

## **Teaching and Learning \* NAEYC Standards**

Portions adapted and modified from: [Strategies for Effective Teaching - Alan Ornstein](#)

### **Methods of Teaching**

“There is much **rote learning** in schools all over the world. However, in a small number of countries – for example, Japan, South Korea, Israel, and Thailand – I find great emphasis on such higher mental processes as **problem solving**, application of **principles**, **analytical** skills, and **creativity**. These countries have very active central curriculum centers charged with the responsibility of constantly improving textbooks and other learning materials, and to provide in-service training for teachers especially as it relates to the curriculum and teaching methods.

In these countries, subjects are **taught as method of inquiry** into the nature of subject, social studies, mathematics, language and fine arts. Subjects are taught as much for the benefit of **thinking** as for their traditional content. Much of this learning makes use of observations and reflections on observations, experimentation with phenomena, and the use of firsthand data as well as daily experiences and primary printed sources.

In **sharp contrast** to these teaching methods, teachers in the United States use textbooks that **rarely** pose real problems. The textbooks, I observe emphasize content to be **memorized** and give students little opportunity to **discover** underlying concepts and principles and even less opportunity to attack **real problems** in their environments. I estimate over 90 percent of the test questions that American students are expected to answer deal with little more than memorized information. Our instructional materials, classroom teaching methods, and testing techniques rarely rise above the lowest level of learning *knowledge*.” [Benjamin S. Bloom](#)

### **Strategies for Effective Teaching**

[Alan Ornstein](#) (1990) categorizes instructional activities or strategies in various methods. Instructional strategies can be further grouped into two distinct groups that might be labeled: **Traditional** or **Contemporary**. Even though, Contemporary methods have been around for sometime they have only recently been given their just due. One teaching techniques which permeates throughout all instructional strategies is Questioning. “**Questioning** is perhaps the **most important** instructional technique use in whole-group instruction.” Questions can be divided into such categories as low-level, high-level, convergent and divergent. All of these instructional techniques and strategies must be modified to suit the classroom situation – age, academic abilities of the students, subject matter, teacher style and student learning style. It is obvious the **Master Teacher** must be skilled in implementing most if not all teaching strategies.

[Drill & Practice](#)

[Demonstration](#)

[Discussion](#)

[Lecture](#)

[Socratic](#)

[Problem Solving](#)

[Constructionism](#)

[Discovery / Inquiry](#)

[Center for Research on Education, Diversity & Excellence](#)

[Effective Teaching Strategies \(NCREL\)](#)

## Teaching and Learning for NAEYC

*Web Sites with information on Instructional Strategies for Education*

Overview of ( 9 ) Experiential Learning for Instructional Strategies <a href="http://www.wilderdom.com/ExperientialLearningCycle.htm">http://www.wilderdom.com/ExperientialLearningCycle.htm</a>	
<a href="#"><u>Constructivism: The Learning Cycle</u></a>	<a href="#"><u>Learning through Experience</u></a>
<a href="#"><u>The Learning Cycle an Instructional Strategy</u></a>	<a href="#"><u>The Experiential Learning Cycle</u></a>
<a href="#"><u>The Learning Cycle a Strategy for Teaching</u></a>	<a href="#"><u>The Learning Cycle by John Dewey</u></a>
<a href="#"><u>David Kolb's Model: The Learning Cycle (LC)</u></a>	<a href="#"><u>4MAT Learning Cycle: Bernice McCarthy</u></a>
<a href="#"><u>The Learning Cycle by interConnections</u></a>	<a href="#"><u>Jennifer Niskanen's 4MAT Web Site</u></a>
<a href="#"><u>Experiential Learning Cycle by David Kolb</u></a>	<a href="#"><u>The 4MAT System</u></a>

**Directions for WWW Assignment: Use Only Links on Page 1 or Page 2**

After a careful investigation of information and hyperlinks complete a one page, double spaced reflection using MS Word. Do not exceed one page, certainly have at least 75% of one page, include a title such as "Teaching and Learning", also first and last name with evening class attending such as: Ed 362T, Ed 362W, Ed 362H. A suggestion is to select two topics and write "one" paragraph on each topic. A *Good Paragraph* includes a topic sentence supported with 3 to 4 sentences containing specific comments or insights gained from this online assignment. A topic sentence contains a subject and attitude on content.

**Assessment Rubric: Teaching and Learning Assignment # Total Possible Pts = 30**

Points Awarded	6 to 4 Points	4 to 2 Points	2 to 0 Points
<b>Format &amp; Length</b>	As per Directed	Somewhat as Directed	Not as Directed
<b>Spelling &amp; Grammar</b>	Excellent S & G	Adequate S & G	Poor S & G
<b>Topic Sentence</b>	<b>Good</b> Subject & Attitude	<b>Ok</b> Subject & Attitude	<b>Poor</b> Subject & Attitude
<b>Support Sentences</b>	Supported Well Enough	Supported Somewhat	Supported Very Little
<b>Saved EP, Printed TP,</b>	All items completed	Some items completed	Few items completed

**EP** means Electronic Portfolio and assigned folder      **TP** means Traditional Portfolio and assigned folder

Completed assignment must be sent as Email attachment on day before assignment is due.

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