

Effective Teaching Through Instructional Strategies

NEWBERRY HIGH SCHOOL

2017

The Role of Teachers

What teachers do matters, and the greatest factor in a teacher's effectiveness lies in his/her ability to use varying and engaging strategies in the classroom. The act of teaching requires deliberate interventions to ensure that there is cognitive change in the students.

The Impact of Instructional Strategies

Instructional strategies are the various ways that teachers deliver instruction and achieve learning goals in order to positively impact student achievement. The goal of an instructional strategy is to enable learning, motivate students, and engage the students in learning and mastering the lesson, the standards, and the curriculum. An instructional strategy is the vehicle students use, not the end product.

The Role of Students

What learners do in class matters. Too often, students are passive recipients of the information. Instructional strategies work to make students active in the learning process, so that students are engaged in building upon existing knowledge.

The Power of Planning

Preparation and planning boost student performance and achievement. Teachers should understand what they are teaching, why they are teaching it, and how they will deliver the information. Presenting the information in a way that resonates with students will make them want to learn it. Preparation and planning also make the class period go by faster; downtime is a teacher's worst enemy. Therefore, preparation and planning help minimize classroom discipline issues. Boredom is the number one cause of acting out – teachers who develop and present engaging lessons on a daily basis rarely have classroom discipline issues. Students enjoy going to these classes because learning is fun. These types of lessons do not just happen; they are created through careful planning and preparation.

Effective Instructional Strategies

Effective instruction is the key to improving student learning. These instructional strategies are proven to help students achieve at higher levels.

| Strategy | Description | Using in Your Classroom |
|--|--|---|
| Identifying Similarities and Differences | Helps students understand more complex problems by analyzing them in a simpler way | <ul style="list-style-type: none"> • Use Venn diagrams or charts to compare and classify items • Engage students in comparing, classifying, and creating metaphors and analogies |
| Summarizing and Note Taking | Promotes comprehension because students have to analyze what is important and what is not important and put it in their own words | <ul style="list-style-type: none"> • Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc. • Provide a basic outline for note-taking, having students fill in pertinent information |
| Nonlinguistic Representations | Has been proven to stimulate and increase brain activity | <ul style="list-style-type: none"> • Incorporate words and images using symbols to represent relationships • Use physical models and physical movement to represent information |
| Cooperative learning | Has been proven to have a positive impact on overall learning; groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner | <ul style="list-style-type: none"> • Group students according to factors such as common interests or experiences • Vary team sizes and mixes • Focus on positive interdependence, social skills, face-to-face interaction, and individual and team accountability |
| Generating and Testing Hypotheses | A deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material | <ul style="list-style-type: none"> • Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed • Ask students to build something using limited resources; this task generates questions and hypotheses about what may or may not work |
| Cues, Questions, and Advanced Organizers | Helps students use what they already know to enhance what they are about to learn; usually most effective when used before a specific lesson | <ul style="list-style-type: none"> • Pause briefly after asking a question to give students time to answer with more depth • Vary the style of advance organizer used – tell a story, skim a text, or create a graphic image; there are many ways to expose students to information before they learn it |

Sources:

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge Publishers.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.