Approaches and Strategies in Teaching

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Think – Pair – Share

What is the importance of values education?

What’s the meaning of your profession?

Take a selfie!
Post your answer and photo in FB using the hashtag #NCVRE2017
Adults have an enormous responsibility in forming the values of children.
Approaches in Teaching Values Education
VALUES EDUCATION

Values Education as a part of the school curriculum is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with his environment. But it involves not just any kind of teaching-learning process.
“A value is a belief upon which one acts by preference.”

—Allport (1950)
VALUES DIFFER BETWEEN GENERATIONS, FAMILIES, CULTURES, REGIONS.
WE SEE THINGS NOT AS THEY ARE, BUT AS WE ARE

(H. M. TOMLINSON)
To understand a person’s behavior, you must understand his or her values & needs.
TEACHING APPROACH

It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom.
## Examples of Teaching Approaches

<table>
<thead>
<tr>
<th>Teacher-Centered</th>
<th>Learner-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject-Matter Center</td>
<td>Behaviorist</td>
</tr>
<tr>
<td>Teacher Dominated</td>
<td>Interactive</td>
</tr>
<tr>
<td>“Banking” Approach</td>
<td>Constructivist</td>
</tr>
<tr>
<td>Disciplinary</td>
<td>Integrated</td>
</tr>
<tr>
<td>Individualistic</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Indirect, Guided</td>
<td>Direct</td>
</tr>
</tbody>
</table>
DIFFERENT APPROACHES AND METHODS

“A thousand teachers, a thousand methods.”

-Chinese Proverb
5 New Approaches to Teaching and Learning: The Next Frontier

By Dr. Christopher Emdin, 2016
Hip-Hop Education (HipHopEd)

HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools.
Contextual Education

It engages people in rethinking what it means to be human in relation to God, other people and cultures, and the whole of creation.
Process Oriented Guided Inquiry Lessons (POGIL)

“To support educators with the implementation of student-centered learning environments.”
<table>
<thead>
<tr>
<th><strong>Traditional Classroom</strong></th>
<th><strong>POGIL Classroom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof’s Job</strong></td>
<td>Lecture</td>
</tr>
<tr>
<td><strong>Source of Material</strong></td>
<td>Professor</td>
</tr>
<tr>
<td><strong>Student role</strong></td>
<td>Passive listener</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Memorize notes after class</td>
</tr>
<tr>
<td><strong>Emphasis</strong></td>
<td>Competition</td>
</tr>
</tbody>
</table>
Project Based Learning (PBL) is an approach to teaching that focuses primarily on having students engage in explorations of real-world problems and challenges.
Reality Pedagogy

an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction.
Reality pedagogues/teachers believe that, for teaching and learning to happen, there has to be an exchange of expertise between students and teacher.
Flipped Classroom

This approach involves a process where the typical lecture that happens in the classroom occurs at home.
The Flipped Classroom

**Before**
- Students prepare to participate in class activities

**During**
- Students practice applying key concepts with feedback

**In Class**
- Students check their understanding and extend their learning

**Out of Class**
- Students prepare to participate in class activities
We transfer VALUES when we ENGAGE our students in the CLASSROOM.
Teaching Values Using Creative Learning Strategies
THE YOUTH TODAY
20th Century Content
21st Century Content & Performance Based Assessments
DIFFERENTIATION

STRATEGIES

- Aligned with instructional goals & objectives

- Based on
  - Focus of instruction
  - Focus of differentiation
ALL STUDENTS DIFFER

The most effective teachers do whatever it takes to hook the whole range of students on learning.
**LEARNING STRATEGIES**

**CREATIVE**

**Introduction**
- Picture/Song/Video Analysis
- Game/Dance/Internet
- Role Playing/Arts/Theater/Literature
- Beliefs/Values Inventory

**Interaction**
- ABC Listing
- Three Minute Pause
- 3-2-1 Chart
- Round Table Discussion

**Integration**
- Mind Map
- Reflective/Synthesis Journal
- Exposure Trip
- Video Making
Pass the message
In your small groups, each participant selects a “segment” of the article to read (A,B,C,D).

Each member then briefs the rest of the group on his/her segment.

Talk about any thoughts generated through the discussion of the article.
STATIONS

Set up different spots in the classroom where students work on various tasks simultaneously

Invite flexible groupings
<table>
<thead>
<tr>
<th>Station 1</th>
<th>Station 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the Christmas Story from the Bible and analyze its biblical message</td>
<td>Make a collage portraying the Christmas Story</td>
</tr>
<tr>
<td><strong>Station 3</strong></td>
<td><strong>Station 4</strong></td>
</tr>
<tr>
<td>Compose a song about the spirit of Christmas</td>
<td>Make a short skit about the Christmas story</td>
</tr>
</tbody>
</table>
AGENDAS

Personalized lists of tasks that a student must complete in a specified time and small instructional groups.

Teacher move among groups to probe their work.
<table>
<thead>
<tr>
<th>Session 1</th>
<th>Complete the list of the different world religions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>Read personal choice of tradition</td>
</tr>
<tr>
<td>Session 3</td>
<td>Complete research for an article on why are there different religions</td>
</tr>
<tr>
<td>Session 4</td>
<td>Make a reflection paper the purpose of life based on your religion</td>
</tr>
</tbody>
</table>
Entry Points

Students explore a given topic through different avenues like:

Narrational
Aesthetic
Experimental
Logical-quantitative
Teaching Virtues through Videos
What matters most is how you see yourself.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td></td>
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<tr>
<td>I</td>
<td>J</td>
<td>K</td>
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<td></td>
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<td>M</td>
<td>N</td>
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<td>P</td>
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<td>R</td>
<td>S</td>
<td>T</td>
<td></td>
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<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>XYZ</td>
<td></td>
</tr>
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</table>
CHOICE BOARDS

Work assignments are written on cards that are placed in hanging pockets.

By asking a student to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.
Compacting

Assess the students before beginning a unit of study

Students who do well in pre-assessment should not have to continue work on what they already know
Independent Study

Aid students in developing personal curiosity, pursuing topics that interest them, identifying intriguing questions independently.
Group Investigation

• Guide students in investigating topics through group work & research
• Library facilities, team teaching
• Cross-age tutoring
Portfolios

Collection of students’ works help them set appropriate learning goals

Emphasize student’s choice of project and assessments
Ecclesiastes 3:1

1 There is a time for everything,
   and a season for every activity under heaven:

2 A time to give birth, and a time to die;
   A time to plant, and a time to uproot what is planted.

3 A time to kill, and a time to heal;
   A time to tear down, and a time to build up.

4 A time to weep, and a time to laugh;
   A time to mourn, and a time to dance.

5 A time to throw stones, and a time to gather stones;
   A time to embrace, and a time to shun embracing.

6 A time to search, and a time to give up as lost;
   A time to keep, and a time to throw away.

7 A time to tear apart, and a time to sew together;
   A time to be silent, and a time to speak.

8 A time to love, and a time to hate;
   A time for war, and a time for peace.
3 - Minute Buzz

Something you’ve seen that affirms your thinking

An idea new to you

Something you’re uncertain about
Think - Pair - Share

Think - Take two minutes to think about new ideas that the video illustrated.

Pair - Find a colleague who you haven’t worked with or don’t know well.

Share - Take three minutes to share your ideas. Discuss how you might use these ideas as soon as you get back to the classroom.
Podcast or Video Making

marriage
Picture & Situation Analysis

Jonas submitted the following pictures for an exhibit entitled “Freedom”. Do you think the Photo Society will accept them? Why?
1. It is important to me that others approve of me.
2. I usually put off important decisions.
3. I hate to fail at anything.
4. I prefer quiet leisure above all things.
5. People who do wrong deserve what they get.
What is the problem?
What are the effects?
What are the causes?
What are the solutions?
Teaching Virtues through Stories

What did I learn?

How do I feel about it?

What can I do?
<table>
<thead>
<tr>
<th>What is the problem?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the effects?</td>
<td></td>
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<tr>
<td>What are the causes?</td>
<td></td>
</tr>
<tr>
<td>What are the solutions?</td>
<td></td>
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Webbing/Technology
Suggested Websites

- Crayola.com/educators – for crafts project
- Thinkfinity.org – for lesson plans
- Scholastic.com/stacks – for young readers
- Nlvm.usa.edu – for math games
- Free.ed.gov – for history
- Nsta.org – for science
- Smithsonianeducation.org – for virtual trips
- Teachertube.com - for video clips
- Blogs.scholastic.com/topteaching – inspiration
Keep up with the educational expectations of today's youth: USE INNOVATIVE TEACHING TECHNIQUES
Simulations, games, and role playing are viable alternatives for learning about and experiencing real-life situations.
Education is not a preparation for life. Education is life itself.

-John Dewey
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<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>things you found out</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>interesting things</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>question you still have</strong></td>
<td></td>
</tr>
</tbody>
</table>