

BEST PRACTICES

- Activate prior knowledge
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- Brainstorming
- Center/station learning
- Cooperative learning
- Graphic organizers
- KWL chart
- Read aloud – reading to children
- Shared Reading – Reading with children
- Independent Reading – Reading by children
- Paired student reading
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- Coaching
- Guided Reading
- Outlining
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- Jigsaw
- Response Journals

ROUND ROBIN READING: WHY NOT?

1. Round Robin reading does not happen in real life; readers have an opportunity to prepare before reading before a group and audiences usually listen without following the text.
2. During Round Robin reading, readers become so concerned about pronunciation that they are not able to concentrate on the meaning of what they are reading.
3. Students are not usually able to self-correct because they are corrected by others.
4. The students who are listening often become inattentive and lose the meaning of the text.
5. Reading aloud can be a source of anxiety and embarrassment for students.
6. Round Robin reading uses valuable class time that could be used more effectively.

ALTERNATIVES TO ROUND ROBIN READING

1. **Choral Reading**-Everyone reads a portion of the text orally together.
2. **Whisper Reading**-Everyone reads in a whisper. One student or the teacher can read orally while the rest are whispering or small groups can whisper read as teacher circulates throughout the group listening.
3. **Echo Reading**- "I read, you read" (great for primary grades). This is usually done in small chunks (one sentence at a time).
4. **Oral Cloze**- The teacher reads orally as the students follow along silently. When the teacher leaves out a word, the students say

the missing word orally. (Try having students jot the missing word on a white board and hold it up).

5. **Paired Reading-** Students are paired and are given a specific purpose for their reading. One serves as the “teacher” while the other is the “student”. The pairs work together to read the text and follow up with an activity (graphic organizer, response journal).
6. **Rehearsed Reading-**The students are assigned ahead of time certain chunks of the reading to practice. After practicing a few times, the students come together to read the whole text.
7. **Jigsaw-**Divide the students into groups, and assign a different section of the text to each group. The group reads the text and devises a plan to teach the section to the rest of the class. This will work well with non-fiction text.
8. **Jump In-** Students rotate reading 4 sentences at a time. When a student finishes reading his 4 sentences, someone jumps in to read. If more than one student jumps in, the class backs off to let one read who hasn't had a chance yet. This technique takes some practice.
9. **Chunked Silent Reading-** Thumbs up when class is done with a chunk of text, then discuss. Use “Accountable Talk” practices.

T & L Resources

Assessment & Outcomes

Campus Resources

Copyright & Plagiarism

Creative Commons and Public Domain

Funding Opportunities

Instructional Technologies

Lending Library

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Quantitative & Symbolic Reasoning

Quick-Start Essentials

Scholarship of T & L

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T & L Centers

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Assessment and Outcomes

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Best Practices in Teaching and Learning

The increasing focus on student learning as the central indicator of institutional excellence challenges many tacit assumptions about the respective roles of college students and faculty. In student-centered education, faculty take on less responsibility for being sources of knowledge, and take on greater responsibility as facilitators of a broad range of learning experiences. For their part, students are called on to take on more responsibility for their own learning.

As shown in the following table, the responsibilities of students and faculty and the relationships between them are quite different in the two models:

Domain	Teacher-centered	Learner-centered
Knowledge	Transmitted from instructor	Constructed by students
Student participation	Passive	Active
Role of professor	Leader/authority	Facilitator/partner in learning
Role of Assessment	Few tests, mainly for grading	Many tests, for ongoing feedback
Emphasis	Learning correct answers	Developing deeper understanding
Assessment method	Unidimensional testing	Multidimensional products
Academic culture	Competitive, individualistic	Collaborative, supportive

Beginning with [Bloom's taxonomy](#) for educational objectives, and continuing with considerable research on teaching and learning, over the last thirty years many detailed lists of "best practices in teaching" have been compiled. Most lists of important "best practices" include the following:

- *Engage students in active learning experiences*
- *Set high, meaningful expectations*
- *Provide, receive, and use regular, timely, and specific feedback*
- *Become aware of values, beliefs, preconceptions; unlearn if necessary*
- *Recognize and stretch student styles and developmental levels*
- *Seek and present real-world applications*
- *Understand and value criteria and methods for student assessment*
- *Create opportunities for student-faculty interactions*
- *Create opportunities for student-student interactions*
- *Promote student involvement through engaged time and quality effort*

As shown in the figure below, the best student learning outcomes follow from a combination of activities: encouraging faculty development as teachers using the best practices in teaching and learning; engaging students with high levels of involvement in their studies, with other students, and with faculty; and implementing regular, thoughtful, and periodic assessment procedures to provide ongoing feedback: to students about the progress of their learning, to instructors about the efficacy of their teaching, and to program faculty about how well their program is meeting its objectives.