Section One: A Guide to Instructors

Suggested Teaching Strategies
The following suggestions can be used to enhance the effectiveness of each skill presented.

Levels of Thinking
Benjamin Bloom and colleagues first published the *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain* in 1956. They identified six levels of cognitive functioning. Bloom's Taxonomy is explicitly addressed in Chapter 8. Students may use this taxonomy to evaluate their learning throughout the course, and practice applying the schema for use in other learning contexts.

Useful Websites
- http://collegeteachingtips.com/354/blooms-taxonomy
  College Teaching Tips. Link to an article in which specific examples of questions at each level of Bloom's taxonomy.
- http://www.edleader.org/teacherleader/BLOSSOMING%20WITH%20BLOOM'S_metacog%20files.pdf
  Link to a chart that provides question starters and potential activities at each level of Bloom's Taxonomy.

Learning Styles
People have long recognized that individuals have different styles of learning and doing. It is essential to enable students to move beyond recognition of their preferred learning styles to effective application of the tools that support their strengths.

Neil Fleming developed the VARK inventory in 1987. While originally intended for use in the business community, VARK has become a widely used inventory in education. The inventory and a variety of associated resources can be used free of charge by colleges, universities, and other educational institutions. In addition to providing students with an insight into their learning style, resources are available to empower students to move beyond a learning style label and apply strategies to enhance their learning through their learning style. Have your students take the VARK inventory, reflect on, and discuss the results.

Useful Website
http://www.vark-learn.com/english/index.asp
VARK official website. The official website for the VARK learning styles. This website includes a guide to understanding learning styles, as well as a link to the questionnaire.

Multiple Intelligences
Howard Gardner first published *Frames of Mind* in 1983, in which he shared his theory of multiple intelligences (MI). In his initial work he identified seven intelligences. Using the criteria he and his colleagues developed for identifying particular varieties of intelligence, he has since added an eighth intelligence. Gardner's Multiple Intelligences are explicitly addressed in the Introduction. Have students take a Multiple Intelligences inventory, reflect on, and discuss the results.

Useful Websites
- http://www.literacyworks.org/mi/home.html
  Multiple Intelligence for Adult Literacy and Education, presented by Literacyworks. This website provides an introduction to MI Theory, a Multiple Intelligences Inventory for Adult learners, suggestions for instructors to incorporate each intelligence into lessons, and a list of resources for additional information on MI Theory and the use in the classroom.
- http://www.surfaquarium.com/MI/index.htm
  Surfquarium. This website provides a link to a Multiple Intelligences Inventory, links to websites for additional information on MI, and links to articles about MI and technology and MI and instruction.

Objectives: Pre-Assessment and Post-Assessment
Pre-assessment activities help to activate students' background. They establish what they know and what they need to learn. At the end of each chapter, students can refer back to the original activity to make sure they've learned all aspects of the objectives.

Why Do You Need to Know This ? Linking Reading and Study Skills to Academic Courses
Activities in every chapter provide students with immediate opportunity to practice reading and study skills. It is helpful to conduct class discussions early in the semester about the utility of the skills and the importance of using them as they are learned.

Students must cultivate their abilities to transfer the skills they have learned in the reading classroom to their own course materials. Even if they completely understand and are able to explain a particular reading/study method, that knowledge is of little value unless the method is applied to college textbook reading. A major task for college reading skills instructors, then, is to encourage students to transfer and apply the skills they are learning to practical situations.

Textbook Application Resources
NEW in this edition are two new full-length textbook chapters included at the end of Units 1 and 2. Textbook Application Resources are provided to support the textbook chapters from a content-area text. Students have authentic chapters from four college textbooks on which to try out their skills in relation to the content, and professors have authentic outlines and quizzes that students would use if they were being tested on the chapters.

Presenting Reading and Study Strategies
As you present the reading strategies covered in the text, it is important to provide students experience with various types of thinking. Each student exhibits a unique combination of learning strengths, so it is practical to vary your approach to accommodate individual differences. Switching between the following three methods of presentation can help all students exercise different types of thinking skills.

Directive Instruction
This traditional approach most closely approximates the lecture method used in other college courses.

Introduce the strategy. Establish its relevance, use, and importance.

Explain procedures. Describe how the technique works; explain steps in the process.

Demonstrate. Using sample materials, show how the technique is done.

Apply. Guide students in applying the technique.

Evaluate. Reflect on the usefulness of the technique and discuss modifications for different learning situations.

This approach is effective for skills that are complicated because they involve several steps, or because students find them to be difficult or confusing. The directive approach can be least effective in encouraging students to think because they tend to "follow the rules."

Inductive Learning
Inductive learning can be interesting and engaging for students, because it requires them to reason, to make inferences about the strategy, and to articulate the processes involved.

Introduce the strategy. Establish a situation in which students can use the technique.

Practice. Students experiment with the technique, and the instructor provides information on the process.

Reflect and Explain. Students explicitly identify the purpose of the strategy and describe how it is done, including the specific steps in the process.

Apply. Students apply the technique, using the steps they have articulated.

Review. Students review the strategy and identify typical situations in which it can be used.

Problem-Solving
Problem-solving strategies can be transferred to any academic or life challenge.

Establish the current circumstances and the desired outcome.

Describe the problem.

Identify possible solutions. Students suggest learning strategies. Instructors can gently suggest options and alternatives.

Evaluate possible solutions. Students compare possible strategies, and identify advantages and disadvantages.

Experiment with the selected solution. Students select the best process or procedure, and apply the technique.

Evaluate the solution. Students evaluate the effectiveness of the strategy, and identify reasons for its effectiveness. The instructor can ask the students to identify other circumstances in which the strategy may be appropriate.

Critical Thinking Skills
The instructor can cultivate a focus on thinking by carefully considering how to conduct the course, what kind of atmosphere to create, and setting appropriate expectations.

Write to Learn: Apply This To Your Life
Writing about the course content can help students to activate background knowledge, monitor their learning, and apply new knowledge to their own circumstances, interests, and experience.
Journals or learning logs can be kept to explicitly reflect on students' learning experiences. Journal writing invites students to consolidate their experiences and to evaluate their academic progress. Journals