

## A TEACHING MODEL\*

Goals →	Strategies →	Resources →	Assessment
What do you want your students to know?	How can you encourage students to learn it?	What learning resources will you make use of?	How can you tell if they learned it?

### Some factors and details to consider in planning for teaching:

#### 1. Setting goals:

- Do learning activities and learning outcomes fit?
- Is the learner ready? Is the activity appropriate?
- What does the learner want or need?
- What are the prior knowledge and experiences of the learner?
- What are the learners interested in it?
- How relevant, practical, and valuable is the learning activity?
- What is the purpose of this learning?  
(e.g., vocational skills/knowledge, promote social change, self-improvement, broad educational goals)

#### 2. Teaching strategies:

- How will I introduce the topic ('the hook') to establish interest and context?
- How much time do you have to work with?
- What is your physical setting?
- What are the teacher's talents, knowledge, experiences and priorities?
- What is the role of the teacher?
- What instructional strategies might you use?
  - Modeling (follow me)
  - Questioning (Socratic method)
  - Move from Guided practice → Independent practice
  - Coaching/tutoring
  - Game format
  - Inductive reasoning (where a study of evidence leads to the formulation of a general principle).
  - Deductive reasoning (involves applying the general principles to explain a particular case)
- Individual/group/cooperative group structures?
- Concept development sequence:
  - Simple to Complex
  - Familiar to New
  - Concrete to abstract

## 2. Teaching strategies (continued):

- 'Hands on' or teacher demonstration?
- Teacher or learner directed inquiry?
- What are the opportunities for practice
- Discovery learning (ex. Design Your Own lab activity)
- Challenge, extensions, applications
- Motivational strategies to encourage engagement

## 3. Resources

- What materials and resources are available?
- What equipment set-up will be needed?
- Will this be a demonstration (one set of equipment/materials) or a student activity (lab or group equipment/materials) needed)?

## 4. Assessment

- Is it integrated with instruction to support learning?
- What are its consequences? Will it likely:
  - Evaluate the student, the instructor, or the program?
  - Support learning?
  - Produce a positive, inclusive learning environment?
- Is formative (supporting learning) and summative (measuring achievement) assessment balanced?
- Do students have opportunities to understand how they will be assessed?
- What evidence is focused on to show that learning has taken place?
- Are criteria for assessment transparent and clear to everyone?

\* Adapted from Bruce Gurney's "A Teaching Model" © 2015