

Pathways

First Year Unit 2: Strategies and styles

2024



Attention teachers:

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly to consider teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 1st Year students, each approximately 2 hours duration.

- Unit 1: Hidden skills and talents
- Unit 2: Strategies and styles
- Unit 3: Goals and motivations

Some important points about how the Pathways unit's work:

- The slides are classroom ready.
- The teacher notes, with step-by-step guidance for the specific activity on each slide, can be accessed in the associated pdf.
- It is important to show slides in presentation mode (unless prompted to do otherwise in the teacher notes), as some activities depend on animation. Where there is animation on a slide, this is indicated in the teacher notes.

- When the text in the teacher notes is in italics, it is meant to be used by the teacher in speaking with students; when the text is not italicised, it is meant for the teacher only.
- There is very little preparation of materials required. Occasionally, and depending on your students, you might decide to photocopy worksheet slides in advance of class. In activities where preparation is required, you will be prompted on Slide 2 and in the teacher notes.

Thank you for engaging with the Pathways units!

Unit 2: Strategies and styles

Duration: Approx. 2 hours

Suggested learning intentions

We are learning to...

- rank learning and teaching strategies according to how enjoyable and effective they are
- identify our current strongest learning style and what this means for our learning
- make the link between learning and teaching strategies and our learning styles
- reflect on what we did well and what we could improve

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4-6	1	Discussing a range of learning and teaching strategies – the ones we enjoy and the ones that really help us learn
7-12	2	Finding out about our learning styles or strengths by doing a Quiz and calculating our results Reflecting on the experience of doing and discussing the Quiz
13	3	Discussing the learning and teaching strategies that suit different learning styles
14	4	Checking in with the learning intentions
15	Extension task	Surveying our teachers

Wellbeing Indicators

- Resilient
- Connected
- Aware

Key Skills

- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being numerate
- Being creative
- Working with others
- Communicating

Unit 2, Introduction

Hi, I'm Dave.
Nice to meet you!
I'm here to tell you that we use icons
(the small pictures below) in this unit.
These will help you to understand what
you will be doing during the different
activities.
Have fun (and learn lots)!



Individual work



Reading



Group work



Go online



Class
discussion



Extension
activity

SLIDE 3

Unit 2, Activity 1

Art (drawing, designing logos, making posters etc.)	Case studies (about people, places or events)
Creative writing (diary entries, imaginative essays etc.)	Cloze test (complete the sentence, fill in the blanks)
Debate/Walking debate	Drama (role play, freeze frame etc.)
Film (documentaries, TED Talks, YouTube etc.)	Giant steps
Interviews	K-W-L chart (<u>K</u> now, <u>W</u> ant to know, <u>L</u> earned)
Mind maps/spider diagrams (and other graphic organisers)	Mentimeter/Padlet (and other apps)
Newspaper/online articles	Photographs/images (interpreting images, writing captions for photos)
Questionnaire/survey/vox pop	Quiz
Structured discussion (pair, small group, whole class)	Teacher input
Think-Pair-Share (think on your own, pair with someone else and discuss, then share in a group)	Worksheets



SLIDE 4

Teacher notes

Ask for volunteers to read aloud the text in the table (Slide 4).

Does anyone know what these are? What do they all have in common?

These are all learning and teaching strategies (sometimes called approaches or methodologies).

Which of these strategies have you experienced at some point in primary or secondary school? Can you explain this strategy to the rest of the class?

Are there any strategies on the slide that you have never heard of before?

Are there other strategies that belong on this slide?

Use the two spaces at the bottom of the table to insert any additional strategies that students suggest. **NB:** To do this you will need to be in 'normal' not 'presentation' view.

In small group, you are going to rank the learning and teaching strategies on the slide. Firstly, you will rank the strategies under the heading of 'Enjoyable', with the most enjoyable first. Then, you will rank the strategies under the heading of 'Effective' (meaning that the strategy engaged you and helped you to learn), with the most effective first. For both rankings, take note of the top two scoring strategies and be prepared to give the reasons why you ranked these two at the top.

NB: Depending on your class, you might also like to do and share the ranking activity. You can use this as an opportunity to talk to your class about the strategies you most enjoy using in your teaching and the ones where you learn the most from or about your students.

Divide the class into small groups.

Prompt students to take out a piece of paper and pen so that they can write their ranking lists.

Allow sufficient time for discussion and give students a 2-minute warning when they need to change from the first to the second ranking task.

Facilitate feedback from each group, focusing on the reasons why particular strategies are favoured.

Highlight the different choices made by groups and ask students to discuss these differences using the following prompt questions:

- *Did any group have the same one/two strategies ranked at the top for both 'enjoyable' and 'effective'?*
- *What, if anything, does this tell us?*



SLIDE 5

Teacher notes

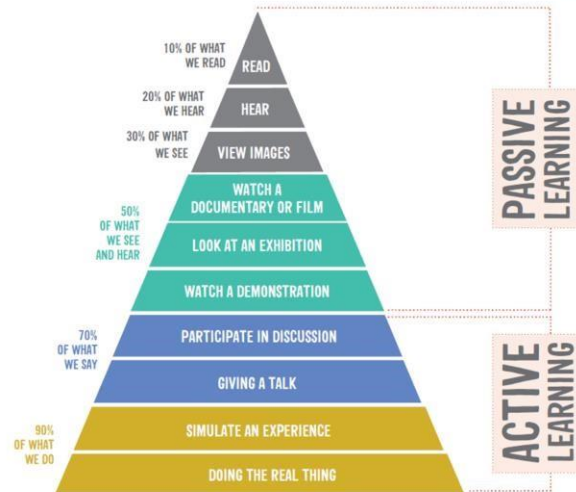
Tell/remind students that there is a focus in junior cycle on building the 8 key skills shown on the slide.

Read each key skill aloud, ensuring that everyone understands what they mean.

Think about your two most enjoyable learning and teaching strategies. Which key skills do you think these strategies help to build?

Now, think about your two most effective strategies. Which key skills do you think these strategies help to strengthen?

Unit 2, Activity 1



SLIDE 6

Teacher notes

The learning pyramid on the slide is based on research that shows that people tend to remember more of their learning when they are actively engaged. This means that learning and teaching strategies, like the ones that we have been talking about, are most effective when students are learning actively.

It is part of a teachers' job to try to keep all students engaged, and hopefully also to make sure that learning is as enjoyable as possible.

The reality is that one strategy may work for one person and a different one for another person. One method may work for certain topics or subjects and a different method for different topics or subjects.

The challenge for you (and your teachers) is:

- *find the best strategies that work for you/the class.*
- *be able to change from one strategy to another as the topic or subject changes.*

Pathways: Learning and teaching strategies log



Name and short description	What went well?	Even better if

SLIDE 7

Teacher notes

Throughout the rest of the Pathways unit(s), we're going to keep a log of the different learning and teaching strategies that we use.

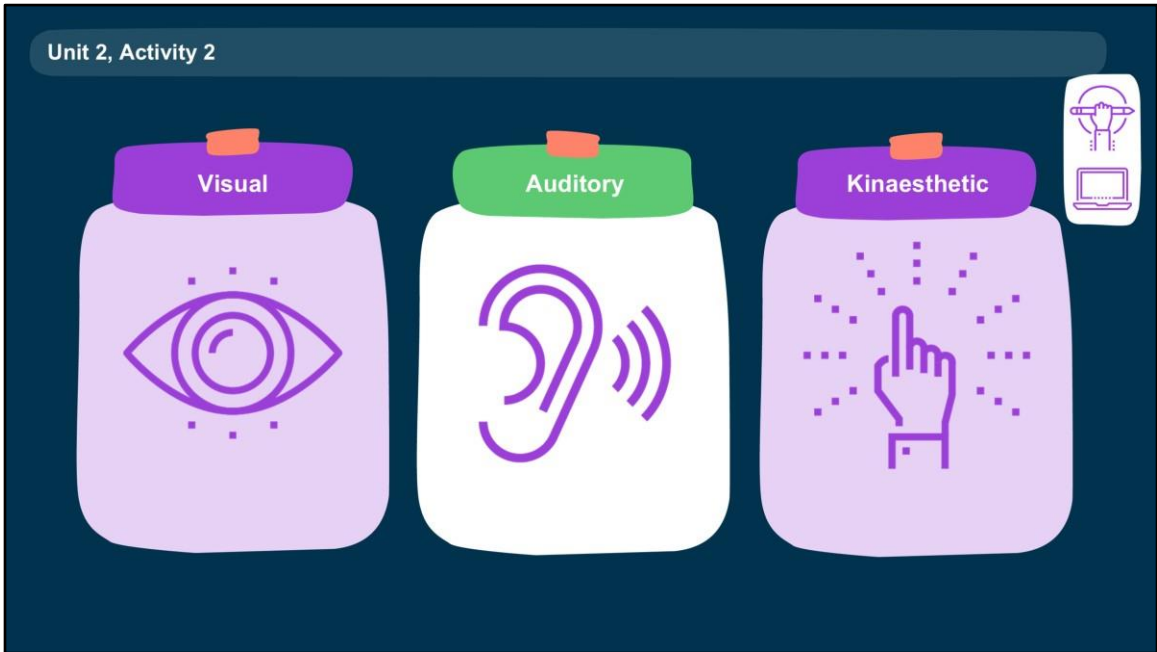
Invite students to copy the table on the slide into their journal/copy.

For every strategy, write the name and a short description, a reflection on what went well and how things could be improved (even better if). The 'what went well?' and 'even better if' columns might be something that your classmates or teacher did well or could do better, but you should try to focus on yourself – that is, identify what you did well and what you can do to improve your own enjoyment or engagement with your learning.

Teachers often do this type of thinking or reflection after a lesson, especially if it's the first time that they have tried a strategy or the first time with a particular class.

Do you think this is a useful exercise for teachers to do? Why/not?

NB: This might be a good time to share an example of a time that you used a strategy for the first time, how it went, your reflections afterwards and if/how this changed how you used this strategy thereafter.



SLIDE 8

Teacher notes (NB: Print one copy of the Learning Styles quiz for each student in advance of class)

Some experts say that the people understand information and solve problems in three different ways.

Visual (seeing) people like to learn through written language such as by reading and writing. They remember what they have written down. They use bullet points, charts, graphs, mind maps, pictures, write stories, or use flash cards.

Auditory (hearing) people like to learn by making speeches or doing presentations, using recordings, reading aloud, creating musical jingles to aid memory or telling stories.

Kinaesthetic (doing) people like to learn by moving, touching or making. They often move about while studying.

Your strongest learning style might, for example, be through seeing things (visual), but that doesn't mean that you aren't also able to learn by hearing (auditory) or making (kinaesthetic). It just means at that point in your life, your visual processing of information and problem solving is the strongest of the three learning styles. In fact, most people use a combination of learning styles, and it is possible to strengthen a learning style over time.

Would you like to know about your learning style(s)? Why/not?

We're going to do a short Learning Styles Quiz with 20 multi-choice questions, to find out which of the three learning styles is your strongest right now.

Distribute copies of the Quiz pdf, available in the First Year Unit 2 section of the Pathways webpage.

Answer each question as honestly as possible to get an accurate result. Try not to leave any question blank. If you are unsure how to answer a question, choose the option that is closest to what you would do in this situation.

Make a note of the number of the option you pick for each Quiz question.

Unit 2, Activity 2



SLIDE 9

Teacher notes

Each question in the Learning Styles Quiz had three options. The first option in every question was the option that a Visual learner would select, the second option was Auditory, and the third option was Kinaesthetic.

Count how many times you selected a Visual option (i), how many times you selected an Auditory option (ii), and how many times you selected a Kinaesthetic option (iii).

Imagine we had someone in the class called X. X got 12 as their total under Visual, 5 as their total under Auditory and 3 as their total under Kinaesthetic.

How can X work out the percentage for each of these?

X needs to divide each total by 20 (the number of questions in the quiz), then multiple that answer by 100. The result is 60% Visual, 25% Auditory and 15% Kinaesthetic.

Work out what percentage you got for each of the learning styles.

What have you learned about the three learning styles by doing the Quiz?

In the next few slides, as we go through the information on the learning styles, see if you recognise yourself in the descriptions.

Keep a note if you come across any tips or hints that might help you to learn more effectively.



People with a visual learning style or strength...



- learn best using methods that are primarily visual, for example, by reading or seeing pictures.
- understand and remember things by sight.
- can picture what they are learning in their head
- often close their eyes to visualise or remember something
- are usually (but not always) neat and clean.
- will find something to watch if they are bored.
- may have difficulty with spoken directions and may be easily distracted by sounds.
- are attracted to colour and to spoken language (like stories) that are rich in imagery.

SLIDE 10

Teacher notes

Ask for volunteer(s) to read the points on the slide aloud.

Remember, regardless of the percentage you got for being a Visual learner, you can work on strengthening your visual information processing and problem solving.



People with an auditory learning style or strength...

- learn best using methods that are primarily auditory, that is, by hearing and listening.
- store information by the way it sounds.
- have an easier time understanding spoken instructions than written ones.
- often learn by reading aloud because they have to hear it or speak it to know it.
- probably hum or talk to themselves or others if they are bored.

SLIDE 11

Teacher notes

Ask for volunteer(s) to read the points on the slide aloud.

Remember, regardless of the percentage you got for being an Auditory learner, you can work on strengthening your auditory information processing and problem solving.



People with a kinaesthetic learning style or strength...

- learn best using methods that are primarily kinaesthetic, that is, by touching and doing.
- understand and remember things through physical movement.
- are a "hands-on" learners who prefer to touch, move, build, or draw to support their learning.
- like to take things apart and put things together.
- may need to take frequent breaks.
- often speak with their hands and with gestures.
- may have difficulty sitting still.
- tend to find reasons to tinker or move around they are bored.
- may be very well coordinated and have good athletic ability.

SLIDE 12

Teacher notes

Ask for volunteer(s) to read the points on the slide aloud.

Remember, regardless of the percentage you got for being a Kinaesthetic learner, you can work on strengthening your kinaesthetic information processing and problem solving.

Now's the time to fill in that first row in your Learning and Teaching Strategies Log (Slide 7).

The name of the first strategy is the Learning Styles Quiz and Discussion.

Take a minute to write a short description of this quiz, then jot down your reflections in the 'what went well' and 'even better if' columns.

Unit 2, Activity 3

Art (drawing, designing logos, making posters etc.)	Case studies (about people, places or events)
Creative writing (diary entries, imaginative essays etc.)	Cloze test (complete the sentence, fill in the blanks)
Debate/Walking debate	Drama (role play, freeze frame etc.)
Film (documentaries, TED Talks, YouTube etc.)	Giant steps
Interviews	K-W-L chart (<u>K</u> now, <u>W</u> ant to know, <u>L</u> earned)
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Questionnaire/survey/vox pop	Quiz
Structured discussion (pair, small group, whole class)	Teacher input
Think-Pair-Share (think on your own, pair with someone else and discuss, then share in a group)	Worksheets



SLIDE 13

Teacher notes

Now that we know a bit more about the way we learn and the diversity of strengths in this class, let's take a few minutes to discuss which learning and teaching strategies suit the different learning styles.

Read each strategy aloud and ask students to indicate which learning style is activated when this strategy is used in class.

What, if anything, have you noticed from matching learning styles to learning and teaching strategies?

Just like every person has different learning strengths or styles, every classroom has a diverse group of personalities and learning strengths or styles. When teachers are planning the learning and teaching approaches that they will use with a particular class, they try to suit all these learning styles over the course of time.


Why do you think teachers do this?

NB: This might be a good time to share an example from your own teaching where you planned teaching strategies because you knew they would suit the learning styles and needs of students.

Unit 2, Checking in with the learning intentions



Hello again!
How did you get on with Unit 2?

Did you learn to...? 

- rank learning and teaching strategies according to how enjoyable and effective they are
- identify our strongest learning style(s) and what this means for our learning
- make the link between learning and teaching strategies and our learning styles

SLIDE 14

Teacher notes

Read each learning intention aloud.

Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.

Unit 2, Extension activity



Here's an idea for you.

Why not carry out a survey of your teachers?

Ask them to identify the learning and teaching strategy they think is most enjoyable and/or effective. They should give you a reason for their choice.

Discuss the survey findings in class. You could even consider going back to your teachers with a comparison of their enjoyable/effective strategies and those picked by your class.



SLIDE 15

Teacher notes

The extension activity suggested on this slide is linked to Activity 1 (Slide 4) and Activity 3 (Slide 13).

Path Project
Institute of Education
Dublin City University



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