

# Effective Teaching and Learning Strategies in Higher Education

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**Abstract:** *This paper emphasizes on the impact of effective teaching and learning strategies on the academic performance and learning outcome of students' along with the experience of researchers. A teacher plays a crucial role during the hours of teaching in the classroom by issuing the daily detailed and precise planned content which is a part of the curriculum for a particular class/grade. For instrumental delivery in the classroom, the teacher as to use effective teaching strategies and plan well. The student must also be taught some useful learning strategies for them to use to make the class very participatory. Effective teaching and learning strategies help both the teacher and the students in their studies. In this article, some of the teaching strategies mentioned are Inclusive Education, Cooperative Group Teaching, Peer Teaching/Tutoring, Collaborative Teaching/Tutoring, Parental Involvement and the Culture of the School. While effective learning strategies were revealed to include Drama/Storytelling, Hands-on learning/Movement, Key Word Picture Manipulations, Scaffolding/Support, Song/Rhyme, Technology, and the Web Discussion. All professional Teachers should have a strong passion for teaching and learning and to understand the needs and the interests of their students. The World is changing very fast and far advancing daily, and so all the teachers need to have the technological know-how, to be able to meet the new international emerging demands. For effective teaching and effective learning to be ensured, several effective & efficient teaching strategies have to be used. This paper discussed a variety of teaching strategies that help make teaching and learning effectively in a classroom.*

**Keywords—** *Effective Teaching, Teaching Strategies, Learning Strategies, Higher Education*

## 1. INTRODUCTION

Stakeholders all over the world strive for quality education in a higher Education. First of all, there is a need to define quality education so that one can differentiate it from a less preferred education. Similarly, some many scholars, educators and researchers have argued that there are some school variables which influence the students' achievement in particular. To obtain such non-verbal feedback, which is expressed not through language but by facial expressions and body language, the teacher must be able to see all the students. (David, 1995a). Coleman (2003), also indicated that the minimal role played by the schools as far as the students' achievement is concerned because it is independent of their background as well as societal factors. On the other hand, some researchers recommended that factors like size and space of a class, (Glass 2001), the teachers' qualification (Ferguson, 2004), the school's size and the space in the school (Haller, 1993), and other variables play a vigorous role in what the students learn in general. The study will enable the teacher to constantly monitor the facial expressions of students to determine whether they have understood the information disseminated. (David, 1996a). "As a teacher, it is our job not only to disseminate information but to do this in a way that is easily understood by the learner." (David, 1993: 74) Teachers should make use of any means to facilitate learning and boost learners' self-esteem. The plan theory postulates that to facilitate reading and comprehension on the part of learners the teacher should carefully select familiar texts. In this way, links can be made with known knowledge or existing plans. Such links facilitate understanding and learning. (David, 1994a). The long-range goal of Louisiana's teacher professional accountability programs is to enhance student learning by providing opportunities for teachers to strengthen skill areas and by identifying those aspects of teaching performance that may need improvement. This approach to professional development is the key to improving teacher performance. Strategies for Effective Teaching in the 21st Century is intended to be used by school administrators, in collaboration with classroom teachers, to improve specific teaching skills. The strategies to be utilized should be discussed by the teacher and mutually agreed upon. Strategies, which provide suggestions and resources for improvement, is keyed to the Louisiana Components of Effective Teaching and is used as a resource by teachers to prepare for assessment. Strategies are specific suggestions for gaining knowledge about and practising teaching skills, and a variety of activities are included. Reading activities direct teachers to the research on teaching effectiveness. These activities encourage teachers to review and think about critical teaching concepts and principles. Observational activities permit teachers to view alternative teaching strategies and behaviours as demonstrated by peers or allow peer teachers to observe what is taking place in another's classroom. When the observations are summarized and discussed, they provide the teacher opportunities for reflective practice. Implementation activities are classroom based suggestions that teachers can immediately try out in daily instruction.

In this study, the research objectives include: to examine the best practices for collaborative learning in our classroom, to investigate the effective teaching strategies in higher education, to expatiate or discuss the effective learning strategies in higher education, and to evaluate quality teaching. The research questions are: What are some ways to include best practices for collaborative learning in our classroom? What are the effective Teaching strategies in higher education? What are the effective Learning strategies in higher education? And what is quality teaching? All strategies whether teaching or learning is proactive.

Strategies for teaching are the things teachers can do in collaboration with the principal/colleagues or alone. The strategies presented are not meant to be comprehensive. They may serve as starting points for developing other strategies. A particular strategy may be modified to suit the needs and wants of both the teacher and the principal. A strategy can also be repeated. The selection of strategies must also be appropriate for the developmental level of the students in the teacher's classroom. Extra care should be taken in selecting strategies to be implemented in classrooms whether in higher education or lower education. Effective teaching and learning strategies are crucial at all levels, especially in higher education.

### **1.1 Action Research**

An effective teacher is frequently carrying out some action research to improve their teaching and learning. Action research means being attentive and conscious of one's teaching & learning in a classroom. For example, if the English language is to play a crucial role in preparing and developing the present & future students with the relevant communicative skills and to ensure effective communications, then grassroots research in a dynamics of interactional dialogue at the workplace must pave the way to language instruction in the academic settings. For further information on other types of action research please see David, 1991a and for an example of researches conducted to facilitate reading refer to "Are parents & teachers walking on the same path?" (David, 1992b). The experts/professionals should repeatedly be thinking of the ways of improving their teaching & students' learning. One way is perhaps even to suggest changes in the syllabus (David and Taib, 1996).

### **1.2 Role of Teachers in Inclusive Teaching**

- ✚ Teachers must be a problem solver and must have the willingness and ability to informally evaluate the skills and experts their students' needs
- ✚ Teachers should have the ability to set high but alternate expectations and assessments/evaluation that is suitable for their students
- ✚ Teachers should be able to do modifications in their assignments and all the students in the lesson or classroom must be included
- ✚ Teachers need to learn how to value all kinds of skills, not just academic ones, and provide daily success for all students

### **1.3 Teaching Strategies**

Choosing to teach and learning strategy is not an easy task. Strategies need to be chosen carefully to contribute most effectively to student learning. Anytime students are actively engaged in learning, exploring new ideas, and grasping the conceptual nature of the discipline, they are learning in a deeper and more meaningful way to apply that knowledge and those skills to other parts of their lives. The following information in this section outlines some strategies that may be used to enhance student learning.

### **According to Mitchell (2008), there are 22 Strategies or Techniques in Teaching**

- ✚ Inclusive Education
- ✚ Cooperative Group Teaching
- ✚ Peer Teaching/Tutoring
- ✚ Collaborative Teaching/Tutoring
- ✚ Parental Involvement
- ✚ The Culture of the School
- ✚ Positive School-wide Behavioral Support
- ✚ Indoor Environmental Quality
- ✚ The Climate of the classroom
- ✚ Skills Training Socially
- ✚ The. Cognitive Strategic Instruction
- ✚ Learning by Self-regulation
- ✚ Memory Strategies/Techniques
- ✚ Reciprocal Teaching/Tutoring
- ✚ Phonological Awareness
- ✚ Cognitive Behavioral-therapy
- ✚ Functional Behavioral-Assessment
- ✚ Direct Instructions
- ✚ Review & Practices
- ✚ Formative Assessment & Student Feedback
- ✚ Assistive Technology
- ✚ Augmentative & Alternative Communication

### **1.4 Learning Strategies**

#### **The following are some Learning Strategies/Techniques**

- ✚ Acronym (KWL- Meaning: What they know: What they Want to know: What they Learn)
  - ✚ Activating/ Lecturing prior knowledge
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- + Alternative Algorithm
- + Analogy
- + Drama/Storytelling
- + Hands-on learning/Movement
- + Key Word Picture Manipulations
- + Scaffolding/ Support
- + Semantic Mapping
- + Song/Rhyme
- + Technology
- + Web Discussion

## 2. RELATED LITERATURE

### 2.1 Cooperative learning

Group of students with different abilities working together to accomplish a goal (Johnson & Johnson, 1989). Cooperative activities complement direct instruction and are structured so students are positively interdependent but individually accountable for their work. Teachers can efficiently provide help as needed for all students.

### 2.2. Formative Assessment and Feedback

*Regularly check and inform learners of their progress*

- + The underlying idea:
- + Assessment should serve an educational purpose
- + Formative Assessment versus the Summative Assessment
- + Probe for knowledge is important
- + Feedback given is valuable
- + What is Feedback?
- + Timely
- + Explicit
- + Focus on Strategy, not on ability nor effort
- + Able to be used by Learners

### 2.3 Lecturing: Ten Things to Remember

When lecturing or teaching in a Higher Education, certain things need to be remembered by the lecturer in the classroom settings. The below Ten (10) techniques was Adapted from Cashin, W.E. Effective Lecturing from [www.theideacenter.org](http://www.theideacenter.org)

- + Lecturing is especially useful to convey knowledge but is not well suited for higher levels of learning.
- + Decide what you want the students to know and be able to do as a result of the lecture.
- + Outline the lecture notes — first your major points, then the minor points that elaborate on or explain each major point.
- + Choose relevant, concrete examples, in advance of the lecture, selecting examples familiar and meaningful to the students.
- + Find out about the students, their backgrounds, and their goals.
- + Permit students to stop you to ask relevant questions, make comments, or ask for a review.
- + Intersperse periodic summaries within the lecture.
- + Start with a question, problem, current event, or something that just grabs the students' attention.
- + Watch the students. If you think they don't understand you, stop and ask them questions.
- + Use active learning techniques. Use technological aids, such as multimedia presentations.

### 2.4 Creating Dialogue in the Classroom

**Dr Stephen Rader, (Chemistry) and Dr Tracy Summerville (Political Science), UNBC**

Reprinted with permission by William J. Owen, Editor, 2010 UNBC Teaching Manual one of the most important goals and greatest challenges of educators is to create a learning environment in which the students can participate actively in their education by becoming engaged with the course material. An effective way to promote active participation is through dialogue in the classroom. Unfortunately, several students, trained by years of passive education and intimidated by the fear of making mistakes, are extremely unwilling to enter into any dialogue in the classroom. So, how do you get students to begin to actively engage in substantive dialogue? We argue that the essential pre-requisite for classroom dialogue is an atmosphere of trust.

### 2.5 Explaining Quality Teaching

Research points out that quality teaching tends to necessarily be student-centred. It aims to help most and for all students learning. Therefore, the focus should not only be pedagogical skills but also learning environment that must address the students' personal needs. Students should also be aware as to why they are working so that they can relate to other students and receive help

if required. As a result, great emphasis has been laid on “quality teaching” by many educators. In the same way, there is a need for elaborating the term “quality teaching”. Globalization has influenced each and everyone’s life. Quality, successful and effective learning depends on several factors e.g. availability and selection of instructional resources, staffing quality, nature and its level, professional development implication as a system, and also the support of parents and administration. Recently, research also highlights one of the key features of “quality teaching” i.e. student-centred classrooms, which aims to benefit all students learning.

## **2.6 Types of Dialogue**

### **2.6.1 Question and Answer (Q and A)**

Q and A sessions are undoubtedly the most common way in which we expect to create dialogue in the classroom. Instructors can invite students to ask questions at any time during the lecture or set aside a specific time for questions. The choice to allow students to interrupt during lectures, however, will help in building an active learning environment because students can engage with the instructor throughout the lecture. It is also important to remember that the instructor can ask questions of the students too.

### **2.6.2 Think / Pair / Share**

Think / pair/share is a technique that allows students to interact with a peer to work out a problem or question that the instructor has assigned. Students are asked to work with a partner so that the students can actively work through problems. Think / pair/share works in large classroom settings because students can simply turn to their neighbour to begin this exercise. However, large classes also have their drawbacks because it is often difficult to ensure that students are discussing the problem and not last night’s party.

### **2.6.3 Small-Group Discussions**

Small group discussions also work to create interaction between peers. Again, this may be an opportunity to get students to work through a single problem or for the instructor to design different problems for each group. The instructor may have each group share their findings with the whole class at the end of the discussion.

### **2.6.4 Informal Debates**

Informal debates may begin in a classroom quite unexpectedly. They should be encouraged and the instructor should take the time to discuss the debate, outlining the different positions including flaws in reasoning, incorrect assumptions or facts. Make sure the students understand that free-flowing debate is not tangential to lecture material. Some students assume that the only voice that matters is that of the instructor. Take the time to point out how students may have used ideas/concepts from the course to argue a point.

### **2.6.5 Formal Debates**

Formal debates are a good tool to get students engaged in both careful research and presentation techniques. The competitive nature of debate can often spark student interest. The instructor needs to set out the debate rules, to expect that research is done beforehand preferably demonstrated through an assignment given to the instructor before the debate. One technique for ensuring that students take the debate seriously is to ask that students dress appropriately on debate day.

### **2.6.6 Presentations**

Individual and group presentations are good tools to teach the important skill of oral communication. For some students presentations are a joy; for others, presentations are wrought with anxiety and fear. There are two vital parts of a presentation, first, there must be clear, well-researched content and second, they must be organized and clear. It is important to help students understand that presentations cannot be all —bells and whistles! without substance. Instructors may want to ask the students to design the grading rubric for the presentations. Students are likely to emphasize the content when they are asked —what makes a good presentation!. A presentation may have lots of bells and whistles but if the content is lost or unclear the audience will feel that they have not learned anything.

### **2.6.7 Oral Examinations**

Oral examinations can be a very effective way of determining whether or not the students can articulate ideas they have learned in the course. It becomes very clear that a student has done the course readings when you are having a one-on-one discussion with them about the course. When the exam is designed as an open-ended interview session with several critical questions along the way, the instructor can often gauge what aspects of the course had the most impact on the student. Two notes of caution: first, it is necessary to have a grading rubric template that is completed at the end of each exam otherwise it is very difficult to remember individual student responses; second, it is necessary to mix up the questions so that students do not share the exam questions. This also means that the instructor has to be very clear about what the students should be getting out of the course so that there is no basis for students to say that they got hard questions whereas others got easy ones.

## **3. TWENTY (20) COLLABORATIVE LEARNING TIPS AND STRATEGIES FOR TEACHERS**

### **1. Establish clear group goals**

Effective collaborative learning involves the establishment of group goals, as well as individual accountability. This keeps the group on task and establishes an unambiguous purpose. Before beginning an assignment, it is best to define goals and objectives to save time.

## **2. Keep groups midsized**

Small groups of 3 or less lack enough diversity and may not allow divergent thinking to occur. Groups that are too large create 'freeloading' where not all members participate. A moderate size group of 4-5 is ideal.

## **3. Establish flexible group norms**

Research suggests that collaborative learning is influenced by the quality of interactions. Interactivity and negotiation are important in group learning. In the 1960s studies by Jacobs and Campbell suggested that norms are pervasive, even deviant norms were handed down and not questioned. If you notice a deviant norm, you can do two things: rotate group members or assist in using outside information to develop a new norm. You may want to establish rules for group interactions for younger students. Older students might create their norms. But remember, given their durable nature, it is best to have flexible norms. Norms should change with situations so that groups do not become rigid and intolerant or develop sub-groups.

## **4. Build trust and promote open communication**

Successful interpersonal communication must exist in teams. Building trust is essential. Deal with emotional issues that arise immediately and any interpersonal problems before moving on. Assignments should encourage team members to explain concepts thoroughly to each other. Studies found that students who provide and receive intricate explanations gain most from collaborative learning. Open communication is key.

## **5. For larger tasks, create group roles**

Disintegrating a difficult task into parts to saves time. You can then assign different roles. A great example in my classroom was in a science lab, fifth grade student assumed different roles of group leader, recorder, reporter, and fact-checker. The students might have turns to choose their role and alternate roles by sections of the assignment or classes.

## **6. Create a pre-test and post-test**

A good way to ensure the group learns together would be to engage in a pre and post-test. Many researchers use this method to see if groups are learning. An assessment gives the team a goal to work towards and ensures learning is a priority. It also allows instructors to gauge the effectiveness of the group. Changes can be made if differences are seen in the assessments over time. Plus, you can use Bloom's taxonomy to further hone in on specific skills. Individuals should also complete surveys evaluating how well the group functioned. 'Debriefing' is an important component of the learning process and allows individuals to reflect on the process of group learning.

## **7. Consider the learning process itself as part of the assessment**

Many studies such as those by Robert Slavin at Johns Hopkins have considered how cooperative learning helps children develop social and interpersonal skills. Experts have argued that the social and psychological effect on self-esteem and personal development are just as important as the learning itself. In terms of assessment, it may be beneficial to grade students on the quality of discussion, student engagement, and adherence to group norms. Praise younger groups for following (for digital collaborative learning, for example) standards. This type of learning is a process and needs explicit instruction in beginning stages. Assessing the process itself motivates for students to learn how to behave in groups. It shows students that you value meaningful group interactions and adhering to norms.

## **8. Consider using different strategies, like the Jigsaw technique.**

The jigsaw strategy is said to improve social interactions in learning and support diversity. The workplace is often like a jigsaw. It involves separating an assignment into subtasks, where individuals research their assigned area. Students with the same topic from different groups might meet together to discuss ideas between groups. This type of collaboration allows students to become 'experts' in their assigned topic. Students then return to their primary group to educate others. Strategies here include using clusters, buzz groups, round-robin, leaning cells, or fishbowl discussions.

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## **9. Allow groups to reduce anxiety**

When tackling difficult concepts, group learning may provide a source of support. Groups often use humour and create a more relaxed learning atmosphere that allows for positive learning experiences. Allow groups to use some stress-reducing strategies as long as they stay on task.

## **10. Establish group interactions**

The quality of discussions is a predictor of the achievement of the group. Instructors should provide a model of how a successful group functions. Shared leadership is the best. Students should work together on the *task and maintenance functions* of a group. Roles are important in group development. Task functions include:



- + Initiating Discussions
- + Clarifying points
- + Summarizing
- + Challenging assumptions/devil's advocate
- + Providing or researching information
- + Reaching a consensus

Maintenance involves the harmony and emotional well-being of a group. Maintenance includes roles such as sensing group feelings, harmonizing, compromising and encouraging, time-keeping, relieving tension, bringing people into the discussion, and more.

### ***11. Use real-world problems***

Experts suggest that project-based learning using open-ended questions can be very engaging. Rather than spending a lot of time designing an artificial scenario, use inspiration from everyday problems. Real-world problems can be used to facilitate project-based learning and often have the right scope for collaborative learning.

### ***12. Focus on enhancing problem-solving and critical thinking skills***

Design assignments that allow room for varied interpretations. Different types of problems might focus on categorizing, planning, taking multiple perspectives, or forming solutions. Try to use a step-by-step procedure for problem-solving. Mark Alexander explains one generally accepted problem-solving procedure:

- + Identify the objective
- + Set criteria or goals
- + Gather data
- + Generate options or courses of action
- + Evaluate the options using data and objectives
- + Reach a decision
- + Implement the decision

### ***13. Keep in mind the diversity of groups***

Mixed groups that include a range of talents, backgrounds, learning styles, ideas, and experiences are best. Studies have found that mixed aptitude groups tend to learn more from each other and increase the achievement of low performers. Rotate groups so students have a chance to learn from others.

### ***14. Consider demographics***

Equally, balanced gender groups were found to be most effective. Some research suggests that boys were more likely to receive and give elaborate explanations and their stances were more easily accepted by the group. In majority male groups girls were ignored. In the majority of girl groups, girls tended to direct questions to the boy who often ignored them. You may also want to specifically discuss or establish gender equality as a norm. This may seem obvious, but it is often missed. It may be an issue you may want to discuss with older students.

### ***15. Use scaffolding or diminished responsibility as students begin to understand concepts.***

At the beginning of a project, you may want to give more direction than at the end. Serve as a facilitator, such as by gauging group interactions or at first, providing a list of questions to consider. Allow groups to grow in responsibility as time goes on. In your classroom, this may mean allowing teams to develop their topics or products as time goes on. After all, increased responsibility for learning is a goal in collaborative learning.

### ***16. Include different types of learning scenarios***

Studies suggest that collaborative learning that focuses on rich contexts and challenging questions produces higher-order reasoning. Assignments can include laboratory work, study teams, debates, writing projects, problem-solving, and collaborative writing.

### ***17. Technology makes collaborative learning easier***

The collaboration had the same results via technology as in person, increased learning opportunities. Try incorporating free savvy tools for online collaboration such as Stixy, an online shared whiteboard space, Google groups, or Mikogo for online meetings. Be aware that some research suggests that more exchanges related to planning rather than challenging viewpoints occurred more frequently through online interactions. This may be because the research used students that did not know one another. If this is your scenario, you may want to start by having students get to know each other's backgrounds and ideas beforehand on a blog or chat-board.

### 18. Avoid 'bad group work'

As with any learning strategy, it's important to have a balanced approach. Cynics usually have a valid point. A New York Times article cites some criticism of collaboration for not allowing enough time for an individual, creative thinking. You may allow some individual time to write notes before the groups begin. This may be a great way to assess an individual grade.

### 19. Be wary of 'group think'

While collaborative learning is a great tool, it is always important to consider a balanced approach. At times, group harmony can override the necessity for more critical perspectives. Some new research suggests that groups favoured the more confident members. Changing up groups can help counter this problem.

### 20. Value diversity

Collaborative learning relies on some buy-in. Students need to respect and appreciate each other's viewpoints for it to work. For instance, class discussions can emphasize the need for different perspectives. Create a classroom environment that encourages independent thinking. Teach students the value of multiplicity in thought. You may want to give historical or social examples where people working together were able to reach complex solutions. By definition, learning is social. Using different mediums, whether it be books, discussions, technology or projects we study and develop new ideas. We impart ideas and share perspectives with others. Collaboration is a learned process. If managed correctly, it is a powerful tool that can allow educators to tap into new ideas and information.

## 3.1 Effective Lesson Planning and Strategies

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- ✚ Objectives for student learning
- ✚ Teaching/learning activities
- ✚ Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished. The diagram below indicated:



## 4.LESSON PLAN PREPARATION PROCEDURE

The following are six (6) stages to guide one when creating first lesson plans. Each of the stages is accompanied by some questions which are meant to prompt reflection and assist one in designing and planning teaching/lecturing and learning activities.

#### 4.1 Outline the Learning Objectives

The first step in lesson plan preparation is to determine what you want your students to learn and be able to do at the end of the class. To help one in specifying their objectives for student learning, the must be answered to the following questions:

- ✚ What is the topic of the lesson?
- ✚ What do you want your students to learn?
- ✚ What do you want the students to understand and to be able to do at the end of class?
- ✚ What do you want the students to take away or understand from this lesson?

After you outline the objectives of learning for the class meeting, you have to rank them in order of importance. This steps will help prepare you for managing class time and achieving the most important learning objectives if you are pressed for time. The following questions should be considered:

- ✚ What are the most important skills, ideas, concepts you want students your students to be able to comprehend and apply?
- ✚ Why are those skills and ideas important?
- ✚ If you ran out of time, which ones can not be easily omitted?
- ✚ And equally, which ones can you easily skip if you are pressed for time?

#### 4.2 Development of Introduction

The second lesson plan preparation is the development of an introduction. After you have your learning objectives in hierarchical order, you have to design specific activities that you will use to get your students to understand & apply what they have learned. Because you have a different body of students with diverse academic, and personal experiences and skills they may previously be familiar with the topic. That is why you can start with an activity or a question to gauge the knowledge and understanding of the students of the subject matter or perhaps, their preconceived philosophies about it. For instance, you can take a simple poll or survey: “How many of you have ever heard of X? Please raise your hand if you have.” As a teacher, you can also gather some background information from your students before class by sending the students an electronic survey/assessment or asking them to write comments on the topic. This additional information can help shape your introduction and learning activities. When you have an idea of the students’ familiarity with the topic, you will also have a sense of direction on what to focus on. Develop a creative introduction to the topic to help stimulate interest and encourage or inspire thinking. Some of the approaches to engage students may include a personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, and many more. The below questions should be considered when planning an introduction:

- ✚ How will one check if students already know anything about the topic or have some preconceived philosophies or idea about it?
- ✚ What are some commonly held ideas or misconceptions about the topic that students may be familiar with or adopt?
- ✚ What will you do to introduce the topic to the students?

#### 4.3 Plan Specific Learning Activities (Lesson main body)

The third steps in lesson plan preparation are several different ways of explaining the material example of real-life, analogies, and visuals to catch the attention of many students and appeal to other different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in a time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies/techniques that check for understanding. These questions would help you in designing the learning activities you will use:

- ✚ What will you do to explain the topic to the students?
- ✚ What will you do to demonstrate the topic differently?
- ✚ How can you engage your students in the topic?
- ✚ What are some relevant real-life examples, analogies, or situations that can help the students to understand the topic under discussion?
- ✚ What will the students need to do to help them in understanding the topic better?



#### 4.4 Plan to check for understanding

For the stage in a lesson, plan preparation is to plan and check the understanding of the students. After you have explained the topic to them and illustrated it with several examples, you need to check the students understanding of how you know that students are learning? Think about specific questions you can ask students to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. To help you generate some ideas and you can also ask yourself these questions:

- ✚ What questions will I ask students to check for their understanding?
- ✚ What will I have students do to demonstrate that they are following?
- ✚ Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help one with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content or accomplishing your learning objectives and ensuring that students understand.

#### 4.5 Develop Conclusion and A Preview

The fifth steps in a lesson plan preparation are to develop a conclusion and a preview by going over the material covered in class through summarizing the main points of the lesson. You can do this in several ways: you can state the main points yourself, you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think we're the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear in the following class. Conclude the lesson not only by summarizing the main points but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

#### 4.6 Create a Realistic Timeline

The final step in a lesson plan preparation is to create a realistic timeframe. You should know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten (10) learning objectives is not realistic, so narrow down your list to 2 or 3 key ideas, concepts, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- ✚ Estimate how much time each of the activities will take, then plan some extra time for each
- ✚ When you prepare your lesson plan, next to each activity indicates how much time you expect it will take
- ✚ Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- ✚ Plan an extra activity or discussion question in case you have time left
- ✚ Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

### 5 LESSON PLAN PRESENTATION

To let your students know and understand what they will be learning and what is expected of them in class will help keep them to keep track and be more engaged. As a teacher, you can share your lesson plan with your students by writing a brief outline on the board or by telling the students clearly what they will be doing and learning in the class. You can plan or summarise on the board/handout the learning objectives or outcomes for the class. Providing meaningful organization of the class time can help the students not only remember better but also follow your presentations and understand the key rationale behind the classroom activities. Having a vivid and visible agenda can help the teacher and the students stay on track.

#### 5.1 Reflecting on the Lesson Plan

A lesson plan designed by a teacher may not work as expected due to many unimportant circumstances. As a teacher/lecturer you should not get discouraged because it happens to the most experienced teachers. You have to take a few minutes after the class to reflect on what worked well and why that was successful, and what you can do differently. Identifying a successful and less successful organization of classroom activities and time will help make it easier to correct the contingencies of the classroom. To

get feedback on managing and planning class time, the following resources can help the instructor: feedback from students, peer observation, videotape your teaching and view later, and consultation with other staffs.

## 6. CONCLUSION

Effective teaching and learning strategies or techniques are significant in educational settings. Much emphasis has been placed on teachers/lecturers to use effective teaching strategies and the methods for improved learning by many researchers, scholars, academicians, and educationists and one must also understand clearly that the quantity of students' learning in a classroom also depends on their built-in ability of reasoning and understanding as well as their prior preparation and training. Teachers/lecturers should prepare a psychological set through the relationship with their students before start teaching. Over time, the significance of instructors' lecturing/teaching style is being spread and the lecturers are taking the good initiative to improve their strategies in teaching for the students' improved learning by getting them registered in such programmes which mostly help them to reflect upon their practices of teaching and improving them as per the requirement. Those teachers willing for professional development in this kind of areas can deliver even complex content efficiently, by helping the students to generate their interest and enthusiasm for more prospects of learning in a favourable environment, making all the students feel they are being taught in their exceptional way being unique themselves. Effective teaching/lecturing and learning strategies are very important in every educational level, especially in a higher education system. Teachers must come out with different effective and efficient strategies to help students in their learnings.

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