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| Worksheet 2: Teaching & Learning Strategies |

**Strategies for Success at BCIT:**

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| We will use **Reading 1 (R1)**, *What’s the difference between a polytechnic and a university?,* and **R2,** *What are the most common teaching strategies used today?*, and **R3**, *Knowing Your Learning Style Can Help College Success,* to help us understand how best to prepare ourselves to be successful in our BCIT program. |

**EXERCISE A – Vocabulary Overview**

**Instructions for the Vocabulary Diary**

1. Find the word used in the context of the article*.* How well do you understand the word within this context?
2. Enter the word into your Vocabulary Diary (See Scenario 1)
3. Research the word using these online tools:
   1. <https://www.ldoceonline.com/>
   2. <https://www.powerthesaurus.org/>
   3. <https://thesaurus.plus/>
4. Paraphrase the word in the context that it is used in the reading article

incorporate (R1)

impact ((R1)

collaborate (R1)

encompass (R1)

partake (R1)

utilize (R3)

Verbs

faculty (R1) stakeholder (R1)

intensity (R1) activation (R2)

pathway (R1) engagement (R2)

alumni (R1) internship (R1)

Nouns

Lexical bundles

the same can be said (R1)

tends to be (R1)

take into account (R2)

mutually exclusive (R2)

Adjectives

clinical (R1) prospective (R1)

flexible (R1) cognitive (R2)

theoretical (R1) artificial (R1)

constructive (R2) ingrained (R2)

revolutionary (R1) kinesthetic (R3)

accredited (R1)

experiential (R1)

**Teaching Learning Strategies**

**EXERCISE B: Understanding R1, *What’s the difference between a polytechnic and a university?***

1. Identify **the main idea** of the article from these 3 parts of the article:
   1. **the title**:

*What’s the difference between a polytechnic and a university?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

* 1. **the introductory paragraph**(s): See paragraphs 2 & 3

Since the title of this article is a question, **the answer to the question is the main idea.** Find the key “difference” and paraphrase the main idea in one sentence here:

\_\_\_\_The main difference is applied learning or experiential learning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **the final paragraph**: See paragraph 12

The concluding paragraph usually summarizes the key supporting point(s) for the *main idea. What is the point from paragraph 12 that* ***directly*** *supports or explains the main idea that you wrote above? Paraphrase the point here in one sentence*:

\_\_\_BCIT programs and courses are created in collaboration with industry professionals. \_\_\_\_\_\_\_

* 1. Now combine your sentences from b and c into one sentence using this APA citation sentence pattern:

According to Author’s last name (year), in “\_\_\_\_\_\_\_\_\_”, \_\_the main idea\_\_....

**According to Chen (2018), in *What’s the difference between a polytechnic and a university?,* the main difference between traditional learning at a university and learning at a polytechnic such as BCIT is that polytechnic training is applied learning, or experiential learning, and programs and courses are created in collaboration with industry professionals.**

1. What is the overall **text organization** (see Scenario 1) of this article? Note the language used:

|  |  |  |
| --- | --- | --- |
| **Paragraph** | **Excerpt** | **Overall text organization:** |
| 3 | **While** universities offer courses on academic and theoretical topics like math, English, and history, polytechnics focus solely on applied skills training; | Choose one:  Problem + solution?  or  Classification + classes? or  Compare and contrast?  or  Cause and effect? |
| 5 | It’s not uncommon for universities to offer co-op programs, **but** polytechnics go one step further. |
| 8 | **Another unique quality** of polytechnic programs is that students are learning and working with the same group of peers |
| 9 | University instructors are well educated since have master’s degrees and PhDs. **The same can be said about** the faculty at polytechnics. |
| 10 | research projects are designed to solve real-world problems. **Comparatively**, research conducted by universities **tends to be based more on** theory- and knowledge-sharing. |

**EXERCISE C: Identifying the key teaching strategies of BCIT instructors**

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| According to the study done by the Organisation for Economic Co-operation and Development (OECD, 2016), “Teaching Strategies for Instructional Quality”, there are three overarching teaching strategies that mathematics teachers employ: **active learning, cognitive activation and teacher-directed instruction.** |

1. **Match the** descriptions of the **teaching approaches of BCIT instructors** from **R1** with each of **the three teaching strategies** defined in **R2** (pages 6&7). Each approach can be relevant to more than one teaching strategy.

|  |  |  |  |
| --- | --- | --- | --- |
| **paragraph** | **Active Learning** | **Cognitive Activation** | **Teacher-directed instruction** |
| 2 | *Practical technology-based training* | *Practical technology-based training* | *Practical technology-based training* |
| 3 | *students can choose the credentials they want to study for* |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |

1. After the analysis above what are **the main teaching strategies** that BCIT instructors use? Check the ones that are relevant:

* Active learning

* Cognitive activation
* Teacher-directed instruction

1. Write five sentences describing how BCIT instructors use the three teaching strategies in their training.

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**EXERCISE D: Understanding how you can be successful in your BCIT program**

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| In, *Knowing Your Learning Style Can Help College Success,* Hawksworth (2015), explains how it is important for us to understand how we usually prefer to learn so that we can help ourselves learn better. Most people are a combination of all these styles. It is best to use all of them, so if we are particularly weak in one, we should help ourselves to improve in that style of learning. |

**Learning Style Questionnaire**

1. To complete the learning style preference questionnaire and find out if you are more of a visual, auditory or kinaesthetic learner, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| Never applies to me. | Sometimes applies to me. | Often applies to me. |

**SECTION ONE:**

1. 2 I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. 3 I remember something better if I write it down.
3. 2 I get lost or am late if someone tells me how to get to a new place, and I don’t write down the directions.
4. 3 When trying to remember someone’s telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. 1 If I am taking a test, I can “see” the textbook page and where the answer is located.
6. 2 It helps me to look at the person while listening; it keeps me focused.
7. 1 Using flashcards helps me to retain material for tests.
8. 3 It’s hard for me to understand what a person is saying when there are people talking or music playing.
9. 2 It’s hard for me to understand a joke when someone tells me.
10. 1 It is better for me to get work done in a quiet place.

***Total*** 20

**SECTION TWO:**

1. 3 My written work doesn’t look neat to me. My papers have crossed-out words and erasures.
2. 3 It helps to use my finger as a pointer when reading to keep my place.
3. 2 Papers with very small print, blotchy dittos or poor copies are tough on me.
4. 1 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. 1 I remember things that I hear, rather than things that I see or read.
6. 3 Writing is tiring. I press down too hard with my pen or pencil.
7. 3 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. 2 When I read, I mix up words that look alike, such as “them” and “then,” “bad” and “dad.”
9. 3 It’s hard for me to read other people’s handwriting.
10. 1 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

***Total*** 22

**SECTION THREE:**

1. 1 I don’t like to read directions; I’d rather just start doing.
2. 2 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 1 Studying at a desk is not for me.
4. 1 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. 3 Before I follow directions, it helps me to see someone else do it first.
6. 3 I find myself needing frequent breaks while studying.
7. 3 I am not skilled in giving verbal explanations or directions.
8. 3 I do not become easily lost, even in strange surroundings.
9. 1 I think better when I have the freedom to move around.
10. 1 When I can’t think of a specific word, I’ll use my hands a lot and call something a “what-cha-ma-call-it” or a “thing-a-ma-jig.”

***Total*** 19

**SCORING:** Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: 20 (Visual)

Section Two score: 22 (Auditory)

Section Three score: 19 (Kinesthetic)

1. **EVALUATING THE LEARNING STYLE QUESTIONNAIRE**

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **MODALITY** | **VISUAL** | **AUDITORY** | **KINESTHETIC**  **(Hands-on)** |
| **PREFERRED LEARNING STYLE** | Learns by seeing or watching demonstrations | Learns through verbal instructions from self or others. | Learns by doing and direct involvement. |
| **SPELLING** | Recognizes words by sight; relies on configurations of words. | Uses a phonics approach has auditory word attack skills. | Often is a poor speller; writes words to determine if they “feel” right. |
| **READING** | Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration. | Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes. | Prefers stories where action occurs early; fidgets while reading; not an avid reader. |
| **HANDWRITING** | Tends to be a good, particularly when young; spacing and size are good; appearance is important. | Has more difficulty learning in initial stages; tends to write lightly. | Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument. |
| **MEMORY** | Remember faces, but forgets names; writes things down; takes notes. | Remembers names, but forgets faces; remembers by auditory repetition. | Remembers best what was done, but not what was seen or talked about. |
| **IMAGERY** | Vivid imagination; thinks in pictures; visualizes in detail. | Sub-vocalizes; imagines things in sounds; details are less important. | Imagery not important; images that do occur are accompanied by movement. |
| **DISTRACTABILITY** | Unaware of sounds; distracted by movement. | Easily distracted by sounds. | Not attentive to visual or auditory presentation so may seem distracted. |
| **PROBLEM SOLVING** | Deliberate; plans in advance; organizes thoughts by writing them; lists problems. | Talks problems out; tries solutions verbally or sub-vocally; talks self through problems. | Attacks problem physically; impulsive; often selects solution involving greatest activity. |
| **RESPONSE TO PERIODS OF INACTIVITY** | Stares or doodles; finds something. | Hums, talks to self, or talks to others. | Fidgets or finds reasons to move. |
| **RESPONSE TO NEW SITUATIONS** | Looks around or examines structure. | Talks about situation; discusses pros and cons of what to do. | Tries things out; touches, feels or manipulates. |

Adapted from: <https://www.stetson.edu/administration/academic-success/media/Learning%20Style%20Questionnaire.docx>

1. After completing the questionnaire and studying the above chart, what did you learn about how prepared you are to study at BCIT?
   1. Note down your main strengths.

Vivid imagination; thinks in pictures; visualizes in detail. Looks around or examines structure. Talks about situation; discusses pros and cons of what to do.

* 1. Identify two areas in your learning style that you need to improve? How can you do this?

All the other stuffs.