TEACHING STRATEGIES AND DEFINITIONS

(Online Public Resource)

STRATEGY	DEFINITION
Advanced Organizer	Designed to activate prior knowledge and help students become more receptive to the learning that follows.
Affinity	A brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.
Air/Talk Drawings	Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so.
Agreement Circles	Used to explore opinions. As students stand in a circle, facing each other, the teacher makes a statement. Students who agree with the statement step into the circle.
Application Cards	At the end of instruction, students write a real application for the knowledge on a small card and submit the card to the teacher.
Artifact Strategy	The teacher presents carefully selected objects (artifacts) to the students, poses a problem, and allows students to collect information about the object, and then formulate answers to the presented problem.
Assumption Smashing	List assumptions, and then eliminate assumptions one by one.
Authentic Questions	Questions generated by learners in response to natural curiosity about the content. Questions spontaneously asked by learners without prompting by teachers.
Book Reports, Brochure Reports, Pamphlet Reports, Instruction Booklet Reports	A factual written summary of information learned in a document form.
Brainstorming/Discussion	Group process where all ideas are accepted and recorded.
Brainstorm Writing	A creativity or problem-solving technique, similar to brainstorming, but individuals write their ideas.
Brochure	Students research a topic then create a brochure to explain the topic to others.
Buzz Sessions	Small, informal group discussions.
C-4 Yourself	Collaborative project strategy with four components: challenge, choice, collaboration, and creation.
Carousel Brainstorming	Subtopics or questions about a topic are posted throughout the room. Student groups brainstorm as they visit each of the topics.
Case Studies/Scenarios	Case studies are real life problems that have arisen in life or the workplace that students must solve. Can also be used to explore interpersonal relationships.
Challenge Envelopes	A statement, word(s), real life problem, question, case study or scenario is placed in an envelope. Students draw envelops and respond to the challenge by identifying solutions to address the challenge.
Checklist	Students develop a listing of criteria to assess a product, report, presentation, or process.
Circles of Knowledge	A graphic organizer that promotes students to write: 3 Facts I Know, 3 Questions I Want Answered, and Answers to My Questions
Class Publications	Students collaborate to create a written work to be published. Formats might include: magazine, newspaper, brochure, map, newsletter, or yearbook.
Collaborative Learning	Any kind of work that involves two or more students.
Collages	Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.
Collective Notebook	A notebook maintained by group in which each member of the group is expected to add an idea or observation during a specified time period (typically each day or each week). The contents of the notebook are regularly shared or published or discussed.
Computer Stimulations	Stimulating events or situations on a computer enables students to experiment with concepts or materials quickly and safely.
Computer-Assisted Instruction (CAI)	Students learn at own pace with interactive computer programs.
Concept Attainment Model	Inductive model of instruction where students are presented with examples and non-examples of a concept. Students generate hypotheses and attempt to describe (and sometimes name) the concept.
Concept Circles	Challenge students to either name the concept or complete the missing section(s) of the circle.
Consider All Factors (CAF)	An approach to decision-making that encourages individuals or groups to increase the number of factors or variables they consider before making a decision.
Cooperative Learning	Students share knowledge with other students through a variety of structures. True cooperative learning includes five essential

	elements: positive interdependence, face-to-face interactions, individual accountability, some structured activity, and team-building (group processing) skills.
Corners	Students are asked to select (by standing next to their choice) from four options which are posted in the corners of the room. Student then defend choices and listen to others' choices.
Creative Thinking Reading	Teams of students work together to solve assigned problems using text provided by teacher.
Cubing	A six-part technique to explore different aspects of topic. The six parts include: describing, comparing, associating, analyzing, applying, and arguing.
Debates	Debates are arguments carried out according to agreed upon rules and used in the classroom to engage students and help them make connections to a concept, problem, issue, or question.
Deliberation	Ask students to support one point of view on topic, then take and support opposing point of view. Then write position paper.
Demonstrations	An activity to show students how things work or how they happen.
Dioramas	A three-dimensional scene, usually created by students, and acting as a miniature model.
Directed Paraphrasing	Students are asked to summarize or explain a concept or theory to a specific (imaginary) audience.
DO IT	Define problem. Open self to new ideas. Identify best solution. Transform ideas to action.
Dramatizing	Students act our rules from stories or historical events.
Dream Diary	Students keep a diary of their dreams, and then can use the images and ideas to relate to learning activities or experiences.
Essays	A short, written work, centered on a single subject.
Experiments	It involves observation, analysis, prediction, testing, and re-evaluation. Students demonstrate or discover something.
Exit Slips	On slips of paper or note cards, students write down their reflections of what was learned in a lesson.
Field Trips/Virtual Field Trips	A field trip is any activity that occurs outside the classroom/or on website for the purpose of providing hands-on experience with objects or people that only occur in certain places.
Find the Fib	Team activity where groups of students write two true statements and one false statement, then challenge other team to "Find the Fib."
Find the Rule	Students are given sets of examples that demonstrate a single rule and are asked to find and state the rule.
Fishbowl	Discussion format where students are selected from class. They sit in front of the class as a panel to discuss topic while class observes. The discussion is opened to whole class.
Five Plus One (5 + 1)	Direct instruction variation where the teacher presents five minutes, students share and reflect for one minute, then the cycle repeats.
Five Whys?	Asking a chain of "why questions," with each question deeper into the root cause of a problem.
Flash Cards	Are note cards with a question, problem, or fact on one side, and the answer or a related fact on the other side. Flash cards can be used by individual students for independent practice, or can be used by pairs of students to practice as a team. Online flash cards take many forms but usually include either a box where you can type in your answer, or have sets of answers to choose from.
Forced Choice	A classroom activity in which a small number of choices are placed around the classroom and students are asked to examine all the choices, and then stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choices.
Forum	A panel in which members talk freely with the audience.
Four Corners	Label the four corners of the room with "Disagree, Strongly Disagree, Agree, and Strongly Agree." Read a controversial statement and have students write on a piece of paper whether they agree, disagree, strongly agree, or strongly disagree with the statement. When all are finished writing, have students go to the corner representing their point of view. All students sharing a point of view work together to collect evidences and present an argument supporting their beliefs.
Freewriting	Freewriting is a timed activity to stimulate the flow of ideas and words. Students are given a topic and must write everything they can think of about the topic. The rules are that students must not stop writing, even if they "run out of things to say." And they may not do any editing or criticism during the writing. After the time is up, you can either read the writing aloud, or scan what you have written and pull out ideas or phrases you can use.
Games	Games can take many forms, but in the classroom, any activity that involves a competition, social interaction, and some form of prize or award would be considered a game. Classroom game activities are typically not graded, and student participation is based on the desire to contribute to a team or to individually achieve some prize or recognition. Usually games have "winners." Ideally, even the "losers" of the game should feel that the experience was enjoyable.
Graphic Organizers	Graphic organizers are visual frameworks to help the learner make connections between concepts. Some forms of graphic

	organizers are used before learning and help remind the learner of what they already know about a subject. Other graphic organizers are designed to be used during learning to act as cues to what to look for in the structure of the resources or information. Still other graphic organizers are used during review activities and help to remind students of the number and variety of components they should be remembering.
Group Investigation	The class is divided into teams. Teams select topics to investigate, gather information, prepare a report, and then assemble to present their findings to the entire class.
Group Work	Any method involving two or more students.
Group Writing	Students work in teams of two or three to brainstorm, write, and edit a single document.
Guess Box	An object is hidden in a container and students ask questions about the content of the box in order to identify it and its characteristics.
Guest Speakers	Guest speakers come into the classroom to share specialized knowledge about their profession or their hobbies. Guest speakers help to form connections between knowledge acquired in the classroom and the real-world applications.
Guided Practice	Guided practice is a form of scaffolding. It allows learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction.
Guided Questioning	A form of scaffolding for reading in which the teacher's questions start out with many clues about what is happening in the reading, and then as comprehension improves, the questions become less supportive.
Hand-On	Any instructional activity that emphasizes students working with objects relevant to the content being studied.
Homework	Work done outside the classroom.
Illustrated Talk:	A form of lecture in which the speaker tells how to do something, or shares information with the audience but does not "show" the audience how to do anything. The talk is supported by visual aids like charts, diagrams, and photgraphs.
Independent Practice	Practice done without intervention by the teacher. This approach includes many activities done with a computer.
Inquiry	A system in which students solve problems or answer questions by forming tentative answers (hypotheses), then collecting and analyzing data to provide evidence for or against their hypotheses.
Inside-Outside Circle	Review techniques. Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Interviews	Interviews may be by the student or may be a form of assessment of the student.
Instructional Technology	Learning through multimedia software. Examples: Virtual Reality, 3-Dimensional, Multimedia, Student Directed, Interactive
Jigsaw	Cooperative activity. The basic steps include, reading, meeting with expert groups, report back to main team, demonstrate knowledge through a test or report.
Journal	A form or writing. Typically done for a few minutes each day. The writing is done in a notebook and is often used to encourage reflection or exploration of ideas of interest to the students. Journal writing is typically not graded, and in some instances, is not read by anyone but the students.
Jumbled Summary	Teacher presents randomly ordered key words and phrases form a lesson to students. Students put the terms and phrases in a logical order to show understanding.
KWHL	Activity where students indicate what they "Know, Want to Know, How to Find Out, Learn."
KWL	"Know, Want to Know, Learn" Students identify what they know about a topic, what they want to know, and after reading or instruction, identify what they learned or would still like to learn.
Laboratory	Classroom activities are performed in an environment which fosters inquiry through experimentation and exploration.
Learning Log	Students write responses to teacher questions as summary of what they have learned or what they do not understand. Used for reflection and to inform teacher or progress.
Learning Modules/Packets	Portable learning centers.
Lecture	A direct instructional method. The teacher talks with the purpose of transmitting information.
Line-Up	Student teams are given concepts that can be put in order. Each team member holds one concept and members line up to Represent the correct order.
Listen-Think-Pair-Share	Students listen to questions, individually think about a response, discuss their ideas with a partner, and then share their ideas with the class.
Memorization	Actively organizing and working with concepts or terminology to improve incorporating those concepts into memory.
Minute Papers	An end-of-class reflection in which students write briefly to answer the questions: "What did you learn today?" and What

	questions you still have."
Note-Taking	The process of recording information presented by a teacher for the purpose of improving recall or understanding by the students.
Observation Logs	An observation log is a form of journal kept by a student to assist in guiding observation. Students typically are asked to answer specific questions during the course of keeping an observation log.
Oral Presentation	A form of direct instruction. Lectures are the most common form of oral presentations in the classroom. Other forms of oral presentation include talks given to describe a project or research findings.
Pair Problem Solving	A problem-solving technique in which one member of the pair is the "thinker" who thinks aloud as they try to solve the problem. The other member is the "listener" who analyzes and provides feedback on the "thinker's" approach.
Panels	In a panel discussion, a small group acts as experts to answer the questions of the people in the larger group.
Partner Discussion	Any discussion involving exactly two people.
PBL (Problem-Based Learning)	Inductive teaching method. Not direct instruction. Teacher poses authentic (real-world) problem.
Phillips 66	Divide students into groups of six and give them six minutes to perform some task. Tasks may range from simple discussion to the solving of complex problems.
Plus, Minus, Interesting	A decision-making strategy. Students silently list positive, negative, and other aspects of a problem or solution. Aspects are shared as a group list. All alternatives are considered before a decision is made.
Portfolio	Portfolios are carefully selected samples of student work accompanied by formal criteria to allow the reader to judge the materials in the portfolios.
Position Paper	A form of writing in which students take a position, then use information from one or more written materials to support that position.
Posters	During exposure to concepts students can create "mini-posters" providing a visual overview of what they already know of a topic. Later in instruction, assigning a poster format encourages students to organize and prioritize materials. Posters can be combined with other forms such as oral presentations and visually enhanced essays.
Quicktalk	Pair activity in which students have a short period (typically 30 seconds) to share all they know.
Qucikwrite	Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing their thoughts.
Research	Student researches a topic, issue, problem, or concern and then reports findings
Simulations	Students simulates a real-life
RSQC2	(Recall, Summarize, Question, Comment, and Connect) A summarization technique in which students Recall (list) key points, Summarize in a single sentence, ask unanswered questions, connect the material to the goals of the course, and write an evaluative Comment.
S.W.O.T Analysis	Analysis of Strengths, Weaknesses, Opportunities, and Threats in a situation.
Seatwork	Individual work by students as they work at their desks. May include reading, worksheets, writing, research, etc
Shadowing	The student follows a professional for several hours or a whole day to learn more about the work done by, and skills needed by that person.
Share-Pair Circles	Divide class into two equal groups and each group forms a circle. The inner circle faces outward and the outer circle faces inward, to form pairs of facing students. In response to teacher questions, each pair discusses their ideas, them one of the circles rotates to create new pairs. Repeat until the original pairs are again facing each other.
Socratic Seminar	Students explore and evaluate the ideas, issues, and values in a particular text. A seminar begins with an open-ended question to start students reflecting on the meaning of the text. Through careful use of listening techniques and further questions, the teacher as a facilitator leads these students to deeper reflection on the work in question.
Symposium	Participants formally present material then respond to questions from the audience.
Ten Plus Two (10+2)	Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats.
Think-Ink-Pair-Share	Students think, write, and pair with another student and then share comments related to lesson topic.
Think-Pair-Share	Students think individually, then pair (discuss with partner), then share ideas with class.
Three Minute Pause	After or during instruction, ask students to pause and reflect on what was learned for three minutes. Students might work individually, in pairs, or in small groups to build summary.
Three-Two-One (3-2-1)	Writing activity where students write: three terms form what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.

Ticket to Leave	Closing activity where students respond in writing or verbally to short assignment.
Turn and Share	Teacher gives directions to students. Students formulate individual response then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
Two Minute Talks	Students talk for two minutes about the lesson topic, concept, question, or program.
Vanity Plates	Students design a vanity plate that depicts the concept, topic, problem, or question being studied.
Work-Based Learning	Learning that is extended outside the classroom and work-related.