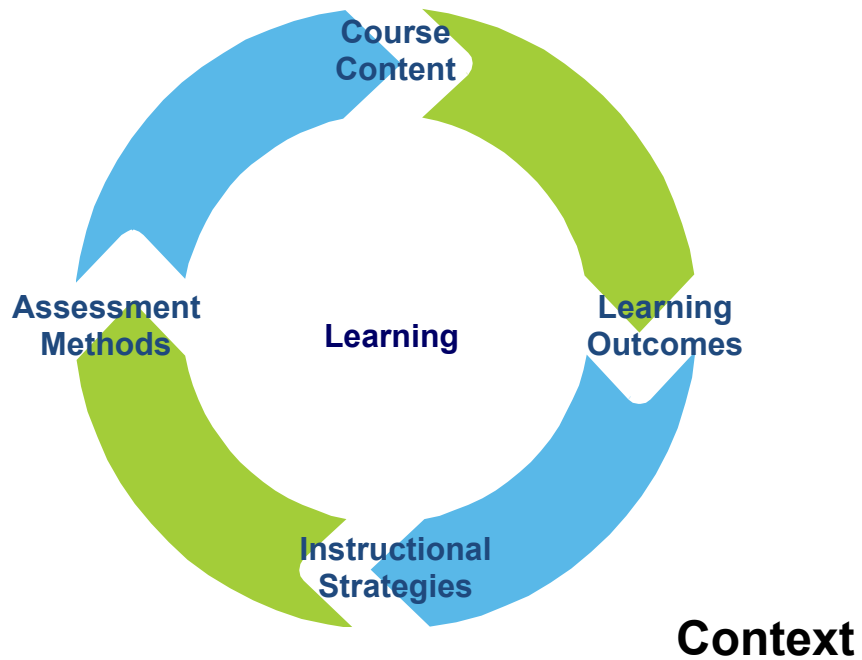


Reflection on University Teaching

MODULE 3: Instructional Strategies



At the end of Module 3

You shall be able to:

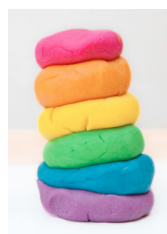
- Describe different ways of thinking about teaching and learning.
- Plan your teaching focusing on students' learning.
- Justify your choice of instructional strategies with reference to the expected learning outcomes of the course.

Agenda

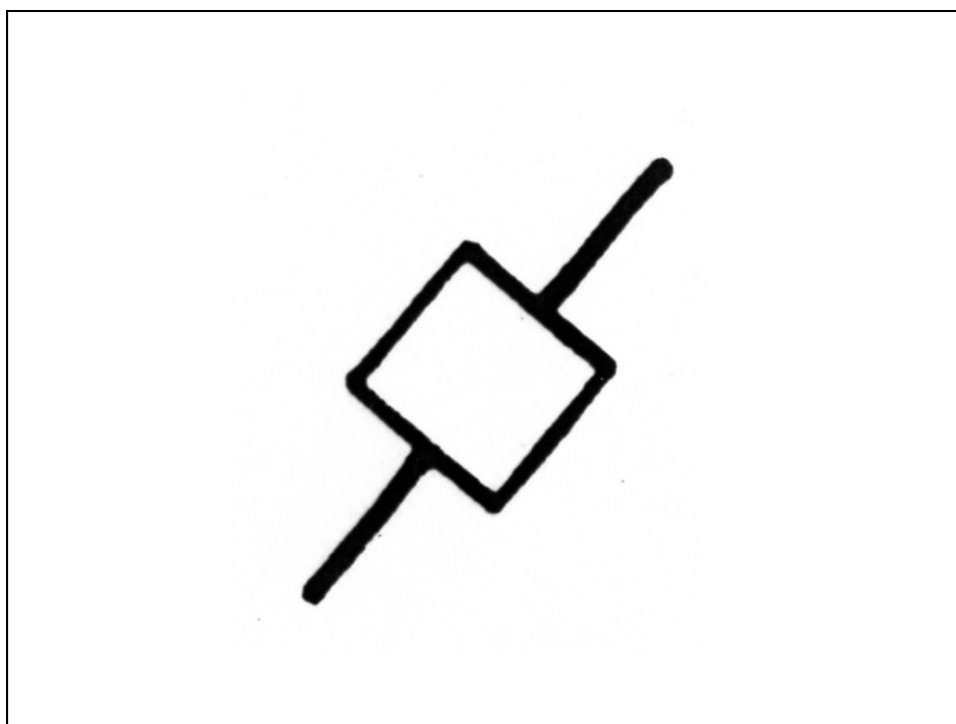
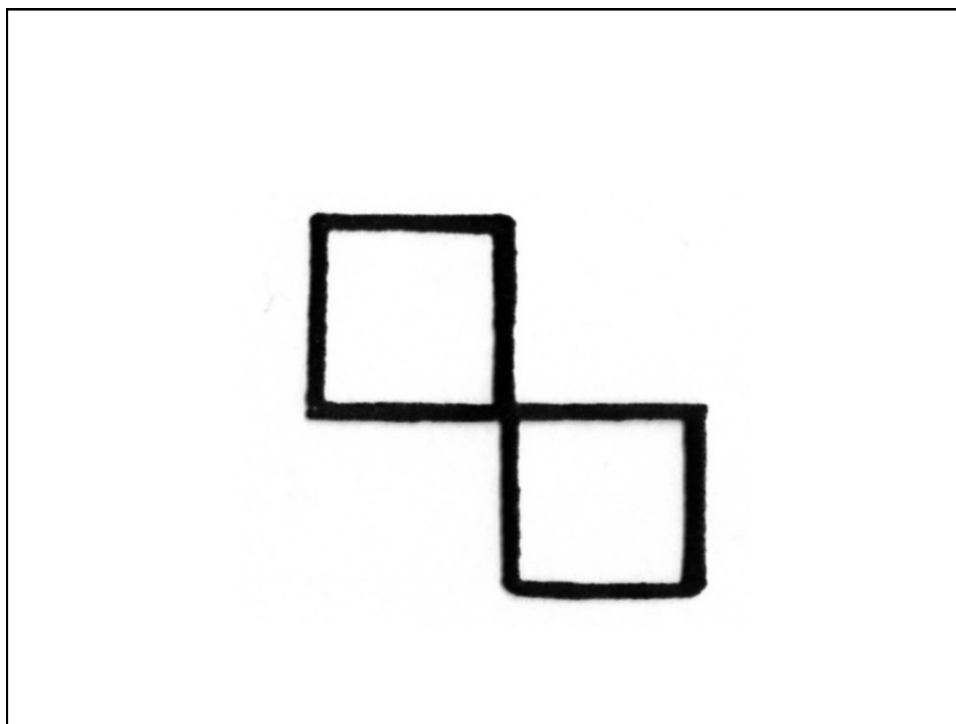
- Instructional strategies : theory and practice
- Break
- Individual activity on instructional strategies
- Activity : active Methods

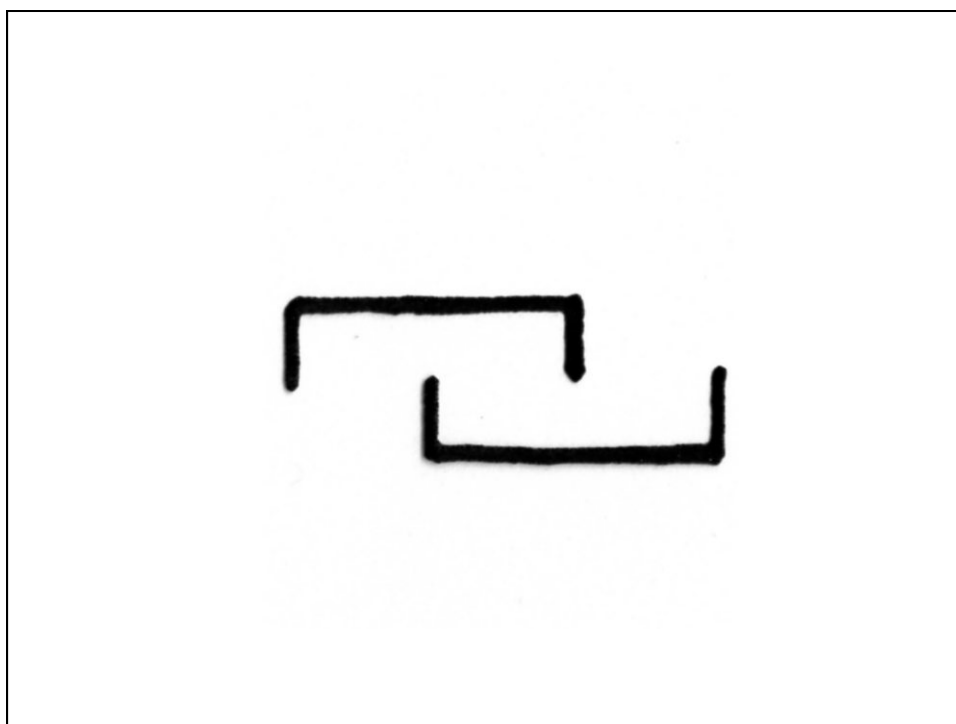
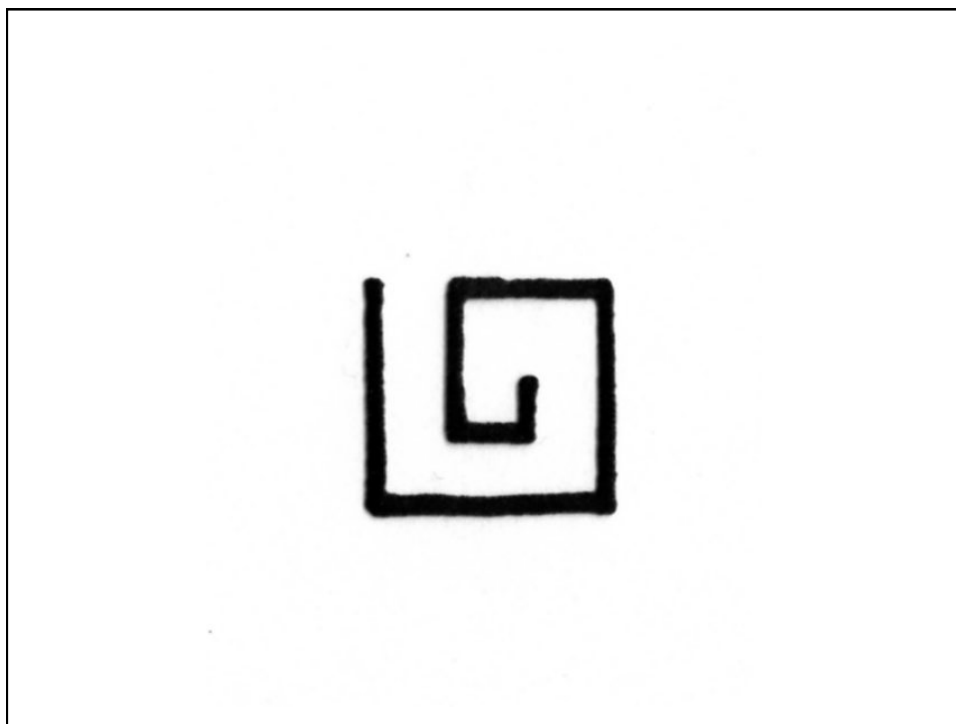
What is Teaching?

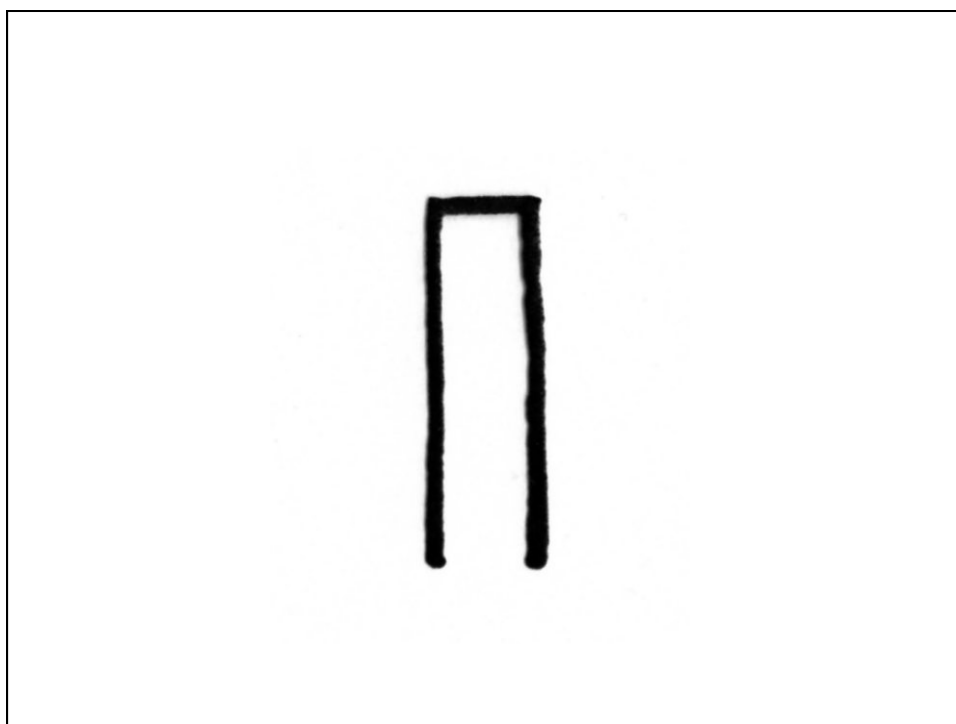
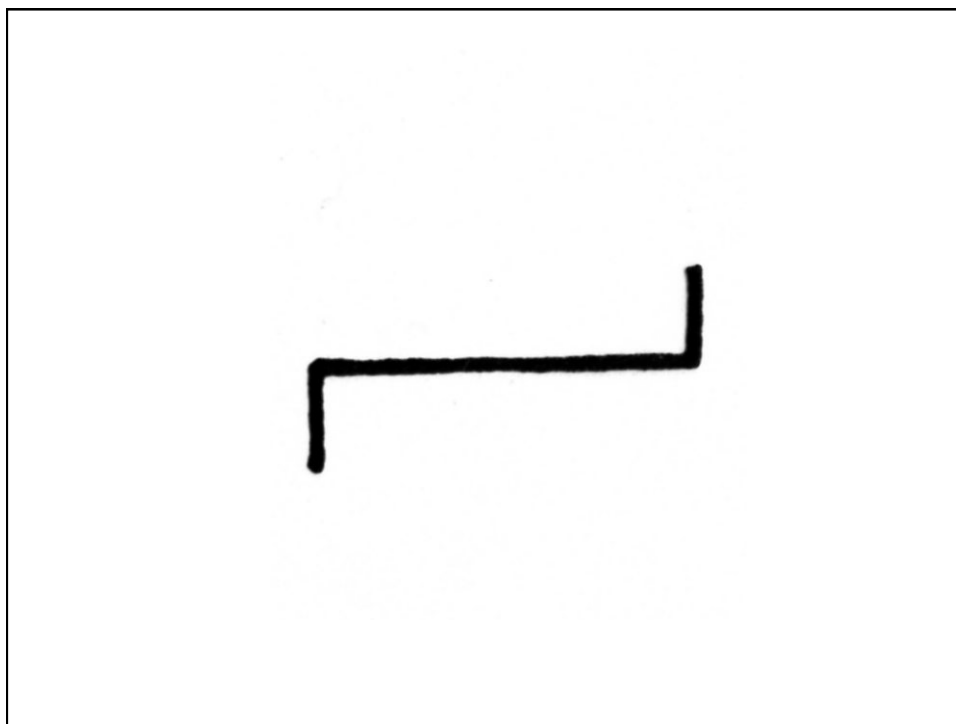
Which picture best represents your idea of teaching?

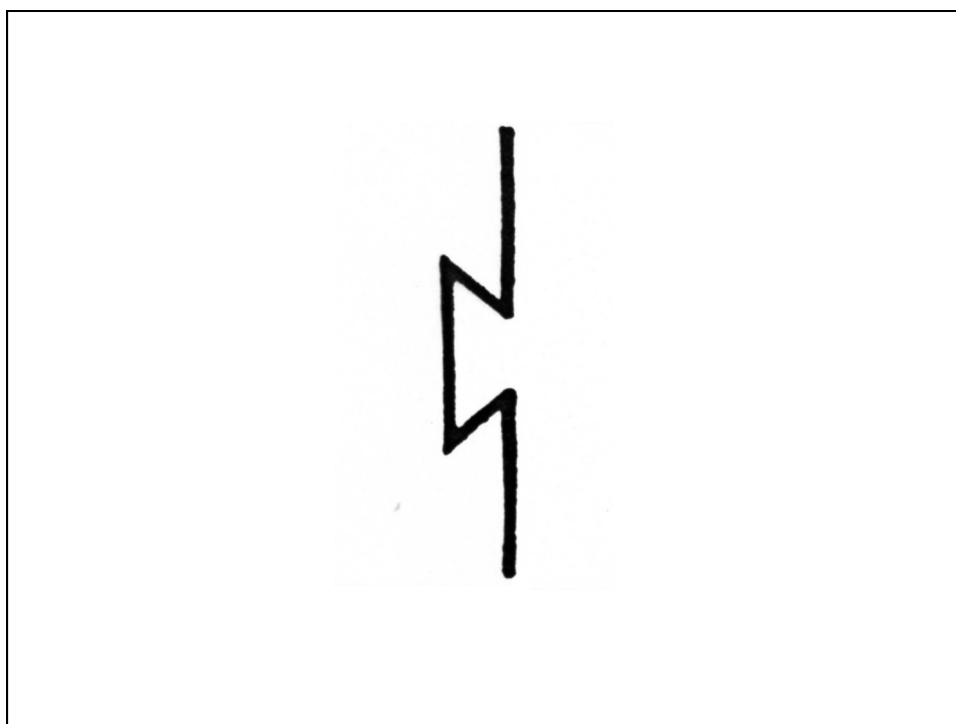
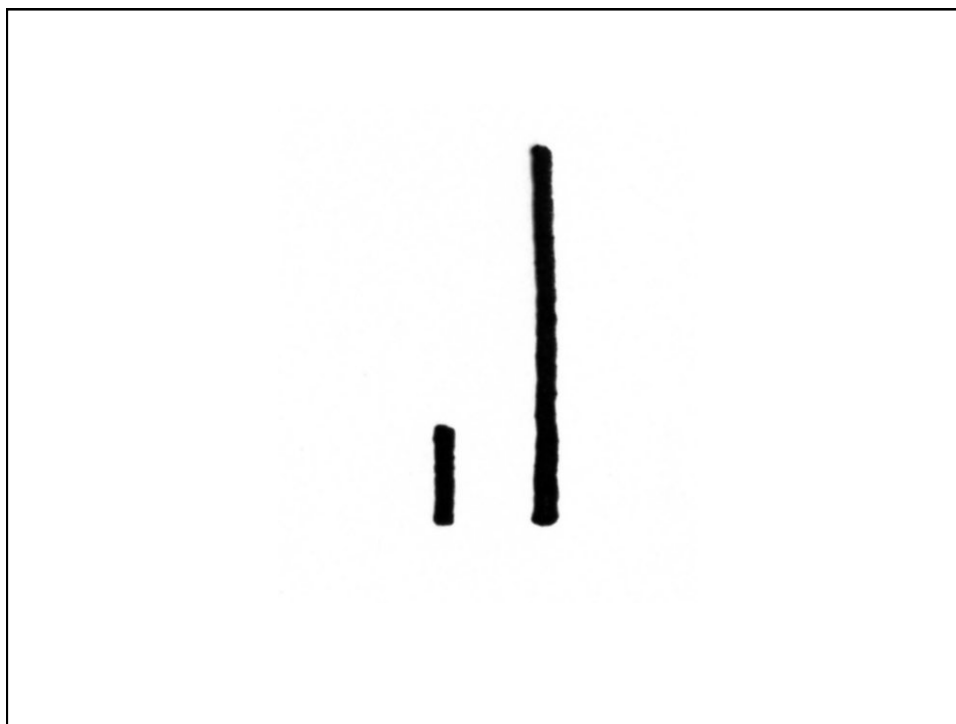


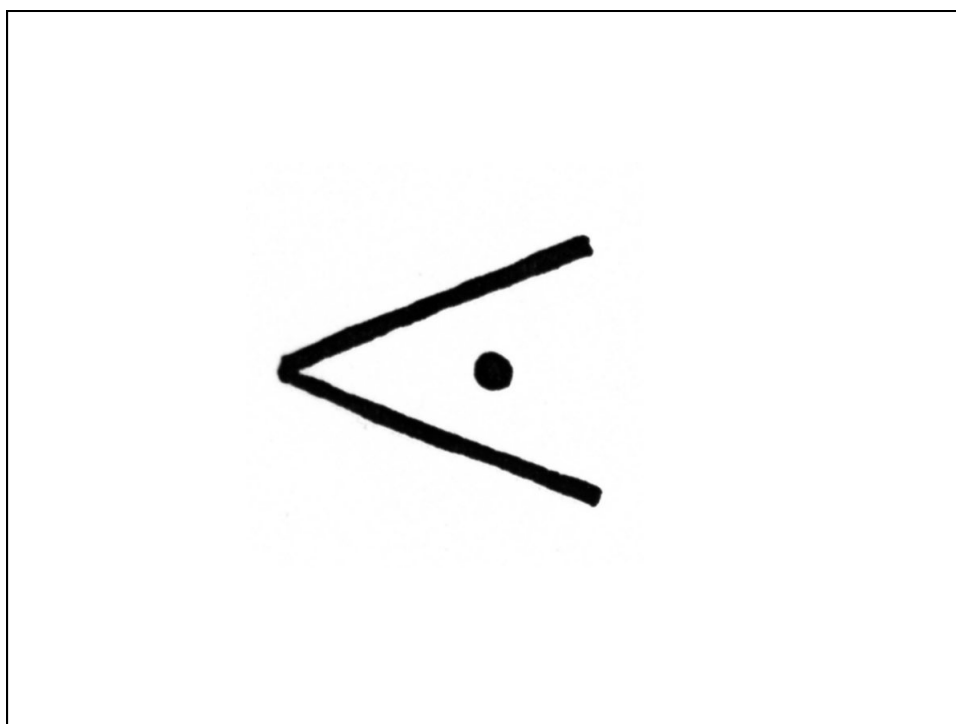
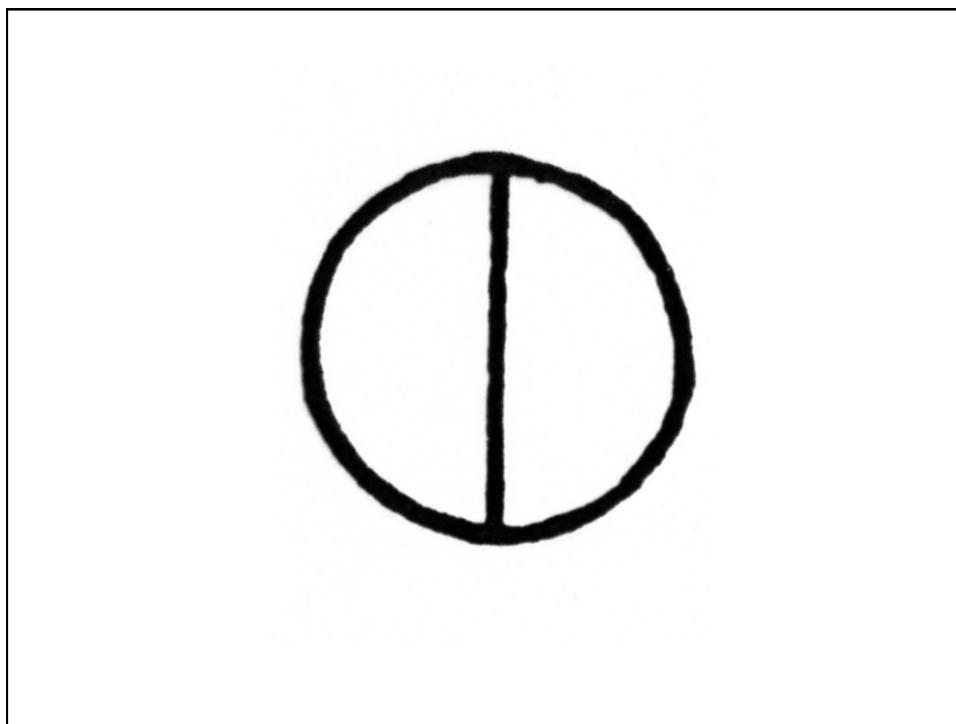
A large empty rectangular box for writing or drawing a response to the question.

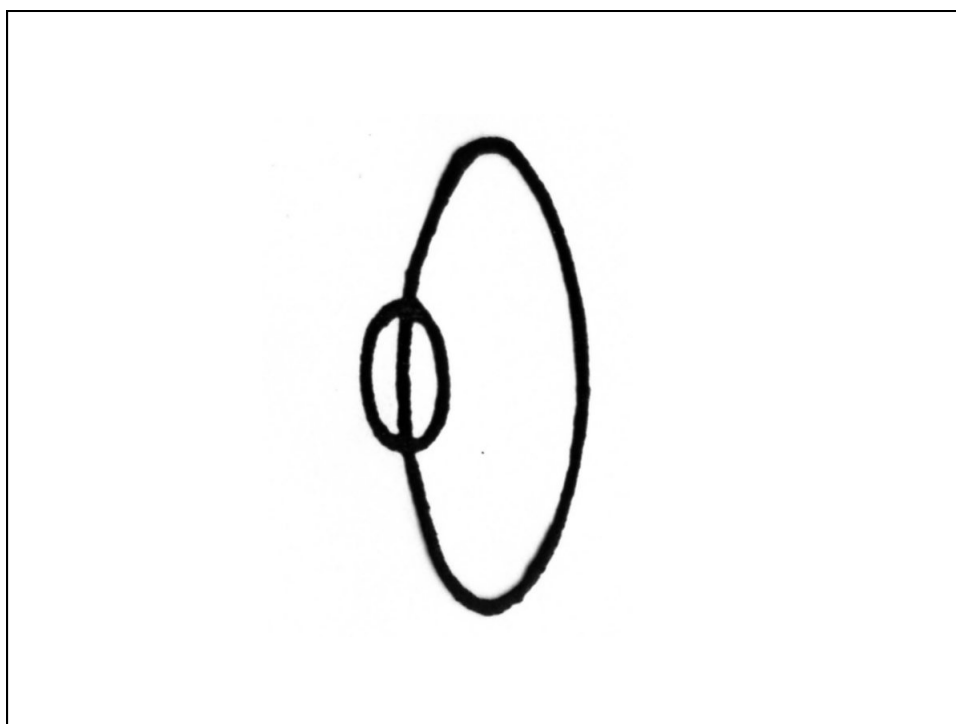
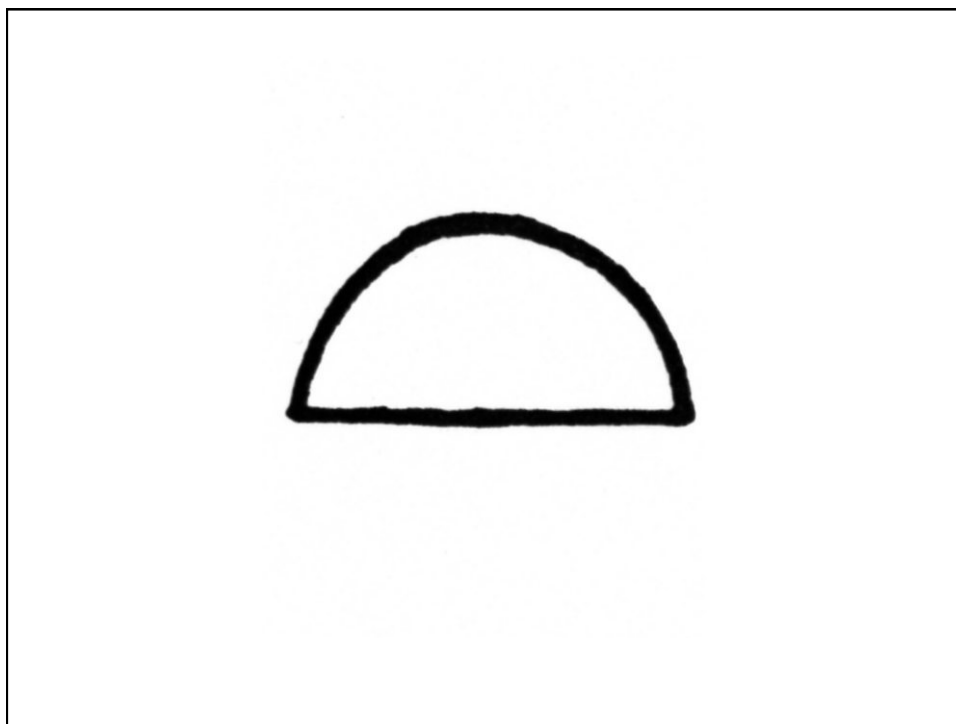


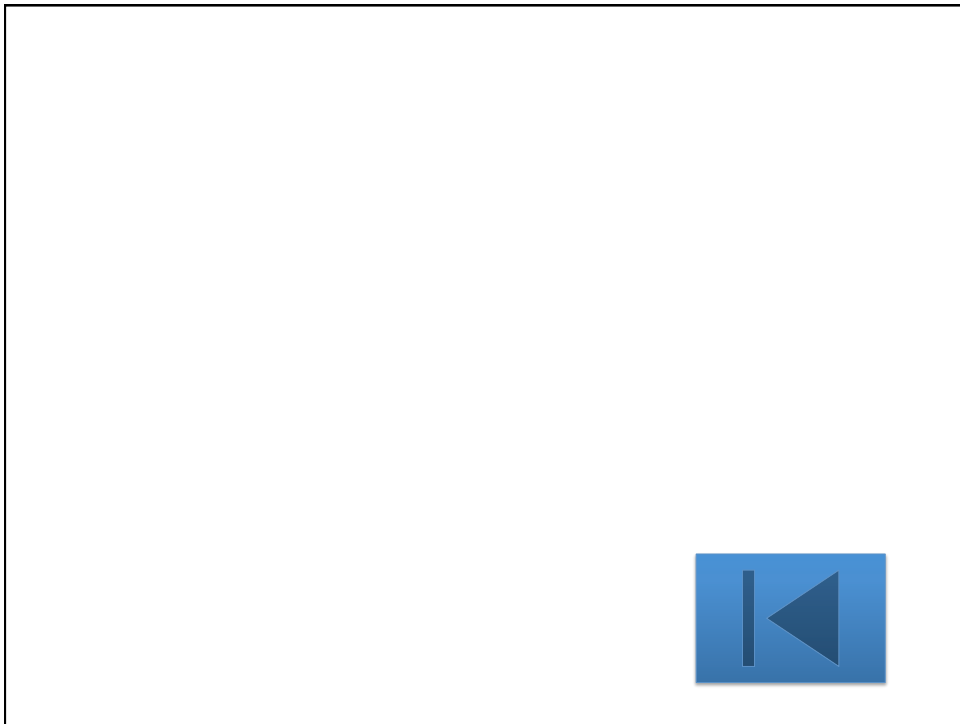




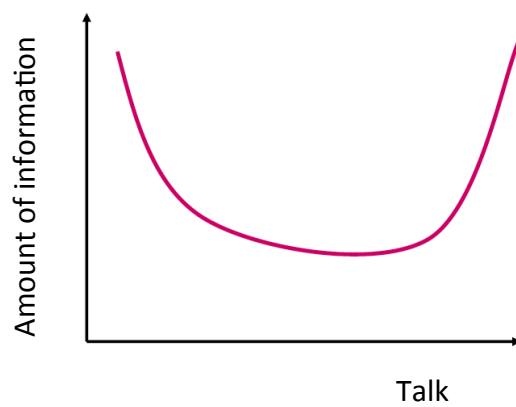




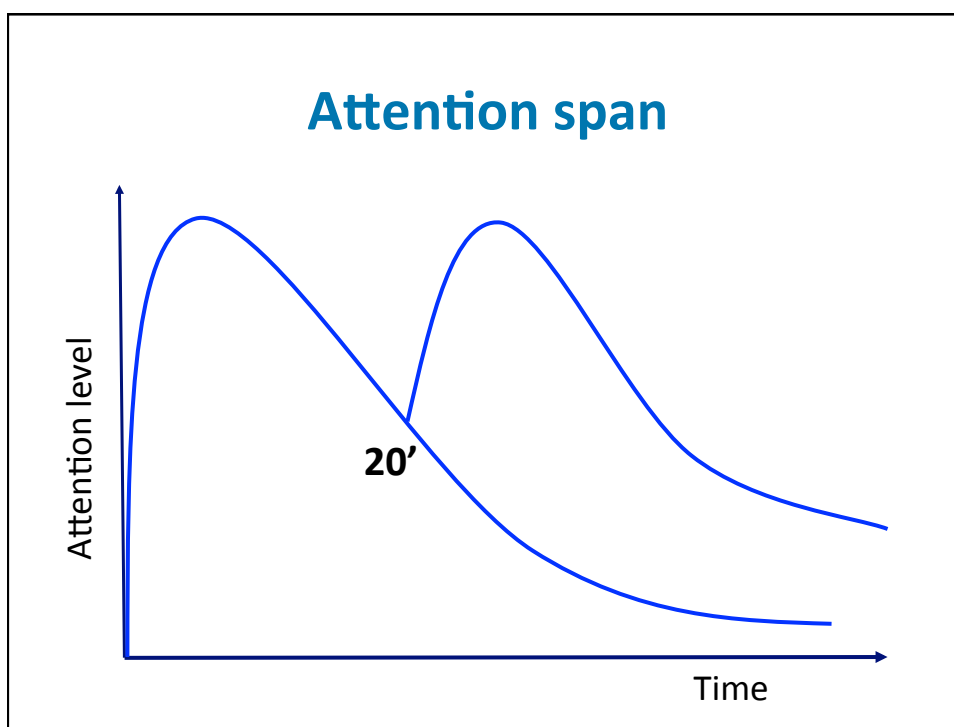




Retention of information



(Postman & Philipps, 1965)



Attention

To develop attention :

- Train
- Eliminate the distractors
- Be active during the learning process

To support student's attention :

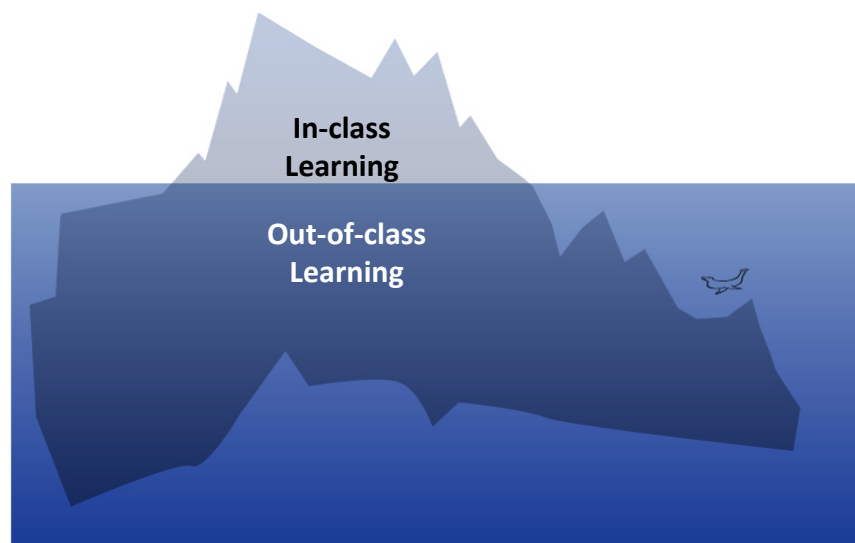
- Vary the activities
- Reduce complexity
- Structure the course
- Eliminate the distractors
- Complementarity between the speech and the learning materials

(Le Brun & Lafourcade, 2015)

Competencies to better learn

- Metacognition
- Autonomy
- Transfer of learning
- Problem resolution
- Collaboration
- Emotional competencies

Teaching to Foster Learning

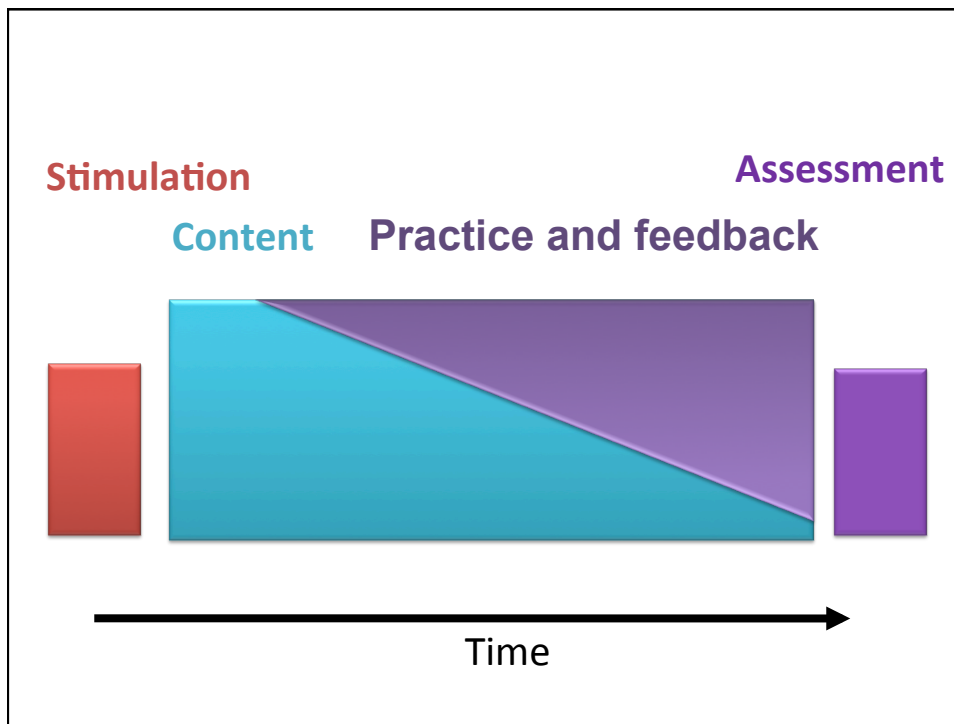


Teaching to Foster Learning

- Create environments that support learning in and out of class.
- Think in terms of “hours of learning” rather than “hours of teaching”

Linking activities of in and out-of-class work

- Get ready for the course : readings, *podcasts*, etc.
- Production : exercises, writing reports, preparing an oral presentation (alone or in groups), organizing peer feedback sessions, etc.



Teaching to Foster Learning

- Provide students with the opportunity to practice and get feedback on their learning, **BEFORE** assessment.
 - For students : enables them to self-evaluate and self-regulate
 - For instructors :
 - get information on students' understanding
 - get the opportunity to adapt

Which teaching strategies can you name?

- Lecture
- ...

What Instructional Strategies (Teaching Methods) do you know?

Lecturing (L)
Questioning (Q)
Discussion (D)
Group Project (GP)
Individual Project (IP)

Teacher-centered

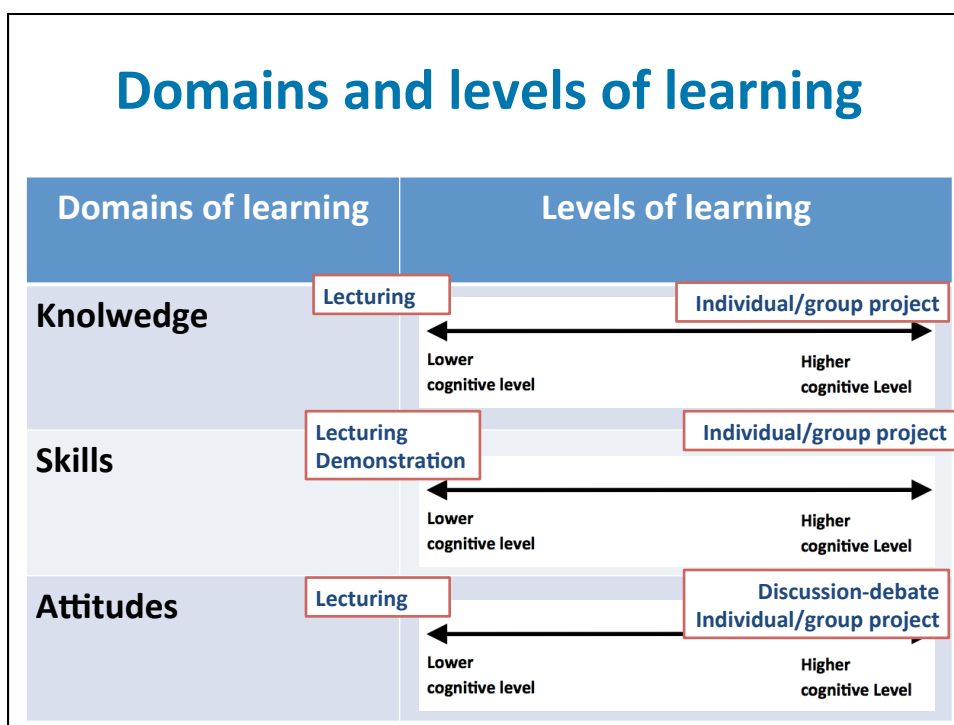


Learner-centered

Criteria for Choosing Instructional Strategies

- How much interaction should there be?
- How much experience (doing) should there be?
- Is working in group possible or not?
- How much time is available?
- What is the classroom layout?
- Is learning assessed or not?
- **What is the level/domain of learning outcomes?**

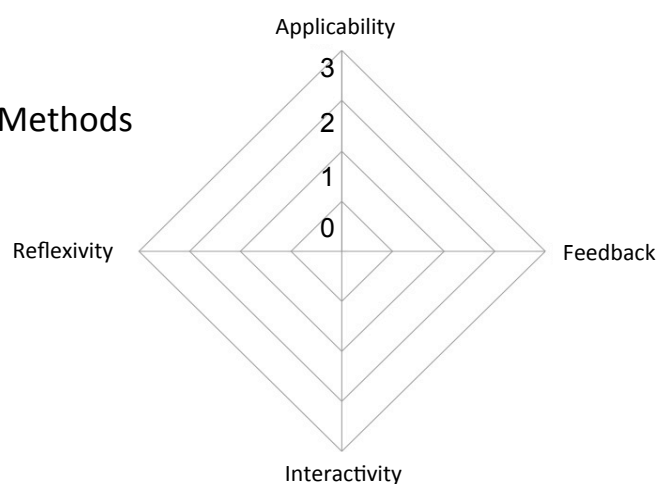
Domains and levels of learning



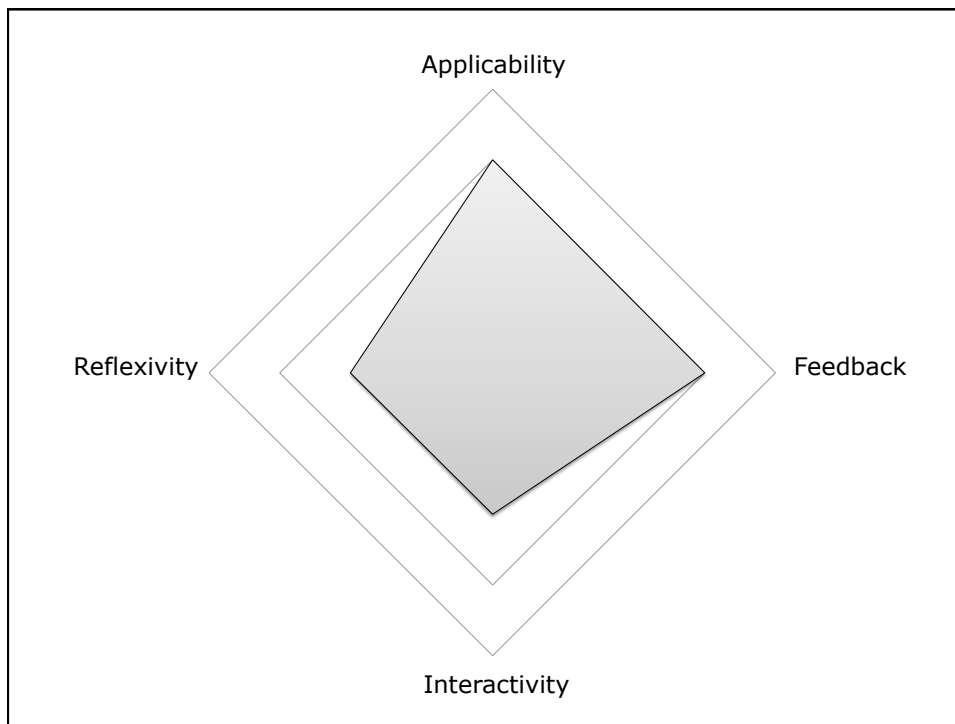
Active Methods

Activity 1 – Individual work (10 min)

Objective :
discover active Methods



	1	2	3
Applicability	Very few notions are used	Some notions are used in a single context	Some notions are used in different contexts
Interactivity	Very few interactivity	Peer interactivity <u>or</u> between students and teacher(s)	Peer interactivity <u>and</u> between students and teacher(s)
Feedback	Almost no feedback	Feedback from a single source (either colleagues, teacher, results)	Feedback from multiple sources (colleagues + teacher + results)
Reflexivity	Few activities that stimulate reflexivity	Some activities that stimulate reflexivity (summary, comparison, linkage, formalisation)	Many activities that stimulate reflexivity (summary, comparison, linkage, formalisation)



Active Methods

Activity 1 – Individual work (10 min)

On the chart, indicate if each method:

- Allows students to use acquired notions/knowledge in one or many situations (Applicability)
- facilitates interactivity between the teacher and students or among students (Interactivity)
- Allow students to get a feedback on their learning (Feedback)
- Incites the students to link notions, make sense of concepts, etc. (Reflexivity)

Active Methods

Activity 2 – In groups (15-20 min)

- Present and explain to your colleagues the reason for the positioning you choose.
- Compare your positionings.

Active Methods

Activity 3 – In an other group (15-20 min)

- Present the 3 methods that were discussed in your previous group.
- Briefly summarize the debate about the positioning of the methods on the 4 axes.

Individual Exercise

(10-15 minutes)

1. Choose three of your learning outcomes.
2. For each strategy, choose an instructional strategy and indicate:
 - The reason of your decision.
 - How the teaching will be carried out
 - What will happen in the session / class / lecture and outside.

Peer Feedback Exercise

(20 minutes)

Examine your colleague's choice of instructional strategies and try to determine if they:

- Are aligned/coherent with the domain and level of the course learning outcomes
- Allow sufficient practice time for the learners (time-on-task)
- Could realistically be implemented in the context of your colleague's course

One minute paper

Take a minute to write down:

- Regarding the different methods, which one(s) would fit well with your teaching and why ?

To learn more:

McKeachie, W. J. (2006). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (Vol. Twelfth Edition). Boston, New York: Houghton Mifflin Company.