MULTIPLE MODALITIES

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WHAT IS MULTIPLE MODALITIES?

Multiple Modalities is an instructional practice used to improve student engagement. It involves providing diverse presentations, and experiences of the content so that students use different senses and different skills during a single lesson. Often multiple modalities addresses different learning styles. Teachers using multiple modalities may use visuals, music, objects, experiences, collaborative work, poetry, writing, and/or other modes to teach content.
Multiple Modalities is an instructional practice used to improve student engagement. It involves providing diverse presentations, and experiences of the content so that students use different senses and different skills during a single lesson.
LEARNING MODALITIES IN THE NEW NORMAL
1. FACE-TO-FACE
   Subject to physical distancing and minimum health standards

2. BLENDED LEARNING
   Combination of the face-to-face and online distance learning, modular distance learning, and TV/Radio-based instruction

  - FACE-TO-FACE and MODULAR DISTANCE LEARNING
  - FACE-TO-FACE and ONLINE DISTANCE LEARNING

  - FACE-TO-FACE and TV/RADIO-BASED INSTRUCTION
    - FACE-TO-FACE and/or MODULAR DISTANCE LEARNING / ONLINE DISTANCE LEARNING / TV / RADIO-BASED INSTRUCTION

HOMESCHOOLING
3. Distance Learning
Takes place between the teacher and the
learners who are geographically remote
from each other during instruction.
Three types: Modular Distance Learning
(MDL), Online Distance Learning (ODL),
and TV/Radio-Based Instruction.

4. Homeschooling
Facilitated by qualified parents,
guardians, or tutors who have
undergone relevant training
and subject to regulation.
Policy is under review.

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LEARNING DELIVERY MODALITIES
under the Learning Continuity Plan

BLENDENED LEARNING
allows for a combination of face to face, online, and modular learning delivery

Features:
- limits face to face learning delivery
- affords social distancing
- decreases the volume of people outside the home at any given time

DISTANCE LEARNING
is most viable for independent learners and learners supported by periodic supervision of parents or guardians

Delivered through:
- online platforms
- educational programs (TV and radio)
- printed modules
LEARNING DELIVERY MODALITIES
under the Learning Continuity Plan

HOMESCHOOLING
provides learners with equal access to quality basic education at home to be facilitated by qualified parents, guardians, or tutors who have undergone relevant training. Policy is under review

Features:
- Families can educate according to their personal faith, philosophy, and values
- Learning schedules may adjust to fit family schedules and circumstances

APPRENTICESHIP
provides Senior High School learners with opportunities for actual immersion in workplace situations under the supervision of a certified practitioner

Appropriate for:
Selected TVL specializations that require more onsite learning and application skills than academics
LEARNING DELIVERY MODALITIES
under the Learning Continuity Plan

FACE-TO-FACE LEARNING

is the traditional learning environment where the students and the teachers are both physically present in the classroom.

Features:

- Opportunities for active engagement
- Immediate feedback
- Socio-emotional development of learners
TEACHING STYLES
WHY TEACHING STYLES MATTER?

Teaching styles can either foster or inhibit learning.
WHY TEACHING STYLES MATTER

In contrast, an effective teaching style can help students engage with the subject matter and enjoy learning.
WHY TEACHING STYLES MATTER?

• Providing regular positive feedback to support students’ beliefs that they can do well
• Ensuring students’ success by giving them tasks that were neither too easy nor too hard
• Helping students discover meaning and value in the learning material
• Making students feel that they are a valued part of a learning community
• Working with students’ strengths and interests.
WHY TEACHING STYLES MATTER?

• An effective teaching style can even influence academic performance.
DIFFERENT TEACHING STYLES
The teacher is positioned as the expert and authority figure, and the students as the novices. Students are seen as “empty vessels” who receive knowledge imparted by their teachers. The teacher will usually use methods such as lectures and direct instruction. Some examples of teacher-centred approaches include:

Formal authority: in this style, the teacher provides the content and the student receives it. Teachers using this style don’t usually expect much student participation.
TEACHER-CENTERED

Demonstrator model: in this method, the teacher becomes a role model by demonstrating tasks and then guiding students to develop and apply those skills demonstrated. They teach by ‘showing’ and encouraging students to work through similar problems or activities. This teaching style encourages students to participate, take responsibility for their learning and ask for help when needed.

The teacher-centered approach has positives, including the ability to deliver a lot of information in a short time, control the content being delivered, manage many students and easily assess student performance. Evidence shows it is the most effective method for novice learners (see more below).

It also has downsides. If not delivered properly, it tends to promote passive learning and doesn’t encourage critical thinking.
STUDENT-CENTERED

Teachers are still authority figures. However, students and teachers play a more equal role in learning.

The teacher becomes like a coach. They encourage and facilitate their students’ learning and measure it with formal and informal assessment tasks. These might include class participation, group projects and work portfolios.

Two student-centred teaching styles include:

Facilitator: teachers using this style often focus on activities. More emphasis is placed on students taking initiative and responsibility for their learning. Teachers use activities such as group tasks and collaboration to encourage problem solving and creative application of course content.
STUDENT-CENTERED

Delegator: in this style, teachers give a lot of responsibility for learning to their students. They will allow students to create and manage their own learning projects and consult with them as needed. The students are responsible for staying focused and motivated.

The student-centred teaching style has benefits, including encouraging students to take ownership of knowledge and fostering critical thinking. It becomes more useful as students gain greater mastery over content.

It also has drawbacks, such as being more difficult to implement with large numbers of students and more time consuming than the teacher-centred styles. Students who are more passive or less motivated may also struggle with this style.
HIGH TECH APPROACH

Technological advancements have had a huge impact on education over the last few decades. High-tech aids such as interactive screens are the new norm in most classrooms.

Many teachers are adopting a high-tech teaching style, using tools like laptops and tablets in the classroom, and setting homework requiring internet research. Numerous educational apps and software programs are available, and students can even get help at home from online tutors.

The use of technology for teaching has many advantages. It is often more engaging for students, especially when combined with gaming technology. For students with disability, technology can make learning more accessible.
LOW TECH APPROACH

Despite these changes, some teachers prefer a low-tech teaching approach. This also has advantages. For example, some research has shown that low-tech classrooms may be better for learning. Students who hand-write notes, for example, have better recall than those who type them.

Furthermore, students who use tools like spell check and autocorrect from a younger age may be weaker in spelling and writing skills.
THE HYBRID OR BLENDED TEACHING STYLE

• In the contemporary classroom, it’s likely that teachers will encounter students from diverse backgrounds with a range of learning styles.

• Good teachers will often use what’s known as ‘differentiated instruction’, where the needs of all students are kept in mind while teachers are developing learning plans.
LEARNING STYLES
1. AUDITORY

• Auditory learners absorb information best by listening. They will likely do well in a classroom where the teacher verbally explains information and encourages class discussion.
2. VISUAL

• Visual learners take in information through seeing it. They will respond to practical demonstrations and videos. They absorb information better from looking at illustrations and presentations than participating in discussions.
3. KINESTHETIC

- Kinesthetic learners do best when they can perform the task. They will learn best from activities such as field trips and practical, hands-on training. In class, they may need regular breaks and benefit from opportunities to move around.
Teachers who get to know the learning styles of their students can tailor their teaching approach accordingly. Where there’s a mismatch between the learning styles of students and the approach of the teacher, this can lead to student frustration, boredom and discouragement.
Great teachers work around this issue by using what’s called a ‘diversified approach’. In this approach, teachers use various teaching styles, depending on the content students are learning and the diversity of student needs.
• For example, a teacher might combine a lecture with a group task and an internet-based homework assignment.
EVIDENCE-BASED DIRECT INSTRUCTION TECHNIQUES
• Starting a lesson by reviewing previous learning – to strengthen what students have already learned and help transfer it into long-term memory; thereby freeing up working memory for new information
• Presenting new material in small steps, with opportunities for practice between each step – this helps to reduce the burden on working memory and avoids overwhelming students’ thinking processes
• Using models and worked examples — allowing students to focus on concrete examples and specific steps reduces the strain on working memory
• Guiding student practice – supervised rehearsal, combined with feedback, helps ensure new material makes a successful transition to long-term memory
• Checking for understanding of new material – to reduce the risk of errors and misconceptions, and foster processing of new material into long-term memory
• Providing scaffolding for difficult tasks – teaching support when students are learning complex material is a form of guided practice, and can be withdrawn as students develop mastery
• Requiring and monitoring independent student practice – significant practice is needed for knowledge and skills to become fluid and automatic.
EFFECTIVE TEACHING STRATEGIES FOR THE CLASSROOM
• The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students’ individual needs.

• Whether you’ve been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no ‘one size fits all’ solution
VISUALIZATION

• Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

• Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.
COOPERATIVE LEARNING

• Encourage students of mixed abilities to work together by promoting small group or whole class activities.

• Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.

• Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.
INQUIRY-BASED INSTRUCTION

• Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.

• Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

• Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.
DIFFERENTIATION

• Differentiate your teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.

• Assigning classroom activities according to students’ unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

• This can involve handing out worksheets that vary in complexity to different groups of students, or setting up a range of work stations around the classroom which contain an assortment of tasks for students to choose from.

• Moreover, using an educational tool such as Quizalize can save you hours of time because it automatically groups your students for you, so you can easily identify individual and whole class learning gaps.
TECHNOLOGY IN THE CLASSROOM

• Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

• Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

• Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging.
Implementing an effective behavior management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do no encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behaviour with the top student receiving a prize at the end of the week. ‘Golden time’ can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.
PROFESSIONAL DEVELOPMENT

• Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

• With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It’s also a great excuse to get out of the classroom and work alongside other teachers just like you!

• Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.

• Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students’ varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.
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