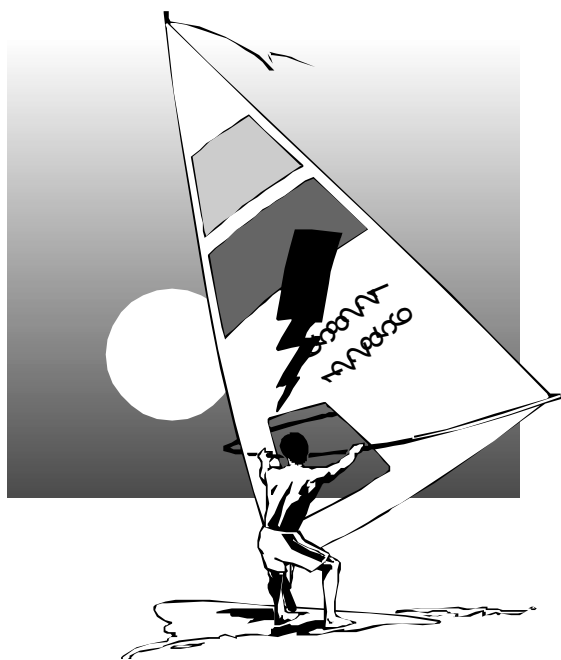


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# Expanding Your Teaching

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## Repertoire



*Using proven  
teaching skills  
to improve  
instructional  
effectiveness*

**Israel Galindo, Ed.D.**

# Use learner responses effectively...

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- Demonstrate that your learner's responses are valued
- Clarify learner responses
- Relate and extend learner responses
- Use responses to summarize
- Deal effectively with incorrect responses

# Use effective questioning techniques ...

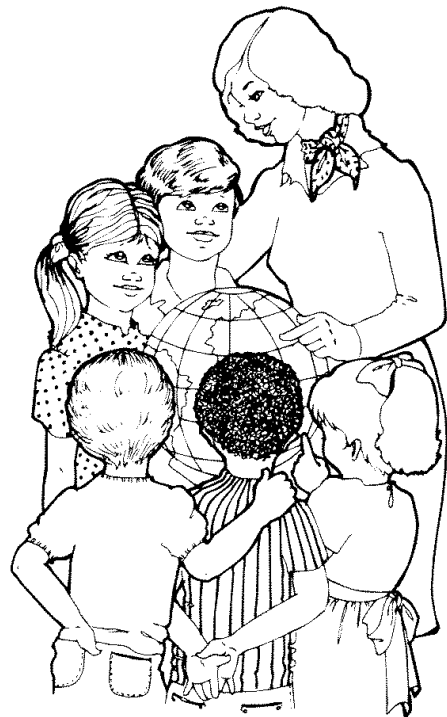
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- Avoid Question Overload
- Ask one question at a time
- Progress from lower- to higher-level questions

Lower-level questions:

Higher-level question:

Open questions:



# Use a variety of Instructional Methods...

## **ART**

cartoons/comic strips  
collage  
drawing  
exhibit  
illustration  
map  
mobile  
montage  
mural  
picture study  
poster

## **DRAMA**

acting out a Bible event/story  
choral speaking  
contemporary skit and Bible  
    parallel  
dialogue  
discussion starter  
interviews with dramatic  
    personalities  
monologue  
pantomime  
radio and TV format  
representative experience  
role play  
simulation

## **MUSIC**

group singing  
hymn-reading  
hymn-text study  
lyric-writing  
recordings

## **PAPER AND PENCIL**

chart  
creative writing:  
    dialogue  
    diary  
    journal  
    drawing

letters  
monologue  
newspaper articles  
paraphrase  
poetry  
graph  
jot sheet  
map  
notebook

### puzzles:

acrostic  
coded message  
crossword puzzle

### quizzes:

definitions  
fill-in-the-blank  
multiple choice  
matching items  
open-ended statements  
pretest  
postest  
true-false statements

time line  
unsigned written response  
worksheet

## **VERBAL**

brainstorming  
case study  
discussion  
free association  
lecture  
memorization  
personal experience  
problem-solving  
pro-con analysis  
problem/issue research  
research/report  
resource persons  
retelling and sequencing  
storytelling  
study teams  
testimony  
testing

## **VISUAL**

### non-projected visuals:

posters  
photos  
handouts  
chalkboard  
sculpture

### projected visuals

overhead projector  
slides  
computer graphics  
videos and movies

## **PRAXIS**

outreach visitation  
personal witnessing  
ministry project  
retreats

## **LEARNING GAMES**

Bible jeopardy  
Bible spelling Bee  
Bible pictiography  
Bible trivia  
Bible charades

## **LEARNING CENTERS**



# Use learner groupings effectively...

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- Brain storming
- Buzz group
- Chain-reaction forum
- Circle response
- Colloquy
- Couple buzzers
- Debate forum
- Expanding panel
- Gallery conversation
- Group drawing
- Group discussion
- Group response team
- Group writing
- Interview forum
- Lecture teams
- Panel
- Reaction panels
- Role-playing
- Seminar
- Symposium
- Workgroups
- Workshop



## THE BASIC GROUPINGS

- Large group
- Small groups
- Dyads and triads
- One-to-one
- Peer instruction
- Self-directed

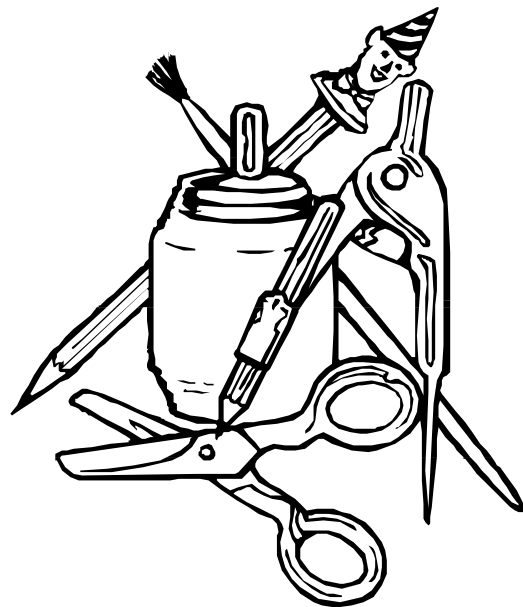
See Martha Leypoldt, *40 Ways to Teach in Groups* (Judson Press, Valley Forge, PA, 1992) for descriptions and procedures in small groups methods.

# Master classroom management...

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- ◆ Establish routines early
  - Leaving/entering classroom
  - Completing work
  - Use of classroom
- ◆ Control noise
- ◆ Reduce clutter
- ◆ Deal with complaints
- ◆ Deal with learner frictions

desists  
withitness  
overlap desists  
group alert



# Develop effective instructional skills...

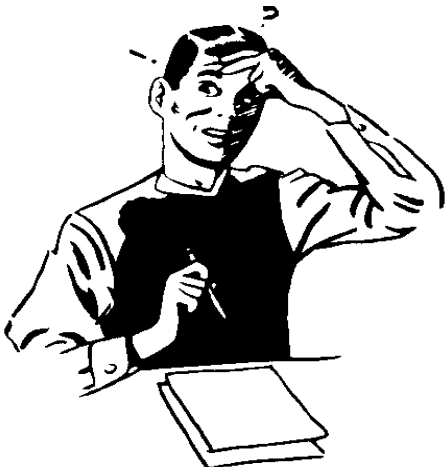
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When teaching concepts:

- provide definition
- give examples
- give non-examples

When teaching values judgement:

- state and explore the value question
- help learners develop criteria for judgement
- guide learners to assemble facts
- lead learners to test the value judgement



# Develop effective instructional skills...

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- ◆ Control the discourse
- ◆ Avoid Vagueness of words
  - Ambiguous designation
  - Negated intensifiers
  - “Bluffing” and recovery
  - Error admission
  - Indeterminate quantification
  - Multiplicity
  - Possibility
  - Probability
- ◆ Use Effective Praise
- ◆ Use Emphasis and Marker Expressions
- ◆ Use Task Attraction and Challenge
- ◆ Use positive non-verbal communication



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