Morrison Academy has determined that the following research supported pedagogy provides a good variety of teaching methodology and strategies that are useful in the classroom. It is the school's expectation that teachers will be knowledgeable and competent in appropriately utilizing the following pedagogy.

Direct Instruction

Direct instruction is probably the most commonly used teaching model. Direct instruction refers to a teaching model where the student is highly engaged in the learning, but the teacher maintains most of the control over the pacing and goals of instruction. There are a number of variables that the teacher manipulates in order to promote learning. These variables include:

- The teacher controls instructional goals that are at the correct level of difficulty for the students' ability level
- The teacher sets the pace of the lesson
- Goals are clear
- The amount of time allocated for instruction is adequate
- Instruction is continuous
- Lesson content is covered thoroughly
- Students' learning is monitored during a presentation, during guided practice, and sometimes during independent practice
- Feedback is provided to students in a timely fashion and the feedback is in relation to the desired learning

The goal of Direct Instruction is to achieve the learning objective by leading students through carefully developed tasks, which will promote the desired learning.

Project Method

The Project Method seeks to focus all instruction into a series of projects or into a single major project. The goals of instruction are accomplished through the project(s). This allows for a more student-directed learning process. Theory, knowledge, practice, and application are all integrated into one package. The Project Method provides opportunity for integration of skills across multiple disciplines. Learning and refining time management skills is also an outcome of Project Method. A good project will take into consideration the following concerns:

- Does the project adequately meet the desired objective?
- Does the project fit students' abilities and interests?
- Does the project allow for experimentation and creativity?
- Does the project integrate theory and practice?
- Is the project practical in the sense that equipment and materials are readily available?
- Does the project place the responsibility for the project on the learner?

Students may need to be taught additional skills in order to complete the project. The description of the project must be well articulated to students. Students must understand the learning objectives of the project, what equipment and materials will be needed to complete the project, what needs to be done in order to complete the project, how to keep records for documenting progress, and how will the project be assessed.

Cooperative Learning

Cooperative Learning grew out of social psychology. The focus was on changing from a competitive reward structure, i.e. the bell curve, to an interpersonal reward structure, based on cooperation. Cooperative Learning is a "classroom technique in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance."

Besides the reward structure, Cooperative Learning also impacts the task structure of the learning environment. The task structure may vary in relation to grouping, i.e. it may be either homogeneous or heterogeneous in nature. Tasks are usually individually prescribed as opposed to giving one task for the whole group. Students within a group may or may not be allowed to help one another.

Graphic/Advance Organizer

The Graphic/Advance Organizer teaching model seeks to help convey information in a meaningful and efficient way. The model is based on the assumption that the quantity, clarity and organization of the learner' s present knowledge are the determining factors in facilitating learning. Meaningful learning takes place when an idea is related in some "sensible" fashion to ideas that the learner already possesses. Another important component of Graphic/Advance Organizer is that the material itself can be organized in a meaningful way. Organizers may also take the form of a chart, diagram, map, web, or other structure to show the relationships of the concepts within the material. There is a strong parallel between how we organize material and how we store it in our cognitive structure, so that teaching should take advantage of these parallels. The Graphic/Advance Organizer teaching model seeks to build or strengthen the student' s cognitive structure to take advantage of the natural structure of the material to be learned.

Metacognition

Metacognition gives the student an awareness of the mental processes that he/she utilizes while learning. Metacognition can be exercised simply by having students explain what steps they went through to solve a problem. Other examples of utilizing metacognition include having the student teach the concept to a partner or to the class, journaling, or engage in peer tutoring programs.

Process Learning

In Process Learning the teacher desires that the student not only produce the final outcome but also understand the steps involved in reaching that outcome. The student can then transfer that knowledge to other projects with similar outcomes. In a sense, the steps or processes involved become mini products. In Process Learning the teacher breaks down the expected outcome into steps and evaluates the student's success in reaching and understanding those steps. Then, the teacher provides opportunities for the students to practice and refine those skills.

Process Learning is most widely used in writing, where the steps of brainstorming, drafting, revising, editing, and publishing are each taught and assessed in addition to the final piece of writing. This same idea can be used in math, science, social studies, etc. In math, for example, it can be used with word problems by teaching the students how to (1) analyze the words used in the problems to determine what the question is asking, (2) determine an appropriate method of solving - drawing a picture, acting it out, etc., (3) solve the problem, and (4) compare their answer with the correct answer. In similar ways it can be applied across the curriculum.

4 MAT Learning

The 4MAT system of instruction is one in which the needs of all types of learners are not only accommodated, but students are also challenged as they are presented and exposed to various learning activities and styles. Inherent in the 4MAT system is two major premises:

1. people have major learning styles and hemispheric (right-mode/left-mode) processing preferences; and
2. designing and using multiple instructional strategies in a systematic framework to teach these preferences can improve teaching and learning.

When the processing and perceiving elements are put together (sensing/feeling, thinking, watching, and doing) with right- and left-mode, four quadrants are formed, four types of learners:

- Imaginative learners
- Analytic learners
- Common sense learners
- Dynamic learners

Finally when the four learning styles are combined with the right- and left-modes, eight steps to instruction are formed creating a natural cycle of learning: connect, examine, image, define, try, extend, refine, and integrate.

Technological Integration

Technology is integrated into the curriculum in order to support the curriculum. Technological integration should promote critical thinking, problem solving, and evaluative competence. Furthermore, it should provide opportunities whereby students can be taught discernment, i.e. the filtering and screening of information against Biblical standards, as well as the importance of using technology so as not to neglect interpersonal relationships. The proper utilization of technology in the school has the potential for better equipping students to live and serve in our increasingly interrelated world.

Biblical Integration

Morrison teachers develop "biblical integration" primarily through an "inside out" model where their own active engagement with the Word of God in their lives allows significant intrusion into their thoughts, perspectives, feelings, actions, and relationships promoting personal change and character transformation. This interaction is preceded by a "living commitment" to the person of God through Jesus Christ by faith. The process of such dynamic engagement leads each teacher to discover to themselves needed experience and transformation in knowing the will of God. This establishes the basis for healthy relationships needed for modeling biblical values and behaviors and for promoting essential trust and respect.
This position of trust and respect leads to assisting and equipping others through the teaching/learning process and mentoring, assisting students in the discovery of Biblical truth as it applies to all learning. Teaching then is based upon inward excellence produced by faith in the master Teacher himself. Teaching then becomes an expression of this relationship and portrays creativity, integrity, scholarship, and humility fostering a "life learning" mentality. The teacher is the "living curriculum" of the written curriculum provided by the school. This intrusion of life and content must be appropriate for the age level of students taught

Big Six

The Big Six approach to information problem-solving is an information literacy curriculum, an information problem-solving process and a set of skills, which provide a strategy for effectively and efficiently meeting information needs. The Big Six approach can be used whenever students are in a situation, academic or personal, that requires information to solve a problem, make a decision, or complete a task. This model is transferable to school, personal, and work applications, as well as all content areas and the full range of grade levels. When taught collaboratively with content area teachers and content area objectives, it serves to ensure that students are information literate.

The Big Six Skills approach involves the following six processes:

1.   *Task Definition*
        1.1   Define the task (the information problem)
        1.2   Identify information needed in order to complete the task (to solve the information problem)

2.   *Information Seeking Strategies*
        2.1   Brainstorm all possible sources
        2.2   Select the best sources

3.   *Location and Access*
        3.1   Locate sources
        3.2   Find information within the source

4.   *Use of Information*
        4.1   Engage in the source (read, hear, view, touch)
        4.2   Extract relevant information

5.   *Synthesis*
        5.1   Organize information from multiple sources
        5.2   Present the information

6.   *Evaluation*
        6.1   Judge the process (efficiency)
        6.2   Judge the product (effectiveness)

        and flow from Christ-centered perspective that is real and genuine, not contrived.