**TAXONOMY FOR INDENTIFYING, CLASSIFYING AND INTERRELATING TEACHING STRATEGIES[[1]](#footnote-1)**

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| CATEGORIES | Associative  Group students based on their skills, needs and interests to help facilitate mental, emotional, and/or social growth. | Deliberative  Encourage a thoughtful exchange of ideas to promote cognitive, social, and verbal communications skills. | Expositive  Provide information, oral or written, in an orderly, authoritative and intelligible manner, to a receptive audience. | Individualistic  Provide instruction designed to meet the skill needs and interests of the student, based on individual assistance. | Interrogative  Use questioning skills to encourage participation, clarify and evaluate understanding and promote higher thinking. | Investigative  Solve problems, based on inductive reasoning, by collecting and analysing data, and drawing conclusions. | Performative  Encourage creative, aesthetic, and or psychomotor expression based on the dramatic/fine arts, and physical skills. | Technological  Allow students to access and record information by means of mechanical devices, from film projectors to computers. |
| STRATEGIES | E.g. dyads, partners, cross/multi-age, ability and interest groups, heterogeneous, homogeneous, cooperative learning teams | E.g. debate, round table, conference, panel, symposium, magic circle, fishbowl, brainstorm, buzz session, class discussion | E.g. lecture, recitation, review, oral or written report, textual readings, graphical materials, demonstration, modelling, testing | E.g. programmed self-paced, packet, contract, learning styles, mastery learning, independent study, tutorial, interest centres | E.g. convergent, divergent, prompt, probe, redirect, repetition, interview, open-ended, higher level Socratic questioning | E.g. inquiry, exploration, problem solving, critical thinking, experimentation, laboratory, case study/method, discovery | E.g. dramatic play, role play, story-telling, choral reading, calisthenics, dance, mock trial, rehearsal, simulation, gaming | E.g. audio/video-recording, data/film projection, televising, videoconferencing, word processing, webquest, emailing |
| STRATEGY  OBJECTIVES | 1. Encourage students to develop particular skills with the support of group members; 2. Facilitate a spirit of cooperation, decision making, and task resolution through group interaction; 3. Help each group member achieve self-confidence and self-esteem through a non-threatening group atmosphere; and 4. Encourage group members to respect each other’s contributions, weigh the merits of opposing arguments, and to achieve group consensus. | 1. Encourage students to examine attitudes and opinions objectively and to be receptive to new ideas; 2. Help students achieve higher levels of thinking, such as analysis, synthesis and evaluation; 3. Promote a consensus decision making after carefully examining various positions; and 4. Develop communication skills by encouraging students to express their ideas carefully and logically. | 1. Develop the listener’s ability to identify the essential information by means of note- taking, highlighting text etc.; 2. Provide a body of precise information that the instructor can hold the listener responsible for learning; 3. Be efficient as the presenter can determine the amount of content and the time; and 4. Allow the providing source a structure that will minimise digressions and extraneous information. | 1. Provide for personal one-on-one attention when needed; 2. Reduce the amount of frustration students might experience from group competition; 3. Allow individuals to assume responsibility and directing much of their own learning; and 4. Provide a sense of security by allowing the individual to work at a comfortable pace. | 1. Encourage a sequential development of thinking skills from recalling information to constructing generalisations and making value judgements; 2. Prompt students to identify critical information and to emphasise relevant information; 3. Encourage active participation by giving each student an opportunity to ask and respond to questions; and 4. Improve the student’s achievement and sense of accomplishment by asking appropriate questions and allowing sufficient time to respond. | 1. Increase motivation by allowing students to direct much of their own investigation with the teacher’s guidance; 2. Promote greater understanding and increased retention by often providing for active and hands-on learning; 3. Encourage the development of social skills and interdependence by means of small group investigations; and 4. Require students to arrive at valid conclusions based on supporting data. | 1. Encourage self-discipline by requiring practice and rehearsal; 2. Make learning more personal and relevant to students by fulfilling their cognitive, emotional physical and aesthetic needs; 3. Encourage the development and expression of personal values and feelings; and 4. Promote social responsibilities and values by means of group interaction, mutual assistance and shared decisions making*.* | 1. To increase attention and motivation as students often regard technology as a major source of entertainment and learning; 2. Help organise information, provide multi-sensory communication, and immediate feedback, especially in the case of interactive technology; 3. Provide students with technical, interpersonal, and communication skills needed to be successful in the workplace; and 4. Encourage active participation and student-centred learning by means of interactive strategies. |
| Associative |  | Associative/Deliberative | **Associative/Expositive:**  Dyads (partners)/Written Report.  **Objective:** assist each other to locate concepts and complete a topical outline | Associative/Individualistic | **Associative/Interrogative:**  Ability Grouping/Higher Level Questions  **Objective:** allow advanced learners to interact and encourage diverse solutions | Associative/investigative | Associative/Performative | **Associative/Technological:**  Interest Grouping/Video Project  **Objective:** explore a topic of mutual concern and design a video documentary |
| Deliberative | **Deliberative/Associative:**  Debate Format/Opposing Teams  **Objective:** construct supportable arguments and provide team preparation sessions |  | **Deliberative/Expositive:**  Conference Session/ Oral report  **Objective:** examine various viewpoints and prepare an articulate presentation | Deliberative/ Individualistic | Deliberative/Interrogative | Deliberative/investigative | Deliberative/Performative | **Deliberative/Technological:**  Buzz Session/Word Processing  **Objective:** sharing and examining opinions and composing a summary of proceedings |
| Expositive | Expositive/ Associative | Expositive/Deliberative |  | **Expositive/Individualistic:**  Lecture Format/Independent Study.  **Objective:** presentation of conceptual matter and gather additional information | Expositive/Interrogative | Expositive/investigative | **Expositive/ Performative:**  Textual Reading/Dramatic Play  **Objective:** analyse famous poetry and portray through spontaneous acting | **Expositive/Technological:**  Demonstration Session/Internet Search  **Objective:** present sequential steps and conduct a successful search |
| Individualistic | Individualistic/Associative | Individualistic/Deliberative | Individualistic/Expositive |  | **Individualistic/Interrogative:**  Tutorial Assistance/ Prompt Questions  **Objective:** assist students to identify images and provide questions to focus attention | **Individualistic/investigative:**  Interest Centres/ Explore Manipulatives  **Objective:** provide personalised materials and design creative solutions to problems | **Individualistic/Performative:**  Mastery Learning/Gymnastic Event  **Objective:** practice exercises from manual and present routines before an audience | Individualistic/Technological |
| Interrogative | Interrogative/Associative | **Interrogative/Deliberative:**  Socratic Method/Round Table Session  **Objective:** conduct value-laden questioning and encourage an exchange of ideas | **Interrogative/Expositive:**  Convergent Questioning/Reciting Verses  **Objective:** foster knowledge based responses and evaluate ability to recall information | Interrogative/Individualistic |  | Interrogative/investigative | Interrogative/Performative | **Interrogative/Technological:**  Interview Format/Video Conferencing  **Objective:** gather opinions by asking questions and conduct an interactive interview |
| Investigative | **Investigative/Associative:**  Experimental Task/ Cooperative Learning  **Objective:** collect and analyse relevant data and require each member to participate | **Investigative /Deliberative:**  Case Study/Panel Discussion  **Objective:** conduct field research on a problem and report findings in a formal setting | Investigative/Expositive | Investigative/Individualistic | **Investigative/Interrogative:**  Problem Solving /Divergent Questions  **Objective:** encourage systematic thinking and compare various solutions |  | Investigative/Performative | Investigative/Technological |
| Performative | **Performative/ Associative:**  Choral reading/Heterogeneous Group  **Objective:** develop oral expression and develop group participation | **Performative /Deliberative:**  Gaming Event/Class Discussion  **Objective:** engage in a strategic contest and conduct a debriefing session | Performative/Expositive | Performative/Individualistic | **Performative/Interrogative:**  Storytelling Session/Probe Questions  **Objective:** dramatise events and characters and explore personal reactions | Performative/investigative |  | Performative/Technological |
| Technological | Technological/Associative | Technological//Deliberative | Technological/Expositive | **Technological/Individualistic:**  Audio recording exercise/Self-paced activity  **Objective:** gather information from an audio recording and complete a self-instructional worksheet | Technological/Interrogative | **Technological/investigative:**  Computer Software/Critical Thinking  **Objective:** operative interactive software and develop a written critique | **Technological/Performative:**  Film Projection/ Simulation Exercise  **Objective:** gather information on a famous event and re-enact in classroom setting |  |

1. Based on the work of Charles R. Beck, (1998), ‘A taxonomy for identifying, classifying, and interrelating teaching strategies’, Vol. 47, No. 1 , *The Journal of General Education*, pp. 37-62, [↑](#footnote-ref-1)