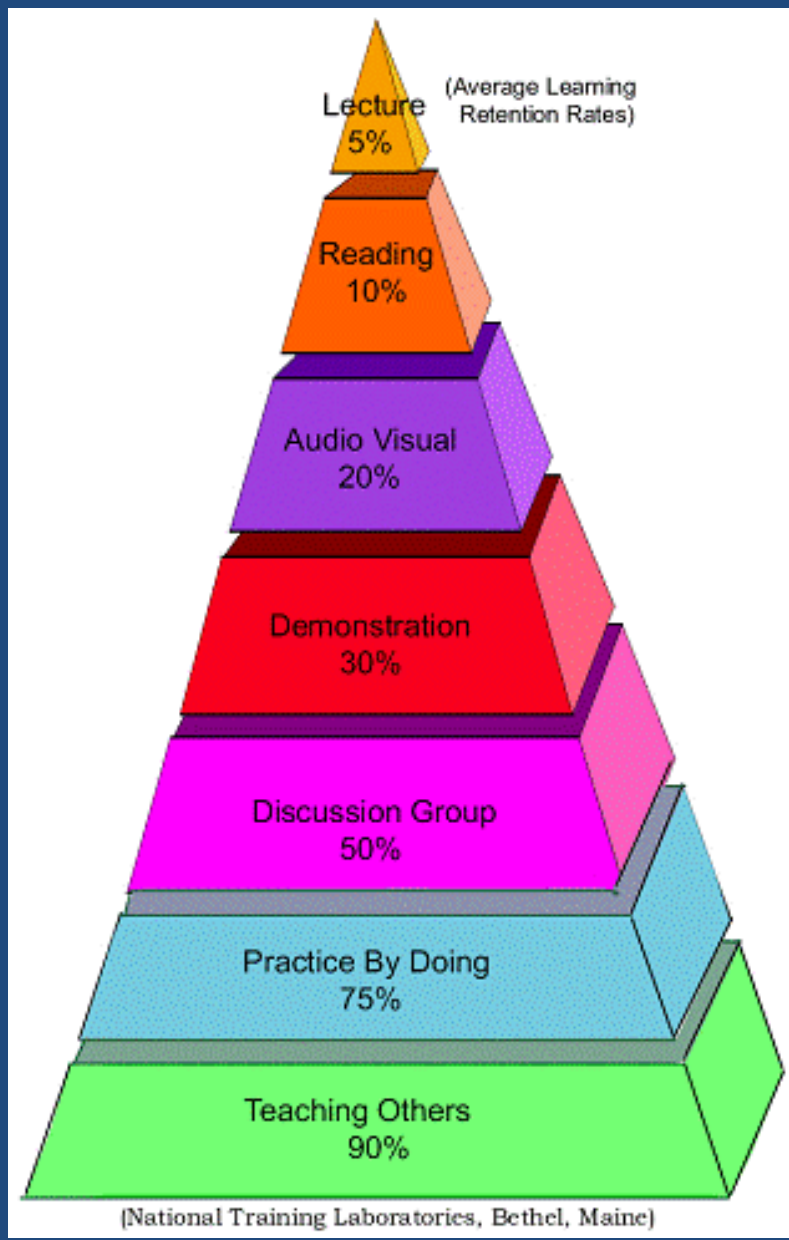




TEACHING AND LEARNING STRATEGIES

SESSION 4

EFFECTIVE COMMUNICATION: TEACHING, LEARNING AND ASSESSMENT STRATEGIES



JIGSAW READING

Better serve the needs of all students by thinking of how we design our learning activities

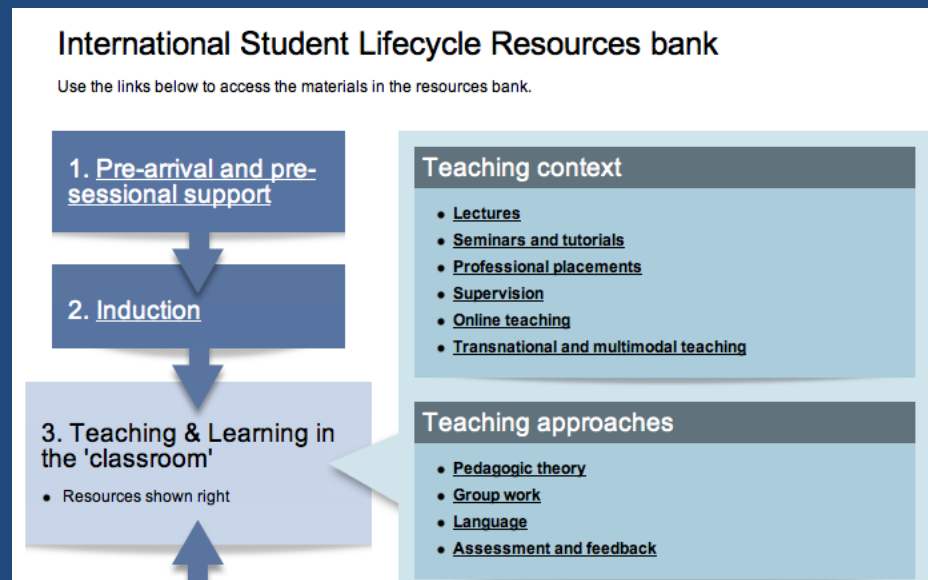
Using HEA TIS Guidelines

Look at the relevant section from the HEA *International Student Lifecycle Resources Bank* on **Lecturing, Seminars and Tutorials, Groups, Independent learning**

How do these suggested actions compare to your ideas?

Could you easily implement any of them?

Report recommendations to the whole group.



Lectures

- Explain expected Ss behaviour/ lecture style
- Contract Ss & T responsibilities eg slides up before, reading, questions
- Prep tasks; inc. rehearsal & thinking time;
- Glossaries & definitions (yellow cards – active contributors)
- Handouts: Outlines vs slides
- Plain English
 - Chronological order
 - Short sentences
 - Avoid passives
 - Common words
 - Avoid unnecessary
- Pausing not talking slowly
- Repeating not paraphrasing
- Signposting
- Avoid metaphors, cultural references, slang & jokes (flags)
- Recording (dangers?)
- CATs

Seminars

- Explain underlying theory of learning
- Make process explicit
- Discuss perceptions of silence
- Ground rules for respectful atmosphere
- Guided reading
- Questioning
- Wait time (5 seconds)
- Encourage practical applications from own context
- Pairwork for rehearsal of ideas/language
- Participation counters (clips, sticks)

Collaborative learning

- Team working skills valued
- Using diversity to advantage
- Cross cultural competence
- Clear rationale
- Clear info on allocation of marks
- Start small
- Ground rules for dealing with conflict
- Regular check-in times & reflection on process

Reading

- Invisible activity
- Key to knowledge & success
- Read critically
- Extract info & add voice
- Reading load (slower so less) – state time expected
- Different expectations of structure – clear texts
- Guiding questions at start
- Annotated & prioritised reading lists
- Note-taking techniques (Cornell)
- Think aloud in class (Camtasia law eg)
- Class discussions of reading & strategies

Writing

- Planning & goal setting
- More time needed
- Emphasis on process – redrafting
- Clear expectations & explicit instructions (eg number of sources)
- Compare to previous writing experiences
- Samples of different genres
- Argument vs arguments
- Self & peer assessment
- Using criteria to grade samples
- Formative essays first (EAP staff roles?)
- Allow redrafting
- Language acquisition vs plagiarism
- Don't expect perfectly accurate language (appropriacy first)
- Break tasks down into steps