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And finally, *remember that the three R's of teaching are repeat, respond, and reinforce.* This means that student comments and contributions, if worthy of mention, are worthy of being repeated, responded to and reinforced by the verbal and nonverbal techniques at the command of the teacher.

STRATEGIES FOR TEACHING

You should have in your repertoire a variety of approaches to teaching. The following are some important concepts and strategies that have received considerable attention in teaching/learning circles during the past decade.

Andragogy/Pedagogy

With the recent rise in the number of adults attending college, teaching experts have recognized that these new learners bring with them different expectations about their role in the learning process. In fact, it is evident that adults want to play a more active role in their learning experience. In the past, most of us were placed in classes where the teacher determined the activities needed to achieve learning, making the teacher the center of the instructional process. This is called pedagogy and is a vital part of the teaching process. However, experts have realized that pedagogy does not work for all learners in all situations.

Contemporary learners, especially adults, want to be more active in their education. Specifically, they want to know why they must learn something prior to undertaking it; they possess a strong sense of



self and feel responsible for their own decisions; and they wish to integrate their life and employment experiences into their learning activities. *These factors influenced the creation of a learner-centered strategy known as andragogy.*

For you as an instructor, the implications are very clear. Your classroom preparation should include learner-centered activities. Many such activities are included here but are not labeled as such.

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Remember, however, that the andragogical model does not imply that the pedagogical model should be abandoned. There is still a need for pedagogical planning tempered by the concepts and strategies of andragogy.

Developing an andragogical teaching strategy requires a classroom that fosters open communication. Be aware that some adults may be anxious about their ability to learn, so plan activities that build student confidence and provide opportunities for students to share their experiences. You must establish yourself as a partner in learning and not an expert who has all of the answers.



Teaching experts increasingly acknowledge that *students learn from each other as much as from their instructors*. Working together improves all students' achievement in the classroom.

Five important student-centered teaching strategies are experiential learning, cooperative or collaborative learning, partnering, classroom assessment technique, and feedback mechanisms.

Experiential Learning

Experiential learning is also referred to as experiential teaching, or experiential training and development, or experiential activities, and other variations of these terms (Thompson 2013). However the word, learning, is significant since it emphasizes the learner's perspective, which is crucial to the experiential learning concept. Conversely, the words training and teaching, significantly reflect the teacher or training perspective (on behalf of the teaching or training organization—e.g., a school or employer).

The phrase experiential learning and development are achieved through personal experience and involvement, rather than on received teaching or training, typically in group, by observation, listening, study of theory or hypothesis, or some other transfer of skills or knowledge.

Experiential learning, especially used at the beginning of a person's new phase of learning, can help to provide a positive emotional platform for future learning, even for areas of learning which initially

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would have been considered uncomfortable or unnecessary.

Experiential learning also brings into play the concept of multiple intelligences - the fact that people should not be limited by the 'three Rs' and a method of teaching based primarily on reading and writing.

Experiential learning is a way to break out of training and teaching practices which have constrained people's development in schools and work. Here are the principles of experiential learning:

1. **It's about them—not you:** As an effective facilitator, you have to be satisfied with the knowledge that you offer and develop opportunities for others to learn, many of which will go unused or undervalued.
2. **Resist temptation to give answers—ask questions only:** Don't tell people what they should learn. An observer is in a privileged position, often seeing aspects that are not obvious to others. What-

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ever happens, don't be tempted to provide a 'professional analysis' as this approach takes the ownership of the learning away from the individual.

3. **Accentuate the positives:** It is all too easy to focus on the negatives but this can seriously undermine confidence in the whole idea of learning and development if the negatives are over-emphasized.

4. **Learner is central:** Learners have to be prepared to actively develop their understanding, critique and evaluate the messages in their context and then work hard to apply appropriate learning.

5. **Facilitation must be light and subtle:** Experiential learning involves students working things through for themselves and developing their own understanding. Facilitators should always be seeking ways to enable this to happen.

6. **Find/create experiential learning opportunities:** A facilitator should help create learning opportunities and enable others to recognise and make good use of these opportunities.

7. **Reactions to experiences vary, so don't prejudge:** Because individuals are personally involved in experiential learning, individuals can take very different messages from a single event. Therefore one event can provide the students involved with quite different or even diametrically opposed reactions.

8. **Careful reviews of activities are crucial:** The learning review is a vital stage of every activity. It should be planned as part of the design, not left to chance. Reviews can take many forms but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to a conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. If it is to be of

