TLE / STVE BEST PRACTICES
TEACHING STRATEGIES

	STRATEGIES	DESCRIPTION	METHODOLOGIES
1	Cooperative / Interactive Learning	Cooperative / interactive learning is sometimes called as small-group learning, in which small groups of students work together on a common task.	• Jigsaw Technique • Group Project Making • Group Research Work • Group Video Project • Role Playing • Group Model Making • Collaborative Reporting • Computer-Aided Instruction
2	Direct Instruction	Direct instruction is the use of straightforward, explicit teaching techniques, usually to teach a specific skill. It is a teacher-directed method, meaning that the teacher stands in front of a classroom and presents the information.	• Lecture • Demonstration • Handout • Workbook • Drill & Practice • Computer-Aided Instruction
3	Indirect Instruction	Indirect instruction is an approach to teaching and learning in which concepts, patterns, and abstractions are taught in the context of strategies that emphasize concept learning, inquiry, and problem solving.	• Decision Making • Individual Research Work • Problem based learning • Project based learning • Computer-Aided Instruction • Modular or CBLM • Video Project
4	Experiential Learning	Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.	• Project Making • Model Making • Field Trip • Games • Role Playing • On-the-job training
5	Individual Study (Non-traditional Mode / Distance Education / Alternative Learning System)	Individual study is a different way of learning. In this learning strategy, a student is guided by a teacher but usually does not take classes with other students every day. The student works independently.	• Computer-Aided Instruction • Individual Reporting • Essay • Modular or CBLM • Assigned Questions • Project Making • Model Making • Video Call • Video Project

www.teachhub.com/top-5-teaching-strategies
www.gmu.edu/facstaff/part-time/strategy.html

TEACHING APPROACH
It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom.
Examples: Teacher centered, disciplinal, learner centered, constructivist, interactive, collaborative, direct, & integrated.

TEACHING STRATEGY
It is a long term plan of action designed to achieve a particular goal.
Examples: Direct instruction, indirect instruction, cooperative / interactive learning, individual study, experiential learning, and problem-based learning.

TEACHING METHOD
It is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural.
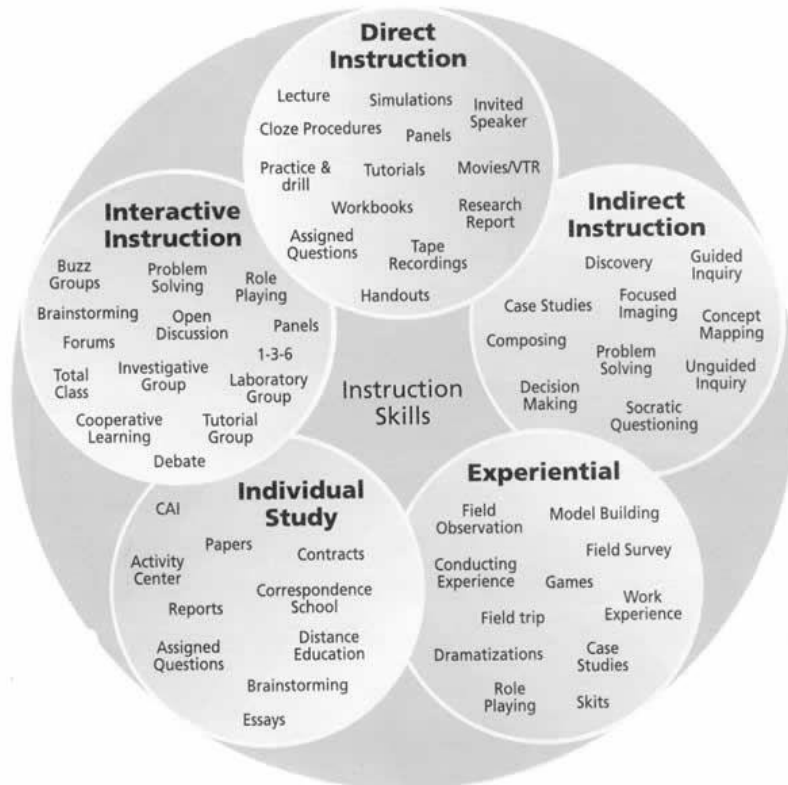
TEACHING TECHNIQUE
It is a well-defined procedure used to accomplish a specific activity or task.

FORMATIVE ASSESSMENT The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
More specifically, formative assessments:
- help students identify their strengths and weaknesses and target areas that need work.
- help faculty recognize where students are struggling and address problems immediately.

SUMMATIVE ASSESSMENT The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.
Examples of summative assessments include:
- summative test
- quarter exam
- performance test
- project presentation
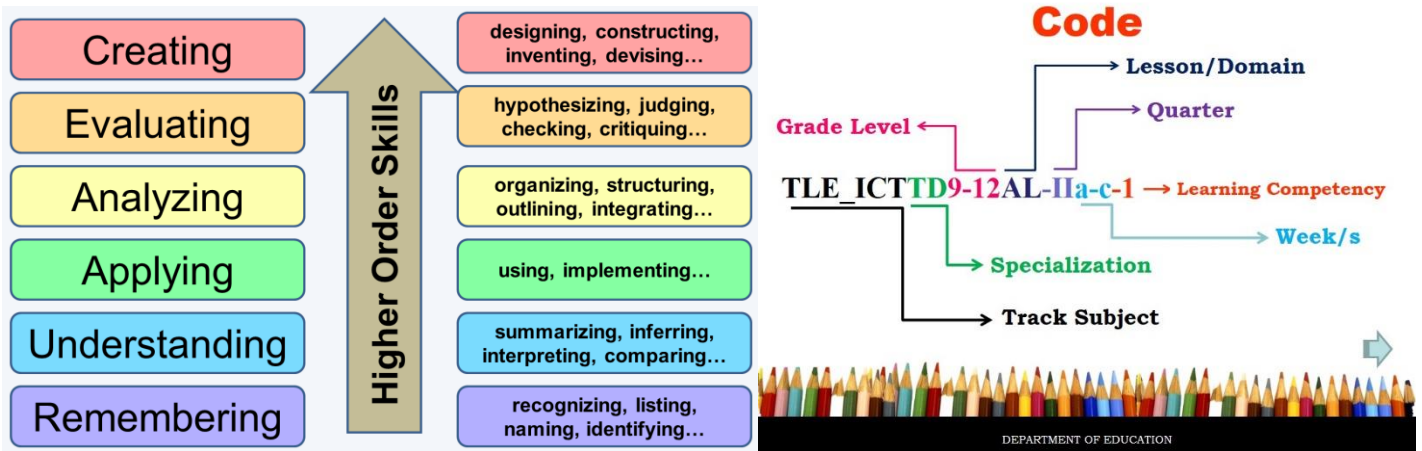
Level	Cognitive Verb	To What Degree Can A Student…	
Higher Order Thinking Skills	*Creating*	…"X" [e.g., create] a new product or point of view?	"X" = {assemble, construct, create, design, develop, formulate, write}
More Abstract	*Evaluating*	…"X" [e.g., justify] a stand or decision?	"X" = {appraise, argue, defend, evaluate, judge, select, support, value}
	Analyzing	…"X" [e.g., distinguish] between different parts?	"X" = {appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test}
	Applying	…"X" [e.g., use] information in a new way?	"X" = {choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write}
More Concrete	*Understanding*	…"X" [e.g., explain] an idea or concept?	"X" = {classify, describe, discuss, explain, identify, locate, paraphrase, recognize, report, select, translate}
Lower Order Thinking Skills	*Remembering*	…"X" [e.g., recall, remember] information?	"X" = {define, duplicate, list, memorize, recall, repeat, reproduce, state}

Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (verbs)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to	**Examples**: Demonstrates belief in the democratic

a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	**Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

RA 10533 ENHANCE BASIC EDUCATION ACT OF 2013
2C2I1R using Pedagogical Approaches
2C-Collaborative, Constructivist
2I-integrative and inquiry-based 1R-reflective