


TEAM LEARNING EXPERIENCES PRESENTATION

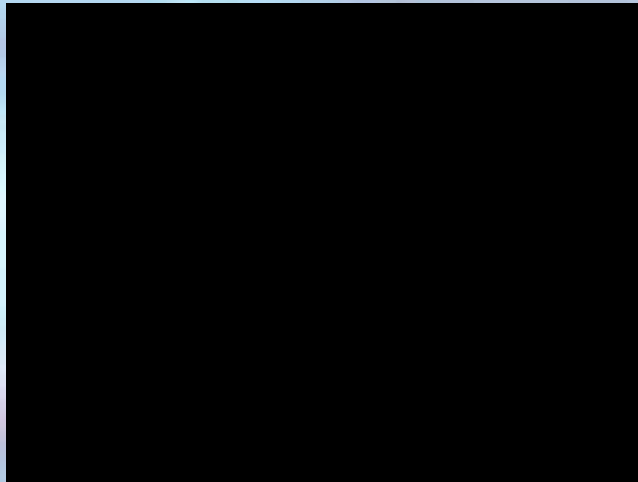


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and
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**ABED 6160 Instructional
Strategies for Keyboarding**

Good Afternoon!!

- How far would you go to motivate your students to try, work hard, and learn?



<http://www.youtube.com/watch?v=vznKW0c3kfA>

Hunter books covered:

- Hunter, M. (1967). *Motivation theory for teachers*. Thousand Oaks, CA: Corwin Press, Inc.
- Hunter, M. (1967). *Retention theory for teachers*. Thousand Oaks, CA: Corwin Press, Inc.
- Hunter, M. (1990). *Discipline that develops self-discipline*. Thousand Oaks, CA: Corwin Press, Inc.
- McLean, G. N., & Chadd, J. (2011). *Teaching keyboarding* (4th ed.). Little Rock, Arkansas: Delta Pi Epsilon.

We have collaborated during this semester to bring you the **highlights** of each book so that you may use this knowledge to become the best teachers you can be.



Knowledge
useful abilities.
backbone of co
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today

Motivation Theory for Teachers

Motivation is a “state of need or desire that activates the person to do something that will satisfy that need or desire. It is a state of an unresolved need or desire existing within the child” (Hunter, 1967, p. 4).

“No one can make a child or anyone else learn” ~Madeline Hunter

Motivation Theory for Teachers

Examples of using motivation in the classroom:

1. Portfolios promote knowledge of results.
(Feedback)
2. Real world applications promote interest.
(hopefully)



Motivation Theory for Teachers

- **Why are portfolios an example of motivation?**

Students who are unmotivated have the opportunity to learn from their work, or lack thereof, in order to try harder or gain motivation to do better.

- **Why are real-world applications an example of motivation?**

When the students have choices, they are more likely to choose an assignment that interests them, be more motivated to complete the assignment, and learn more in the process of completing the assignment.

How can we make knowledge “hang around”?

Retention- The act or power of remembering things



Retention Theory for Teachers

- Hunter (1967) states, “To attack the problem of ‘I don’t remember’, teachers should plan lessons that are more probable to have retention occur” (p. 1).



Retention Theory for Teachers

Lessons

Retention



Meaning

Degree of
Original
Learning

Feeling
Tone

Positive
and
Negative
Transfer

Schedule
of
Practice

Retention Theory for Teachers

Examples of using retention in the classroom:

- Meaning promotes remembering and relationship building.
- Practice does not necessarily make perfect, but structured practice promotes retention.
 1. How much?
 2. How many times?
 3. How often?



Retention Theory for Teachers

To be a successful teacher, teach to be remembered by following these five steps:

Provide maximum meaning.

Try to achieve pleasant feeling tones.

Provide for an adequate degree of learning.

Maximize positive transfer, minimize negative transfer.

Schedule practice so it is massed at the beginning and then distributed.

Discipline that Develops Self-Discipline

- Hunter states: When we discipline for self-discipline, we convey the following messages to the student:

You are in control of your behavior and, therefore, are accountable for it.

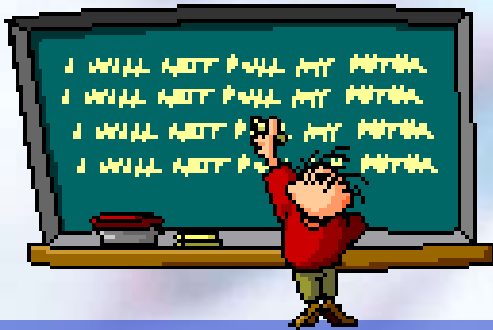
You are in control of making choices within an acceptable range.

You are competent to make these choices wisely.

You are responsible for what happens as a result of your choice.

Discipline that Develops Self-Discipline

- With self-discipline, the teacher is the one setting the parameters; but the best choice is provided by the student.
- Different strategies should be used for different age groups and students with different learning styles.



<~This is not acceptable discipline in current educational environments.

Discipline that Develops Self-Discipline

Examples of developing self-discipline in the classroom:

- Scheduled positive reinforcement promotes learned self-discipline.



Discipline that Develops Self-Discipline

- Student disruptions call for teacher discipline.
- There are positive ways to diminish disruptive behavior, such as:



Proximity



Use of the Student's Name



Signaling the Student



Private Reminders to the Student



Recording Student Behavior

Discipline that Develops Self-Discipline

Why is promoting self-discipline in our students important?

- Discipline is something that every teacher will have to deal with, whether we like it or not; but the best thing to know is how you can reinforce positive behavior and how to diminish bad behavior.



How do these principles apply to keyboarding?

Students are learning keyboarding younger and younger these days. How should we approach the educational process to maximize their learning?



Education has changed from the past.

We need new methods and strategies.



Teaching Keyboarding

- Strategies for teaching keyboarding are important because teachers need to have some working framework to organize standards and requirements for students and teachers to follow (McLean & Chadd, 2011, p. 20).



- Teachers need to have strategies in place that promote transfer and retention of knowledge.

Teaching Keyboarding Top 10 Do's

10

- Focus first on the development of speed (with generous error limits), then accuracy (recognizing that there will be some decrease in speed).

9

- Permit sight in keying in the beginning, but encourage students to watch their copy as soon as they are able.

8

- Use class time for keyboarding applications.

Teaching Keyboarding Top 10 Do's

7

- Use meaningful letter sequences in teaching the keyboard.

6

- Teach keyboarding when students are ready to use the skill.

5

- Use massed practice in beginning stages and distribution of practice later.

Teaching Keyboarding Top 10 Do's

4

- Establish goals for each activity.

3

- Move constantly about the classroom identifying student errors and providing models for student as soon as the task is completed.

2

- Be innovative and creative in meeting the needs of your students.

Teaching Keyboarding Top 10 Do's

1

- Use sufficient practice material like that encountered in the real world (i.e., handwritten, typed drafts, composition) to develop competency.

Hunter Series Books Top 10 Valuable Points

Strategies provide guidance to teachers that promote motivation, discipline, transfer, teaching students more information at a faster rate, and retention. It is important to know these strategies so that you are creating an effective learning environment that leads to the success of your students.

Hunter Series Books Top 10 Valuable Points

10

- Schedule practice so it is massed at the beginning and then distributed.

9

- Maximize guidance at the initial stages of each new lesson and then gradually withdraw.

8

- Try to achieve pleasant feeling tones.

Hunter Series Books Top 10 Valuable Points

7

- Use positive reinforcement to motivate students to learn and promote positive behavior.

6

- Be innovative and creative in meeting the needs of your students.

5

- Create an environment that will promote motivation and positive transfer.

Hunter Series Books Top 10 Valuable Points

4

- Consider transfer when creating lesson plans and curricula for students. Maximize positive transfer, minimize negative transfer.

3

- Provide lessons that are age appropriate.

2

- Promote interest by using real world assignments/lessons.

Hunter Series Books Top 10 Valuable Points

1

- Provide maximum meaning.

In conclusion...

There are ways to

- keep a student engaged
- promote meaningful learning
- implement strategies and timetables that reinforce behaviors
- how to teach for transfer of learning in a positive way

Course Summary

- Proposed: A study of keyboarding instructional methods and strategies, issues and trends, software selection, and current research for elementary, middle, and high school instruction. Major emphases are placed on instruction for developing skill: levels of instruction, sequencing instruction, managing instruction and classroom technology, factors affecting instruction, evaluation, and curriculum.

Course Summary

- **Actual:** Pre-service teachers and current teachers learn instructional and classroom management strategies. The major emphases in this course are on motivational strategies, promoting transfer of knowledge, and implementing strategies that promote retention of knowledge within students. Keyboarding instruction is discussed in terms of successful and unsuccessful strategies to address student lessons and grading. Theories that are discussed in this course are applicable to all classroom situations and extremely useful in the business education classroom.

Antoinette's Take-Aways

- 1. All lessons should have meaning or your wasting time.**
- 2. Know what can trigger a negative transfer which can cause a student to have a negative feeling tone towards a subject.**
- 3. We cannot make a student learn, but we can create an environment that will promote learning.**
- 4. Reinforce behaviors so that students will become accustomed to performing that behavior.**
- 5. Practice does not necessarily make perfect.**



Ashey's Take-Aways

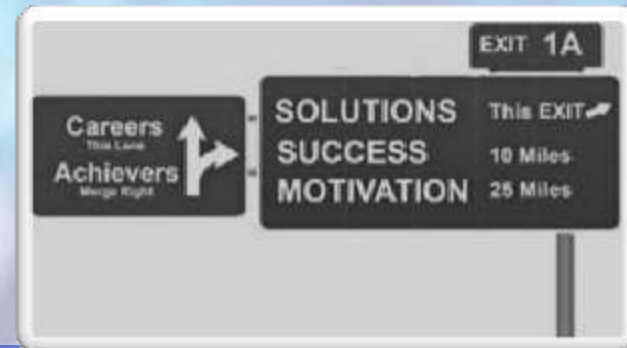
1. When lesson planning, it is important to take into account transfer; promote positive transfer and minimize negative transfer.
2. Teaching students using real-world applications and assignments is a way to boost interest, meaning, and motivation in students.
3. Some student misbehavior can be attributed to the familiar environment of other areas in which they were allowed to act out. Counter this transference by changing the environment or pointing out differences in the environment.
4. By reinforcing positive behavior, teachers can promote student learning and motivation.
5. All lessons must have meaning, not just within lesson themselves, but within the student as well. Teachers must work hard to show students the purpose or the "What is in it for me?" factor in all lessons.



Why does this matter to me?



These books give you a roadmap on how to be a successful teacher and how you can promote the transfer of learning.



Lastly...

- Thank you for your attention.

Any Questions???

