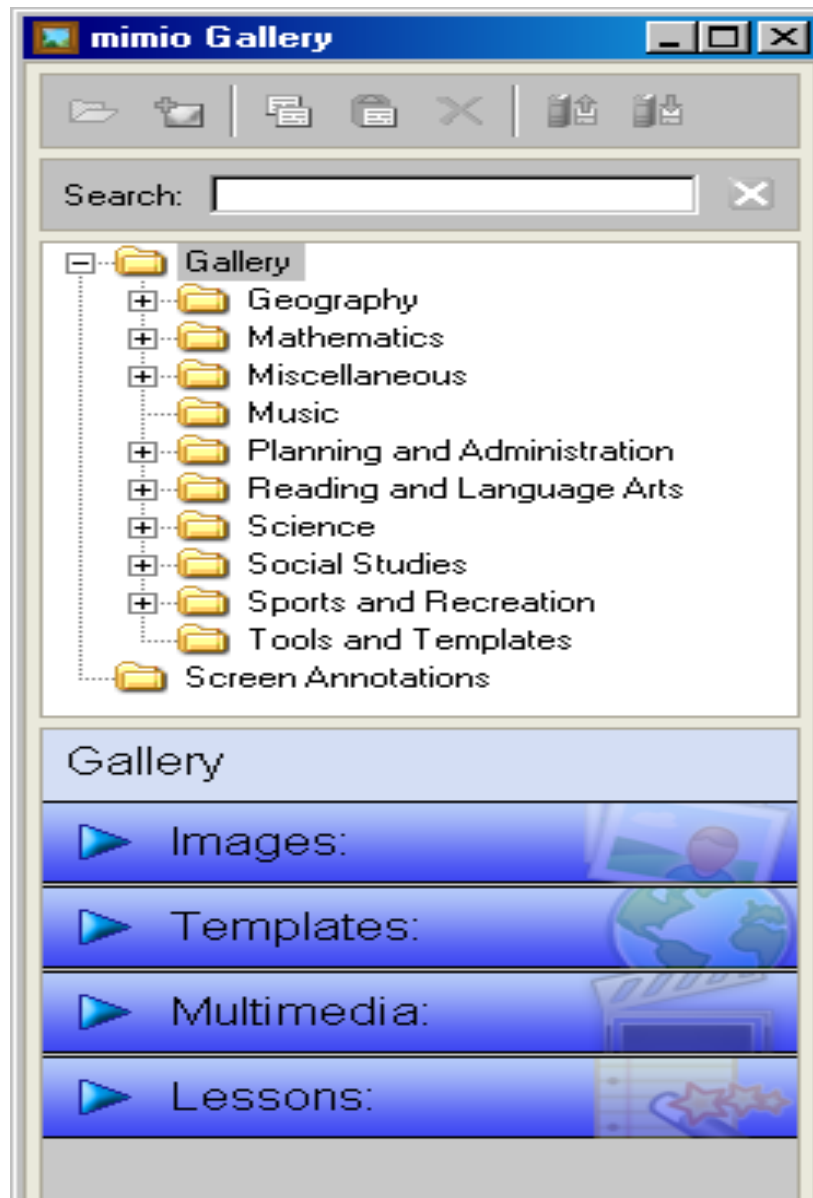
Teachers can also create their own smart tests and use them in the class for assessment. For this purpose, a Test Authoring Tool has been added to the Smart class assessment application.

At home, the Smart class system includes a virtual school, where parents, teachers and students can communicate with each other. Teachers can upload assignments for students to download, and make available important information for parents to view.

USE OF MIMIO TOOLS

What's New in Studio 6?





The mimio Gallery now opens in a separate window to allow for easier navigation and access.

Keyword Search

Use the keyword search box to search for item titles or keywords.

Navigation

Navigate using collapsible folders.

Screen Annotations

Screen Annotations are included in a folder within the mimio Gallery

Item Categories

Gallery items are automatically placed into appropriate categories (images, templates, multimedia, and lessons).

The Gallery contains content separated into the following 4 categories:

Images include pictures and graphics.

bmp, jpg, gif, png, tif, wmf, emf

Templates include backgrounds and predefined page layouts.

Single pages of an .ink file (can be created by dragging in a page from multipage view and/or right click dragging images from single page view),

bmp, jpg, gif, png, tif, wmf, emf

Multimedia includes movies, animation, and audio.

Movies: avi, mpg, mpeg, m1v, asf, wmv

Audio: wav, mpa, mp2, mp3, au, aif, aiff, snd, wma, mid, midi

Animation include flash animations.

.swf

Lessons include lessons created using mimio Notebook and imported documents.

ink Files (mimio), ppt, pptx (Powerpoint), doc, docx (Word), pdf (Adobe)



**Multimedia
Support**



mimio Notebook now supports Video, Audio, and Flash files. All three formats are presented in mimio Notebook as an object. You can move, resize, and rotate these objects just like any other object (image, textbox, etc.). You can also format these multimedia objects (locking, transparency, order, grouping, etc.). **AUDIO MOVIE FLASH**

.doc, .ppt, and .pdf files can be directly imported into mimio Notebook, each page imported as an image on a separate mimio Notebook page.

To import, you can do one of following:

*o Click on **File** **Import***

o Click on your desired file and press Open.

o On the bottom left corner of mimio Notebook, the words "Loading Document" will appear until the file is imported into mimio Notebook.

OR

o Click and drag the file icon into mimio Notebook.

o On the bottom left corner of mimio Notebook, the words "Loading Document" will appear until the file is imported into mimio Notebook.

Each .doc, .ppt, or .pdf page will be entered on a separate page in mimio Notebook.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration

Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes

that underlie instructional decisions, which produce superior instruction. teachers' cognitive processes.

According to Costa and Garmston there are Five States of Mind - efficacy, flexibility, consciousness, craftsmanship and interdependence. These are internal resources the coach seeks to enhance and develop in the teacher or student to enhance his/her self-directedness.

Specific skills which are being enhanced are:

- *Developing trust and rapport in relationships*
- *Questioning for mediation of teacher thought processes*
- *Using effective response behaviors to enhance teacher cognitive processes*
- *Using style knowledge to enhance collaborative relationships*
- *Applying five states of mind to enhance teacher self-directedness*
- *Developing teachers' autonomy and sense of community by increasing their efficacy, craftsmanship, consciousness, interdependence and flexibility*

REFERENCES:

Center for Cognitive Coaching, Jane Ellison and Carolee Hayes, Co-Directors, 2916 W. Deer Creek Place, Highlands Ranch, CO 80129, (303)-683-6146, FAX (303)791-1772, www.cognitivecoaching.com .

Costa, Arthur and Robert Garmston, *Cognitive Coaching: a Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon, 1994 Second edition to be published in 2002 .

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RESOURCE MATERIALS FROM EDUCOMP