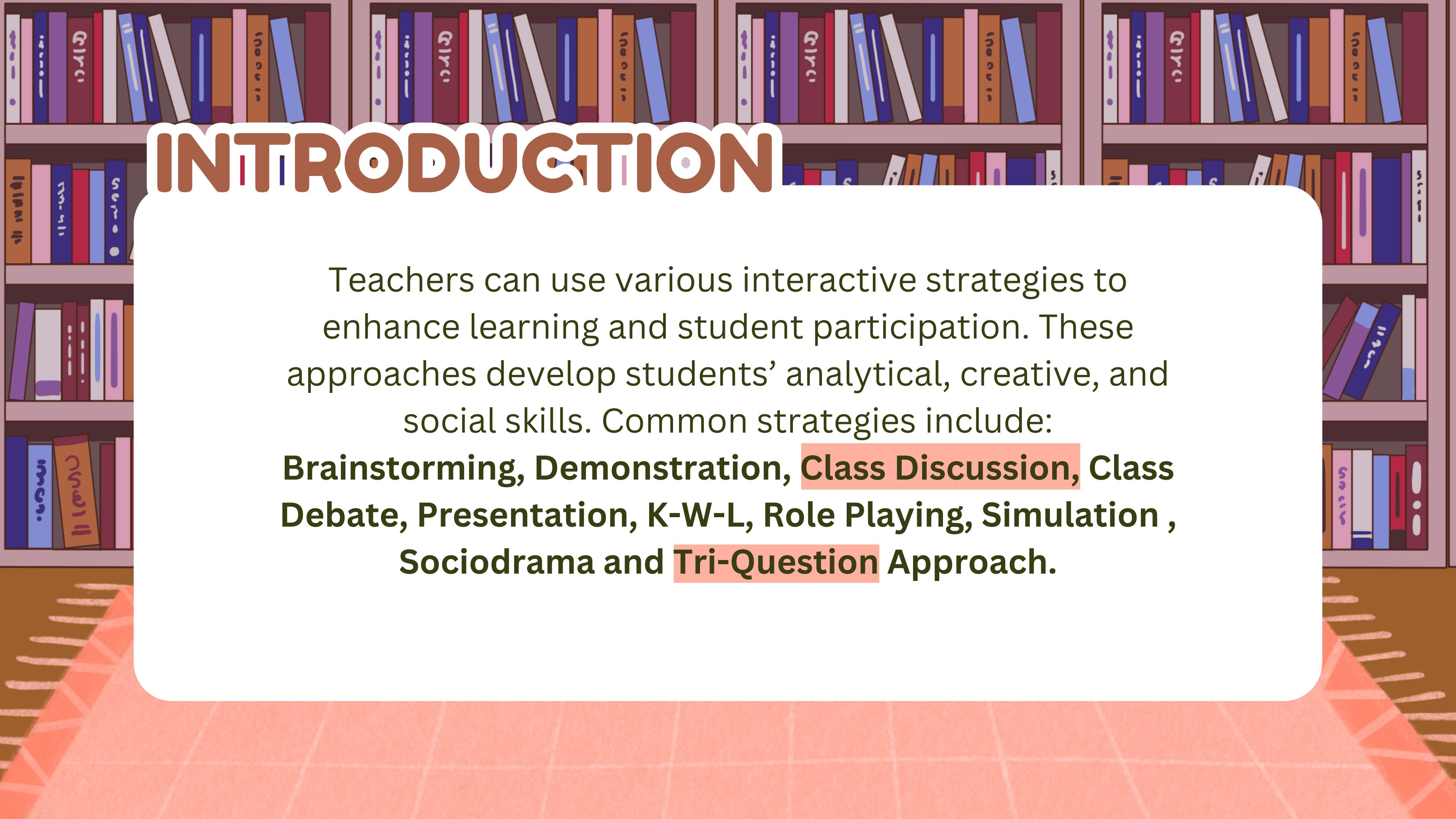


ALTERNATIVE TEACHING TECHNIQUE





INTRODUCTION

Teachers can use various interactive strategies to enhance learning and student participation. These approaches develop students' analytical, creative, and social skills. Common strategies include:

Brainstorming, Demonstration, Class Discussion, Class Debate, Presentation, K-W-L, Role Playing, Simulation , Sociodrama and Tri-Question Approach.

Brainstorming

- A method to generate class discussion and ideas around a problem or issue.
- Encourages creative and flexible thinking.
- Students share ideas freely without fear of ridicule or failure.
- Promotes participation and collaborative problem-solving.

Steps in Conducting a Brainstorming Session (Maxim, 1995):

1. Present the problem/ situation/ issue.
2. Share ideas suggesting possible solutions.
3. Accept all ideas.
4. The teacher records all ideas.
5. Review/ discuss ideas.
6. Organize ideas.
7. Provide closure.

Demonstration

- A direct teaching strategy where the teacher models behaviors, skills, or procedures.
- Students observe and learn through visual and oral explanations.
- Promotes understanding by showing, telling, and explaining step-by-step actions.

Key Points for Conducting Demonstration Lessons:

1. While acting and talking, point to the steps written on a poster.
2. Be sure to think aloud.
3. Keep it simple.
4. Check for understanding by assigning students to watch for different steps and asking them to describe how the step was demonstrated following the modeling.
5. Be sure that the skill being modeled has a positive outcome.

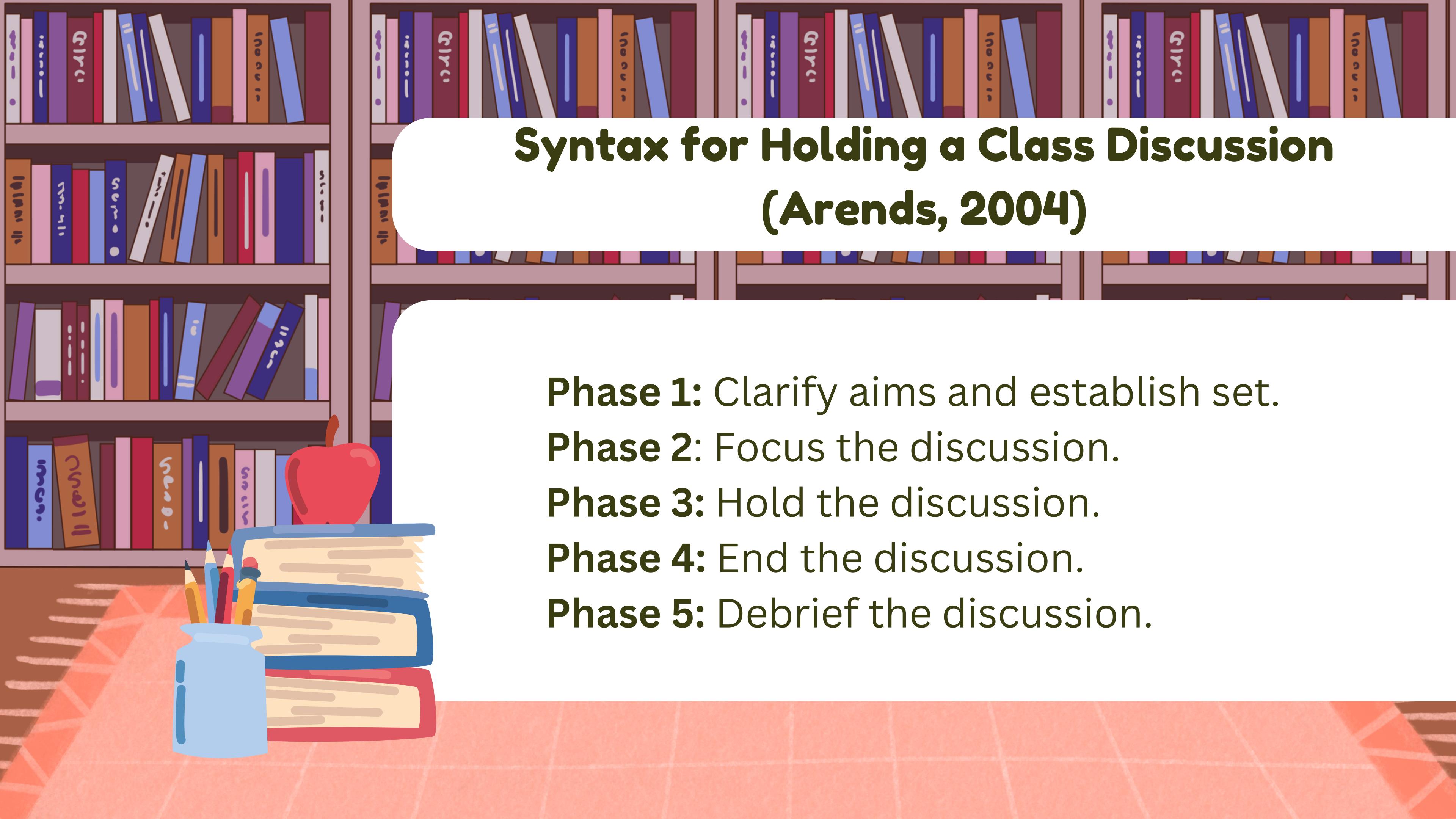
Class Discussion

A strategy that encourages verbal interaction and exchange of ideas among students. According to Arends (2004), It is used by teachers to achieve three important instructional objectives:

To improve the students' thinking and help them construct their own understanding of academic content

To promote student involvement and engagement

To help students learn important communication skills to discover what they are thinking and how they are processing the ideas and instruction being taught



Syntax for Holding a Class Discussion

(Arends, 2004)

- Phase 1:** Clarify aims and establish set.
- Phase 2:** Focus the discussion.
- Phase 3:** Hold the discussion.
- Phase 4:** End the discussion.
- Phase 5:** Debrief the discussion.

Class Debate

- A formal discussion between two opposing teams presenting and defending their views on a given issue.
- Involves speeches, rebuttals, and structured arguments within a set time frame.
- Encourages critical thinking, communication, and reasoning skills.

Syntax for Class Debate (Parker & Jarolimek, 1997):

1. Choose an issue.
2. Organize the issue.
3. Prepare the issue for a debate.
4. Present the debate.
5. Guide, revise, and analyze the issue.
6. Give a closure.

Presentation

- A teacher-centered strategy where the teacher delivers information clearly and systematically.
- Aims to inform, explain, and clarify facts, ideas, or concepts.
- Focuses on student understanding and skill reinforcement.

Syntax of the Presentation Model (Arends, 2004):

- Phase 1:** Clarify aims and establish set.
- Phase 2:** Present advance organizer.
- Phase 3:** Present learning materials.
- Phase 4:** Check for understanding and strengthen student thinking.

Role Playing

- A strategy that helps students develop empathy and understand different perspectives by acting out roles.
- The strategy consists of three components: **the situation, the role playing, and the follow-up discussion.**

Steps in Role Playing (Shaftel & Shaftel, 1982):

1. Present the events/situation.
2. Choose the characters.
3. Prepare the audience.
4. Enact.
5. Discuss the issue.
6. Re-enact.
7. Share experiences.
8. Summarize.

Simulation

- A replication of real-life situations or issues in a classroom setting.
- Students experience real-world problems and make decisions in a controlled environment.

Syntax for Simulation (Joyce, Weil, & Calhoun, 2004)

Phase 1: Orientation

Phase 2: Participant Training

Phase 3: **Simulation** Operations

Phase 4: Participant Debriefing

Sociodrama

- An instructional strategy that enables students to portray roles in disputes, arguments, and human relations.
- Used to summarize or communicate learning experiences through pantomimes, skits, or dramatizations.
- Involves unrehearsed dramatizations of real-life problems.

Syntax for Sociodrama (Zeleny and Hoover, n.d.)

1. Present the problem.
2. Prepare the group. Choose the characters.
3. Present the activities of actors.
4. Develop the students' listening and analyzing skills.
5. Dramatize the situation.
6. Analyze/Discuss the situation.
7. Give closure.

K-W-L Strategy

- The K-W-L strategy helps students connect prior knowledge to new learning.
- It encourages active participation and self-directed learning.
- Designed using a three-column format:

K-now	W-ant	L-earned
What students already know	What students want to find out	What students have learned

Steps in K-W-L Strategy (Carr & Ogle, 1987)

1. Prepare a chart with three columns.
2. Write “K” on the first column, “W” on the second column, and “L” on the third column.
3. Ask the class all the things they know about the topic or lesson introduced. Write in the first column.
4. Ask the class what they want to study about the lesson introduced. Write in the second column.
5. After the study of the unit or lesson, tell the students to write down what they have learned in the third column.



Tri-question Approach

- This strategy uses three logical questions in the conduct of lessons enhanced by asking the following questions during the class discussion:

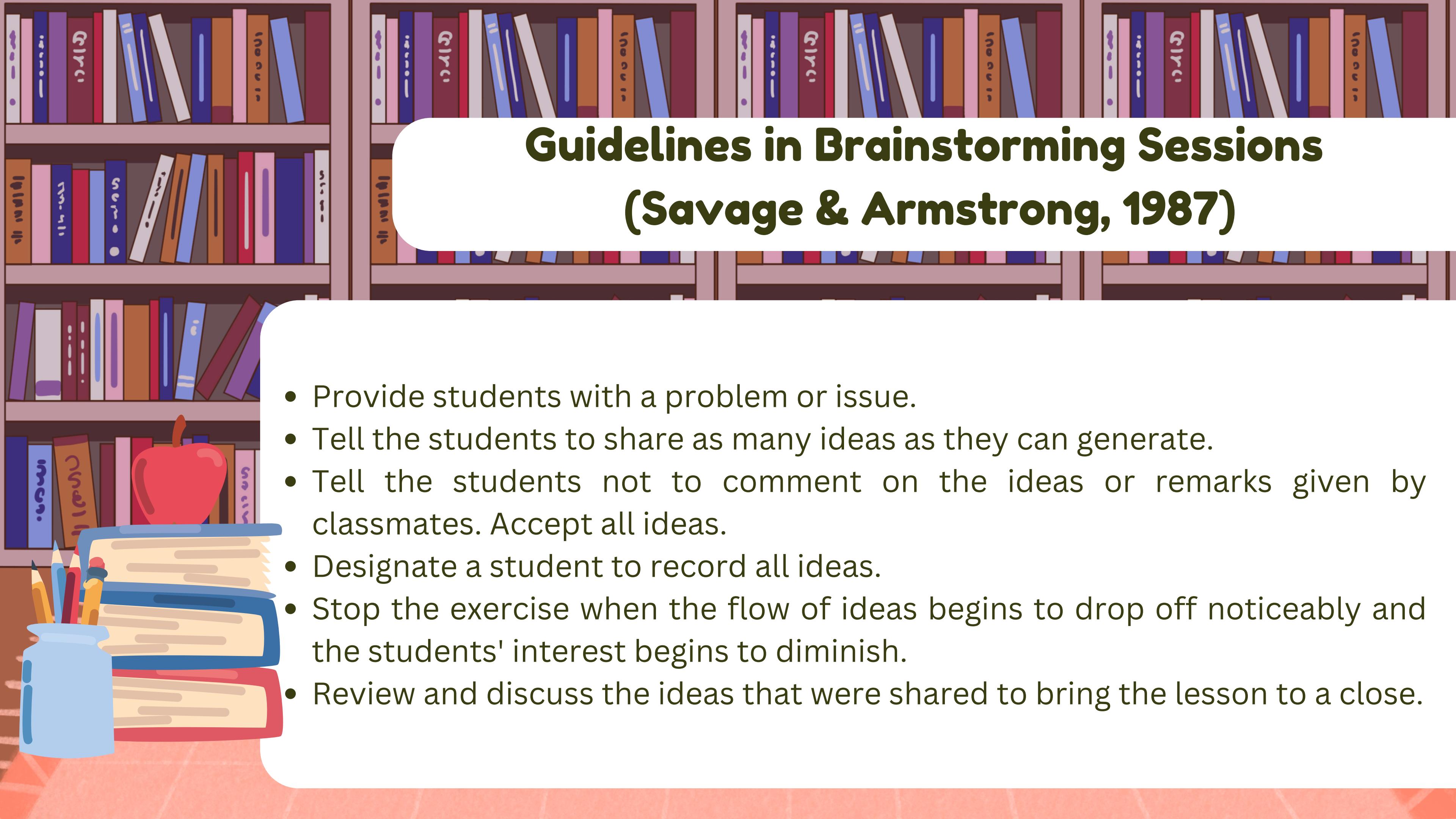
What happened?

Why did it happen?

What were the consequences?

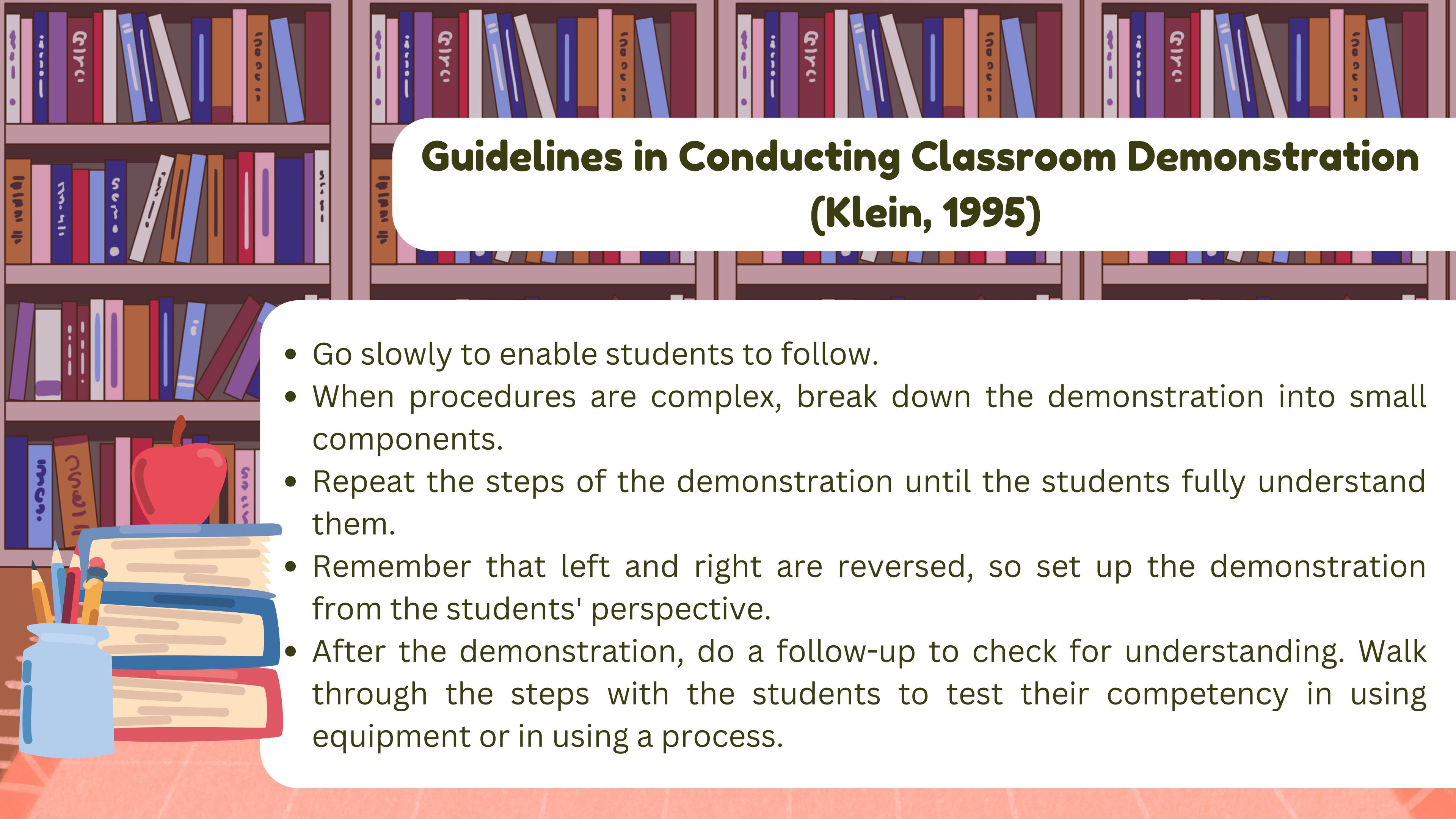
Principles / Guidelines





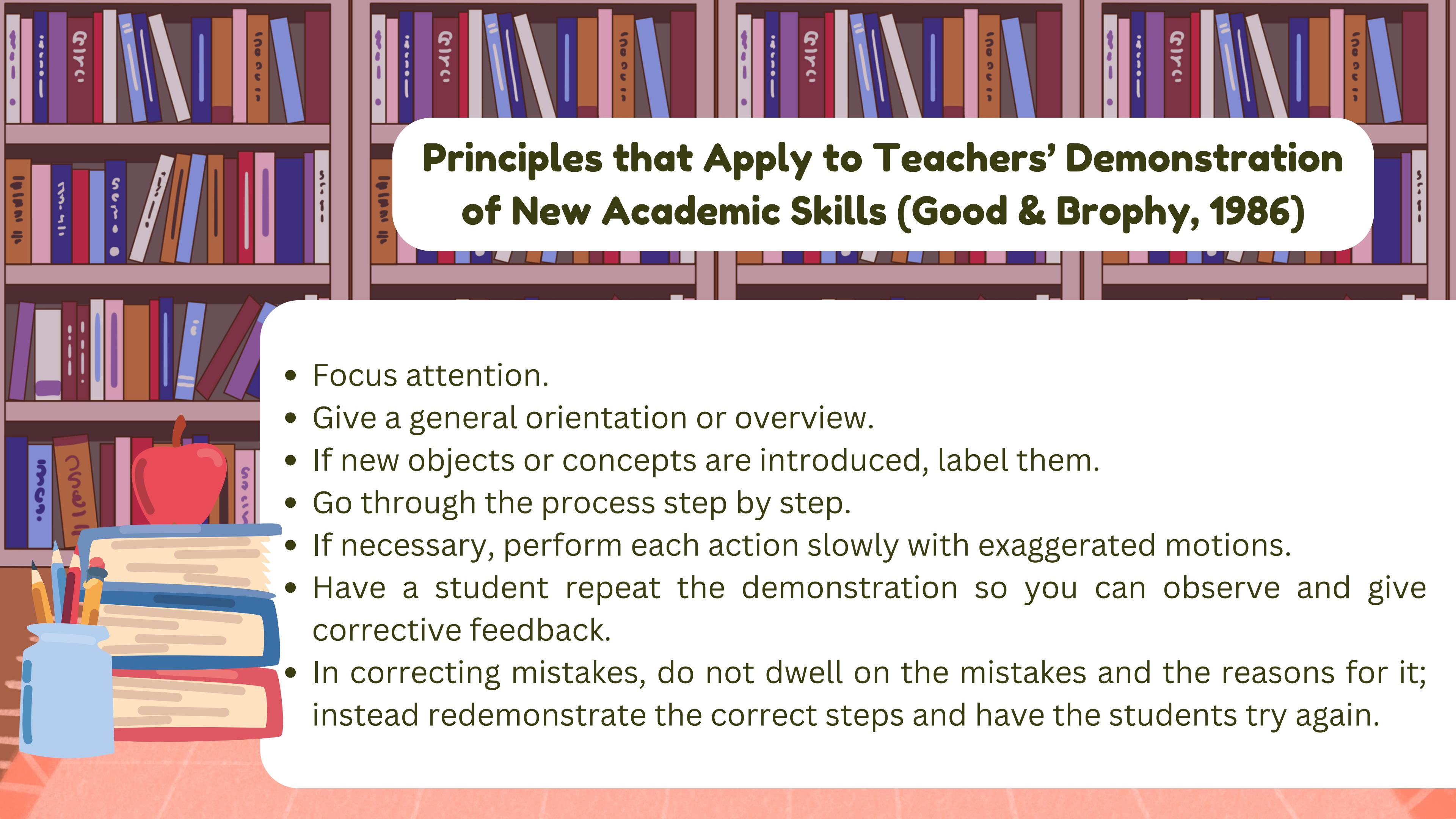
Guidelines in Brainstorming Sessions (Savage & Armstrong, 1987)

- Provide students with a problem or issue.
- Tell the students to share as many ideas as they can generate.
- Tell the students not to comment on the ideas or remarks given by classmates. Accept all ideas.
- Designate a student to record all ideas.
- Stop the exercise when the flow of ideas begins to drop off noticeably and the students' interest begins to diminish.
- Review and discuss the ideas that were shared to bring the lesson to a close.



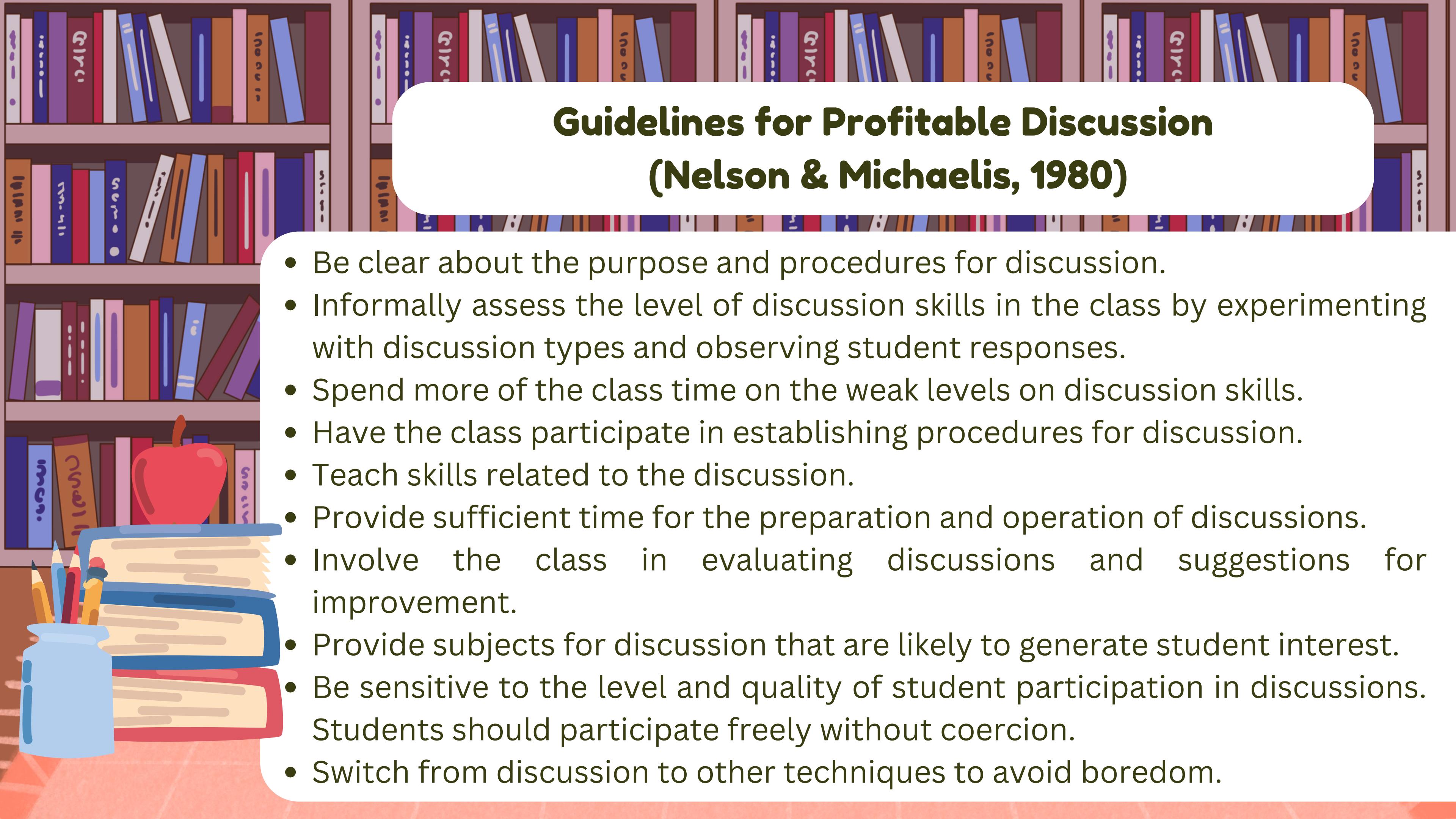
Guidelines in Conducting Classroom Demonstration (Klein, 1995)

- Go slowly to enable students to follow.
- When procedures are complex, break down the demonstration into small components.
- Repeat the steps of the demonstration until the students fully understand them.
- Remember that left and right are reversed, so set up the demonstration from the students' perspective.
- After the demonstration, do a follow-up to check for understanding. Walk through the steps with the students to test their competency in using equipment or in using a process.



Principles that Apply to Teachers' Demonstration of New Academic Skills (Good & Brophy, 1986)

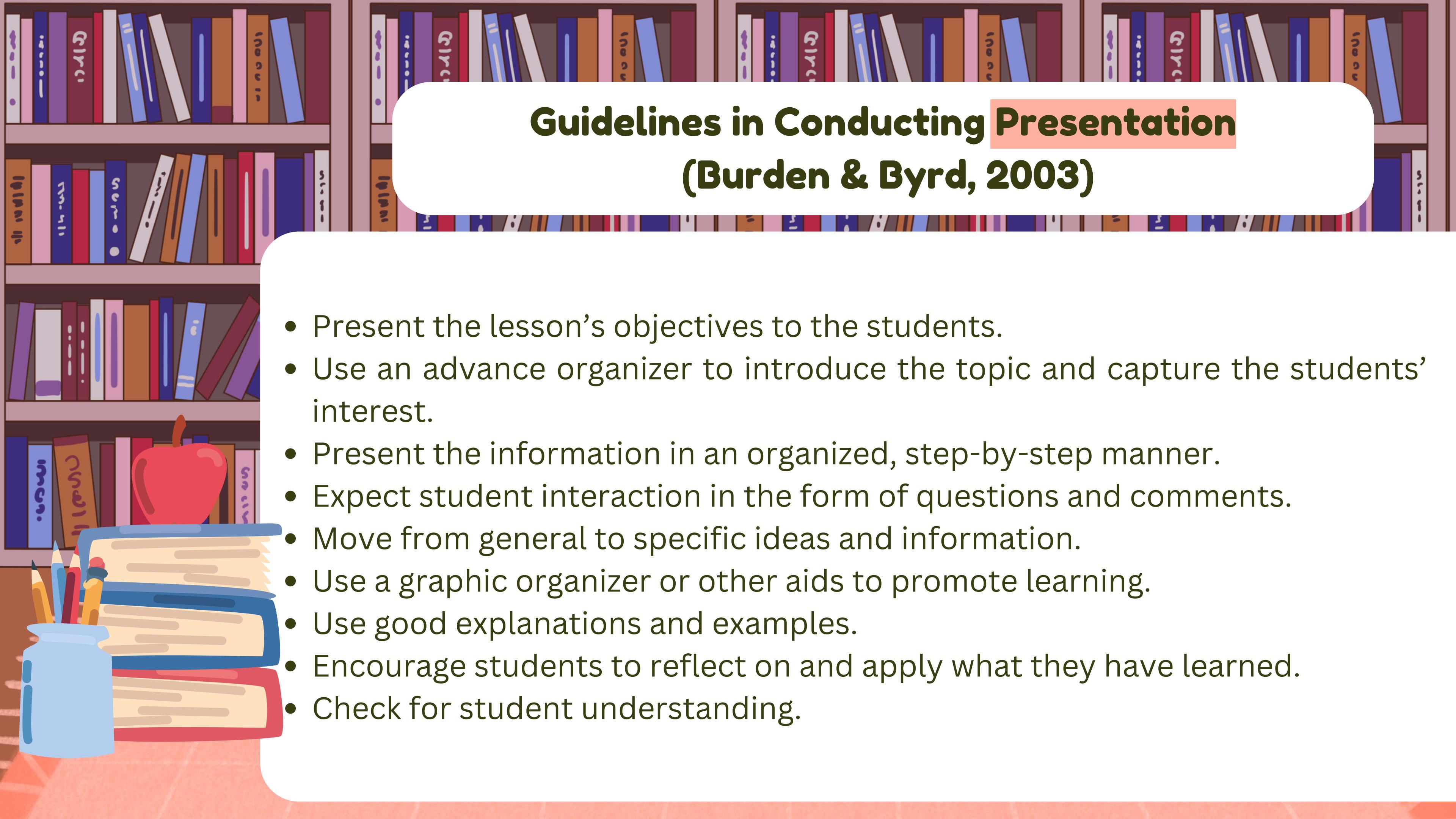
- Focus attention.
- Give a general orientation or overview.
- If new objects or concepts are introduced, label them.
- Go through the process step by step.
- If necessary, perform each action slowly with exaggerated motions.
- Have a student repeat the demonstration so you can observe and give corrective feedback.
- In correcting mistakes, do not dwell on the mistakes and the reasons for it; instead redemonstrate the correct steps and have the students try again.



Guidelines for Profitable Discussion

(Nelson & Michaelis, 1980)

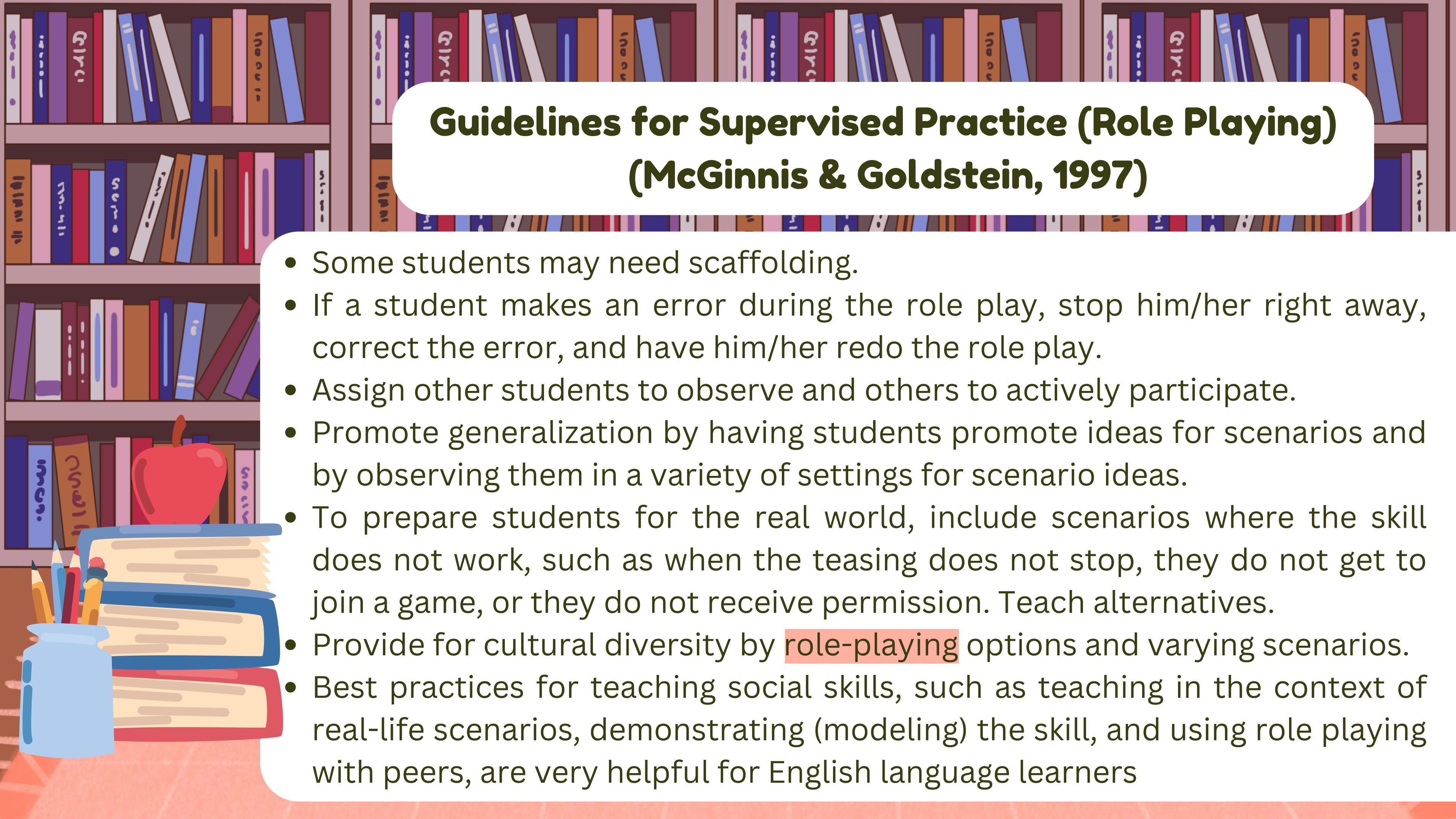
- Be clear about the purpose and procedures for discussion.
- Informally assess the level of discussion skills in the class by experimenting with discussion types and observing student responses.
- Spend more of the class time on the weak levels on discussion skills.
- Have the class participate in establishing procedures for discussion.
- Teach skills related to the discussion.
- Provide sufficient time for the preparation and operation of discussions.
- Involve the class in evaluating discussions and suggestions for improvement.
- Provide subjects for discussion that are likely to generate student interest.
- Be sensitive to the level and quality of student participation in discussions. Students should participate freely without coercion.
- Switch from discussion to other techniques to avoid boredom.



Guidelines in Conducting Presentation

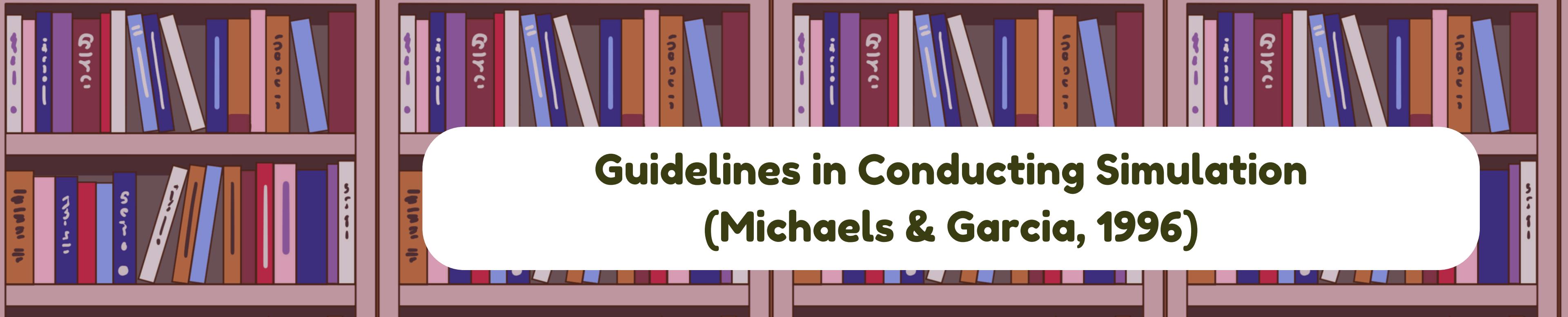
(Burden & Byrd, 2003)

- Present the lesson's objectives to the students.
- Use an advance organizer to introduce the topic and capture the students' interest.
- Present the information in an organized, step-by-step manner.
- Expect student interaction in the form of questions and comments.
- Move from general to specific ideas and information.
- Use a graphic organizer or other aids to promote learning.
- Use good explanations and examples.
- Encourage students to reflect on and apply what they have learned.
- Check for student understanding.



Guidelines for Supervised Practice (Role Playing) (McGinnis & Goldstein, 1997)

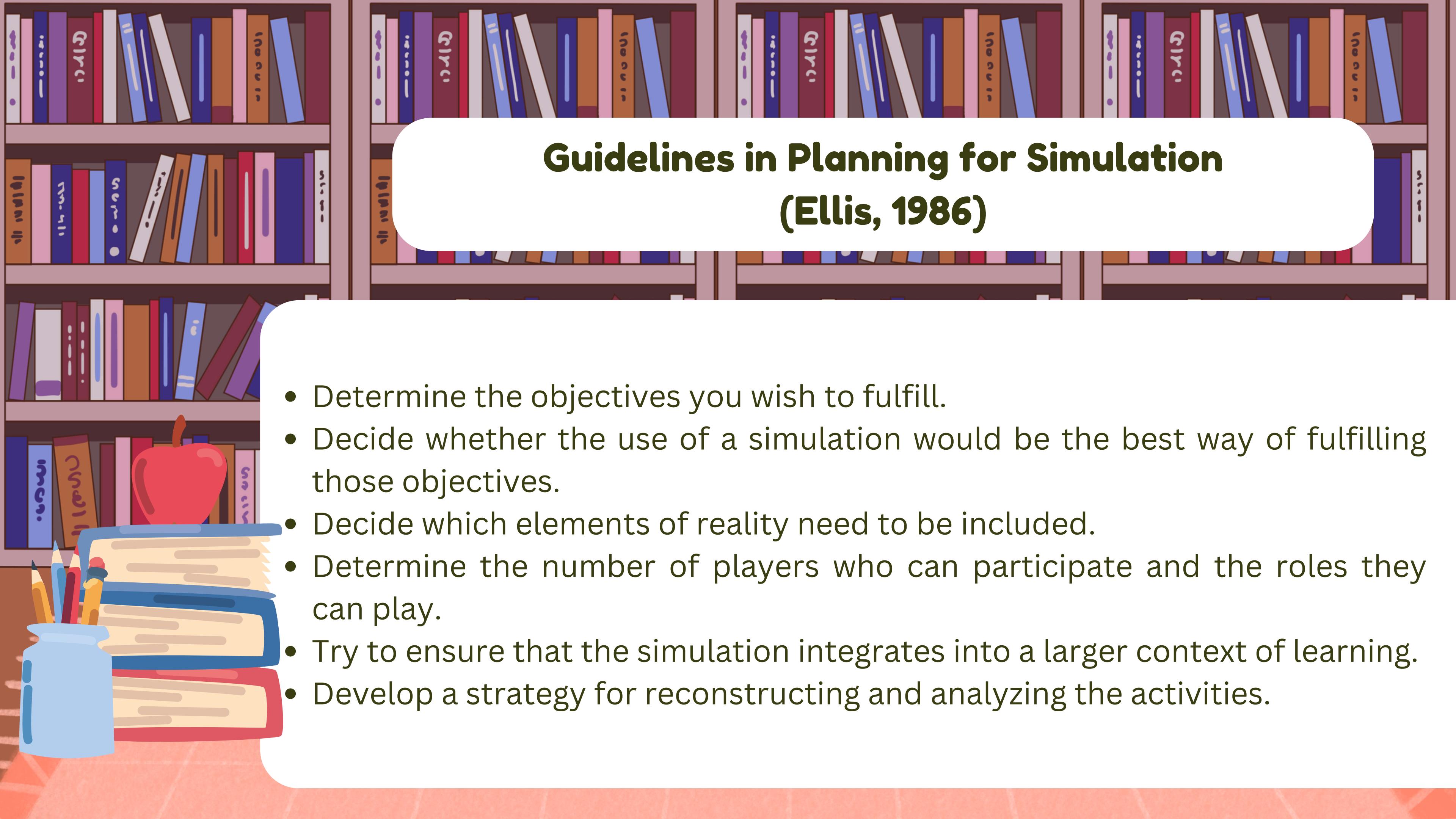
- Some students may need scaffolding.
- If a student makes an error during the role play, stop him/her right away, correct the error, and have him/her redo the role play.
- Assign other students to observe and others to actively participate.
- Promote generalization by having students promote ideas for scenarios and by observing them in a variety of settings for scenario ideas.
- To prepare students for the real world, include scenarios where the skill does not work, such as when the teasing does not stop, they do not get to join a game, or they do not receive permission. Teach alternatives.
- Provide for cultural diversity by **role-playing** options and varying scenarios.
- Best practices for teaching social skills, such as teaching in the context of real-life scenarios, demonstrating (modeling) the skill, and using role playing with peers, are very helpful for English language learners



Guidelines in Conducting Simulation

(Michaels & Garcia, 1996)

- 
- Make a plan to clarify objectives, concepts to be used, roles and rules, time limits, space arrangements, and assignments of roles to students.
 - Make sure that the objectives, rules, and other elements of the plan are understood by the entire group.
 - Provide directions as needed during the simulation to help students keep the objectives in mind and follow the specific rules.
 - Guide group debriefing and evaluation after the simulation, with attention to problems, effectiveness of strategies and decisions, needed modifications, and ways to make improvements.



Guidelines in Planning for Simulation (Ellis, 1986)

- Determine the objectives you wish to fulfill.
- Decide whether the use of a simulation would be the best way of fulfilling those objectives.
- Decide which elements of reality need to be included.
- Determine the number of players who can participate and the roles they can play.
- Try to ensure that the simulation integrates into a larger context of learning.
- Develop a strategy for reconstructing and analyzing the activities.

RECITATION TIME



1ST QUESTION

**Give at least one of the
alternative teaching strategies.**

2ND QUESTION

What does K-W-L stands for?

3RD QUESTION

**What are the three logical
questions in Tri-question
approach?**



THANK YOU

