

Teaching Strategies

| Туре | Best Uses | Audience Status | Special Aspects | For Best Results |
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| Lecture/direct instruction | Mini-lecture Summarize group work To conclude an activity by summarizing learning points | Passive listening Reaches only one learning style | Implies superiority of speaker and ignores experience of learners May produce boredom Supports false notion that saying creates learning | Use only as a mini-lecture (5 minutes or less) Tailor to emphasize a topic's impact or importance to students Solicit input from your audience Follow with a participatory activity |
| Small-group learning activity Brainstorming Fish Bowl Tag Discussion Round Robin Small Group Work Think, Pair, Share | To integrate the following: 1. Personal experiences 2. Individual knowledge 3. Specific perspectives 4. Consensus on issues 5. Responses and reactions To prepare for a subsequent activity | Everyone participates Creates shared ownership in outcome Reaches multiple learning styles | Learners can practice using information provided Practical framework better addresses educational needs Instructors and participants have greater equality Can have groups do same or different tasks | Write concrete learning objectives Ensure accountability by requiring groups to complete and submit a handout related to the activity Consider the make-up of the groups Provide groups with precise written instructions Small groups should have no more than 5 members; sometimes working in pairs is useful Assign specific roles to small group: recorder, reporter, time-keeper Allocate time to specific activities and monitor and be prepared for groups that end early Conclude and debrief with a structured large-group discussion |

Adapted by Margaret Fisher for Street Law, Inc. from Michael W. Runner, JD, Family Violence Prevention Fund, based in part on *Curriculum Program, and Faculty Development: Managing People, Process and Product*, Waldrop and Conner, 1994, JERITT.



| Role-Play and Simulation Role-play: Participants feel like, think like, and/or act like another individual and "act out" a particular problem or situation Simulation: Participants react to a specific problem within a structured environment Legislative Hearing Mock trial Moot court Pro se court | To practice/model new skills To present specific content that you wish for students to consider To experience and appreciate different viewpoints | Reaches multiple learning styles Draws students into more active participation Quickly builds relationships among unacquainted students | Learners can apply new information | Set the context and prepare the audience with questions to consider during role-play/simulation Use props to make it more authentic Prepare the participants by providing specific instructions or scripted roles Step aside and let the role-play/simulation unfold Acknowledge the participants and ask how it felt to play their roles Conclude and debrief with a structured large-group discussion |
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| Individual activity Each One Teach One P.R.E.S. Method | To reflect on specific issues and their resolution To apply new information To accomplish learning objectives | Students feel individual ownership of their success Reaches limited number of learning styles— reflective | | Give clear instructions for individual work Ask participants to share results with the instructor and/or other students Conclude and debrief with a structured large-group discussion |

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| Teaching about Controversial Issues Structured Conversation for Controversial Issues Take a Stand The Continuum Method | To illustrate multiple sides of a controversial issue To provide discussion To set groundwork for learning about public policy | Active participant involvement | Reaches multiple learning styles Requires instructors to control for emotional reactions Fosters analysis and critical thinking | Clearly communicate that every opinion is right, provided it is backed up with reason Select issues that are of concern to students Ensure that any foundational terms are taught If there is no disagreement, ask for possible alternate opinion Support the lone dissenter |
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| Jigsaw | To teach a lot of information in a short amount of time To teach content and practice important skills: explaining difficult information, asking questions, listening, and communicating. | Active participant involvement | Reaches multiple learning styles Strengthens students' knowledge and selfesteem for knowing information they can teach others | Select topics that are important and relatively unknown to the students Develop a handout for students to keep track of what they learn After the peer teaching, evaluate student learning with an additional activity to ensure the information is understood (e.g., roleplay, case study, etc.) |
| Case study | Apply what students have learned about law to an actual case Probe students' current knowledge and/or sense of fairness | Active student participation Increased interest from using a real world example | Reaches multiple learning styles | Select cases that are applicable to students Have students identify important facts, the key issue(s), and arguments for each side Inform students of court's decision and have them evaluate its significance and impact |
| Games | – Evaluation | Active student participation | Reaches multiple learning styles | Ensure that the rules are fair Keep the focus on learning; don't let students get too carried away by playing the game |

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