GOOD PRACTICES TO BE FOLLOWED

1. **Lecture Practices:** Effective ways to present new information orally to fit differences in learning styles. At times information must be transmitted orally to a passive listening audience. But research has shown that after 10 to 20 minutes of continuous lecture, assimilation falls off rapidly, hence these techniques enhance learner retention.

   - *Lecture/Rhetorical Questioning*
   - *Surveys with Exemplifier*
   - *Turn To Your Partner And Pause*
   - *Halting Time*
   - *Explication de Texte*
   - *Guided Lecture*

2. **Group Discussion Triggers:** Effective ways to present a common experience to engage a group in a discussion. Awareness of complexity and enhanced understanding result when learners discuss the meaning of events with each other. But to be successful, groups need a common experience to draw them into participation, establish a personal connection with the content, and provide a shared referent from which to exemplify their ideas. There are many kinds of triggers, but all are designed to precede group discussion. Participants, therefore, become connected with both a concrete example of the content and each other.

   - *Short Readings*
   - *First Person Experience*
   - *Individual Task with Review*
   - *Self-assessment Questionnaires*
   - *Total Group Response*.
   - *Case Studies*.
   - *Visual Studies*.
   - *Role Play*.

3. **Thoughtful Questions:** Effective ways to formulate questions that foster engagement and confidence. What does it mean to think? Some people would like to be able to think better, or, more usually, want other people's thinking to improve. But research shows that

everyone is capable of thinking. The problem is to stop teachers from precluding the chance for it to happen. The right kind of questions opens the door to student's participation. The right questions focus the learner's attention upon applying their current understanding to the content or problem. The right questions are discoverable, that is, have follow-up avenues that a teacher can follow to lead a student to find an adequate answer using resources available (Socratic). Each success on one of these problems is a lesson to the learner that he or she knows how to think. (And each failure, a lesson in the opposite.) Note that none of these tutorial questions asks for recall of facts or information (didactic questions).

- *Discoverable Tutorial Questions*
- *Wait Time*

4. **Reflective Responses to Learner Contributions:** Effective ways to establish mutually beneficial communication by reflective listening. When a learner contributes to the discussion or asks a question, taking the initiative to learn, what is the best way to respond? To facilitate self-discovery and self-appropriated learning, effective teachers respond without changing the topic to share their own information or perspective from a posture of mutual respect, without domination. These three reflective responses, when used in sequence, constitute a responding convention, a standard way to develop habits of talking that release the potentialities of the learner and promote mutually significant sharing by both the teacher and the learner. Used in this order they sequence the amount of teacher control, starting with the lightest level.

- *Paraphrase*
- *Parallel Personal Comment*
- *Leading Query on Learner's Topic*

5. **Rewarding Learner Participation:** Effective ways to support learner actions with well-timed, encouraging positives. All teaching moves learners into areas of risk and incompetence. So often the job of a teacher is to find nascent deftness when it is easier to notice the maladroit. The methods chosen to administer those positives, however, send messages about what is important to achieve. Are learners supposed to work toward external approval...... or their own intrinsic betterment? Are grades the true reward......... or are learners supposed to learn to enjoy the quest itself? Teachers answer these questions

through the manner in which they support improvement. The best rewards are not contrived, foster personal reflection and independence, and actually work, that is, learners maintain new abilities or do better. Effective teachers support emerging initiative, cooperation and perseverance with well-timed positives in these forms:

- *Avoid Praise*
- *Description*
- *Narration*
- *Self-Talk*
- *Nonverbal*
- *Personal Feelings*
- *Intrinsically-Phrased Reward Statements*

6. **Active Learning Strategies:** Effective ways to foster active, constructive participation All research on people, and on their brains, shows we learn by doing. Learning is a Constructing process. Here are the choices available in the literature on teaching. The problem lies selecting the type of activity to match the purpose the teacher has in mind.

7. **Cooperative Group Assignments:** Ways to assign formal cooperative tasks. One form of active learning deserves special attention because it overtly places the learners as workers, demands that each process beliefs and construct expression with co-workers, and forces the achievement of a group goal. That interdependence affects three broad and interrelated outcomes: effort exerted to achieve, quality of relationships among participants, and psycho-social adjustment. Ninety years of research and 600 studies show cooperative learning tasks that have clear goals and performance measures result in more high-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another. Cooperative learning groups embrace five key elements:

- *positive interdependence*
- *individual accountability*
- *group processing*
- *social skills*
- *face-to-face interaction*

8. **Goals to Grades Connections:** Establish a logical agreement of goals and objectives, flowing to measures of performance, criteria, and grading. A formidable obstacle every teacher faces is how to analyze the content of a course, predetermine the outcomes desired, and communicate the necessary performance expectations to the learners in a detailed, congruous syllabus that logically connects goals to the measures for grades. That is, the objectives follow from the goals, the requirements are demonstrations of performance of those objectives, and the evaluation methods reflect attainment of the objectives to measurable criteria. This is rarely simple. At times teachers need their own cooperative learning groups in order to solve the myriad problems in coordinating course goals, uncovering the traditional discontinuities between goals and grading, and achieving assessment clarity. These are the basic criteria for the task:

    *   *Goals Stated as Outcomes, Not Processes*
    *   *Objectives are Performances*
    *   *Requirements are Detailed in Writing*
    *   *Grades are Referenced to Criteria*

9. **Modeling:** Represent openness, continuous learning, and trust. As a paragon of personal development, a teacher faces interpersonal challenges in every action he or she takes to engage, facilitate, catalyze, and give life to the opportunity to learn. Great teachers teach by example. It is the authentic life that instructs. These attitudinal qualities of being connected to learning in delight, illumination, and even rapture have been described in many ways, but none clearer perhaps than by Carl Rogers.

    *   *Openness to Experience in the Here and Now: Being truthful, personally in touch with one's own feelings and current experience.*
    *   *Incorporation into Oneself of the Process of Change: Openness to learning opportunities, belief in oneself as an effective learner, and modeling learning, and its accompanying mistakes, visibly to learners.*
    *   *Unconditional Positive Regard for Others: Deep trust in the underlying goodness of each person, despite how they appear, and the explicitly expressed belief in each learner's ability to learn and grow.*

10. **Double Loop Feedback:** Facilitating mutual awareness of how one learns to learn The times when the teacher should correct performance are often the most difficult as well as the most significant. It is easier to identify errors and deficiencies in the actions of others than to communicate them in a way that continues their willing engagement in correcting them. Because people rarely produce actions that do not make sense to them (they act intentionally), they naturally tend to become defensive, confused, or ashamed when criticized or given advice. Yet individualized correction is often the key to improved performance. An effective feedback procedure should enable reflection and self-correction without fostering hostility or defensiveness. Double loop feedback is a method of providing correctives in a way that maintains the learner's continued engagement in the process of acquiring competence and self-confidence. It sequences the statements teacher's make by starting with least inferential and examining both the learner's performance and the evaluator's assumptions at each stage. In double loop learning an open-ended cycle is created where the teacher and the learner cooperatively examine both the learner's performance and the underlying perspectives the teacher brings to regard that performance. Optimal correction is possible when both parties responsibly work for error detection at each level of inference before proceeding to the next. In other words, get the facts right first; then work to agree upon what 'most people' would agree those facts to mean. As opposed to the natural tendency to think of judgments and opinions first, this procedure holds them in abeyance.

11. **Fostering Learner Self-Responsibility:** Allow learners to plan and evaluate much of their learning. Effective teachers offer ways for the learners to take an active role, for at least a portion of the course, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate strategies, and evaluating the outcomes.

    - *Involve Learners in Mutual Planning*
    - *Involve Learners in Diagnosing Their Own Needs for Learning*
    - *Involve Learners in Formulating Their Learning Objectives*
    - *Involve Learners in Evaluating Their Learning*