

NEW INSTRUCTOR ORIENTATION

PART 2

TEACHING STRATEGIES



ALABAMA REAL ESTATE COMMISSION

TEACHING STRATEGIES



I never teach my pupils; I only attempt to provide the conditions in which they can learn.

Albert Einstein

Students learn differently, and it is the obligation of the instructor to present the material in a variety of ways to accommodate different learning styles. Having a better understanding of how people learn and the various techniques to assist them will make each of you a better instructor. It is our hope that at the conclusion of this material each of you will feel better prepared and more confident as you begin your journey in real estate education.

COMPREHENSION AND RETENTION

The teaching strategies that you choose affect learner outcomes.

STUDENTS COMPREHEND

10% of what is read

20% of what is heard

30% of what is seen

50% of what is seen and heard

70% of what they say

90% of what they say and do

KNOWLEDGE RETENTION

5% - Lecture

10% - Reading

20% - Audio-Visual

30% - Demonstration

50% - Discussion

75% - Practice by Doing

90% - Teach Others

BLOOM'S TAXONOMY

EVALUATION

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

KNOWLEDGE

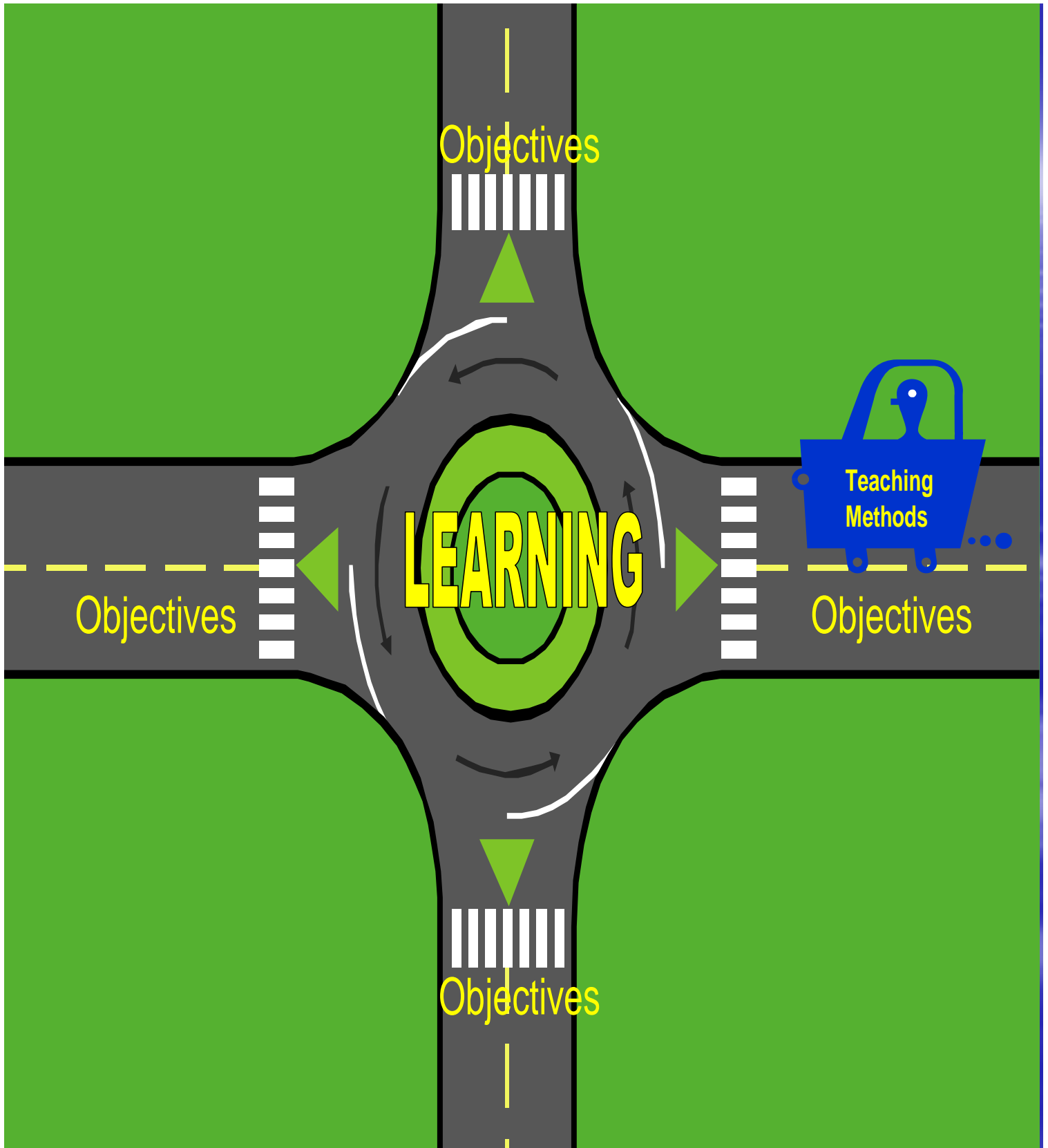
**The pyramid begins with basic
knowledge and builds to more
complex levels of learning.**

LEARNING LEVEL GUIDE

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	List the various types of agency relationships.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Describe Paraphrase Illustrate	Describe the differences between a single agent and a limited consensual dual agent.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with minimal direction.	Use Compute Solve Demonstrate Apply Construct Choose	Choose which agency relationships can be formed with a client and which relationships can be formed with a customer.

LEARNING LEVEL GUIDE

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
ANALYSIS	Student distinguishes, classifies and relates the assumptions, hypotheses, evidence or structure of a statement or question	Analyze Categorize Compare Contrast Separate	Contrast the services/duties you would perform for a customer as compared to those you would perform for a client.
SYNTHESIS	Student originates, integrates and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	Develop a company policy on agency.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	Critique the limited consensual dual agency relationship and identify any potential dangers.



OBJECTIVES

Stating clear course objectives is important because:

- Objectives guide the content materials and the teaching methods.
- Objectives ensure goals are reached.
- Students understand the expectations.
- Assessment is based on the objectives.

When writing objectives, make sure they include the statement **“The student will be able to.....”** which sets the stage for an expected outcome.

Another essential element is the **measurable action verb**. You must be able to confirm that learning has taken place, and since we are unable to see inside a student’s brain, we must require them to “do” something in order to verify comprehension.

Sample Objectives

- ❖ At the conclusion of the review, the students will be able to list the 7 protected classes under the Fair Housing laws.
- ❖ Upon the completion of chapter 7 on Agency, the students will be able to distinguish between a client and a customer by identifying the appropriate services for each.
- ❖ As a result of the role play involving the secondary mortgage market, the students will be able to draw a diagram explaining the process.

WRITING SPECIFIC LEARNING OBJECTIVES

Learning objectives should be written using measurable and observable verbs. An objective should be written as if completing the following statement:

“At the conclusion of this section, the learner will be able to . . .”

The following is a list of effective action verbs for stating learning objectives based on learning levels.

Knowledge

Define
Label
Identify
Indicate
List
Locate
Name
Read
Recall
Recite
Recognize
Relate
State
Tell

Application

Apply
Care for
Choose
Compose
Construct
Demonstrate
Estimate
Follow
Measure
Organize
Plan
Predict
Solve

Analysis

Analyze
Classify
Compare
Contrast
Designate
Diagram
Differentiate
Discuss
Distinguish
Evaluate
Translate
Illustrate
Interpret
Order
Summarize

In writing effective learning objectives, state exactly what you want your students to be able to do after the unit. Do not choose one action verb and use it for every learning objective. Use specific and applicable words.

Verbs to Avoid:

Appreciate
Be aware of
Be conscious of
Be familiar with
Believe
Value
Enjoy

Fully appreciate
Grasp the importance of
Have a positive attitude
Have a sense of
Internalize
Know something about
Develop an appreciation of

Like
Think
Know
Really understand
Have faith in
Learn
Understand

Teaching Strategies

Puzzles and Games

- Fun
- Interactive
- Immediate Feedback
- Good measurement of mastery
- Usually used for measurement of lower levels of learning (Knowledge / Comprehension)
- Examples:
 - Crosswords (www.variety-games.com/cw)
 - Bingo (www.bingocardcreator.com)
 - Game Show Presenter
 - Family Feud
 - Jeopardy
 - Be creative and make up your own

Town Hall

- Interactive
- Good review of content
- Non-threatening to shy students
- Usually used for measurement of lower levels of learning (Knowledge / Comprehension)
- Examples:
 - Asking for input on:
 - Lists
 - Short answers
 - Terminology

Teaching Strategies

QUIZZES

- Good measurement tool
- Immediate feedback
- Can be verbal or written
- Easy to integrate into the instruction
- Usually used for the measurement of lower levels of learning (Knowledge / Comprehension / Application)
- Examples:
 - “Susie, name one of the fiduciary duties.”
 - “Jack, what is the difference between a void contract and a voidable contract?”Written quizzes

STORY BOARDING

- Use as brainstorming or trigger activity
- Good review
- Good way to rejuvenate a stale class
- Usually used for measurement of lower levels of learning (Knowledge / Comprehension / Application)
- Examples:
 - Have students write and place a sticky note containing a provided service on the correct poster of either a client or customer.
 - With several areas of risk located around the room, have the students place sticky notes on those sheets identifying how they would handle that risk. (avoid, transfer, or control)

Teaching Strategies

DISCUSSION / TASK GROUPS

- Interactive
- Students learn from each other
- More comfortable environment for some students
- Can be used for all levels of learning
(Knowledge / Comprehension / Application / Analysis / Synthesis / Evaluation)
- Examples:
 - Have the students work in groups to develop a marketing plan for a new residential development.
 - Have discussion groups develop contract language to address given facts and contingencies.

ROLE PLAY

- Interactive
- Helps with comprehension
- Can be a skit or just a demonstration
- Usually good for mid level learning
(Application)
- Examples:
 - Use students to demonstrate joint tenancy and tenants in common.
 - Have students act out a skit in which they have to explain the various forms of ownership.

Teaching Strategies

CASE STUDIES

- Uses prior knowledge from other classes and situations to solve.
- Seems real world relevant
- Usually prompts good discussion
- Can be used to measure a high level of learning
(Synthesis / Evaluation)
- Examples:
Real world risk or legal situations

LECTURE

- Conveys large amounts of material
- Practical for most concepts
- Time efficient
- Can be used for all levels of learning
(Knowledge / Comprehension / Application / Analysis / Synthesis / Evaluation)

An effective lecture should include the following:



OUTLINING

Outlining your material before including it in your lecture allows the instructor to:

- Identify the relevant material
- Review and prepare for the instruction
- Stay on task and on schedule
- Present the material without reading it entirely from the textbook

The Real Estate Commission hopes this material will challenge you to create and provide the conditions which will allow your students to excel. We are always here to help you and provide any resource possible to improve the quality of real estate education in our state.