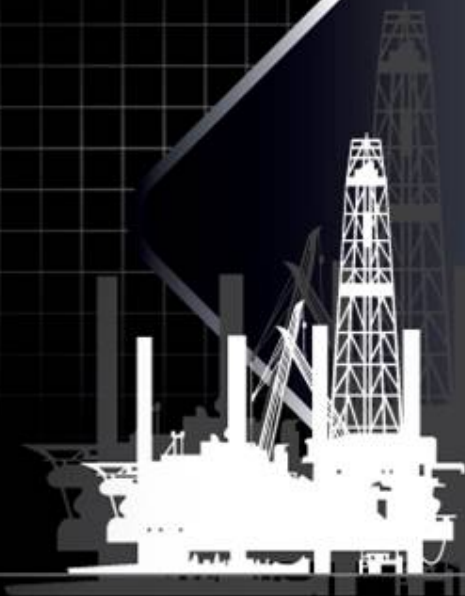




TRINITY
MEDICAL MANAGEMENT

COMMON TEACHING METHODS



LECTURE

STRENGTHS:

- ❖ PRESENTS FACTUAL MATERIAL IN DIRECT, LOGICAL MANNER
- ❖ CONTAINS EXPERIENCE WHICH INSPIRES
- ❖ STIMULATES THINKING TO OPEN DISCUSSION
- ❖ USEFUL FOR LARGE GROUPS

LIMITATIONS:

- ❖ EXPERTS ARE NOT ALWAYS GOOD TEACHERS
- ❖ AUDIENCE IS PASSIVE
- ❖ LEARNING IS DIFFICULT TO GUAGE
- ❖ COMMUNICATION IN ONE WAY

PREPARATION: NEEDS CLEAR INTRODUCTION AND SUMMARY, NEEDS TIME AND CONTENT LIMIT TO BE EFFECTIVE AND, SHOULD INCLUDE EXAMPLES, ANECDOTES



LECTURE WITH DISCUSSION

STRENGTHS:

- ❖ INVOLVES AUDIENCE AT LEAST AFTER THE LECTURE
- ❖ AUDIENCE CAN QUESTION, CLARIFY AND CHALLENGE

LIMITATIONS:

- ❖ TIME MAY LIMIT DISCUSSION PERIOD
- ❖ QUALITY IS LIMITED TO QUALITY OF QUESTIONS AND DISCUSSION

PREPARATION: REQUIRES THAT QUESTIONS BE PREPARED PRIOR TO DISCUSSION



PANEL OF EXPERTS

STRENGTHS:

- ❖ **ALLOWS EXPERTS TO PRESENT DIFFERENT OPINIONS**
- ❖ **CAN PROVOKE BETTER DISCUSSION THAN A ONE PERSON DISCUSSION**
- ❖ **FREQUENT CHANGE OF SPEAKER KEEPS ATTENTION FROM LAGGING**

LIMITATIONS:

- ❖ **EXPERTS MAY NOT BE GOOD SPEAKERS**
- ❖ **PERSONALITIES MAY OVERSHADOW CONTENT**
- ❖ **SUBJECT MAY NOT BE IN LOGICAL ORDER**

PREPARATION: FACILITATOR COORDINATES FOCUS OF PANEL, INTRODUCES AND SUMMARIZES AND, BRIEFS PANEL



BRAINSTORMING

STRENGTHS:

- ❖ LISTENING EXERCISE THAT ALLOWS CREATIVE THINKING FOR NEW IDEAS
- ❖ ENCOURAGES FULL PARTICIPATION BECAUSE ALL IDEAS EQUALLY RECORDED
- ❖ DRAWS ON GROUP'S KNOWLEDGE AND EXPERIENCE
- ❖ SPIRIT OF CONGENIALITY IS CREATED
- ❖ ONE IDEA CAN SPARK OFF OTHER IDEAS

LIMITATIONS:

- ❖ CAN BE UNFOCUSED
- ❖ NEEDS TO BE LIMITED TO 5-7 MINUTES
- ❖ PEOPLE MAY HAVE DIFFICULTY GETTING AWAY FROM KNOWN REALITY
- ❖ IF NOT FACILITATED WELL, CRITICISM AND EVALUATION MAY OCCUR

PREPARATION: FACILITATOR SELECTS ISSUE AND MUST HAVE SOME IDEAS IF GROUP NEEDS TO BE STIMULATED

VIDEOTAPES

STRENGTHS:

- ❖ ENTERTAINING WAY OF TEACHING CONTENT AND RAISING ISSUES
- ❖ KEEP GROUP'S ATTENTION
- ❖ LOOKS PROFESSIONAL
- ❖ STIMULATES DISCUSSION

LIMITATIONS:

- ❖ CAN RAISE TOO MANY ISSUES TO HAVE A FOCUSED DISCUSSION
- ❖ DISCUSSION MAY NOT HAVE FULL PARTICIPATION
- ❖ ONLY AS EFFECTIVE AS FOLLOWING DISCUSSION

PREPARATION: NEED TO SET UP EQUIPMENT, EFFECTIVE ONLY IF FACILITATOR PREPARES QUESTIONS TO DISCUSS AFTER THE SHOW



CLASS DISCUSSION

STRENGTHS:

- ❖ POOLS IDEAS AND EXPERIENCES FROM GROUP
- ❖ EFFECTIVE AFTER A PRESENTATION, FILM OR EXPERIENCE THAT NEEDS TO BE ANALYZED
- ❖ ALLOWS EVERYONE TO PARTICIPATE IN AN ACTIVE PROCESS

LIMITATIONS:

- ❖ NOT PRACTICAL WITH MORE THAN 20 PEOPLE
- ❖ FEW PEOPLE CAN DOMINATE
- ❖ OTHERS MAY NOT PARTICIPATE
- ❖ IS TIME CONSUMING
- ❖ CAN GET OFF THE TRACK

PREPARATION: REQUIRES CAREFUL PLANNING BY FACILITATOR TO GUIDE DISCUSSION, REQUIRES QUESTION OUTLINE

SMALL GROUP DISCUSSION

STRENGTHS:

- ❖ **ALLOWS PARTICIPATION OF EVERYONE**
- ❖ **PEOPLE OFTEN MORE COMFORTABLE IN SMALL GROUPS**
- ❖ **CAN REACH GROUP CONSENSUS**

LIMITATIONS:

- ❖ **NEEDS CAREFUL THOUGHT AS TO PURPOSE OF GROUP**
- ❖ **GROUPS MAY GET SIDE TRACKED**

PREPARATION: NEED TO PREPARE SPECIFIC TASKS OR QUESTIONS FOR GROUP TO ANSWER



CASE STUDIES

STRENGTHS:

- ❖ DEVELOPS ANALYTIC AND PROBLEM SOLVING SKILLS
- ❖ ALLOWS FOR EXPLORATION OF SOLUTIONS FOR COMPLEX ISSUES
- ❖ ALLOWS STUDENT TO APPLY NEW KNOWLEDGE AND SKILLS

LIMITATIONS:

- ❖ PEOPLE MAY NOT SEE RELEVANCE TO OWN SITUATION
- ❖ INSUFFICIENT INFORMATION CAN LEAD TO INAPPROPRIATE RESULTS

PREPARATION: CASE MUST BE CLEARLY DEFINED IN SOME CASES AND CASE STUDY MUST BE PREPARED



ROLE PLAYING

STRENGTHS:

- ❖ INTRODUCES PROBLEM SITUATION DRAMATICALLY
- ❖ PROVIDES OPPORTUNITY FOR PEOPLE TO ASSUME ROLES OF OTHERS AND THUS APPRECIATE ANOTHER POINT OF VIEW
- ❖ ALLOWS FOR EXPLORATION OF SOLUTIONS
- ❖ PROVIDES OPPORTUNITY TO PRACTICE SKILLS

LIMITATIONS:

- ❖ PEOPLE MAY BE TOO SELF CONSCIOUS
- ❖ NOT APPROPRIATE FOR LARGE GROUPS
- ❖ PEOPLE MAY FEEL THREATENED

PREPARATION: TRAINER HAS TO DEFINE PROBLEM SITUATION AND ROLES CLEARLY AND TRAINER MUST GIVE VERY CLEAR INSTRUCTIONS

REPORT BACK SESSIONS

STRENGTHS:

- ❖ **ALLOWS FOR LARGE GROUP DISCUSSION OF ROLE PLAYS, CASE STUDIES, AND SMALL GROUP EXERCISE**
- ❖ **GIVES PEOPLE A CHANCE TO REFLECT ON EXPERIENCE**
- ❖ **EACH GROUP TAKES RESPONSIBILITY FOR ITS OPERATION**

LIMITATIONS:

- ❖ **CAN BE REPETITIVE IF EACH SMALL GROUP SAYS THE SAME THING**

PREPARATION: TRAINER HAS TO PREPARE QUESTIONS FOR GROUPS TO DISCUSS.

WORKSHEETS/SURVEYS

STRENGTHS:

- ❖ **ALLOWS PEOPLE TO THINK FOR THEMSELVES WITHOUT BEING INFLUENCED BY OTHERS**
- ❖ **INDIVIDUAL THOUGHTS CAN THEN BE SHARED IN LARGE GROUP**

LIMITATIONS:

- ❖ **CAN BE USED ONLY FOR SHORT PERIOD OF TIME**

PREPARATION: FACILITATOR HAS TO PREPARE HANDOUTS



INDEX CARD EXERCISE

STRENGTHS:

- ❖ OPPORTUNITY TO EXPLORE DIFFICULT AND COMPLEX ISSUES

LIMITATIONS:

- ❖ PEOPLE MAY NOT DO EXERCISE

PREPARATION: FACILITATOR MUST PREPARE QUESTIONS



GUEST SPEAKER

STRENGTHS:

- ❖ PERSONALIZES TOPIC
- ❖ BREAKS DOWN AUDIENCE'S STEREOTYPES

LIMITATIONS:

- ❖ MAY NOT BE A GOOD SPEAKER

PREPARATION: CONTACT SPEAKERS AND COORDINATE SCHEDULES AND INTRODUCE SPEAKER APPROPRIATELY



VALUES CLARIFICATION EXERCISE

STRENGTHS:

- ❖ OPPORTUNITY TO EXPLORE VALUES AND BELIEFS
- ❖ ALLOWS PEOPLE TO DISCUSS VALUES IN A SAFE ENVIRONMENT
- ❖ GIVES STRUCTURE TO DISCUSSION

LIMITATIONS:

- ❖ PEOPLE MAY NOT BE HONEST
- ❖ PEOPLE MAY BE TOO SELF CONSCIOUS

PREPARATION: FACILITATOR MUST CAREFULLY PREPARE EXERCISE, MUST GIVE CLEAR INSTRUCTIONS AND MUST PREPARE DISCUSSION QUESTIONS



COMMON VISUAL AIDS



FLIP CHARTS/POSTERS

ADVANTAGES:

- ❖ EASY AND INEXPENSIVE TO MAKE AND UPDATE
- ❖ PORTABLE AND TRANSPORTABLE
- ❖ LEFT IN VIEW OF THE AUDIENCE
- ❖ GOOD FOR INTERACTION WITH THE AUDIENCE

DISADVANTAGES:

- ❖ UNSUITABLE FOR LARGE GROUPS
- ❖ ANXIETY-PROVOKING FOR FACILITATOR WITH POOR HANDWRITING OR POOR SPELLING



SLIDES

ADVANTAGES:

- ❖ PROFESSIONAL IN APPEARANCE
- ❖ GOOD FOR LARGE GROUPS

DISADVANTAGES:

- ❖ FORMAL AND IMPERSONAL
- ❖ SHOWN IN THE DARK
- ❖ NOT GOOD FOR DISCUSSION AND INTERACTION
- ❖ MORE DIFFICULT TO UPDATE THAN OTHER VISUAL AIDS
- ❖ REQUIRE SPECIAL EQUIPMENT



VIDEOS

ADVANTAGES:

- ❖ PROFESSIONAL IN APPEARANCE
- ❖ GOOD FOR LARGE OR SMALL GROUPS

DISADVANTAGES:

- ❖ MORE EXPENSIVE THAN OTHER VISUAL AIDS
- ❖ REQUIRE SPECIAL EQUIPMENT
- ❖ NOT GOOD FOR DISCUSSION AND INTERACTION
- ❖ REQUIRE ACCUATE CUEING



OVERHEAD TRANSPARENCIES

ADVANTAGES:

- ❖ GOOD FOR LARGE GROUPS
- ❖ EASY TO CREATE
- ❖ EASY TO TRANSPORT
- ❖ PROVIDE AN INFORMAL ATMOSPHERE
- ❖ OPEN TO INTERACTION WITH GROUPS
- ❖ EASY TO UPDATE

DISADVANTAGES:

- ❖ IMPERMANENT; THEY YELLOW WITH AGE
- ❖ REQUIRE LESS COMMON EQUIPMENT



COMPUTER PROJECTIONS (POWERPOINT)

ADVANTAGES:

- ❖ PROFESSIONAL IN APPEARANCE
- ❖ EVIDENCE OF PREPARATION
- ❖ GOOD FOR LARGE OR SMALL GROUP
- ❖ EASY TO INTEGRATE WITH CLASSROOM DISCUSSION
- ❖ ANIMATED
- ❖ UP-TO-DATE TECHNOLOGY
- ❖ EASY TO UPDATE

DISADVANTAGES:

- ❖ REQUIRE SPECIAL EQUIPMENT/FACILITIES
- ❖ REQUIRE INITIAL TRAINING TO CREATE
- ❖ REQUIRE SIGNIFICANT TIME TO CREATE
- ❖ REQUIRE BASIC GRAPHICS/COMPOSITION SKILLS



SAMPLES, EXAMPLES, AND MOCK-UPS

ADVANTAGES:

- ❖ **REAL-WORLD/AUTHENTIC**
- ❖ **THREE DIMENSIONAL**
- ❖ **SOMETIMES INEXPENSIVE AND READILY AVAILABLE**
- ❖ **EXPERIENCE MAY BE TACTILE/AUDITORY AS WELL AS VISUAL**

DISADVANTAGES:

- ❖ **SOMETIMES DIFFICULT OR IMPOSSIBLE TO ACQUIRE**
- ❖ **OFTEN DIFFICULT TO HANDLE OR DISTRIBUTE**
- ❖ **REQUIRE STORAGE SPACE**
- ❖ **USUALLY OUT OF NATURAL ENVIRONMENT**



IDEAS TO ENCOURAGE STUDENT RETENTION



**LEARN THE NAME OF EACH STUDENT AS QUICKLY AS POSSIBLE
AND USE THE STUDENT'S NAME IN CLASS**

- ✓ **CALL ON STUDENTS BY THEIR FIRST NAMES**
- ✓ **CALL ON STUDENTS BY USING MR., MRS., MISS, MS**



**TELL THE STUDENTS BY WHAT NAME AND TITLE YOU
PREFER TO BE CALLED**

✓ PROF., DR., MR., MRS., MISS., MS., FIRST NAME



**AT THE END OF EACH CLASS PERIOD ASK ONE STUDENT TO
STAY FOR A MINUTE TO CHAT**

**✓ COMPLIMENT ON SOMETHING: TELL THE STUDENT YOU
MISSED HIM/HER IF ABSENT, ETC.**



INSTEAD OF RETURNING TESTS, QUIZZES, THEMES IN CLASS, ASK STUDENTS TO STOP BY YOUR OFFICE TO PICK THEM UP.

✓ THIS PRESENTS AN OPPORTUNITY TO TALK INFORMALLY WITH STUDENTS



CALL STUDENTS ON THE TELEPHONE IF THEY ARE ABSENT

**✓ MAKE AN APPOINTMENT WITH THEM TO DISCUSS
ATTENDANCE, MAKE-UP WORK, ETC.**



**GET FEEDBACK PERIODICALLY FROM STUDENTS (PERHAPS
A SELECT FEW) ON THEIR PERCEPTIONS OF YOUR
ATTITUDES TOWARD THEM, YOUR PERSONAL
INVOLVEMENT, ETC.**



**SOCIALIZE WITH STUDENTS AS YOUR “STYLE” PERMITS
BY ATTENDING THEIR CLUBS OR SOCIAL ACTIVITIES, BY
HAVING LUNCH WITH THEM, BY WALKING WITH THEM
BETWEEN CLASSES, ETC.**



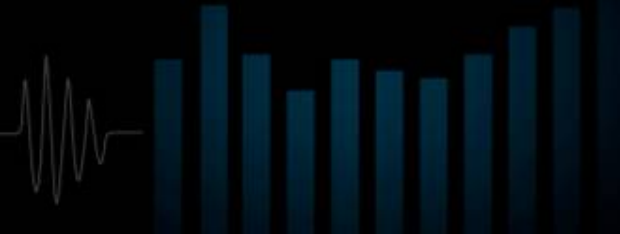
**CONDUCT A PERSONAL INTERVIEW WITH ALL STUDENTS
SOMETIME DURING THE SEMESTER**



**PROVIDE POSITIVE REINFORCEMENT WHENEVER POSSIBLE;
GIVE STUDENTS A RESPECTFUL ANSWER TO ANY
QUESTION THEY MIGHT ASK**



**LISTEN INTENTLY TO STUDENT'S COMMENTS AND
OPINIONS. BY USING A "LATERAL THINKING TECHNIQUE"
(ADDING TO IDEAS RATHER THAN DISMISSING THEM),
STUDENTS FEEL THAT THEIR IDEAS, COMMENTS, AND
OPINIONS ARE WORTHWHILE.**



**BE AWARE OF THE DIFFERENCE BETWEEN STUDENT'S
CLASSROOM MISTAKES AND THEIR PERSONAL
SUCCESSES/FAILURES.**



BE HONEST ABOUT YOUR FEELINGS, OPINIONS, AND ATTITUDES TOWARD STUDENTS AND TOWARD THE SUBJECT MATTER.

DON'T BE AFRAID TO ADMIT THAT YOU DON'T KNOW ALL THE ANSWERS.

IF A STUDENT TELLS YOU SOMETHING IN CONFIDENCE, RESPECT THAT CONFIDENCE.

AVOID MAKING VALUE JUDGMENTS (VERBALLY OR NON VERBALLY) ABOUT THESE CONFIDENCES.



**LEND SOME OF YOUR BOOKS (REFERENCE) TO STUDENTS
AND BORROW SOME OF THEIRS IN RETURN.**

**YOU CAN INITIATE THE PROCESS BY SAYING, "I'VE JUST
READ A GREAT BOOK ON _____, WOULD ANYONE LIKE
TO BORROW IT?"**



**GIVE YOUR TELEPHONE NUMBER TO STUDENTS AND THE
LOCATION OF YOUR OFFICE**



HAVE STUDENTS ESTABLISH A “BUDDY SYSTEM” FOR ABSENCES, WORK MISSED, ASSIGNMENTS, TUTORING, ETC. EXCHANGE TELEPHONE NUMBERS; PAIR THEM BY MAJORS OR GEOGRAPHICAL PROXIMITY.



**THIS SECTION FOCUSES LITERALLY ON THE DAY-TO-DAY
OPERATIONS OF YOUR CLASSES.**

**THE ITEMS AS A GROUP EMPHASIZE PLANNING,
ORDERLINESS, AND GENERAL GOOD SENSE**



✓ CIRCULATE AROUND THE CLASS AS YOU TALK OR ASK QUESTIONS. THIS MOVEMENT CREATES A PHYSICAL CLOSENESS TO THE STUDENTS. AVOID STANDING BEHIND THE LECTERN OR SITTING BEHIND THE DESK FOR THE ENTIRE PERIOD.

DO NOT ALLOW THE CLASSROOM TO SET UP ARTIFICIAL BARRIERS BETWEEN YOU AND THE STUDENTS.

✓ GIVE EACH STUDENT A MID-TERM GRADE AND INDICATE WHAT EACH STUDENT MUST DO TO IMPROVE.



✓ TELL THE STUDENTS (ORALLY AND IN WRITING) WHAT YOUR ATTENDANCE POLICY IS.

MAKE THEM AWARE OF YOUR DEEP CONCERN FOR ATTENDANCE AND REMIND THEM PERIODICALLY OF THE POLICY AND THE CONCERN.

- ✓ CONDUCT A FULL INSTRUCTIONAL PERIOD ON THE FIRST DAY OF CLASSES.**
- ✓ THIS ACTIVITY SETS A POSITIVE TONE FOR THE LEARNING ENVIRONMENT YOU WANT TO SET.**
- ✓ ENGAGE IN SOME OF THE INTERPERSONAL ACTIVITIES LISTED ELSEWHERE.**



✓ LIST AND DISCUSS YOUR COURSE OBJECTIVES ON THE FIRST DAY. LET STUDENTS KNOW HOW YOUR COURSE CAN FIT IN WITH THEIR PERSONAL/CAREER GOALS. DISCUSS SOME OF THE FEARS, APPREHENSIONS THAT BOTH YOU AND THE STUDENTS HAVE. TELL THEM WHAT THEY SHOULD EXPECT OF YOU AND HOW YOU WILL CONTRIBUTE TO THEIR LEARNING.

✓ LET STUDENTS KNOW THAT THE LEARNING RESOURCES YOU USE IN CLASS (SLIDES, TAPES, FILMS) ARE AVAILABLE TO THEM OUTSIDE OF CLASS. EXPLAIN THE PROCEDURES TO SECURE THE MATERIAL, AND TAKE THEM TO THE AREA.



- ✓ **HAVE STUDENTS FILL OUT AN INDEX CARD WITH NAME, ADDRESS, TELEPHONE NUMBER, GOALS, AND OTHER PERSONAL INFORMATION YOU THINK IS IMPORTANT.**
- ✓ **IF THE SUBJECT MATTER IS APPROPRIATE, USE A PRE-TEST TO DETERMINE THEIR KNOWLEDGE, BACKGROUND, EXPERTISE, ETC.**
- ✓ **RETURN TESTS, QUIZZES, AND PAPERS AS SOON AS POSSIBLE. WRITE COMMENTS (+ AND -) WHEN APPROPRIATE**



✓ VARY YOUR INSTRUCTIONAL TECHNIQUES (LECTURE, DISCUSSION, DEBATE, SMALL GROUPS, FILMS, ETC.).

✓ WHEN YOU ANSWER A STUDENT'S QUESTION, BE SURE HE/SHE UNDERSTANDS YOUR ANSWER. MAKE THE STUDENT REPEAT THE ANSWER IN HIS/HER OWN WORDS.

✓ GET TO CLASS BEFORE THE STUDENTS ARRIVE; BE THE LAST ONE TO LEAVE.



✓ USE FAMILIAR EXAMPLES IN PRESENTING MATERIALS. IF YOU TEACH RULES, PRINCIPLES, DEFINITIONS, AND THEOREMS, EXPLICATE THESE WITH CONCRETE EXAMPLES THAT STUDENTS CAN UNDERSTAND.

✓ IF YOU HAD TO MISS A CLASS, EXPLAIN WHY AND WHAT YOU WILL DO TO MAKE UP THE TIME AND/OR MATERIALS.

✓ CLARIFY AND HAVE STUDENTS UNDERSTAND WHAT IS ACCEPTABLE AND UNACCEPTABLE BEHAVIOR IN A CLASSROOM. BE CONSISTENT IN ENFORCING YOUR RULES.

- ✓ **GOOD EYE CONTACT WITH STUDENTS IS EXTREMELY IMPORTANT BOTH IN AND OUT OF CLASS**
- ✓ **ALLOW STUDENTS TO SWITCH CLASSES IF WORK SCHEDULES CHANGE OR OTHER SALIENT REASONS DEVELOP.**
- ✓ **COOPERATE WITH COLLEAGUE IF HE/SHE MAKES SUCH A REQUEST.**
- ✓ **BE PREPARED TO USE AN ALTERNATE APPROACH IF THE ONE YOU'VE CHOSEN SEEMS TO BOG DOWN.**
- ✓ **YOU SHOULD BE CONFIDENT ENOUGH WITH YOUR OWN MATERIAL SO THAT STUDENT INTERESTS AND CONCERNS, NOT LECTURE NOTES, DETERMINE THE FORMAT OF INSTRUCTION.**



**THROUGHOUT THE COURSE, BUT
PARTICULARLY DURING THE CRUCIAL FIRST
CLASS SESSIONS:**



- ❖ **STRESS A POSITIVE “YOU CAN DO IT” ATTITUDE**
- ❖ **EMPHASIZE YOUR WILLINGNESS TO GIVE INDIVIDUAL HELP**
- ❖ **POINT OUT THE RELEVANCY OF YOUR SUBJECT MATTER TO THE CONCERNS AND GOALS OF YOUR STUDENTS**
- ❖ **CAPITALIZE ON OPPORTUNITIES TO PRAISE THE ABILITIES AND CONTRIBUTIONS OF STUDENTS WHOSE STATUS IN THE COURSE IS IN DOUBT; WELL TIMED ENCOURAGEMENT COULD MEAN THE DIFFERENCE BETWEEN RETENTION AND ATTRITION**



- ❖ **UTILIZE A VARIETY OF INSTRUCTIONAL METHODS, DRAWING ON APPROPRIATE AUDIO-VISUAL AIDS AS MUCH AS POSSIBLE**
- ❖ **URGE STUDENTS TO TALK TO YOU ABOUT PROBLEMS, SUCH AS CHANGES IN WORK SCHEDULE, BEFORE DROPPING YOUR COURSE. ALTERNATE ARRANGEMENTS CAN OFTEN BE MADE.**
- ❖ **DISTRIBUTE AN OUTLINE OF YOUR LECTURE NOTES BEFORE CLASS STARTS. THIS APPROACH ASSISTS STUDENTS IN ORGANIZING THE MATERIAL YOU ARE PRESENTING**



- ❖ **IF YOU REQUIRE A TERM PAPER OR RESEARCH PAPER, YOU SHOULD TAKE THE RESPONSIBILITY OF ARRANGING A LIBRARY ORIENTATION. LIBRARIANS WOULD BE HAPPY TO COOPERATE.**
- ❖ **HAVE COUNSELORS VISIT YOUR CLASSES TO FOSTER AN AWARENESS OF COUNSELING**

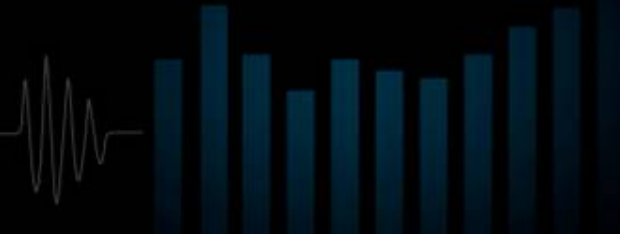


STUDENT INITIATED ACTIVITIES

- ❖ THIS CATEGORY IS BASED ON THE PREMISE THAT PEER INFLUENCE CAN PLAY A SUBSTANTIAL ROLE IN STUDENT SUCCESS.**
- ❖ AGE DIFFERENCES, PERSONALITY DIFFERENCES, AND SKILL DIFFERENCES CAN BE UTILIZED TO PRODUCE POSITIVE RESULTS IF YOU CAN GET THE STUDENTS TO WORK WITH ONE ANOTHER.**



- ❖ **HAVE STUDENTS READ ONE ANOTHER'S PAPERS BEFORE THEY TURN THEM IN. THIS ACTIVITY COULD HELP THEM LOCATE ONE ANOTHER'S ERRORS BEFORE BEING GRADED.**
- ❖ **IF THE CLASS LENDS ITSELF TO A FIELD TRIP, HAVE THE STUDENTS PLAN IT AND MAKE SOME OR ALL OF THE ARRANGEMENTS.**
- ❖ **ASK STUDENTS TO SUBMIT SAMPLE TEST QUESTIONS (OBJECTIVE OR SUBJECTIVE) PRIOR TO A TEST. THE CLASS ITSELF CAN COMPOSE A TEST OR QUIZ BASED ON YOUR OBJECTIVES.**



- ❖ **CREATE OPPORTUNITIES FOR STUDENT LEADERS TO EMERGE IN CLASS. USE THEIR LEADERSHIP SKILLS TO IMPROVE STUDENT PERFORMANCE.**
- ❖ **IF STUDENTS ARE RECEIVING TUTORING HELP, ASK THEM TO REPORT THE CONTENT AND RESULTS OF THEIR TUTORING.**
- ❖ **HAVE STUDENTS SET SPECIFIC GOALS FOR THEMSELVES THROUGHOUT THE SEMESTER IN TERMS OF THEIR LEARNING AND WHAT RESPONSIBILITIES THEY WILL UNDERTAKE.**



FACULTY-INITIATED ACTIVITIES

- ❖ THIS SECTION PRESENTS THE GREATEST CHALLENGE TO THE ABILITY AND CREATIVITY OF EACH FACULTY MEMBER.**
- ❖ YOU MUST TAKE THE INITIATIVE TO IMPLEMENT THESE SUGGESTIONS, TO TEST THEM, AND TO DEVICE THEM.**



- ❖ **UTILIZE SMALL GROUP DISCUSSIONS WHENEVER FEASIBLE**
- ❖ **TAKE THE INITIATIVE TO CONTACT AND MEET WITH STUDENTS WHO ARE DOING POOR WORK.**
 - ❖ **BE ESPECIALLY COGNIZANT OF THE "PASSIVE" STUDENT, ONE WHO COMES TO CLASS, SITS QUIETLY DOES NOT PARTICIPATE, BUT DOES POORLY ON TESTS, QUIZZES, ETC.**
- ❖ **ENCOURAGE STUDENTS WHO HAD THE FIRST PART OF A COURSE TO BE IN THE SECOND PART TOGETHER. TRY TO SCHEDULE THE SAME TIME SLOT FOR THE SECOND COURSE.**



- ❖ **ASK THE READING FACULTY TO DO A “READABILITY STUDY” OF THE TEXTS YOU USE IN YOUR CLASSROOM**
- ❖ **DEVELOP LIBRARY/SUPPLEMENTARY READING LISTS WHICH COMPLEMENT COURSE CONTENT.**
 - ❖ **SELECT BOOKS AT VARIOUS READING LEVELS.**
- ❖ **USE YOUR BACKGROUND, EXPERIENCE, AND KNOWLEDGE TO INTER-RELATE YOUR SUBJECT MATTER WITH OTHER ACADEMIC DISCIPLINES.**
- ❖ **THROUGHOUT THE SEMESTER, HAVE STUDENTS SUBMIT TOPICS THAT THEY WOULD LIKE TO COVER OR DISCUSS**



- ❖ **TAKE STUDENTS ON A MINI-TOUR OF THE LEARNING RESOURCES CENTER, READING/STUDY SKILLS AREA, COUNSELING CENTER, ETC.**
- ❖ **IF A PARTICULAR STUDENT NEEDS READING/STUDY SKILLS HELP, DON'T SEND HIM/HER, TAKE HIM/HER.**
- ❖ **WORK WITH YOUR DIVISION COUNSELOR TO DISCUSS PROCEDURES TO FOLLOW-UP ABSENTEES, FAILING STUDENTS, ETC.**
- ❖ **USE YOUR IMAGINATION TO DEVISE WAYS TO REINFORCE POSITIVELY STUDENT ACCOMPLISHMENTS.**
- ❖ **TRY TO AVOID PLACING STUDENTS IN EMBARRASSING SITUATIONS, PARTICULARLY IN CLASS**



- ❖ **CREATE SITUATIONS IN WHICH STUDENTS CAN HELP YOU (GET A BOOK FOR YOU FROM LIBRARY, LOOK UP SOME REFERENCE MATERIAL, CONDUCT A CLASS RESEARCH PROJECT).**
- ❖ **SET UP SPECIAL TUTORING SESSIONS AND EXTRA CLASSES. MAKE THESE ACTIVITIES MANDATORY, ESPECIALLY FOR STUDENTS WHO ARE DOING POORLY.**
- ❖ **CONFER WITH OUTER FACULTY MEMBERS WHO HAVE THE SAME STUDENTS IN CLASS.**
- ❖ **HELP REINFORCE ONE ANOTHER.**



- ❖ **LOOK AT YOUR RECORD BOOK PERIODICALLY TO DETERMINE STUDENT PROGRESS (INFORM THEM) AND DETERMINE IF YOU KNOW ANYTHING ABOUT THAT STUDENT OTHER THAN HIS/HER GRADES.**
- ❖ **TEAM TEACH A CLASS WITH A COLLEAGUE OR SWITCH CLASSES FOR A PERIOD OR TWO. INVITE A GUEST LECTURER TO CLASS.**
- ❖ **USE THE LIBRARY REFERENCE SHELF FOR SOME OF YOUR OLD TESTS AND QUIZZES. TELL THE STUDENTS THAT YOU WILL USE SOME QUESTIONS FROM THE OLD TESTS IN THEIR NEXT TEST.**



- ❖ **ENGAGE IN PERIODIC (WEEKLY) SELF-EVALUATION OF EACH CLASS. WHAT WAS ACCOMPLISHED THIS PAST WEEK? HOW DID STUDENTS REACT?**
- ❖ **AT MID-TERM AND AT FINAL EXAM, YOUR LAST TEST QUESTION SHOULD ASK IF A STUDENT IS GOING TO CONTINUE AT COLLEGE OR DROP OUT AT THE END OF THE SEMESTER.**
- ❖ **IF A POTENTIAL DROP-OUT IS IDENTIFIED, YOU CAN ADVISE THE STUDENT TO WORK WITH THE DIVISION COUNSELOR.**



TRADITIONAL MODES OF SAFETY TRAINING:

- ❖ **ON THE JOB BY PEERS**
- ❖ **INDIVIDUALIZED BY A
PROFESSIONAL TRAINER**
- ❖ **GROUP TRAINING ON THE JOB**
- ❖ **CONFERENCES**
- ❖ **LECTURE/DISCUSSION**
- ❖ **TAILGATE/TOOLBOX**
- ❖ **DEMONSTRATIONS**
- ❖ **DRILLS/EXERCISES**
- ❖ **VIDEO BASED**
- ❖ **PROGRAMMED INSTRUCTION**
- ❖ **COMPUTER ASSISTED**



ON THE JOB BY PEERS

ADVANTAGES:

- ❖ CAN ANSWER QUESTIONS READILY
- ❖ ALLOWS TRAINEES TO BE PRODUCTIVE
- ❖ NORMALLY, SUFFICIENT TRAINING TIME IS ALLOWED

DISADVANTAGES:

- ❖ LEARN SHORTCUTS THAT MIGHT BE UNSAFE
- ❖ LESS CONTROL OVER WHAT THEY LEARN



INDIVIDUALIZED BY A PROFESSIONAL TRAINER

ADVANTAGES:

- ❖ **TRAINEES ARE MOTIVATED BECAUSE OF PERSONAL ATTENTION**
- ❖ **DEFICIENCIES ARE IDENTIFIED EASILY AND CORRECTED AT THE TIME OF TRAINING**
- ❖ **CAN CONTROL CONTENT**

DISADVANTAGES:

- ❖ **REQUIRES A GOOD TRAINER**
- ❖ **MAY BE EXPENSIVE AND LABOR INTENSIVE**
- ❖ **A PREPARED SCHEDULE MAY NOT ALLOW ENOUGH TIME**



GROUP TRAINING ON THE JOB

ADVANTAGES:

- ❖ **ALLOWS STUDENTS TO SHARE IDEAS**
- ❖ **STUDENTS PARTICIPATE IN IMPLEMENTING IDEAS**
- ❖ **TRAINEES HEAR THE SAME THING**

DISADVANTAGES:

- ❖ **REQUIRES A GOOD TRAINER**
- ❖ **IF THE TIME IS LIMITED, ALL TRAINEES QUESTIONS MAY NOT GET ANSWERED**



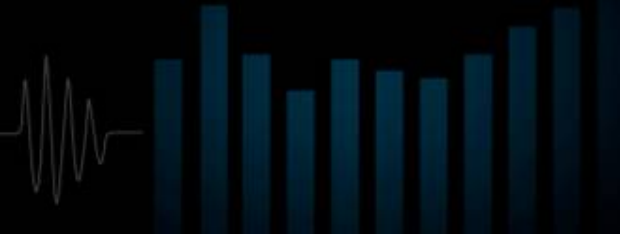
CONFERENCES:

ADVANTAGES:

- ❖ **SHARING OF IDEAS**
- ❖ **ALLOWS BRAINSTORMING**

DISADVANTAGES:

- ❖ **FACILITATOR MUST:**
 - **SOLICIT IDEAS**
 - **SUMMARIZE**
 - **KEEP GROUP ON TRACK**
 - **ARBITRATE**



LECTURE/DISCUSSION:

ADVANTAGES:

- ❖ PRE-PLANNING IS POSSIBLE
- ❖ STRUCTURED
- ❖ GOOD FOR LARGE GROUPS

DISADVANTAGES:

- ❖ ONLY 10% RETAINED AT BEST
- ❖ NOT ENOUGH DISCUSSION LEADS TO FRUSTRATION



TAILGATE/TOOLBOX:

ADVANTAGES:

- ❖ **INFORMAL**
- ❖ **ADDRESSES DIFFERENT LEVELS OF SKILL AND KNOWLEDGE**
- ❖ **INCLUDES FREE DISCUSSION AND PROBLEM SOLVING**
- ❖ **BOOSTS MORAL**

DISADVANTAGES:

- ❖ **LIMITED TIME AVAILABLE**
- ❖ **DISTRACTION**
- ❖ **WEATHER**



DEMONSTRATIONS

ADVANTAGES:

- ❖ **GROUP OR ONE-ON-ONE**
- ❖ **ALLOWS TRAINEES TO PERFORM THE TASK BEING TAUGHT**

DISADVANTAGES:

- ❖ **DONE IN THE "IDEAL" SETTING WHEN IDEAL IS RARE**
- ❖ **ILL-PREPARED INSTRUCTORS**



DRILLS/EXERCISES:

ADVANTAGES:

- ❖ **HANDS ON PRACTICE**

DISADVANTAGES:

- ❖ **TIME CONSUMING**
- ❖ **COSTLY**
- ❖ **HARD TO COORDINATE WITH OTHERS**



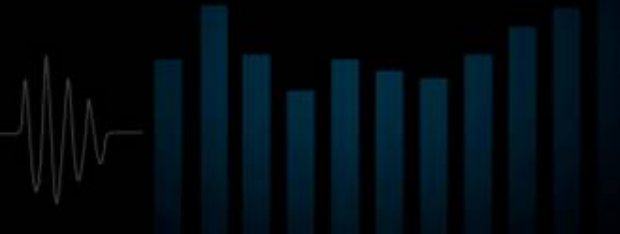
VIDEO BASED:

ADVANTAGES:

- ❖ ENTERTAINING
- ❖ SELF DIRECTED
- ❖ INDIVIDUALS OR GROUPS
- ❖ SHOULD BE KEPT SHORT
- ❖ CAN PAUSE FOR DISCUSSION OR REWIND

DISADVANTAGES:

- ❖ COST
- ❖ LIGHTS ARE OUT – NO-DOZE MAY BE NEEDED



PROGRAMMED INSTRUCTION:

ADVANTAGES:

- ❖ **SELF PACED**
- ❖ **CAN BE COMPUTERIZED**
- ❖ **USES A WORKBOOK WITH TESTS
AT THE END OF EACH CHAPTER**

DISADVANTAGES:

- ❖ **FINDING EXPLANATIONS OF
MATERIALS**
- ❖ **SELF-INITIATIVE REQUIRED**



COMPUTER-ASSISTED

ADVANTAGES:

- ❖ **COST EFFECTIVE**
- ❖ **SELF DIRECTED**
- ❖ **GOOD FOR ANNUAL TRAINING**
- ❖ **ENSURES SUCCESS THOUGH TESTING**
- ❖ **VIRTUAL ENVIRONMENT**

DISADVANTAGES:

- ❖ **NOT GOOD FOR ALL SUBJECTS**
- ❖ **EXPENSIVE**
- ❖ **SOME STUDENTS ARE AFRAID OF COMPUTER TECHNOLOGY**

