

Instructional strategies concept 2

[Education](#)



Instructional strategies al affiliation Instructional strategies Teaching facts

Teaching facts are prescriptions provided by tutors to learners based on logic that can be proven beyond reasonable doubts (Jackson, 2008). The author also points out teaching facts are mostly provided for in the teaching curriculum (Jackson, 2008). The provisions of teaching facts are given to guide teachers to provide reliable information and facts to students. In this particular case, teaching facts in a Middle school science project is crucial in providing reliable arguments to the students. At this stage, students tend to capture the basics provided to them by their tutors. For this reason, tutors at the middle school level are sensitized on the importance of providing facts when in sessions (Grant, 2004). Additionally, Science is a subject based on facts and proven theories. When providing generative strategy for this prescription, teachers should stick to the curriculum when guiding students throughout the entire science project.

Teaching concepts Teaching concepts refer to a set of particular symbols, objects, and events that can be classified together in terms of shared characteristics and referred to a similar name or symbol (Jackson, 2008). For instance, computers and adhesion. In teaching, concepts are important in Science projects since it helps students in classification of related objects or phenomena. According to Morrison et. al (2011) developing teaching concepts is an easy task that any other prescription since tutors can easily classify theories and matter depending on their relativity to each other. Science revolves around concepts. For this reason, tutors can develop concepts for this particular project depending on the materials and composition of the project (Grant, 2004). For a middle school science project, a tutor may use one concept to develop the project from to reduce the complexity of the project.

Teaching principle and rules

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Teaching principles are used to shape the behavior of tutors when in class or during sessions. This particular prescription acts as guide tool to personal behavior of tutors. Teaching principles revolve around creating a learning environment comfortable for all students. When developing a generative strategy for this prescription such guidelines should be provided (Keefe & Jenkins, 2008): Every pupil has a right to information Instructions should be clear and relevant Learning is a partnership between the tutor and the student Assessment should be purposeful and with no biasness Responsive environments help student engage in content and purpose of the project Teaching procedures This particular prescription is related to the provisions of the prescription on teaching principles. However, teaching procedures are provided depending on the curriculum and teaching activity rather than a tutor's personality. In a Science project, a teaching procedure can be developed depending on the purpose of the project. For instance, the project may be based on developing a classification chart on insects depending on their characteristics. On this note, the procedure should be developed with regards to finding the set insects needed for the project. In an argument by Keefe & Jenkins (2008) teaching procedures can also be developed depending on the learning styles and concepts preferred by the learners. For instance, middle school students may prefer a learning style based on visual aids. This would help them understand the contents of the project and retain the information acquired. Teaching interpersonal skills This prescription refers to an involuntary characteristic of a tutor (Morris et. al, 2011). For instance, a tutor may have exceptional skills in the field of science but lack the same in the field of math. Developing a generative strategy to support this prescription should be based on the strengths and weaknesses of a

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tutor. In relating this prescription to a middle school science project, the tutor in charge of the project should have exceptional qualities in the field of science. Additionally, the tutor should have skills to handle this particular level of class. The tutor should also have an experience in undertaking science projects to completion (Grant, 2004). Conclusively, the tutor in this particular case should have interpersonal skills that relate greatly to both the field of science and handling students at the middle school level. Teaching attitudes Jackson (2008) defines attitude as a person's ability to have prevailing tendencies and favorable response to unfavorable events or towards a person. Teaching attitudes on the other hand refer to the ability of a tutor to provide education to all students regardless of their relationship or classroom position. For instance, handling a Science project means spending a lot of time with students. In this particular case, the tutor should have the required patience and a friendly attitude to all the students. Grant (2004) points out teaching attitudes are greatly influenced by the relationship between a tutor and their institution of service. For this reason, institution should generate favorable working environments to bring out the best attitude in their tutors'. References Grant, R. (2004). Contemporary strategy analysis. London: Blackwell publishing. Jackson, J. (2008). Measurement issues concerning a personality model spanning temperament, character and experience. New York: Sage Publishers. Keefe, J. & Jenkins, M. (2008). Personalized instruction: The key to student achievement. Lanham, MD: Rowman & Littlefield Education. Morrison, G., Ross, S., Kemp, J. & Kalman, H. (2011), Designing Effective Instruction. New York: Wiley.