

New Teacher Academy
**Teaching Strategies in
preGED Class**

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Strategies I implemented in my training

- **Graphic Organizers**
- **Manipulatives and Models**
- **Cooperative Learning**



How I implemented strategies

Used strategies to teach:

- Social Studies - World War II – Graphic Organizers
- Mathematics – Fractions – Manipulatives and models
- Reading Strategies – Fiction Genre – Cooperative learning



How I implemented strategies

Graphic Organizers

- Used Mind Maps created with Inspiration software to discuss various aspects of the war
- Used Sequence Chart to generate a timeline



How I implemented strategies

Manipulatives and Models

Students demonstrated an understanding of fractions and math operations involving fractions by:

- Using Unifix Cubes to solve problems
- Using fraction sections
- Using math web sites



How I implemented strategies

Manipulatives and Models

- Using Unifix Cubes to solve problems

<http://www.didax.com/unifix/math/index.cfm/GradeID/6.cfm>

- Using fraction sections

<http://mathcentral.uregina.ca/RR/database/RR.09.95/hanson4.html>

- Using math web sites

<http://nlvm.usu.edu/en/nav/vlibrary.html>

How I implemented strategies

Cooperative Learning

- I model my thinking processes while reading a fiction selection by answering the who, what, when, where, why, and how questions about the piece e.g. what I am thinking while reading the piece
- Students read a selection and discuss the reading with a partner
- Students read a selection in small groups and answer who, what, when, where, why, and how questions

What happened when I implemented strategies

Students

- Were actively engaged in each of the activities by giving immediate feedback of their understanding to me and to the class
- Participated in group problem-solving by answering questions as a small group and presenting answers to the class



Accomplishments and challenges

What went well?

- ALL students were engaged in learning by being placed in small groups where they would be more likely to speak up and by being encouraged to share their ideas with the class
- Students acquired new knowledge and retained it better as demonstrated by an increased ability to internalize concepts being taught and use them in future classes



Accomplishments and challenges

What didn't go well?

- Some students were reticent participants in group learning so I had to constantly encourage them by asking for and affirming their ideas and opinions
- Two students with a higher level of mathematical understanding thought the manipulatives were “childish” so I used them as teaching aides



Accomplishments and challenges

Did the lessons flow as I planned?

- Overall, the lessons flowed well but got off to a slow start because the students weren't familiar with the teaching methods I was using and what I was requiring of them
- It took time to explain how the activity would be implemented
- Subsequent lessons were smoother because of previous learning of the procedures



Changes on learners that did or did not result from implementing the strategies

How did I attempt to measure change in participants?

- Students provided written products that were of higher quality than previous efforts
- Students' oral responses to my questions of their understanding showed greater understanding of the subject
- Students orally shared their learning with the class more often since they had a better understanding of the subject

Changes on learners that did or did not result from implementing the strategies

Did I try "before and after" in-class assessments?

- Prior learning was assessed with group K-W-L charts

Post learning was assessed by me reviewing written assignments and giving feedback



The impact of these experiences on my practice

What have I learned?

- Students learn new concepts and retain information better when they are actively engaged in the learning process
- The “sage on the stage” lecture process used by most of my college professors is not very conducive to learning for the majority of students



The impact of these experiences on my practice

What am I going to start doing differently
as a result of these experiences?

- I will seek out teaching methods that actively involve the students
- I will more closely monitor my students' attention and interest
- I will seek more feedback on the effectiveness of my teaching methods



The impact of these experiences on my practice

What are my thoughts and feelings about the “significance” of what happened?

- I have learned to be a more effective teacher because I have seen an increase in the learning, synthesis, and retention of new subject matter with the strategies I used in the classroom
- I will be more able to ensure the success of my students when they take the GED because my current teaching strategies are more effective than past techniques

Handouts & Materials

A copy of this presentation was provided to all New Teacher Academy participants



References

This presentation design based on the presentation “NTAIVs3Presentation.ppt” presented at the New Teacher Academy on January 27, 2007 by Barbara J. Baird, El Paso Community College,
<http://farwestgreat.org/NTAIVs3Presentation.ppt>

