



# Revisiting Common Teaching Strategies

Are they still relevant?

## Exploring Digital tools



# Teaching Strategies

Teaching strategies lead teachers using six practices in a communicative way, identified from one or more study and associated with positive outcomes:



# Teaching Strategies

- ❑ Demonstration, explanation drawing on sound pedagogical content knowledge.
- ❑ Flexible use of whole-class, group and pair work where students discuss a shared task.
- ❑ Frequent and relevant use of learning materials beyond the textbook.
- ❑ Open and closed questioning, expanding responses, encouraging student questioning.
- ❑ Use of local languages and code switching.
- ❑ Planning and varying lesson sequences.



# Mini-lesson (Critical Reading)

- ❑ Go to <http://bit.ly/pipunpar01>
- ❑ Read the text
- ❑ What is the text about? (individual work)
- ❑ Share with your friend (pair work)
- ❑ Summarize the text in 1 sentences (group work)
  
- ❑ Upload your work at <http://bit.ly/pipunpar01>



# Teaching Activities

*What do you think of;*

- whole group brainstorm
- think-pair-share
- whole group discussion
- small group activities
- role play



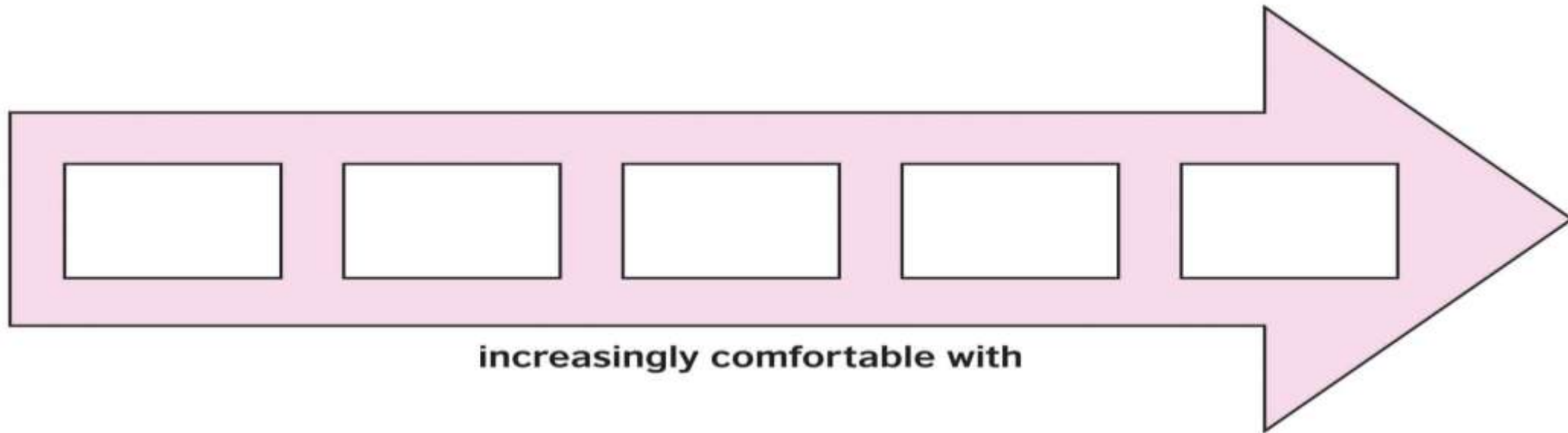
Are they still relevant?

# Reflection

*(your perspective)*



The activities were: **whole group brainstorm**, *think-pair-share*, **whole group discussion**, *small group activities* and **role play**



Think-pair-share



# Activity: plus, minus, interesting (PMI)

- **Small group activity:** Thinking about the **pros** and **cons** of group work and collaborative activities from the **students' perspective**.
- Working in groups, think about the PMIs of the various collaborative activities - from the perspective **of your students** and **the subjects that you teach**.



## role play (students' perspective)

<b>Plus</b>	<b>Minus</b>	<b>Interesting</b>
<ul style="list-style-type: none"><li>• in science, students can think about things on a molecular level by pretending to be particles in different physical states</li></ul>	<ul style="list-style-type: none"><li>• the noise level can get quite high</li></ul>	<ul style="list-style-type: none"><li>• students remember the activity and this helps them to remember the concept they were acting out</li></ul>



# Upload your work at ....

- <http://bit.ly/pipunpar02>



# Technology in Your Class

- Share technology tools that you have used with your students
- Explain How & Why?

**\*In your group, create a mind map describing the tools above**



# Exploring website

- ❑ Go to the link below

<https://techyedu.weebly.com/>

With your group – choose one of the tools that interest you most

- ❑ Try to explore the tools: (**use these questions as your guidance to explore the tools**)
  - ❑ What are the features?
  - ❑ How to use it?
  - ❑ Can you use it as your teaching tool?
  - ❑ Suggest activities to use the tool!
- ❑ Please...prepare a power point presentation (5Mins)



# Teaching Activities

*What do you think of;*

- whole group brainstorm
- think-pair-share
- whole group discussion
- small group activities
- role play



# Brainstorming

- ❑ An excellent teaching strategy to generate ideas on a given topic.
- ❑ Helps promote thinking skills.
- ❑ Helps thinking of all things related to a concept, and stretching their thinking skills.
- ❑ Promotes success for students with special needs as there is no one right answer.



# Brainstorming Is an Excellent Strategy to

- ❖ Tap into prior knowledge
- ❖ Give all students a chance to express their ideas
- ❖ Eliminate fear of failures
- ❖ Show respect for each other
- ❖ Tap into individuality and creativity
- ❖ Eliminate the fear of risk taking



# Brainstorming

Some basic rules to follow when conducting a brainstorm in the classroom:

- ❖ There are no wrong answers
- ❖ Try to get as many ideas as possible
- ❖ Record all ideas
- ❖ Do not express your evaluation on any idea presented
- ❖ Prior to starting a new topic or concept; provide teachers with a great deal of information regarding what the student may or may not know.





# Think-pair-share

Think-Pair-Share activities pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer.

- This strategy requires students to
  - ❖ think individually about a topic or answer to a question;
  - ❖ share ideas with classmates.

Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material or concept.

This is a great way to motivate students and promote higher-level thinking.



# Think-pair-share

## Why use think-pair-share?

- ❖ It helps students to think individually about a topic or answer to a question.
- ❖ It teaches students to share ideas with classmates and builds oral communication skills.
- ❖ It helps focus attention and engage students in comprehending the reading material.
- ❖ The personal interaction motivates students who might not generally be interested in the discipline.
- ❖ *Full class discussion is generally more fruitful after a think-pair-share*



# Whole group discussion

- ❖ Whole class discussions are one of the most commonly used teaching strategies.
- ❖ build a communal understanding and knowledge base in a classroom while, at the same time, promoting student autonomy and voice.
- ❖ Whole class discussions can also be nerve-racking as a teacher because certain discussions simply fall flat. (Questioning)

# Whole group discussion



## Pros of Whole Group Discussion

- Provide for greater interaction between teacher and students.
- Teachers maintain a greater control over what is being taught because they are able to steer the discussion.
- Auditory learners find them appealing to their learning style.
- Students have a tendency to stay focused on the lesson because they might be called on to answer questions.
- Students may feel more comfortable asking questions during whole group discussions.



# Whole group discussion

## Cons of Whole Group Discussion

- ❖ Whole group discussions require setting up and enforcing ground rules for students. If these rules are not enforced then there is a possibility that the discussion could quickly go off-topic.
- ❖ Students who are weak in note-taking skills will have trouble understanding what they should remember from group discussions. (not only the teacher but fellow students are talking about the lesson).
- ❖ Some students may not feel comfortable being put on the spot during a whole group discussion.
- ❖ *Whole group discussions are an excellent teaching method when used in conjunction with other methods.*

# Small group discussion



## Why use small group discussion?

- ❖ Students enjoy it
- ❖ It allows active involvement by everyone
- ❖ The shy and less articulate are more able to contribute
- ❖ Students learn from each other
- ❖ Everyone gets more practice at expressing their ideas
- ❖ Social skills are practiced in a 'safe' environment e.g. tolerance, cooperation
- ❖ Discussion is essential to clarify arguments for a topic where there are no 'right answers'



# Small group discussion

## Hints on running small group discussion

- ❖ Make sure that the task is clear and has definite product which has to be communicated back.
- ❖ Don't let it run for too long. Some groups will stray off task.
- ❖ Drop in on groups for short periods with support or challenge as appropriate.
- ❖ Do not allow one group to become too noisy. They will attract interest from other groups, who will then lose their own identity.
- ❖ Allow time for feedback at the end and value the contributions of all groups.



# Role-play

· **Role-play** is a technique that allows students to **explore realistic situations** by interacting with other people in a managed way in order **to develop experience** and **trial different strategies** in a supported environment.