Student Learning Experiences

Developed
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Preparing Classroom Outcomes

- Analyze a task or activity to identify components
- Assess the entry level abilities of students
- Analyze and organize a sequence of materials, learning activities introducing skills and procedure for effective transfer of training.
- Develop a lesson plan according to an acceptable format as provided by the instructor.
Preparing Classroom Outcomes

- Identify or develop evaluation instruments to measure performance objectives for classroom and laboratory.
- Identify and analyze instructional resources and activities in terms of their ability to positively influence performance.
- Develop demonstration techniques.
GUIDING STUDENT LEARNING EXPERIENCES

- Briefly review previous lesson
- Guide the student through each new concept or skill two or three times
- Use verbal cues or reminders of actions to take during a maneuver or mental process
GUIDED PRACTICE

Student understanding is checked during supervised periods of practice followed by closure

- Student response is encouraged and used as a basis for reinforcement or re-teaching.
- Effort is made to maximize students’ engaged time.
- Level of learning is checked before students are asked to proceed to the next step.
- Questions are posed at different levels of difficulty and abstraction.
- Review techniques are used that foster retention and recall.
GUIDED PRACTICE

- Students receive positive feedback followed by corrective action when needed.
- Students are given opportunities to refocus, reflect and internalize essential learning.
- Students are given an opportunity to demonstrate new skills and knowledge through performance, and or verbalizing what they have learned.
INFLUENCING STUDENT BEHAVIOR

- Clear, simple rules and consequences established and communicated early, applied consistently and firmly.
- Appropriate behavior and consequences of misbehavior are stressed. (Demonstration, Practice, Feedback)
- Parents are aware of the rules and consequences.
- Students are provided feedback about their behavior.
INFLUENCING STUDENT BEHAVIOR

Potential problems are controlled through low profile interventions:

- Eye contact
- Physical proximity
- Using name
- Stating the rule

Incentive systems can be used to encourage positive behavior

Negative consequences of misbehavior
TEACHER / STUDENT INTERACTION

CREATE A SUPPORTIVE LEARNING CLIMATE.

CONVEY APPROPRIATELY HIGH EXPECTATIONS FOR ALL STUDENTS.
- Communicate Goals And Objectives To Students And Help Them Work Toward Their Achievement.
- Communicate That All Students Can Learn Content And Skill To Be Taught.
TEACHER / STUDENT INTERACTION

- HOLD ALL STUDENTS ACCOUNTABLE FOR MEETING STANDARDS.
  - Set And Maintain Standards For All Work.

- TREAT ALL STUDENTS EQUITABLY
  - Apply Rules Consistently.
  - Show Respect For All Students.
  - Reward, Praise, And Show Appreciation For All Students.
TEACHER / STUDENT INTERACTION

- ELICIT PARTICIPATION FROM ALL STUDENTS.
  - Provide Opportunity For All Students To Answer Questions.
  - Use A Variety Of Questioning Techniques.
  - Use A Variety Of Methods To Ensure Student Participation.

- SPEAK AND WRITE CLEARLY, CORRECTLY, AND AT AN APPROPRIATE LEVEL FOR STUDENT UNDERSTANDING.
  - Use Oral And Written Language Correctly.
  - Use Language That can Be Understood By Students.
  - Respond To Student Questions Clearly And Concisely
“Teacher Behavior Toward Children For Whom Low Expectations Are Held Tends To Be Expressive Of That Low Expectation, And Increases The Probability That The Expectation Will Be Fulfilled, And That The Child’s Educational Opportunities Will Be Curtailed.”

. SAM KERMAN
INFLUENCING STUDENT BEHAVIOR

STRATEGIES FOR ENCOURAGEMENT

- To Encourage Positive Student Behavior And To Prevent Negative Behavior, The Teacher Should:
  - Accept students, without qualification, as they are - as unique individuals.
  - Instill confidence in students, encourage them to try and not be afraid of trying.
  - Emphasize the positive - identify students strengths.
  - Respect yourself and your students.
  - Teach students to evaluate their quality characteristics and their behavior.
  - Be realistic about what you need to teach and do to reinforce proper behavior.
  - Show students that you really care.