

Effective Behaviors

1. **CLARITY**
2. **VARIABILITY**
3. **ENTHUSIASM**
4. **BUSINESSLIKE BEHAVIOR**
5. **STUDENT OPPORTUNITY TO
LEARN CRITERION-RELATED
MATERIAL**

VARIABILITY

**USE A VARIETY OF LEVELS OF
INSTRUCTIONAL MATERIALS, MEDIA, PROCEDURES
AND ACTIVITIES**

**USE VARIABILITY IN CLASSROOM CONVERSATION:
VOICE, VOLUME & MOVEMENT**

VARIETY HELPS STUDENTS MAINTAIN INTEREST

**OFFER ALTERNATIVES LEARNING
ACTIVITIES FROM WHICH STUDENTS
MAY CHOOSE**

VARY:

**GROUPINGS: LARGE, SMALL,
INDIVIDUALIZED**

**MODALITY: SENSES -- SIGHT, TOUCH,
SMELL, & TASTE**

**STUDY SKILLS: READ, WRITE,
OBSERVE, LISTEN, SPEAK, COLLECT,**

**MEMORIZE, PRACTICE, PROBLEM
SOLVING, MAKING, CREATING**

**ASSIGNMENTS: IN-CLASS AND OUT,
SUPERVISED AND INDEPENDENT,
PAPER/PENCIL & APPLIED**

LEVEL OF COGNITIVE SKILL:

**PLAN ACTIVITIES TO MAKE INFERENCES,
DRAW CONCLUSIONS, REASON, ANALYZE,
SYNTHESIZE, EVALUATE, CONSIDER
DIFFERENT PERSPECTIVES, EXPRESS
IDEAS, TRANSFER TO A DIFFERENT
CONTEXT**

ROLES:

**SET UP ACTIVITIES WHERE STUDENTS
LEARN FROM – YOU, PEERS, TEACH
YOU; TEACH PEERS**

VARY YOUR ROLE AS

**INFORMATION GIVER,
FACILITATOR,**

RESOURCE PERSON OR LEARNER

Enthusiasm

Is Contagious; catch it

**VIGOR, ENERGY, POWER - ASSURED
BUT SENSITIVE**

INTEREST: (VOICE INFLECTION)

IN SUBJECT,

IN STUDENTS,

IN OUTSIDE SUBJECTS

**EXCITEMENT, VIVID ANALOGIES,
STRANGE HAPPENINGS, SUSPENSE,
NOVELTY**

**USE GESTURES, EYE CONTACT,
HUMOR**

**MODEL BEHAVIOR AND ATTITUDE
FOR THE STUDENTS**

Poetic Principle

**"IT MIGHT BE GOOD FOR TEACHERS TO
REMEMBER:
NO PRINTED WORD OR SPOKEN PLEA,
CAN TEACH YOUNG MINDS WHAT THEY
SHOULD BE,
NOT ALL THE BOOKS ON ALL THE SHELVES,
BUT WHAT THE TEACHERS ARE
THEMSELVES."**

(Anonymous)

**CHRISTEN KOLD: "ENLIVEN" FIRST,
THEN "ENLIGHTEN"!**

**(Kold was a founder of the famous
"Danish Folk Schools" that are
credited with "straightening the
backs" of the European peasants via
adult education program).**

STUDENT OPPORTUNITY TO LEARN

**SUBJECT MATTER TAUGHT WILL BE
THE BASIS FOR THE EVALUATION
TELL STUDENTS WHAT IS EXPECTED
OF THEM AND EVALUATE BASED ON
MATERIAL TAUGHT
LET STUDENTS KNOW WHAT IS
IMPORTANT:**

**REPEAT THE CONTENT
SAY "THIS IS IMPORTANT!"**

**DO NOT PLAY GAMES OF "GUESS
WHAT IS IMPORTANT"**

Self-Reflection

**THINK ABOUT LEARNING PROCESS,
NOT JUST THE CONTENT, ARE
STUDENTS PLEASED, ENTHUSIASTIC,
AND COMFORTABLE?**

ARE YOU?

ASK YOURSELF:

**"WHERE ARE MY STUDENTS NOW IN
RELATION TO THE SKILL, KNOWLEDGE,
PROCESS TO BE LEARNED?"**

**"WHERE SHOULD THEY BE GOING?"
(OBJECTIVES & GOALS)**

**"HOW CAN THEY GET THERE?"
(TEACHING/LEARNING STRATEGIES)**

**"HOW WILL THEY KNOW WHEN THEY
HAVE ARRIVED?"
(EVALUATION AND FEEDBACK)**

LEARNING ENVIRONMENT

**CHECK TEMPERATURE, LIGHTING,
ROOM ARRANGEMENT, ETC.**

**ESTABLISH "CLASSROOM CLIMATE" --
RAPPORT**

OBSERVE YOUR AUDIENCE

USE NONVERBAL COMMUNICATIONS:

EYE CONTACT

TONE OF VOICE

POSTURE

FACIAL EXPRESSIONS

GESTURES

LISTENING

(AVOID VOCALIZED PAUSES)

**DEAL WITH WHOLE PERSON, RESPECT
THEM**

DON'T "TALK DOWN" (PATRONIZE)

ADDRESS THEM AS EQUALS

DON'T ACT AS ABSOLUTE AUTHORITY

(Acting ignorant may help them learn.)

**SHARE INFORMATION ABOUT
YOURSELF**

BE APPROACHABLE/REACHABLE

GET LEARNERS TO TALK

SERVE AS A ROLE MODEL

PROMOTE INDEPENDENCE

RELATE LEARNING TO THEIR

EXPERIENCE

ACCOMMODATE DIFFERENCES

CLARITY

**TELL STUDENTS OBJECTIVES OF UNIT
AND LESSON**

ALL KNOW WHERE THEY ARE GOING

ORIENT STUDENTS TO SUBJECT:

"WHY"

REPEAT, STRESS DIFFICULT POINTS

USE EXAMPLES

USE ANALOGIES

USE METAPHORS

TEACH TO STUDENTS' ABILITIES

BE SYSTEMATIC, STEP-BY-STEP

(Review Steps)

**LET STUDENTS PRACTICE PROBLEM
SOLVING AND SKILL MASTERY**

**HAVE HIGH STANDARDS FOR
STUDENTS**

RIGOR DOES NOT = "BUSY WORK"

COMMUNICATE IN A CLEAR MANNER

PROVIDE FEEDBACK

**HAVE STUDENTS ORGANIZE
MATERIALS IN A MEANINGFUL WAY**

BUSINESSLIKE BEHAVIOR

**BE A BUSINESSLIKE TEACHER - DON'T
WASTE TIME, BE LATE, LEAVE EARLY
-- BE PROFESSIONAL**

**BUSINESSLIKE EXPECTATION OF
STUDENTS:**

**EXPECT STUDENTS TO WANT TO
LEARN**

**EXPECT STUDENTS TO BE CAPABLE
OF LEARNING**

**EXPECT STUDENTS TO BE TASK
ORIENTED**

**EXPECT STUDENTS TO BE
ACHIEVEMENT ORIENTED: TO WORK
HARD**

**TEACHER SHOULD BE SERIOUS ABOUT:
DUTIES (LIKE VS RESPECT)
NOT UNPLEASANT
ENCOURAGE GROUP GOALS**

INSTILL A DESIRE TO WANT TO LEARN

"NO ONE OF US IS AS SMART AS ALL OF US!"

Many of my ideas about teaching have been "stolen" from other successful teachers.

SPECIAL ADULT CONDITIONS

FAILING EYESIGHT

IMPAIRED HEARING

IMMOBILITY

**INTOLERANCE TO TEMPERATURE
EXTREMES**

SLOWER PHYSICAL RESPONSE

**NEED FOR FREQUENT MOVEMENT TO
IMPROVE**

CIRCULATION

- **NEED FOR FREQUENT TOILET BREAKS**
- **FATIGUE FROM OTHER WORK**
- **NEED GROUP COHESION**
- **NEED TO INCREASE THEIR CONFIDENCE:**
- **NEED PRAISE**
- **PROVIDE FOR SUCCESS**

PRINCIPLES OF LEARNING

Principles Related to Organization of Subject Matter

PRINCIPLE 1 When the subject matter to be learned possesses meaning, organization and structure that is clear to students, learning proceeds more rapidly and is retained longer.

PRINCIPLE 2 Readiness is a prerequisite for learning.

Subject matter and learning experiences must be provided that begin where the learner is.

- Generalizations about adult learners
 1. Adults can learn
 2. Adults learn what they consider important
 3. Adults are often "time conscious" learners
 4. What is "important" varies among adults
 5. Wish to be treated as adults -- sometimes
 6. "Them that has -- gets"

7. "have-nots" need special attention

- personal: finances, child care, transportation
- self-concept: often poor
- basic skills: reading, math, etc.
- study skills: relearn

Principles Related to Motivation

PRINCIPLE 3. Students must be motivated to learn.

Learning activities should be provided which takes into account the wants, needs, interests, and aspirations of students.

PRINCIPLE 4. Students are motivated through involvement in setting goals and planning learning activities.

PRINCIPLE 5. Success is a strong motivating force.

PRINCIPLE 6. Students are motivated when they attempt tasks that fall in a range of challenge such that success is perceived to be possible but not certain.

Principles Related to Reward and Reinforcement

PRINCIPLE 7. When students have knowledge of their learning progress, performance will be superior to what it would have been without such knowledge.

PRINCIPLE 8. Behaviors that are reinforced (rewarded) are more likely to be learned.

PRINCIPLE 9. To be effective, reward (reinforcement) must follow as immediately as possible the desired behavior and be clearly connected with the behavior by the student.

Principles Related to Teaching Techniques

PRINCIPLE 10. Directed teaching is more effective than undirected teaching.

PRINCIPLE 11. To maximize learning, students should "inquire into" rather than be "instructed in" the subject matter. Problem solving approaches to teaching improve learning.

PRINCIPLE 12. Students learn what they practice.

PRINCIPLE 13. Supervised practice that is most effective occurs in a functional learning environment.

"Give me a fish and I eat today. Teach me to fish and I eat for a lifetime".
Babylonian Talmud

Study teaching and learning. Become a "special teacher" that your students will remember for a lifetime.