



Structure, Strategies, and Style: Energizing Your Classroom

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**“Those who know,
do.
Those that understand,
teach.”**

Aristotle

+ Agenda

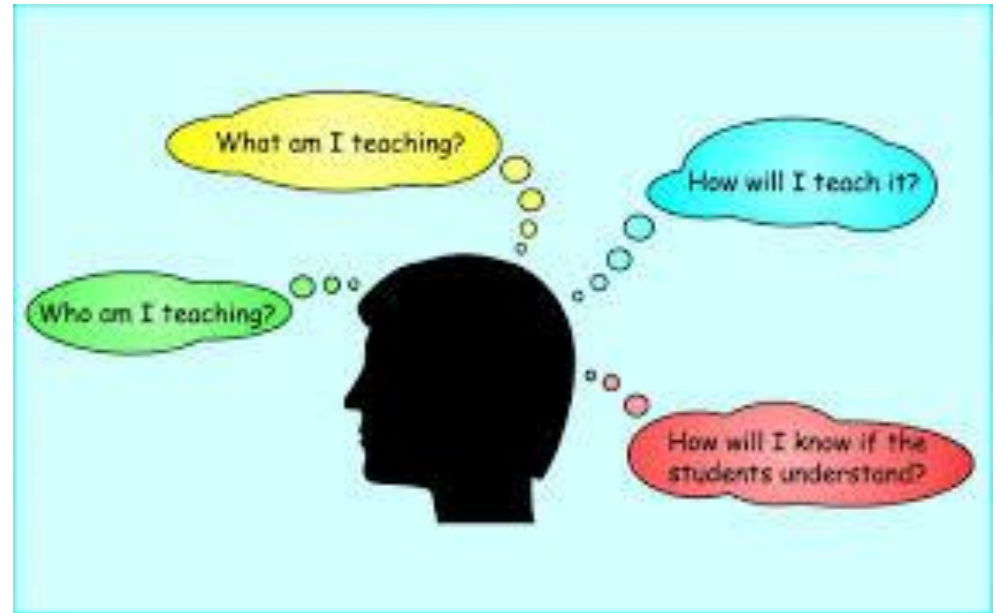
- Value of reflection
- Teaching structures
- Teaching strategies
- 2 Models of teaching styles
- Energizing yourself and your classroom





Reflection on Teaching

The pauses and ruminations about what kinds of teacher you are and want to be



+ Reflecting on Teaching

- In your notebook, turn to page 1 and answer the four questions there
- Then you will pick one (maybe question 1) to share with a neighbor
- Take two minutes to write and two minutes each to share

“Thought is the sculptor who can create the person you want to be.”

~Henry David Thoreau~

+ Reflecting on Teaching - 2

- Who am I as a teacher?
- Who did I want to be?
- Who do I want to be?
- What do I want to change?

"Thought is the sculptor who can create the person you want to be."

~Henry David Thoreau~

+ Reflecting on Teaching - 3

- Insights you want to share?
- What surprised you to write down?
- What disappointed you?
- What about your identity can you work on today and this weekend?

"Thought is the sculptor who can create the person you want to be."

~Henry David Thoreau~



Energizing



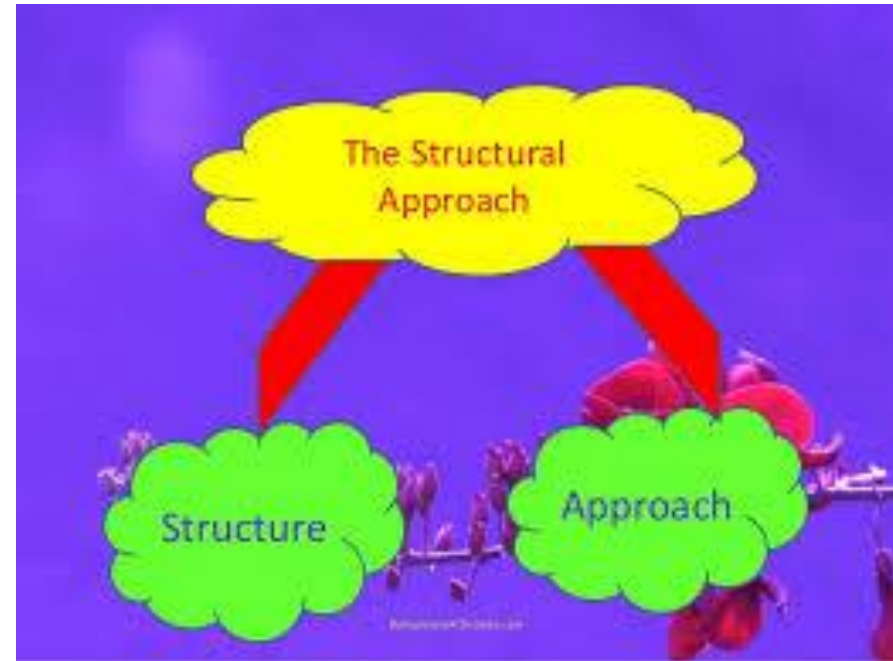
S

- S – Structures for Teaching
- S – Strategies for Teaching
- S – Style of Teaching



Teaching Structures

Ways of organizing lectures, demonstrations, class activities and assignments to maximize student learning and success



+ Structures for Class Periods

- Begin a class with warm-up, agenda, focusing
- End a class with a specific wrap-up and transition to the next time
- Plan transitions between activities
- Sequence the activities around student's needs and the subject
- Change the format from time to time – variety counts

+ Structures for Lectures and Demonstrations

- Orient students to information – quotes, agendas, questions
- Help students learn to listen and take notes
- Separate major from minor points
- Use organizers in your lecture
- Deliver it for the student's perspective
- Build in processing time for the information

+ Structures for Activities

- Plan ahead in detail
- Decide about method for grouping students
- Group students first and explain task second
- Observe the interaction and think about how to do it better next time
- Allow time for processing and reflection – the real learning

+ Structures for Assignments

- Provide oral and written information about assignments ahead of time
- Discuss details about goals, structure and criteria for evaluation
- Provide models (where appropriate)
- Make information available in separate documents
- Remind them about assignment deadlines and evaluation criteria



Teaching Strategies

Activities and techniques to help students learn material – ideas, facts, skills, and attitudes



+ Problems with Lectures and Demonstrations

1. Students unprepared for the material at that moment
2. Student minds wander
3. Students cannot connect information with past experience
4. Teachers focus on content
5. Teachers use their structure
6. Teachers do not read student behaviors

+ Strategies for Lectures and Demonstrations

- Create mind maps
- Take active notes
- Use graphic organizers
- Discuss the material with peers
- Organize lecture points
- Summarize the lecture in notes
- Encourage doodling

***If I'm
Talking
You Better
Be Taking
Notes.***



+ Problems with Activities

- Conversion to fun and games
- Lack of skill in participating in group activities
- No timing of their group work
- Fear of embarrassing themselves
- Fear of competition
- Lack of notes



+ Strategies for Activities

- Design activities carefully
- Emphasize the learning purpose
- Provide clear instructions in the beginning of the class and term
- Use a wide variety of activities
- Teach them how to participate
- Try declare, pair, share, air
- Focus on the reflection after the event



+ Problems with Assignments

- Lack of attention to detail
- Rollover from previous assignments
- Concurrent assignments
- Fear of failing
- Lack of experience in some types of assignments
- Excitement

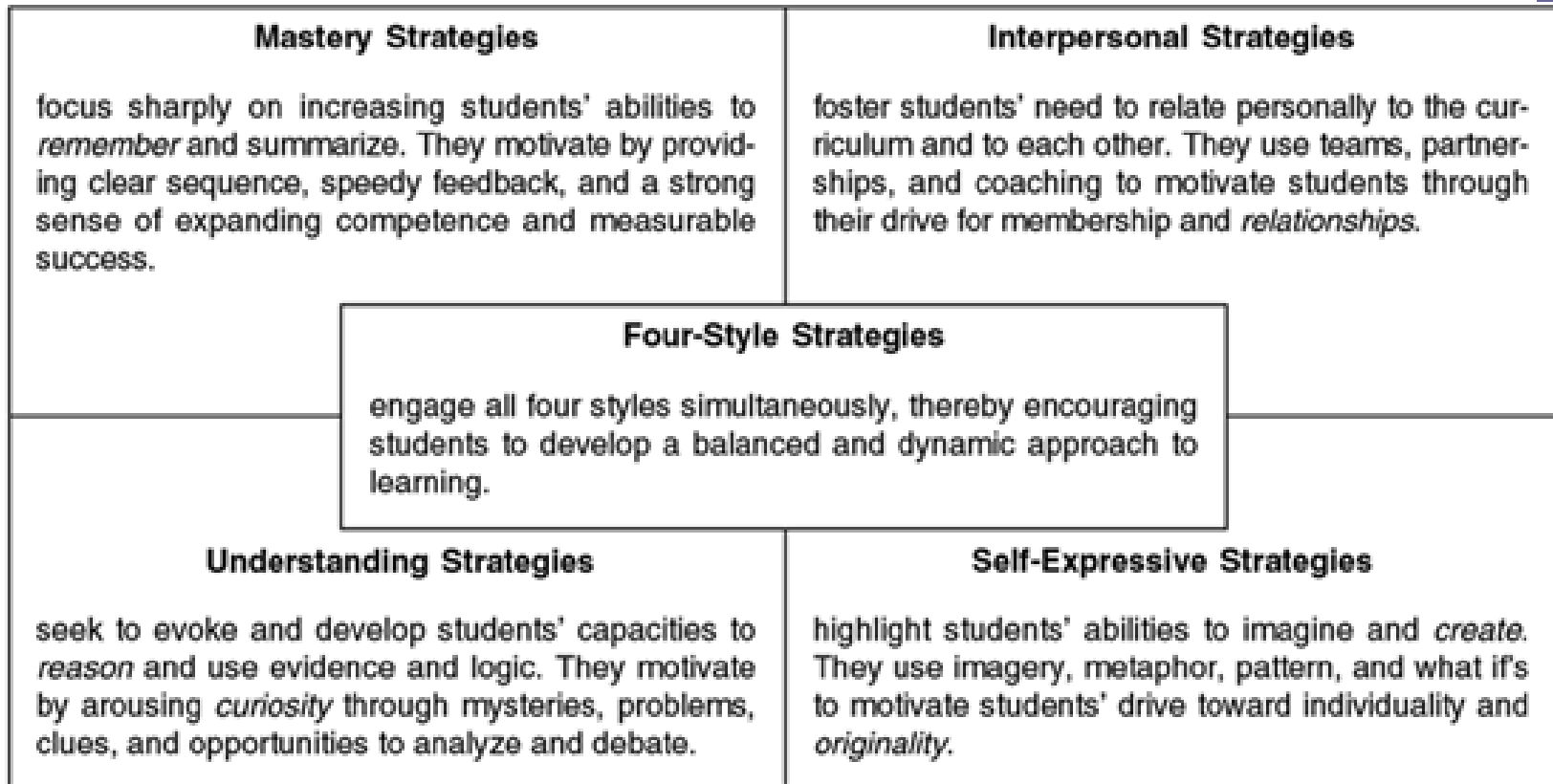


+ Strategies for Assignments

- Provide information in various media
- Invite questions about assignments
- Ask them to explain the assignments
- Flow with changing dates when possible
- Encourage self-evaluation



+ Four Teaching Strategies





Teaching Styles

Ways of helping students learn using the personality and skills of an individual instructor

Teaching Styles



+
“Learning is finding out
what you already know.

Doing is demonstrating that you
know it. Teaching is
reminding others that they know it
just as well as you.

You are all learners, doers,
teachers.”

unknown

+ 5 Pure Teaching Styles

1. **Expert** – person who shares information
2. **Formal authority** – person who sets rules, norms, standards of performance
3. **Personal model** – person who uses own experience and example
4. **Facilitator** – person who guides by asking questions and exploring ideas
5. **Delegator** – person who helps students learn on their own

Grasha, “Teaching with Style”

+ 4 Clusters of Teaching Styles

	Sole authority	Shared authority
Emotionally cold	Expert/ Formal Authority	Personal Model/ Expert/ Formal Authority
Emotionally warm	Facilitator/ Personal Model/ Expert	Delegator/ Facilitator/ Expert

+ 4 Clusters of Styles

**Expert/ Formal
Authority**

**Personal Model/
Expert/ Formal
Authority**

**Facilitator/ Personal
Model/ Expert**

**Delegator/
Facilitator/ Expert**

+ Insights about Teaching Style

- An integration of experience and habits and personality
- No right or wrong
- An individual matter
- Hard to change
- Can be expanded
- Effectiveness varies with the situation
- Play with yours



+ Conclusion



- Any questions?
- One new thing I have learned this morning is ...
- For more information, contact MayoConsulting@aol.com