

## Teaching Strategies

EDU 255

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## Pre-instructional Decisions

of equipment.

- the timing of the lesson.
- type of teaching style to be employed.
- arrangement of the teaching space.
- formations used, organization of drills.

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## Direct Instruction

- Orientated towards academic goals.
- Task orientated.
- Structure

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### Direct Instruction

- Teacher is in total control.
- Breaking down of skills.
- Describe and demonstrate exactly what the learner is supposed to do.
- Design structured tasks.
- Hold students accountable.
- Evaluate.

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### Direct Instruction

“Best” when content...

- Has a hierarchical structure.
- Is skill oriented.
- When efficiency of learning is a concern.

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### Indirect Instruction

- Orientated towards holistic goals.
- Individual needs are considered.
- The student's role is expanded.

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## The Teaching Strategy

- Designed to arrange an instructional environment for group instruction, but...

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## TEACHING STYLES

- where are the students "at" in relation to the content?
- What are the expected student outcomes?
- what kind of activity or activities are planned for?
- enhances the teaching environment.
- can motivate both the student and teacher.
- Depends on your goals for the students.

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## Command Style

- explanation, demonstration, & practice
- preset standards for student performance
- identical paths for similar goals
- brief instructions
- concise demonstration
- dry runs
- circulation of the teacher

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## Task Style

lesson pace & the instructional process.

- the concern is how the students are carrying out the defined task.
- there will be individual differences in the accomplishment of the task.
- use learning stations.
- place task cards at the stations.
- you can also use verbal instructions.
- partner/small-group patterns can be used.

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## Individualized Style

- student-centered.
- uses a variety of teaching strategies.
- progress is at individual rate.

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## *Five Steps of the Individualized Style*

1. diagnosis - to determine student's present level of knowledge.
2. prescription - of a "learning package".
3. development - student works on tasks in "learning package".
4. evaluation - by teacher based on goals.
5. reinforcement - with successful completion of the task, reinforcement is provided.

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## Mastery Learning

- the target skill is broken down into small sub-units, placed in a progression.
- the students' current ability is evaluated, performance objectives are established.
- informal self-testing occurs before formal peer- or teacher-based assessment.
- as the student passes the formal assessment, they move to the next learning unit.
- in case of failure, students keep practicing.

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## Problem-Solving Style

input, reflection, choice, response

- presenting the problem
- determining procedures
- experimenting/exploring
- observing/evaluating/discussing
- refining/expanding

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## Optimizing Skill Learning

Patterns

- |                       |                              |
|-----------------------|------------------------------|
| • head to toe         | • what's the "right" amount? |
| • inside to outside   | • complexity of the skill    |
| • general to specific | • competition                |

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