

Welcome!

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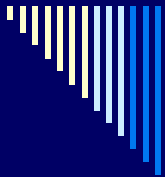
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How to teach what  
you know...

Paula Williams  
Mike Taylor  
Neil Watkins

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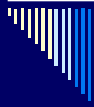
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**10:00 Session 1 – 20 mins**  
Introductions  
Aims for the day  
What do you want to learn?

**10:20 Session 2 – 40 mins**  
Teaching Theory

**11:10 Break 20 mins**

**11:30 Session 3 – 90mins**  
Part 1: Course overview 50 mins  
Nuggets  
Part 2: Theory in to practice 20 mins+20 mins

**13:00 Lunch - 30 mins**

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**13:30 Session 4 – 30 mins**

Prepare own modules – 6 x small groups

**14:00 Session 5 – 30 mins**

Part 1: Presenting module to other group  
(A->B, C->D, E->F) 20 mins

Observation focus – teaching skills

Part 2: Feedback from tutor/peer group 10 mins

**14:30 Break 20 mins**

**14:50 Session 6 – 30 mins**

Repeat session 5 mixing/ reversing groups

**15:20 Session 7 – 20 mins**

Review learning intentions of the day

**15:40 End**

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**10:00 Session 1 – 20 mins**

Introductions

Aims for the day

What do you want to learn?

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**Aims..**

- To know the key elements of a 'Learn to singing' course.
  - To know some key teaching strategies.
  - To know some key singing techniques that you can teach others.
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10:20 Session 2 – 40 mins  
A bit of theory!

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Motivation and barriers for  
adult learners...?



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Adult learners ...

- Decide for themselves what is important to be learned.
- Need to validate the information based on their beliefs and values.
- Expect what they are learning to be immediately useful.
- Have substantial experience on which to draw. May have fixed view points.
- Significant ability to serve as knowledgeable resource to trainers and fellow learners.

\*The Ultimate Educator,\* by Edmunds, C., K. Lewis, M. Murray, and A. Seymour, 1999.

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## Qualities of effective teachers of adults...

Think of a successful learning experience you have taken part in as an adult learner.. What was it about the teacher that made it successful?

Share your ideas in a small group for a couple of minutes – write your ideas onto a flip chart. Be prepared to share your ideas with the rest of the group.



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## Creating the learning environment...

- Establish rapport: *reduce anxiety; be aware of verbal and non-verbal behaviour and body movement; eye contact*
- Positive atmosphere: *use of humour; be aware of tension/changes in energy; change the pace of the session audibly and physically; change tone/volume of voice; silence is powerful; group interaction; ask for opinions/thoughts/observations; work in small groups*
- Respect and value the singers: *involve specific people; ask questions; encourage dialogue and involvement; acknowledge experience and individuality; be sensitive to the language you use; distribute attention equally; use people's names*

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## Creating the learning environment 2...

- Vary motivational strategies: *timely intervention in learning; positive feedback; demonstrate appreciation; give everyone an A; write down goals; your belief in your abilities shapes your abilities*
- Empathise with individuals: *set an appropriate level of challenge; reduce stress; acknowledge 'rightness' in comments; security – voice part/riser placement*
- Learning environment conditions: *room temperature; arrangement of seats; lighting; time of day; visual reinforcement of learning point*

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## Establish a learning climate of...

Challenge without stress

Fun!

Mutual Respect

Trust

Collaboration

Support



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## Planning and setting expectations...

- Systematic to ensure effective use of instructional time
  - Big Picture– sell the progression to the course participants/alleviate anxieties
  - Clear learning outcomes/session focus –sell the benefits 'What's in it for me?' Make connections between what has gone before and what is to come
  - Be clear about strategies- teaching notes
  - Timings
- [Overall Plan](#)  
[Weekly Plan](#)

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## Teaching Strategies...Input

- Learning Styles

How do you like to learn?



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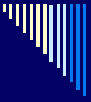
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## Over a period of three days learning retention is as follows...

- 10% of what you read
- 20% of what you hear
- 30% of what you see
- 70% of what you say
- 90% of what you say and do

Pike 1989

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## Teaching Strategies 2...

- Balance between singing and talking
- Clear instruction and explanation: take the learner outside their comfort zone – all meaningful learning involves a degree of risk; describe what you want not what you don't want
- Opportunities for practice and review – you get more of what you reinforce; help them see the connections; think pair share

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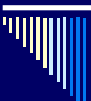
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## Assessment and evaluation

- Clear and constructive feedback
- Sincere praise for achievement and effort
- Check understanding

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## Achievement... it's not what you know but what you do!

Encourage retention of new skills learned:

- Involve the singers in the improvements made- ensure they know why things need to be better and more specifically what they are doing to make it so
- Set appropriate levels of achievement
- Recognise small steps – eat the elephant!
- Build in practice during the learning process
- Encourage transference of skills from one week to the next/one song to the next: e.g. build in practice of skill learnt one week into warm up of the following week
- Encourage self questioning: What have I learnt? What are the key points? Could I explain it to someone else? Etc.

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## Managing time and resources...

- Good use of teaching time
- Pace – can be varied
- Learning finishes with a review of what has been learnt
- Use of resources as appropriate

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## What have you learnt?

- Tell the person next to you the key thing that you are going to take away from the session.



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Break 11:10 20 mins



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11:30 Session 3 –90mins

Part1: Course overview 50 mins

Nuggets

Part 2: Theory in to practice 20 mins+20 mins

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Lunch - 13:00 - 30 mins



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**13:30 Session 4 – 30 mins**

Prepare own modules – 6 x small groups

**14:00 Session 5 – 30 mins**

Part 1: Presenting module to other group (A->B, C->D, E->F) 20 mins  
Observation focus – teaching skills  
Part 2: Feedback from tutor/peer group 10 mins

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**Break 14:30 20 mins**



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**14:50 Session 6 – 30 mins**

Repeat session 5 mixing/ reversing groups

**15:20 Session 7 – 20 mins**

Review learning intentions of the day

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## The activity.. Learning intentions

- To be able to plan for a single activity
- To be able to identify a clear learning intention
- To make use of clear instructions and explanations
- To be able to establish rapport with the singers
- To be able to keep singers engaged in the activity
- To be able to identify a specific success and an area for improvement

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## Teaching a module...

- Choose one of the singing course modules
- You will have 20 mins to present the activity
- In a small group plan the singing course module you are going to present
- Be prepared to deliver the module to the rest of the group – up to 2 people may share this bit of the task
- You will be assessed against a check list of key teaching skills by the rest of the group!!

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**14:50 Session 6 – 30 mins**  
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**15:20 Session 7 – 20 mins**  
Review learning intentions of the day

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### Review of learning intentions

- To know the key elements of a 'Learn to singing' course.
- To know some key teaching strategies.
- To know some key singing techniques that you can teach others.

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**Thank you !**

Wishing you a safe journey home...



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