

Short Course in Learning and Teaching in the Classroom
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**Session Three:
 Teaching methods/ activities**

Session aims:

- To explore different teaching methods/ activities.....
-and link these to ideas about learning and learning processes
- And look at ways of using different activities in planning a teaching programme/ session

Different teaching methods/activities

- What different teaching methods and activities can we think of?

Lectures?

- Why do we have lectures?
- So why do we continue to have lectures?
 - *Some good reasons....*
 - *Some bad reasons....*

How to decide what methods to use?

- Teaching methods not 'good' or 'bad'
- Decide when appropriate to use depending upon:
 - The type of learning experience you want to achieve
 - The circumstances surrounding the
 - Programme/ course as a whole
 - Individual teaching sessions

Designing a teaching session to include different activities

- To allow for limited attention span
- To cater for different learning styles
- To facilitate learning: i.e. things that encourage:
 - Experiential learning (Kolb1984)
 - Deep approaches to learning (Ramsden1992; Marton and Saljo 1976)
 - Wanting/needng; doing; digesting; feedback (Race 2001)

Exercise: Linking teaching activities with teaching theories

- Go back to the list of teaching activities compiled at the beginning of this session
- Place a tick in the relevant column(s) to indicate which learning processes may be supported/ promoted by each activity

A: for Race's 'Ripples on a pond' model
B: for Kolb's experiential learning model

Exercise: Design a classroom activity – on a topic of your choice

- 1: For a group of 20 postgraduate students
 - A: Lasting 5 minutes
 - B: Lasting 20 minutes
- 2: For a group of 60 undergraduate students
 - A: Lasting 5 minutes
 - B: Lasting 20 minutes

Planning a teaching session: Beginnings

- Say what you/ they will be doing/ set the agenda. E.g:
 - give the intended learning outcomes
 - pose list of questions to be addressed
 - give checklist of points to be covered
- Link this to things already covered or what will be covered in future sessions/ modules
- Present this in different formats?

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Middles and Endings

Middles – different methods/ activities

Endings: - Include a definite ending (even if this means leaving something out of the middle)

- E.g. Go back to agenda set at beginning:
 - Sum up how addressed
 - Pick out unfinished business and signpost where this will be continued
- Formulate new agenda for next session
- Set tasks

So.....

How could we end this afternoon's session?

