One-On-One

- Make the most of one-on-one student contacts.
- Rich teacher-student interaction creates a stimulating environment, encourages students to explore ideas and approaches, and allows teachers to guide or mentor individual students according to their individual needs.
- Teachers should visit with individual students and offer them some meaningful suggestions.
- Have the student describe the work as it is being done, trying to justify the procedures and explain the concepts. During such one-on-one tutoring sessions, the teacher can get a good insight into the student's problems.
- Teachers should make sure good students don't get bored. Challenge them by giving them more difficult problems to solve, having them tutor other students, or having them evaluate alternative approaches solving a problem.

Make It Interesting

- By using a range of instructional strategies form one unit to the next, student interest is stimulated.

EX: A teacher might have students listen to a speech, discuss it in a group, then write a paper about the speech.

- Students like consistency and routine to a point, however if the instructional strategies are never varied, the students become bored and disinterested.
- Do not be afraid to consult with a veteran teacher on ways to vary strategies.

Take A Few Moments

- Of particular importance, but often neglected, is the concept of "wait time."
- Wait time may be defined as the time a teacher waits after asking a question before talking again.
- Research shows that the longer the pause, the more thoughtful the response.
- Three to five seconds is the ideal wait time.
- Teachers need to plan and practice the types of questions they will be asking their students.
- Questions should be part of the lesson planning process and should be planned just as other parts of the lesson are.
- Be careful not to get caught up in always asking the same type of questions, asking the same students, and expecting a correct answer each time.

Works Cited

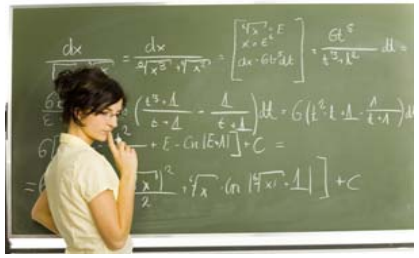
Glasgow, Neal. Hicks, Cathy. What Successful Teachers Do: Research-Based Classroom Strategies for New and Veteran Teachers California: Corwin Press,2003

Tips, Tricks & Teachers

Created By: Caitlin Timberlin

Encourage Questions

- A teacher should allow the students to use questions and misconceptions in guiding their exploration of subject matter and the nature of knowing.
- Some questions or hypotheses are beyond either the teacher's or the students' capacities to pursue or generate ideas and will lead the teacher and the lesson astray.
- Very often it is how a person comes to know something that contributes to long-term retention and usefulness.



Less=More

- Focus your course on the most important content in enough depth for students to actually understand , remember, and apply what they have learned.
- Students respond better to a systematic, in-depth treatment of a few topics than they do to conventional in-breadth treatment of many topics.
- Students misconceptions and lack of understanding of basics reflect limitations of mental processing and memory.
- Not all students have supportive parents or parents that can provide resources. If you're going to offer credit or ask students to visit or use resources outside of the classroom, offer a classroom or school-based option to those that can't participate off-campus.

Switch It Up

- Systematic use of a few additional teaching methods that overlap learning styles and contribute to the needs of all students.
- If the teacher ventures too far from the norm, the students comfort level can drop and their anxiety rises.
- Ignoring nondominant styles can limit students' intellectual growth and development. The goal of thinking about students' learning styles is to facilitate learning—-not constrain it.

Answer ?'s

- *Avoid giving students the impression that the reasons for difficulties are their own.*
- *In cases where students have difficulties with problems, do not indicate that the problem was simple.*
- *Students willingness to ask questions decreased when they had the impression that the person they asked blamed them for the difficulty. In this case, if the students asked questions it would hurt their self-esteem.*
- Teachers should give positive comments about students' questions.
- Do not express doubt or make negative remarks about students 'capabilities or skills.
- When teachers ask a majority of low-level questions students' achievement does not reach levels as high as when students are asked mostly higher-level questions.

Time

- Fit it all in by making realistic time estimates during lesson planning.
- Teachers need to have excellent time-management skills for students to learn effectively.
- It's the time students actually spend learning that is the key to the amount of achievement.
- Teachers need to be sure to plan time in their lessons for students to digest the material covered, to monitor their comprehension of concepts and tasks, and to engage in clarification as needed.

Other side