

Teacher or trainer talk/lecture

The teacher or trainer gives a verbal input, explaining and describing etc. perhaps with OHT or board to assist.

Teacher or trainer questions, learners answer

'Question and answer' used in the traditional way. The teacher or trainer asks a question, then learners either put up their hands or call out the answer.

Teacher or trainer questions with 'wait time'

'Question and answer' in pairs. The teacher or trainer asks a thought provoking high order question (or at least an open question) and then leaves learners to work on this in pairs for, say, one minute. Then the teacher or trainer asks for answers from volunteers.

Buzz Group

Learners work in a small group for a few minutes to answer a question or complete a task. The teacher or trainer asks for volunteers to give their group's answers.

Buzz Group (Assertive style)

Learners work in a small group for a few minutes to answer a question or complete a task. The teacher or trainer asks the groups if they have an answer and helps those who do not or who ask for help. The teacher or trainer nominates groups to give their answers (not volunteers).

Learners create a leaflet or poster

Learners are given a 'design brief' such as 'design a leaflet/poster summarising the main means of ensuring effective dental care' and work alone or in pairs to create it.

Experiment/practical 'discovery style'

Learners are given a task to do but not told how to do it. Learners plan a method, then check this with the teacher or trainer before starting. Learners who cannot work out how to do it are given a 'recipe style' help sheet or help in some other way.

Learners create a handout

Learners are given a 'writing brief' such as 'write a handout summarising the main means of ensuring effective dental care' and work alone or in pairs to create it.

Pair checking

Learners check each other's work. For example, check each other's calculations, punctuation after this work has been done individually.

Case studies

Learners are given a case study with graded questions. For example, Business Studies learners, after studying marketing, are given the marketing strategy of a small hotel and are asked questions about it. Both mastery and developmental questions are included.

Explaining tasks

Maths/science: Learners study worked examples and then explain the 'how' and the 'why' of the method to each other.
Other subjects: Learners explain the key points of a session to each other at the end of that session. In both cases the teacher or trainer then gives model explanations.

Reading

Learners read text selected by teacher or trainer.

Teacher or trainer demonstrates

The teacher or trainer shows learners how to do something. This could be a practical procedure. It could also be showing learners how to do something on the board/OHT. For example, a teacher or trainer showing learners how to punctuate a sentence or solve a mathematical problem.

Experiment/practical 'recipe style'

Learners are given a task to do along with the materials needed, and are also given a detailed description of how to do the task.

Assertive questioning

Learners are asked an open question. Learners work on this individually, or better in pairs, for one to five minutes. The teacher or trainer asks learners if they have an answer. If they don't, help is given. The teacher or trainer nominates learners to give their answers, (not volunteers).

Paired learner practice

Learners work in pairs on a written task to complete, which requires them to practise a skill demonstrated by the teacher or trainer. For example, doing calculations, punctuating a sentence.

Teacher or trainer-led whole group discussion

The teacher or trainer asks learners a question and then volunteer learners, or nominated learners, give their answer to the group. Some learners may also ask questions or make contributions.

Visits or visitors

Learners have appropriate visits or visitors, perhaps arranging aspects of the visit themselves.

Individual writing task for learners

Learners are asked to write an assignment, essay or similar in the teaching and learning session or on their own.

Learners watch a video or film

This just involves watching the video or film. No other activity is set. However, you might like to consider as a group how this method might be made to differentiate better.

Past paper exam questions

Learners are given a worksheet with a range of questions, starting easy and getting harder.

Tests and quizzes

This is the usual way of doing tests or quizzes where questions are asked, learners respond. The teacher or trainer then establishes the correct answers and the learners or the teacher or trainer mark the responses.

Worksheet

Learners are given a worksheet with a range of graduated questions: that is, starting easy and getting harder.

Researching

Learners are given a topic to research using books, internet, CD-ROM etc. Learners may be given references or asked to find the material for themselves. Learners' understanding is then checked with a short test.

Learner presentation

Learners are given a topic to explain to the group. They may work alone or in a small group to prepare, plan and deliver the presentation. Materials and plans are checked by the teacher or trainer before the presentation.

Guided discovery

Learners are given a question or task to reason out for themselves. For example, 'How should business meetings be run for maximum effectiveness?' Learners present their answer. The teacher or trainer comments on these, confirms good answers, and explains what learners have missed.

Formative tests and quizzes

Questions are asked by the teacher or trainer, and learners respond. Learners mark their own responses from model answers provided. Learners establish which questions they got wrong and work on these. The test/quiz is given again a day/week later but learners only answer the questions they got wrong the first time.

Other method (please state):

Other method (please state):

Other method (please state):

A

B

C