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Instructional Strategies for Effective Teaching

By James H. Stronge and Xianxuan Xu

Study Guide

This study guide is a companion to the book *Instructional Strategies for Effective Teaching* by James H. Stronge and Xianxuan Xu. *Instructional Strategies for Effective Teaching* equips educators with ten methods for instruction that research proves can advance student achievement.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote strong instruction.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to improve instruction in your school or district.

Chapter 1

Classroom Discussion

1. What are the two goals for having a quality classroom discussion?

2. Briefly describe the four major types of discussion that Ronald Hyman advises should be used in the classroom.

3. Which of the nine approaches presented for starting a classroom discussion do you use most frequently? Which of these approaches could you see yourself incorporating into your classroom practices more frequently or for the first time, and why?

4. What tactic of your own would you add to the list of approaches that can begin a classroom discussion, which the authors compiled based on the work of Nonye Alozie, Claire Mitchell, William Ewens, Michael Hale, and Elizabeth City?

5. How have you seen a teacher create a learning-centered climate in a classroom that provoked active engagement and widespread collaboration? What did you learn from this teacher's actions?

Chapter 2

Concept Attainment

1. In your own words, define the term *concept*.

2. What does Robert Tennyson and Martin Cocchiarella's research on concept attainment designate as the four methods of teaching concepts?

3. Why should the classical-attribute-identification strategy and the example-comparison strategy be combined in concept instruction in order to optimize student learning?

4. How can teaching incorrect examples be beneficial to students' learning?

5. What is concept attainment, and why is formative assessment integral to it?

Chapter 3

Concept Mapping

1. In your own words, what does concept mapping involve, and what purposes does it serve?

2. What is a key advantage of concept mapping, and why is concept mapping very adaptable in different instructional approaches?

3. Briefly describe the six steps that teachers can take to apply and refine concept maps for the classroom.

4. What tips and criteria does Amy Benjamin offer for carrying out concept mapping and assessing students' concept maps?

Chapter 4

Cooperative Learning

1. What is cooperative learning, and at its core, how does it support students?

2. Which discoveries from the research that delineates the positive impacts of cooperative learning are notable to you?

3. To produce positive results, what five essential elements must teachers be sure to include in constructing cooperative learning experiences?

4. Briefly describe the four steps that educators should study as they plan and implement cooperative learning frameworks.

Chapter 5

Direct Instruction

1. What are the major features of direct instruction? What does direction instruction *not* mean?

2. In the systematic direct instruction process, what practices should be included to influence behavior through observation and modeling?

3. What qualities do Bruce Joyce and colleagues advise that direct instruction practice sessions should have?

4. In all models of direct instruction, what three main steps are typically included?

Chapter 6

Mastery Learning

1. What are the basic features and the advantages of mastery learning?

2. When should corrective feedback and advice for improvement take place in mastery learning?

3. According to Benjamin Bloom, what do *appropriate instruction* and *enough time* mean in a mastery learning approach?

4. Why are students more motivated to learn a subject matter if they are taught using mastery learning, according to Johnson Changeiywo, P. W. Wambugu, and S. W. Wachanga?

5. As adapted from James Block, Robert Burns, and Thomas Guskey, what three steps outline the major features of mastery learning?

Chapter 7

Memorization and Mnemonic Instruction

1. What do the authors mean by *memorization*? How does memorization differ from rote memory?

2. What do the results of Thomas Scruggs and Margo Mastropieri's study of mnemonic instruction of science content suggest about this technique's effectiveness?

3. According to Bruce Joyce and colleagues, what are the threefold effects of memory instruction?

4. Briefly describe each of the four steps in the model that aims to teach memorization and help students learn.

Chapter 8

Inquiry-Based Learning

1. Consider the definitions of *inquiry* provided in this chapter. Then define this term in your own words.

2. How do guided inquiry and structured inquiry differ? In which inquiry condition does research say students show more improvement in science content knowledge and process skills?

3. Briefly describe the five phases in the inquiry learning model that Bruce Joyce and colleagues propose.

4. What do the National Research Council's National Science Education Standards say that students should be able to do in order to engage in scientific inquiry?

5. What are the seven strategies that Barbara Crawford, Joseph Krajcik, and Ronald Marx say can allow inquiry-based learning to thrive?

Chapter 9

Self-Regulated Learning

1. What good qualities do self-regulated learners have?

2. In a study by Brenda Tracy, Robert Reid, and Steve Graham, what self-regulation strategies were developable by and teachable to third-grade students?

3. Define *self-regulated learning*.

4. What essential elements should teachers consider as they devise self-regulated learning opportunities?

5. What skills does self-regulation consist of?

Chapter 10

Meaningful Feedback

1. Through feedback, what do teachers help students better comprehend?

2. According to research, what does feedback focus on when it is particularly effective?

3. In the end, what is the key to effective feedback?

4. What student perceptions of feedback help to form the best relationships between the feedback and students' achievement?

5. Briefly describe the seven attributes of effective feedback.