

A decorative vertical bar on the left side of the slide, featuring a gradient from light orange to white. To its right are several orange circles of varying sizes, arranged in a cluster.

SOME BEST TEACHING PRACTICES

Nora B. Shannon

General Teaching Methods Class

June 3, 2010

Teacher Education Institute

INTRODUCTION

- Overview of some “best practices”
- Some ideas taken from:
“10 Best Teaching Practices”
by Donna Walker Tilleston



SAFE & ENRICHED ENVIRONMENT

- Characteristics of a SAFE environment:
 - Sense of belonging
 - Sense of empowerment
 - Advocate for every student
 - Resiliency in students



SAFE & ENRICHED ENVIRONMENT

- Characteristics of an ENRICHED environment:
 - High level of support for achievement
 - More ways for students to discover information
 - Challenges
 - Feedback
 - Every 30 minutes
 - Various ways
 - From various sources



USE A VARIETY OF TEACHING STRATEGIES--ADDRESS VARIOUS LEARNING STYLES

- There are three basic learning modalities:
 - Auditory
 - Visual
 - Kinesthetic



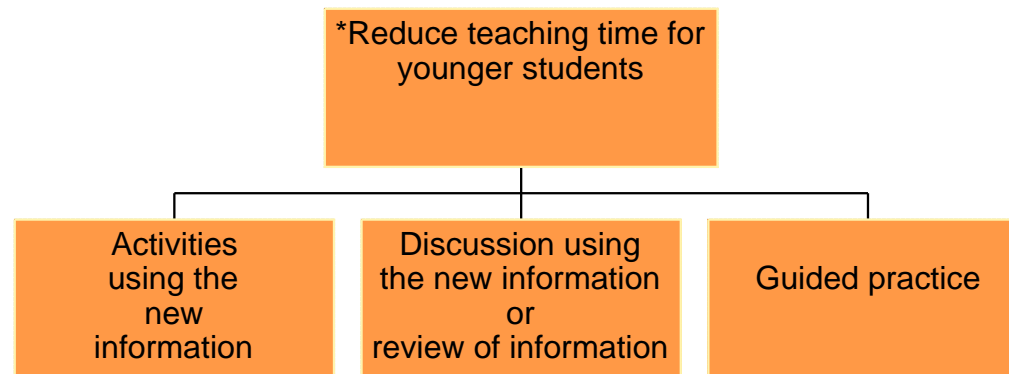
TAKE ADVANTAGE OF MODALITIES

- Allow students to use all three modalities
- Give new information in the first 20 minutes of class
- Give opportunities to process information



THE RHYTHM OF TEACHING

Teach 15-20 minutes for secondary students*
Teach 12-15 minutes for elementary students*



A PICTURE IS WORTH 1,000 WORDS- VISUAL LEARNERS

- If five people shake hands with each other, how many handshakes is that?
 - How can you visually represent this problem?



KINESTHETIC LEARNERS

- How would you help a kinesthetic learner solve the handshake problem?



MAKING CONNECTIONS

- This is what the brain does with new information...
- Old learning

TRANSFER



New learning

- (IS IT USEFUL?)



TRANSFER

- Positive Transfer

- When past learning **CONNECTS** to the new learning

- Negative Transfer

- When past learning **INTERFERES** with new learning



WHAT AFFECTS TRANSFER?

- What connections does the student see?
- What is the same about this new topic?
- What are the most important parts of this new learning?
- How is this new learning unique or different?
- How does this new learning fit?



WHAT DOES THIS QUOTE MEAN TO YOU?

- “The brain thrives on meaning, not random information.”

- Eric Jenson (1998)



SOME STRATEGIES

- K= what I already know; W=what I want to know; L= what I learned. (K-W-L)
- Patterns
 - Point out what is the same
 - Point out what is unique
- Examine a subject from many different perspectives



TEACHING FOR LONG-TERM MEMORY

- Working memory capacity
 - Preschooler
 - 5- 10 min./ 2 chunks of info.
 - Pre-adolescent
 - 5-10 min./3-7 chunks of info.
 - Adolescent/adult
 - 10-20 min./ 7-9 chunks of info.



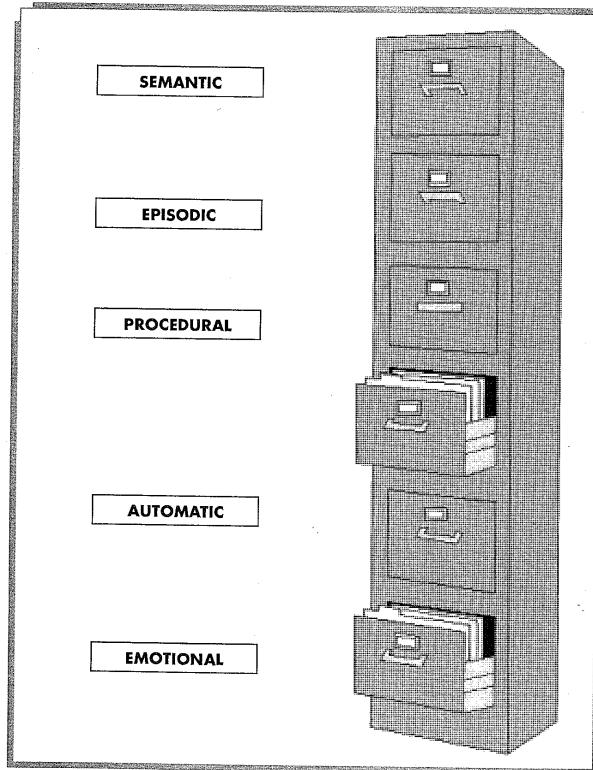
TYPES OF MEMORY

- Semantic
- Episodic
- Procedural
- Automatic
- Emotional



TYPES OF MEMORY

FIGURE 4.1. The Brain's Retrieval System



HELPING SEMANTIC MEMORY

- Make learning relevant
 - Modeling
 - Giving examples
 - Mnemonic devices
- Show students PATTERNS



HELPING EPISODIC MEMORY

- Ask: “Where were we when we learned this?”
- Use colors to link and to separate learning
- Use unusual props to help students remember



HELPING PROCEDURAL MEMORY

- Students practice the expected behavior
- Use hands-on activities, role play, manipulatives, physical skills
- Repeat a behavior for 28 days, becomes internal (Covey)



HELPING AUTOMATED/CONDITIONED RESPONSE

- Once we learn something it becomes automatic
- Mnemonic devices help students learn boring material



HELPING EMOTIONAL MEMORY

- Strong emotions carry the most meaning
- Enthusiasm, drama, role-playing, quiz shows, music, debates, larger projects, guest speakers, creative controversy, adventures, impactful rituals and celebrations.



DO YOU REMEMBER?

- Name the 5 types of memory



COMMUNICATION IS IMPORTANT

- Teacher to students
 - No threat
 - Positive atmosphere
 - Clear expectations (no surprises!)
 - Set benchmarks and check for understanding
 - Teacher knows what is going on in the classroom
 - Teacher= coach, leader, guide



COMMUNICATION IS IMPORTANT

- Student to student (group work)
 - Start small --pairs--short time
 - Start with familiar material
 - Make the work meaningful
 - Stick to time schedule
 - Tell students why you are working in groups



COMMUNICATION IS IMPORTANT

- With parents
 - Keep parents informed about child's progress.
 - Letters, notes, e-mail, phone calls, parent conferences, group meetings



COMMUNICATION IS IMPORTANT

- With other staff members
 - Integrate learning by working with other teachers
 - Get administrative support for working in teams
 - Maintain a positive attitude



ALL LEARNERS

- Need a safe and enriched environment
- Benefit from different ways of learning
- Benefit from reflecting on their learning
- Need to make choices

