

Promotion of Understanding & Retention

A. Definition: This category comprises the approaches a teacher can use to (1) explain the content being taught and (2) have the learner meaningfully interact with that content, thus assisting the learner to understand and retain it.

B. Educational Purpose of This Category

C. Issues for Teacher Consideration

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| 1. Learner readiness (Who?) | Level of motivation and prior knowledge, skills or attitudes |
| 2. Content (What?) | Knowledge, skills or attitudes |
| 3. Methods (How?) | Selection of teaching methods appropriate to the content (simulation, lecture, bedside teaching, seminar, etc.) |

D. Key Components & Specific Teaching Behaviors

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| <p>1. Organization of material
<i>Teaching behaviors:</i></p> <ul style="list-style-type: none">• Use overviews and summaries• Use transitions• Enumerate• Use advance organizers <p><i>[Advance organizers:
short sets of verbal or visual information
– introduced PRIOR to the main body of the
presentation – that provide a cognitive bridge,
linking the learner's previous knowledge
to the new information to be presented.]</i></p> | <p>3. Emphasis
<i>Teaching behaviors:</i></p> <ul style="list-style-type: none">• Vary voice quality and speed• Use dramatic language and gestures• Use visual aids (e.g., board, slides, skill demonstrations, simulations)• Cue important points• Use repetition |
| <p>2. Clarity
<i>Teaching behaviors:</i></p> <ul style="list-style-type: none">• Use examples (e.g., cases, self as model)• Define any new terms• Explain relationships in material (e.g., compare/contrast, use analogies)• Avoid vague terms (e.g., "sometimes," "usually")• Respond adequately to learners' questions | <p>4. Fostering active learning
<i>Teaching behaviors:</i></p> <ul style="list-style-type: none">• Have learners reformulate material• Encourage note-taking• Provide a chance for skill practice• Have learners apply material to own experience• Assign/discuss literature• Suggest expert consultations• Ask questions to stimulate reflection |