

**EasyNow Workshop**  
Held on 15 18 September 2008.  
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## **What is a Strategy?**

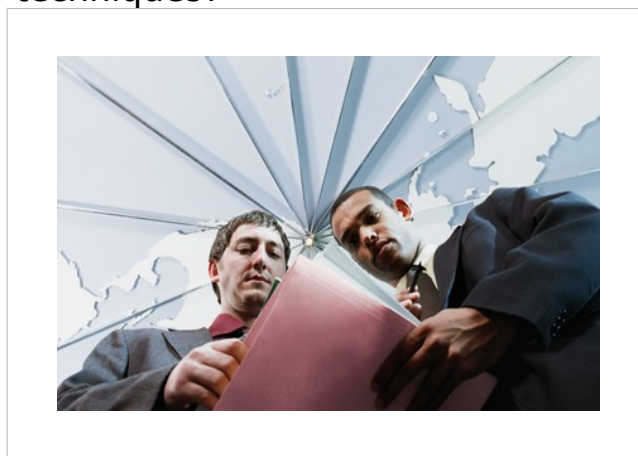
Strategy is a plan, a "how," a means of getting from here to there . Strategies are processes that when matched to task , improve performance. Decision making regarding instructional strategies requires teachers to focus on curriculum, the prior experiences and knowledge of students, learner interests, student learning styles, and the developmental levels of the learner.

Thus instructional strategy is a strategy applied in the teaching & learning environment to enhance student learning.

## **Instructional Techniques.**

Instructional techniques make up the strategies. These techniques are methods that are considered to be the "best fit" for the various learning outcomes determined earlier. There are many different learning techniques with varying methods and outcomes. Thus, it is important to understand each and every instructional techniques before deciding on one that is best suited for your purposes.

So what are some of the techniques?



## 1. Brainstorming.



The brainstorming technique is used when you want to generate lots of ideas on a selected issue and is most effective with groups of not more than 15 people. Learners spontaneously, contribute ideas so that as many ideas as possible are generated. Ideas given must not be pre-judged, i.e, accept all ideas and record them. After that carry out an elimination process and maintain an acceptable list of ideas.

**Tip:** *Try to make the environment as relaxed as possible when using this technique.*

## 2. Story-telling.



Story-telling is a very powerful technique in providing a context to an issue. Apart from that, stories are great attention grabbers as they can make learning memorable, overcome student resistance and anxiety and build overall rapport.

Stories should be short and meaningful. As far as possible, try narrating stories that you have personally encountered.

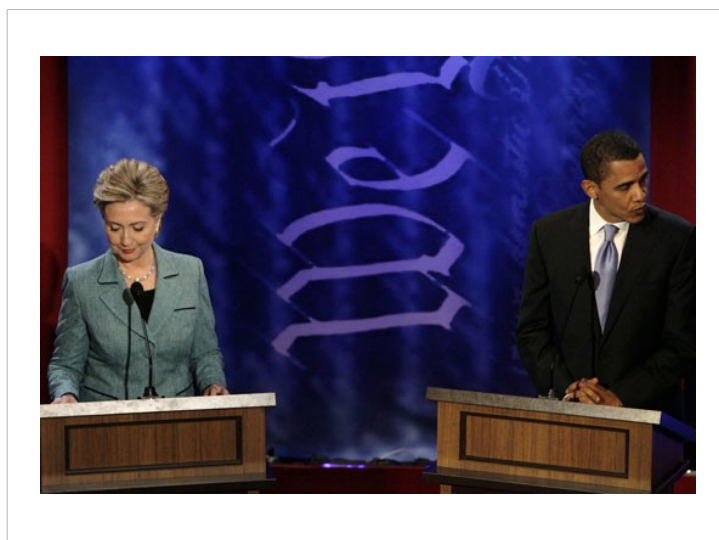
### 3. Demonstration.



This technique is best used in relation to psychomotor objectives where a performance is needed from learners. This is especially relevant to skills that are very complicated to explain in words but best taught by a performance. For example: music teachers, cooks and martial-arts instructors teach best by demonstration.

Demonstrations should be interactive, in other words, learners should participate. You should try-out your demonstrations well in advance and practice them before using this technique with the learners.

### 4. Discussion or Debate.



What makes the discussion a very effective learning activity is that it helps learners remember whatever they have learned better. It is even better when there is someone in the group with the experience and knowledge about the subject that is being discussed.

Discussions also get learners to gain confidence as they express themselves, be-

come more comfortable with each other, and this makes them motivated and excited to come to class.

## 5. Drill and Practice.



The idea of the Drill and Practice technique is to get learners to fix a particular skill or information in his or her mind -and to keep it there for a very long time. Drills are usually repetitive and are used as a reinforcement tool.

This technique is especially recommended to teach young learners skills such as spelling, addition, subtraction and other arithmetic facts. For this to be meaningful to learners, the skills built through this instructional technique should become the building blocks for more meaningful learning.

## 6. Field Trip.



Field trips help to break the monotony of student life –that of being cooked-up in the classroom. Before the trip takes place, you as the instructor, must set up expectations and objectives for the learners to achieve.

Planning is important because there is always that tendency of things getting out of hand during the trip, and the trip then becomes nothing but a mere outing and thus, non-educational. Field trips allow the students to experience sensory impressions which is prohibitive in the classroom.

## 7. Game.



Usually a competition or contest that involves demonstration of understanding of content or skill.

Games can be a great way of getting learners to demonstrate an understanding of what they have learned. This is because we, as human beings, are naturally competitive and therefore enjoy competing. The natural desire to win makes us motivated to learn so as to be able to compete better. As an example, games like Scrabble help tremendously with spelling skills.

## 8. Laboratory.



This learning event takes place in the laboratory setting. It enables students to prac-

tice their science skills and using scientific equipment by means of carrying out scientific experiments. The teacher can demonstrate how to do something and the students can follow.

This can be one of the most powerful techniques as enhanced movement, knowledge and skill is the main outcome. This learning event engages students in the practical application of their knowledge and skills.

## 9. Lecture.



In a lecture, factual material is presented in a direct, logical manner. The material is explained and elaborated by the teacher. Students can either just listen or take notes, or they can also take part in lecture by asking questions, doing some small activities and sharing their opinions.

This technique may provide experiences that inspire and it is useful for large groups. A lecture is also the best option for teachers when they want to share new materials.

## 10. Presentation.



In this technique, the teacher will assign topics or subjects to students or groups of students to be presented to the class. The students will then look for the appropriate content and information on the topic or subject.

After a certain period of time, the students will present their findings to their peers. This technique is very similar to a lecture, the only difference is, the student is doing the lecture.

## 11. Problem Solving.



Depending on the nature of the problem and the people involved in the problem, there are many approaches to problem solving. Solving problems is one of the most important skills a student can have and develop.

This method of learning encourages students to evaluate how they think and solve problems. This process includes identifying the problems; discussing strategies for solving the problem; and formulating and proposing solutions supported by reason

and evidence.

## 12. Role-Playing.

Role playing is a technique that introduces problem situation dramatically. It provides opportunity for learners to assume roles of others and thus appreciate another point of view and allows for exploration of solutions.

## 13. Hands-on.

As an example, it is best to teach video editing by getting the student to actually edit something and getting him/her to get used to the editing tools.

A learning event that engages learners in practical application of content and skills.

## 14. Think-Pair-Share.

<b>THINK</b> - Assign a topic, students think.
<b>PAIR</b> - Students move to assigned partners, Students discuss with partners.
<b>SHARE</b> - Teacher calls on students to share with class.

In this technique, a topic will be assigned to the learners to think. The learners will then be paired with one another and discuss the topic further.

Time limits and transition cues help discussion move smoothly. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Both students and teachers have increased opportunities to think and become involved in group discussion.

At the end of the session, the learners will share their discussion with the class.

## 15. Problem-based Learning.

Problem-based learning is learning that results from dealing or working with problems. The problem-based learning approach focuses on knowing the issues, considering all possible factor and finding a solution. Because all ideas are accepted initially, problem solving allows for finding the best possible solution as opposed to the easiest solution or the first solution proposed.