

Finding your Teaching Style

What works best for you. Once you've found it,
how do you use it?

Lamplighter

- They attempt to illuminate the minds of their learners



Gardeners

- Their goal is to cultivate the mind by nourishing, enhancing the climate, removing the weeds and other impediments, and then standing back and allowing growth to occur.



Muscle Builders

- The exercise and strengthen flabby minds so learners can face the heavyweight learning tasks of the future.



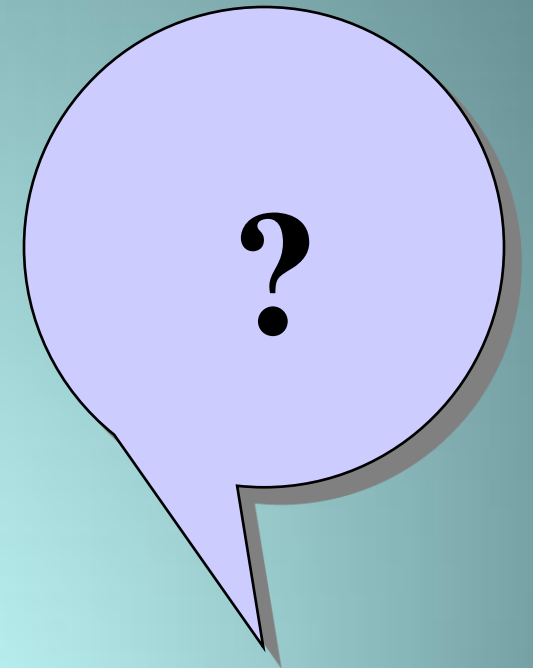
Bucket fillers

- They pour information into empty containers with the assumption that a filled bucket is a good bucket. In other words, a head filled with information makes an educated person.



Challengers

- They question learners' assumptions, helping them see subject matter in fresh ways and develop critical thinking skills.



Travel Guides

- The assist people along the path of learning.



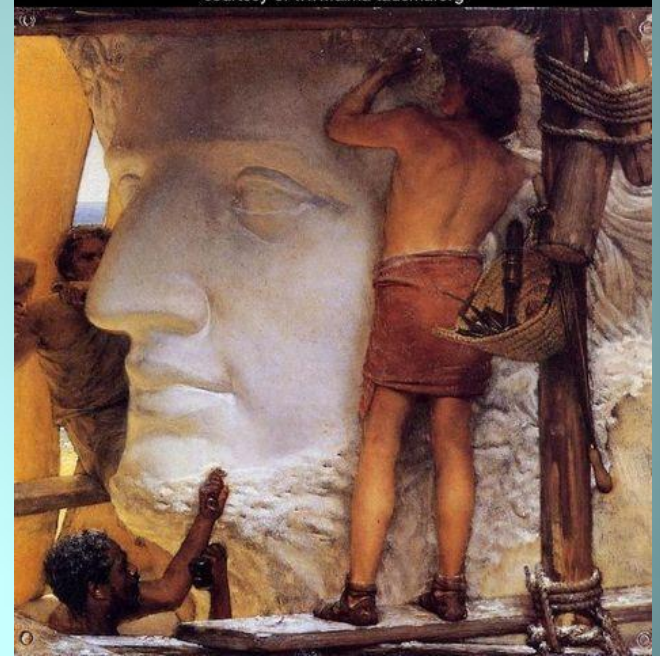
Factory Supervisors

- They supervise the learning process, making certain that sufficient inputs are present and that the outputs are consistent with the inputs.



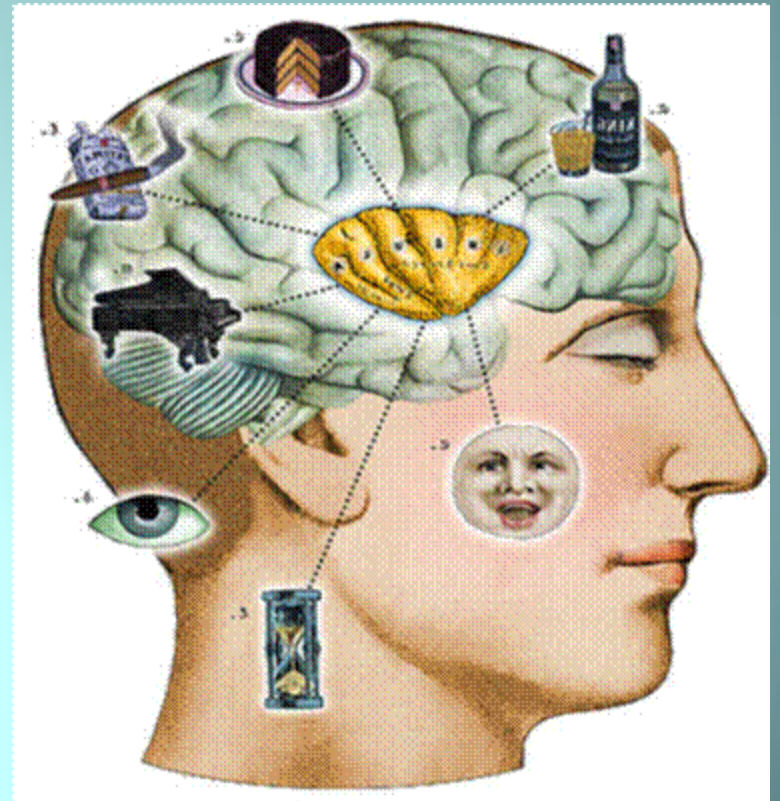
Artists

- For them teaching has no prescriptions and the ends are not clear at the beginning of the process. The entire activity is an aesthetic experience.



Applied Scientists

- They apply research findings to teaching problems and see scientific research as the basis for teaching.



Crafts people

- They use various teaching skills and are able to analyze teaching situations, apply scientific findings when applicable, and incorporate an artistic dimension to teaching.



What's Your Learning Style?



Visual



Auditory



Tactile

Intuitive Learners:

Preferences, Qualities & Tools

Prefer:

- learning when both feeling and thinking are combined.
- Want to find meaning for themselves in what is presented.

Resent:

- having a teacher tell them what they should learn and how they should learn it



Intuitive Learners: Preferences, Qualities & Tools

Like:

- to make their own judgments about how they can apply what they are learning

Appreciate:

- Getting to know other learners as people and for the knowledge fellow learners have to share

Appropriate tools:

Group Discussion

- Guest Speaker: Lecture
- Print Materials
- Role Playing



Sequential Learners:

Preferences, Qualities & Tools

Appreciate:

carefully planned learning experiences where they know exactly what is to be learned and how they should learn it.

Prefer:

- To learn things in order, first this, then this. Each thing learned builds on the previous information.
- Are more concerned with facts than with feelings.

1 2 3 4 5...

Sequential Learners:

Preferences, Qualities & Tools

- **Appropriate tools:**
 - Lecture
- Print Materials
- Interactive Computer



Practical Learners: Preferences, Qualities & Tools

- Want fast-paced teaching that has immediate application.
- Have little patience for “Getting Acquainted” teaching tools and other activities which foster a sense of community.
- **Prefer:**
teaching approaches that use examples directly applicable to their situation.
- Have little time for what they perceive as theoretical material unless they can see immediate application to practice.

Practical Learners: Preferences, Qualities & Tools

- **Appropriate tools:**
- Case Study
- Group Project
- Result Demonstration
- Skill Demonstration
- **Teaching Tools:**
- Skill Demonstration
- Lecture



Skill Demonstration-

- learners gain much by watching you perform a skill while you explain what you are doing and why, followed by letting the patient/client try the skill.



Two-person transfer

Skill Demonstration- Tips:

- Be well prepared, which means practice before you demonstrate the skill.
- Have all needed materials out and ready to use.



Skill Demonstration- Tips:

- Make sure that all the participants can see and hear what you are doing.
- Be deliberate, emphasizing each step of what you are demonstrating.



Skill Demonstration- Tips:

- Repeat those elements of the process that are the most difficult.



Skill Demonstration- Tips:

- Allow for questions.
- For some demonstrations, questions may be answered during the process; for others, questions are best held until the end.



Skill Demonstration- Tips:

- When feasible, provide a written copy of the steps that have been demonstrated,
 - or give a written guide at the beginning of the demonstration so participants can follow along.
 - Some learners will take notes on the handout as you speak.



Skill Demonstration- Tips:

- Provide times when learners can come to you for additional help, if they want it.
- Be patient with learners' errors.



Skill Demonstration- Tips:

- If the skill involves safety, make certain safety cautions are clear to everyone.



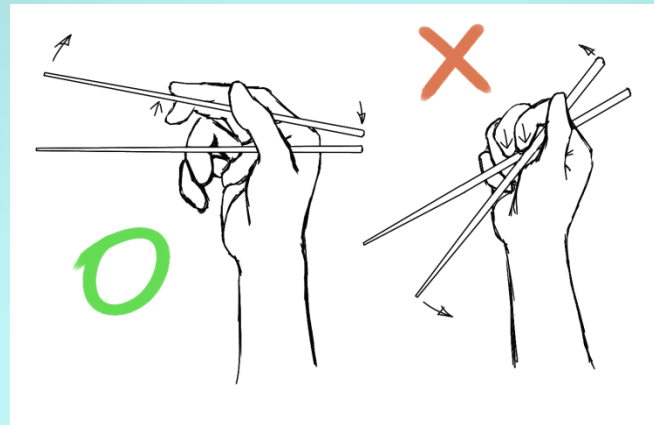
Skill Demonstration- Tips:

- Be willing to demonstrate again whatever steps a learner is having difficulty with.



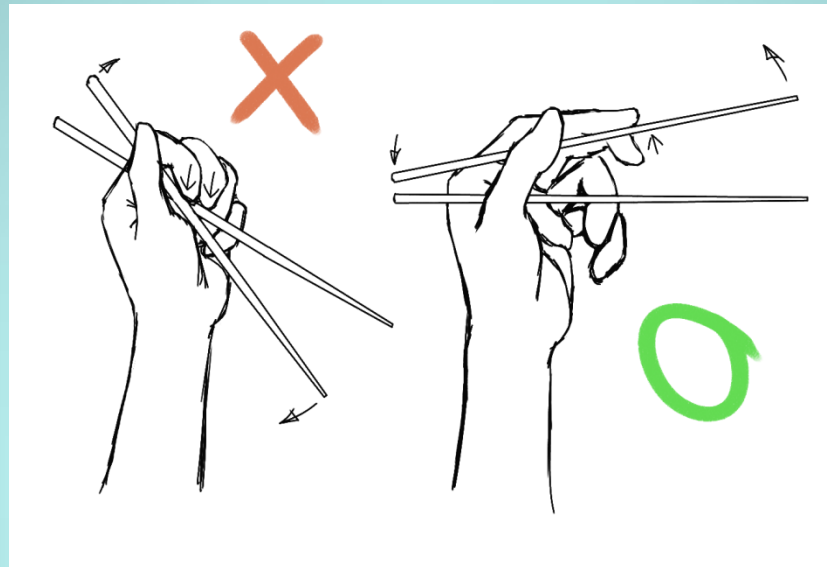
Skill Demonstration- Tips:

- Be particularly patient with participants learning hand skills when they are left-handed and you are right-handed, or vice versa.
- How about using chop sticks in your non-dominant hand?



Skill Demonstration- Tips:

- Allow time for learners to practice the skill unobserved.
- Some learners become nervous when you look over their shoulder.



Skill Demonstration- Tips:

- Encourage learners to help each other.



Skill Demonstration- Avoid

- Moving too quickly.
- Assuming that participants may be familiar with some of the steps and therefore not spending enough time.



Skill Demonstration- Avoid

- Dismissing some questions as inappropriate, which discourages other participants from asking questions.



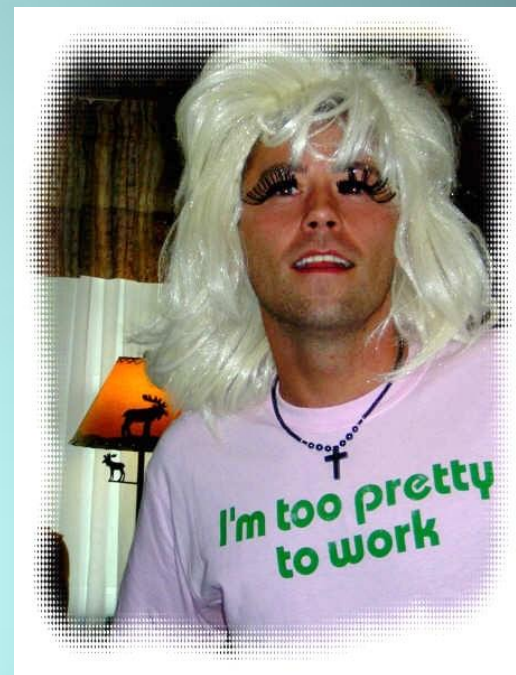
Skill Demonstration- Avoid

- Assuming a supervisor attitude about your skills which may discourage learners from trying to master the skill.



Skill Demonstration- Avoid

- Expecting that everyone will grasp the idea on their first attempt.
- Making discouraging comments.
- Embarrassing learners in front of their peers



Skill Demonstration- Avoid

- Losing your patience with learners who seem to have no grasp of the skill.



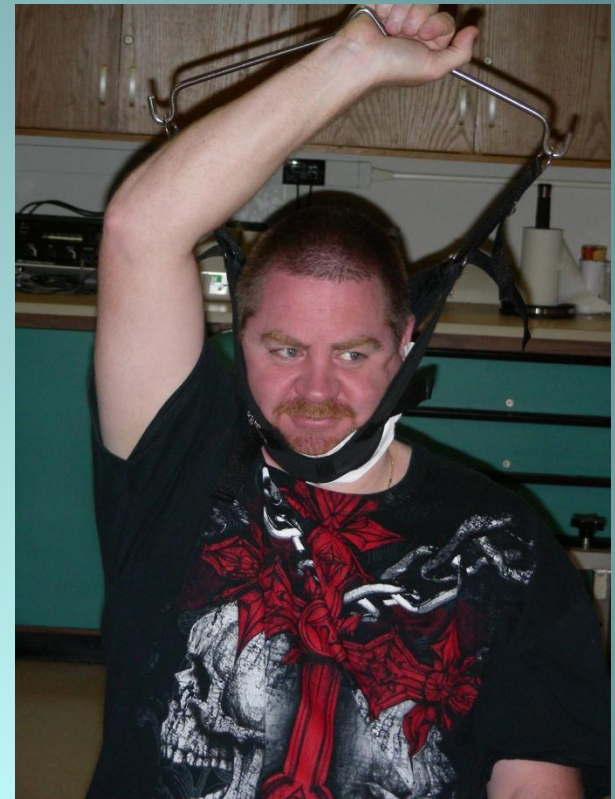
The Lecture

- The lecture is probably the most criticized of all the teaching tools however it can be effective if succinct and used in conjunction with other teaching tools.
- Lectures are one of the most efficient and effective tools for presenting information, but they must be done well.



The Lecture -Tips:

- Lecture no longer than 30 minutes (*continuously*) at a time.
- Include no more than 4 or 5 major points, and be clear about which particular point you are discussing.
- Summarize main points at the end of the presentation



The Lecture -Tips:

- Make sure that you can be **heard**.
- Enhance the impact of lectures with visuals such as chalkboard, newsprint, overhead projection visuals, slides, and/or videotape clips or animations.



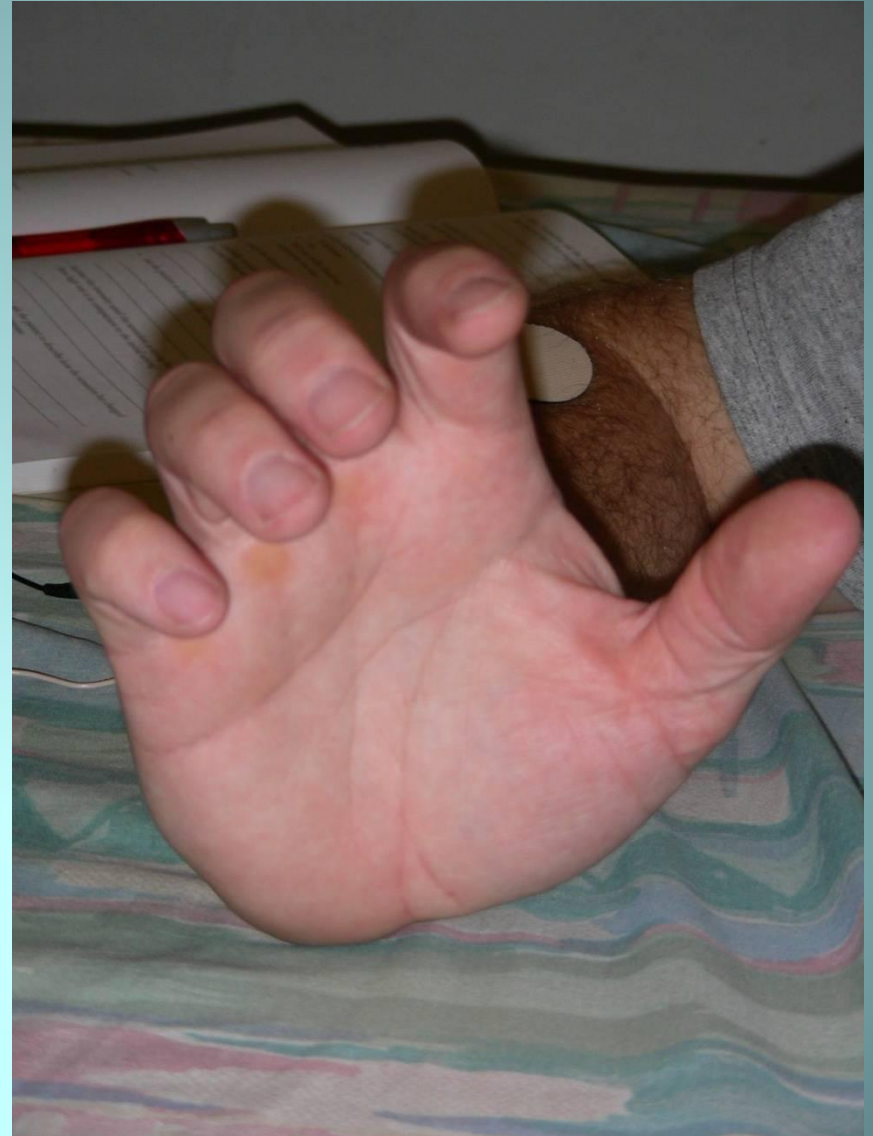
The Lecture -Tips:

- Use stories (not jokes, although stories may be humorous) to keep interest and help amplify your major points



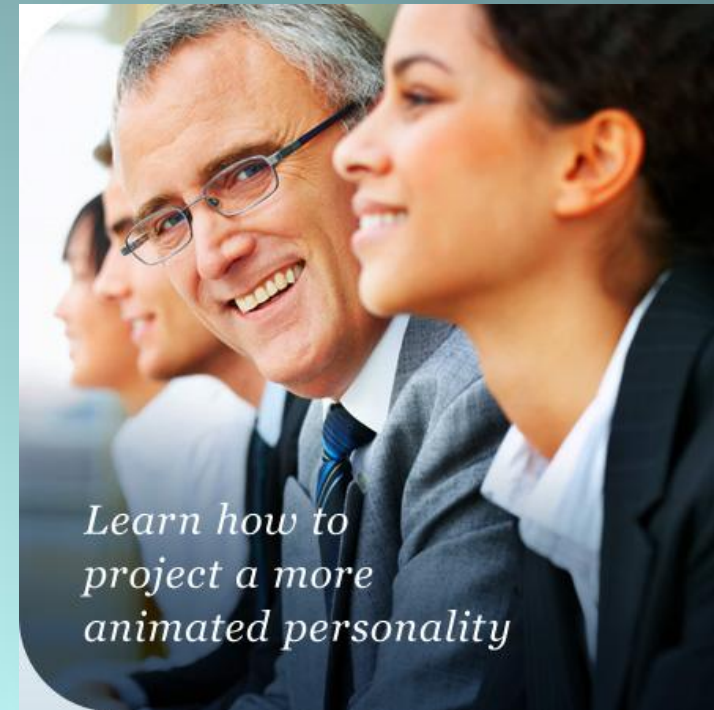
The Lecture -Tips:

- Keep language as simple and concrete as subject matter allows.
- The more abstract the ideas, the more stories you need.



The Lecture -Tips:

- Keep eye contact with the group.
- Allow learners time to take notes.



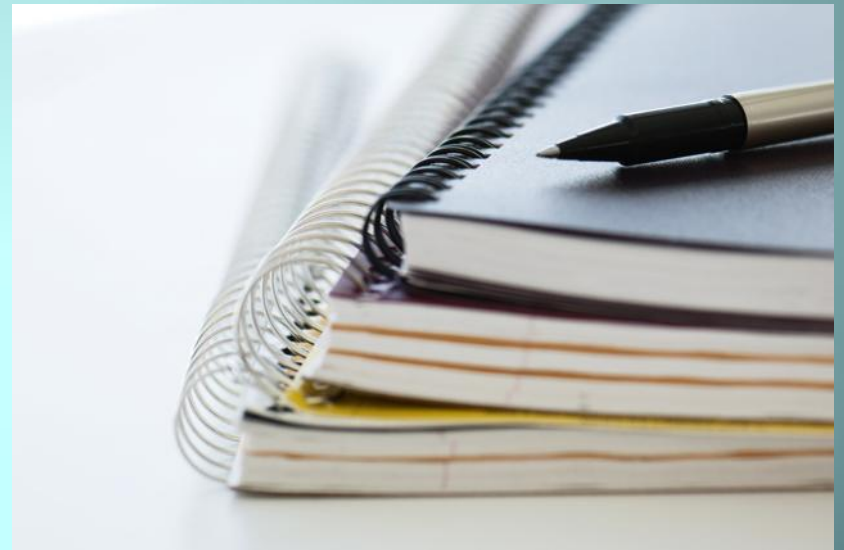
The Lecture -Tips:

- Make sure all learners can see visual material you use.
- Don't stand in front of the chalkboard or screen.
- Allow time for audience questions at the end of the lecture.



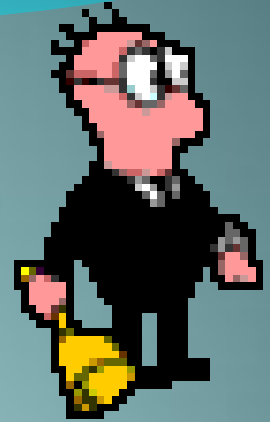
The Lecture -Tips:

- Provide learners a written handout of major points covered in the lecture, and where they can find additional information on this topic.



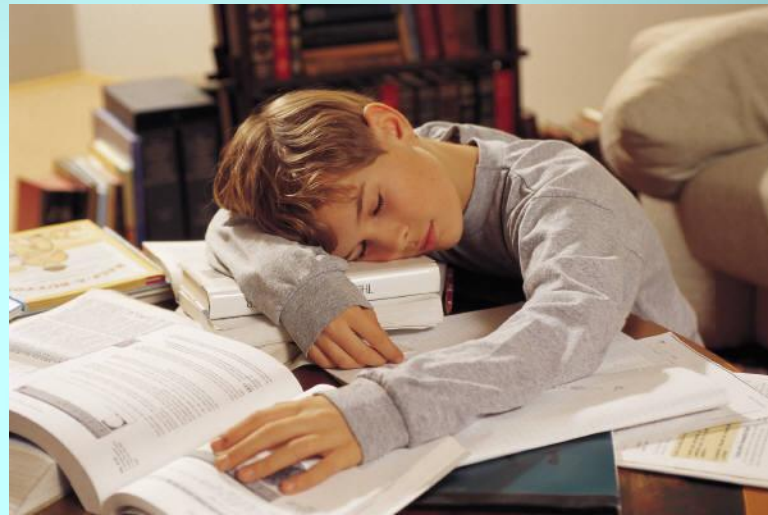
The Lecture -Tips:

- Start on time, end on time.
- Be enthusiastic; believe what you are saying.



The Lecture *-Avoid*

- Reading from a manuscript. You may put yourself to sleep.
- Talking too fast, too slowly, too softly, or in a monotone.



The Lecture -*Avoid*

- Tugging your ear, shuffling your notes, clearing your throat, saying “and ah” or “you know.”
- Watch yourself on videotape or have a friend or spouse sit in and honestly report your performance quirks.



The Lecture- *Avoid*

- Believing that lecturing is the ***one and only*** way to teach, now and forever.
- Believing that lecturing is the ultimate in ***poor*** teaching and never should be used when teaching adults.

