EIS Teaching Strategies:

- Teachers use two ways of conveying meaning to students: receptional and transformational teaching strategies. Receptional strategies are those that transmit information to students. Transformational are those active strategies that support students’ making sense of the material. Engage your students in more transformational styles of teaching and they will learn so much more!

- If you have to lecture, use metaphors, similes, and analogies to keep students engaged and to help them connect new concepts to ones they already understand. Also, use graphs, diagrams, and pictures to help explain new concepts that are difficult to grasp.

- Demonstrations are always useful. They engage students, grab their attention at the beginning of a lesson, and encourage them to ask questions about what they observed.

- Use case studies to give students practice in applying the knowledge you want them to learn. Students should see a purpose for learning economics so if you give them problems to solve using the economics they’ve learned they will develop a greater understanding and appreciation for it. A case study is a real life situation that students can read about and work to solve either with a partner or a small group.

- Remember, you are a guest to this classroom so you should make the learning experience new and exciting for these kids. There are three teachers as opposed to the one they are accustomed to so you have the opportunity to do so much more than their normal teacher can. Also, you have access to professors and resources at Trinity...use them!

- Ask students higher level questions. Most teachers just ask questions that ask students to recall facts or definitions but these don’t help students to really grasp a concept. Ask questions with depth that allow them to apply a concept so they not only have to recall what it is, but also apply it to real life.

- Use “wait time” when asking questions. Allow three to five seconds after you ask a question and before you call on someone to answer. That way, all students can have a chance to think about the answer. Don’t call on the first person to raise their hand every time because this is oftentimes the same person each time and the other students stop trying to answer. If you give wait time all students can have a chance to answer.