OPTIMIZING LEARNING!
Some Teaching Strategies to use for a better Teaching-Learning Process

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Did it occur to you that despite all of the effort you have done in class, your students still did not understand your lesson? In reality, it is a bit of depressing when we see our students did not get the gist of the lesson, it is saddening to the point that we try to ask ourselves the very famous line, “Am I not that good as a teacher?”.

Well, fear not my good friend for there are some ways we can be assured that our students understood our lesson despite how difficult it may seem!

Start from the Basic

Your lesson is all about multiplication, but our students have not mastered the process of addition. Can we be assured that our students can comprehend to the lesson at hand? The answer is definitely not.

As teachers, we must first teach the basic concepts of the lesson before we proceed in teaching the more complex, more brain-twisting ideas. Yes, this way is a bit ideal, however, as teachers we have a sworn duty that our students must learn from us and the ‘ideal manner’ must utilized in order for us to be guaranteed that they learn from us.

Also, before teaching subject-verb agreement in the classroom, why not be particular about the difference between the subject and the verb. We, teachers, can simply state that subject-verb agreement is the art wherein the subject jives with the verb. However, some students may find it taxing so, instead of jumping into the premise that our students are fully aware of it, why not have a review that the subject is
the noun and the verb is the action word. In this way, we can check if the students really understood these concepts that are important for the lesson.

**Student Empowering on the Go!**

Aside from going back to the basics of the lesson, another good way to optimize the learning of our students is by enabling them to take ownership of the things they learned.

The students we have want to feel that they belong in the class, that they can also do something good. And a good way of letting our students feel that is by letting them make meaning to the lesson they learned. Instead of having us fire our students with questions of the lesson, let us encourage them to tell us the part of the lesson they are confused about or even let them ask some of their classmates who fully grasped the idea on how they did it in a short matter of time.

There is an irrational fear of students asking their teachers about some things they did not understand. In order for us to be sure that they learned something, let us pair them with one of their classmates who understood the lesson because they will not be shy to ask their classmates because most of the time, they have the same wavelength mostly because they are of the same age.

**Try to go Individualized**

According to researches in Neuroscience, our students do not have the same phasing of picking up a lesson. One way for us teachers to be sure about they learned something is having individualized activities.

Individualized activities are activities that are fitted to a student’s needs and by employing this method, we can be sure that they can eventually learn the topic at hand. Again, this method is ideal, but if this is the only way possible for the students to learn, will we deprive them of their rights? I think and I believe the answer is no.
Whether our topic is simple or complex, it is still in our hands to make it our students learn. And by trying out these ways, we can be assured that they did not only learn the topic-at-hand but they also had an enjoyable time in learning!

References:

9 Ways Neuroscience Has Changed The Classroom by TeachThought, http://www.teachthought.com/uncategorized/9-ways-neuroscience-has-changed-the-classroom/