



University Centers of the San Miguel

Equitable Access to Higher Education is a
Matter of Social and Economic Justice

A QUICK GUIDE TO TEACHING STRATEGIES

Teaching Strategy	Steps
<p>The Jigsaw Method: This method uses the idea of group work to train individuals to be experts on a particular subject. This works particularly well when introducing new concepts from a piece of text.</p>	<ol style="list-style-type: none">1. Divide reading or content into three or more groups.2. Divide class into a corresponding group that will study different parts of the content.3. Each group reviews their material and becomes an "expert" on that material.4. Once each group is an expert, make new groups that include one expert from the previous grouping.5. In the new groups, experts teach the content they learned and learn the content they did not study.
<p>Think Pair Share: This method is an easy way to engage students for a short period. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, this method encourages a high degree of pupil response and help keep students on task.</p>	<ol style="list-style-type: none">1. Ask a question.2. Let students think individually about how they would answer that question. (2-5 min)3. Ask students to share and discuss their answer with a partner. (5 min)4. Have groups share with the class. They can share how they got that answer, any differences between answer, the thinking behind the answer, etc.
<p>Write Around: This is a fun method for students to contemplate about what they have learned. It can be used for review or for accessing prior knowledge about a subject.</p>	<ol style="list-style-type: none">1. Inform students that they will need a piece of paper and a pencil/pen.2. Pose a question, thought, quote, or topic to students.3. Explain to students that they need to write as much as they can about that topic for 5 minutes. If they do not know anything, tell them to write that. The important thing is that they are writing.4. At the end of five minutes tell students to stop writing and exchange their paper with a partner.5. Give the partner 2 minutes to read the paper, and then ask them to respond, argue, or add to the paper. Give the partner 5 minutes.6. You can continue this and exchange partners several times. Then debrief with the class.
<p>Talking Stick Circles: This is a good strategy to use if you have a very talkative group.</p>	<ol style="list-style-type: none">1. Students gather in a circle.2. Assign an object (hackysack, stick, pencil, feather, flower) that will indicate who has the right to speak. The person with the stick has the option of speaking while other circle participants listen.3. Once speakers share their comments or opinions, they pass the stick or object to the person next to them.

<p>Concept Attainment: This strategy is good when you are trying to introduce a new concept or vocabulary term.</p>	<ol style="list-style-type: none"> 1. Select and define a concept (i.e. globalization, sustainability, cognates) 2. Give a story explanation of what the concept means without saying the word or idea (i.e. In the 1970s Bill Moleson and David Holmgren introduced an idea that valued organic farming, strong communities, and fair distribution of resources) 3. Give a “non-example” (i.e. During the Green Revolution thousands of people received chemicals to help grow food) 4. Alternate randomly between examples and non-examples and ask the students what they think of each story. Whether it is an example or non-example make a class list of all the characteristics of the stories. 5. After several examples and non-examples try to define a concept definition 6. Reveal the word or concept you are trying to explain.
<p>Popcorn Reading and Signpost Diagram: This is a simple strategy for having students understand an idea.</p>	<ol style="list-style-type: none"> 1. Choose a piece of text that you want the entire class to understand. Usually, a complex text is best. 2. Assign a piece of the text for each person to read. 3. Have each student or a pair of students draw a signpost (like a stop sign) that illustrates the idea of the reading. 4. Have the class read the part of the text they were responsible for out loud. 5. Share signposts with the class at the end of each reading. 6. You can revisit these signs throughout class as a review strategy.
<p>Read and Explain: This strategy helps synthesize information from different perspectives.</p>	<ol style="list-style-type: none"> 1. Assign different sections of a piece of text to individuals or a group. 2. Have each person read their section of the text. 3. As they read the text, tell them to find one thing they agree with, something that is controversial, and something that was surprising. 4. Share everyone’s ideas with the class.
<p>Total Physical Response: A good strategy for learning new words (particularly good for foreign language).</p>	<ol style="list-style-type: none"> 1. Identify a vocabulary list. 2. Assign each person one or two words to understand. 3. Have the person write down the word on a piece of paper that is folded lengthwise in half. 4. On the inside of the paper write the definition or meaning of the word. 5. On the outside of the paper, create a physical response that will give you a clue as to what the word means. (i.e. a wave for the word goodbye) 6. Quiz the class on the different physical responses and the meanings of each word.