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-: Pedagogy - Different Methods and Techniques of Teaching:-



OBJECTIVES

- To understand different classifications of teaching methods
- To comprehend various teaching methods and techniques
- To recognize the significance of different teaching methods and techniques in effective teaching

INTRODUCTION

Teaching is a deliberate activity done in a professional manner to bring a positive change in the learner; in order to teach well. Teachers are guided by certain principles of teaching and learning which have great implication for teaching. The role of the teacher is very essential in the effective implementation of the curriculum. Teachers challenge the three domains of cognitive, affective and the psychomotor domains of learners. 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.

Teaching methods denotes the strategy by which a teacher delivers his/her subject matter to the learners based on some predetermined instructional objectives in order to promote learning in the students. For a teacher to effectively adopt any teaching method, some factors must be considered. The effective implementation of any curriculum depends to a large extent on the availability of various methods of teaching. Thus to teach is to impart knowledge, an attempt to help the learner have a change of attitude and acquire skills through a series of planned activities (Buseri & Dorgu, 2011)

CLASSIFICATION OF TEACHING METHODS

Different teaching methods may elicit different types of changes in learning outcomes. There are different types of teaching methods which can be categorized into following broad types. These are teacher-centered methods, learner-centered methods, content-focused methods, and interactive/participative methods.

A. Teacher Centered Methods

In Teacher-Centered Approach to teaching, Teachers are the main authority figure. Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners, on the other hand, are presumed to be passive and copious recipients of knowledge from the teacher. Students are viewed as "empty vessels" whose primary role is to passively receive information via lectures and direct instruction with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities.

Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught that such methods are called "closed-ended".

B. Learner Centered Methods

In the Student-Centered Approach to teaching, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. In learner-centered methods, the teacher is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The teacher “becomes a resource rather than an authority”. Examples of learner-centered methods are discussion method, discovery or inquiry-based approach, etc.

C. Content-Focused Methods

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach.

D. Interactive/Participative Methods

This fourth category borrows a bit from the three other methods without necessarily laying emphasis unduly on the learner, content or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors.

Teaching methods are many and varied and could be used in different ways, considering among others the age of the learners, body configuration or physique of learners.

In another broad classification, teaching methods could be presented in three main categories:

- Cognitive development methods
- Affective development methods and
- Psychomotor development methods

a. Cognitive Development Methods

Here, if the focus of the instructional objectives is to develop intellectual skills in learners, then the cognitive development methods of teaching are recommended. This method helps learners to comprehend, analyze, synthesize and evaluate information. It helps learners develop good cognitive abilities. The cognitive development methods are essentially didactic. Some of the teaching methods in this category include:

- Discussion Method
- Questioning/Socratic Method
- Team Teaching Method
- Talk Chalk/Recitation Method
- Field Trip/ Excursion Method
- Team Teaching Method

b. Affective Development Method

This domain includes objectives which describe changes in interest, attitudes, and values. It further deals with the development of appreciation and adequate adjustment. Education has a lot to give the learner in order to assist him/her to develop in these areas, hence teachers are encouraged to include learning experiences that are worthwhile, teach in ways that arouse interest and develop proper attitude in learners. This mode of teaching is basically Philetic, here students feelings or opinion are aroused. Some teaching methods under this category include:-

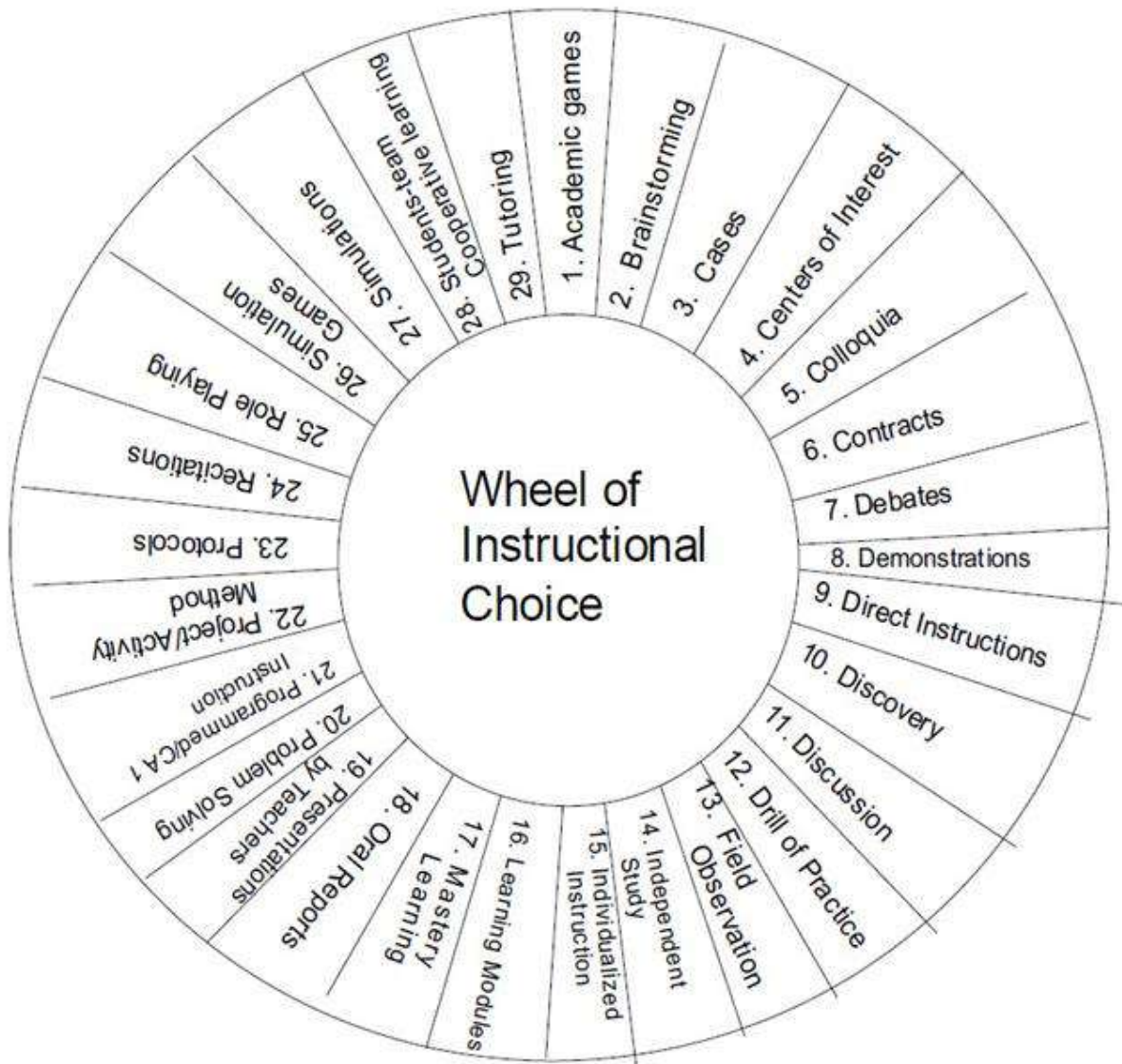
- Modeling Method
- Simulation Method
- Dramatic Method and
- Role-Playing Method

c. Psychomotor Development Methods

These are activity-based methods of teaching that aim at motor skills development in learners. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching. It is a more student activity-based method. This method includes:

- Inquiry Method
- Discovery Method
- Process Approach Method
- Demonstration Method
- Laboratory/Experimentation Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method
- Microteaching Method
- Mastery Learning

There are a number of teaching methods have been developed, modified and even combined over centuries. Below is a list of some teaching methods that can be used to facilitate learning generally. It can be represented as the Wheel of Instructional Choice showing Various Teaching Methods



Wheel of instructional choice showing various teaching methods (Adapted from Cruickshank, D.R., Bairer, D. & Metcalf, K. "The Act of Teaching". 1995 pg.

DIFFERENT TEACHING METHODS AND TECHNIQUES

Let's see some common teaching methods and techniques, their characteristics and mode of application, which are used frequently in our daily classroom teaching.

Method, Approach and Techniques - Before proceed further it is worth enough to discriminate between the three.

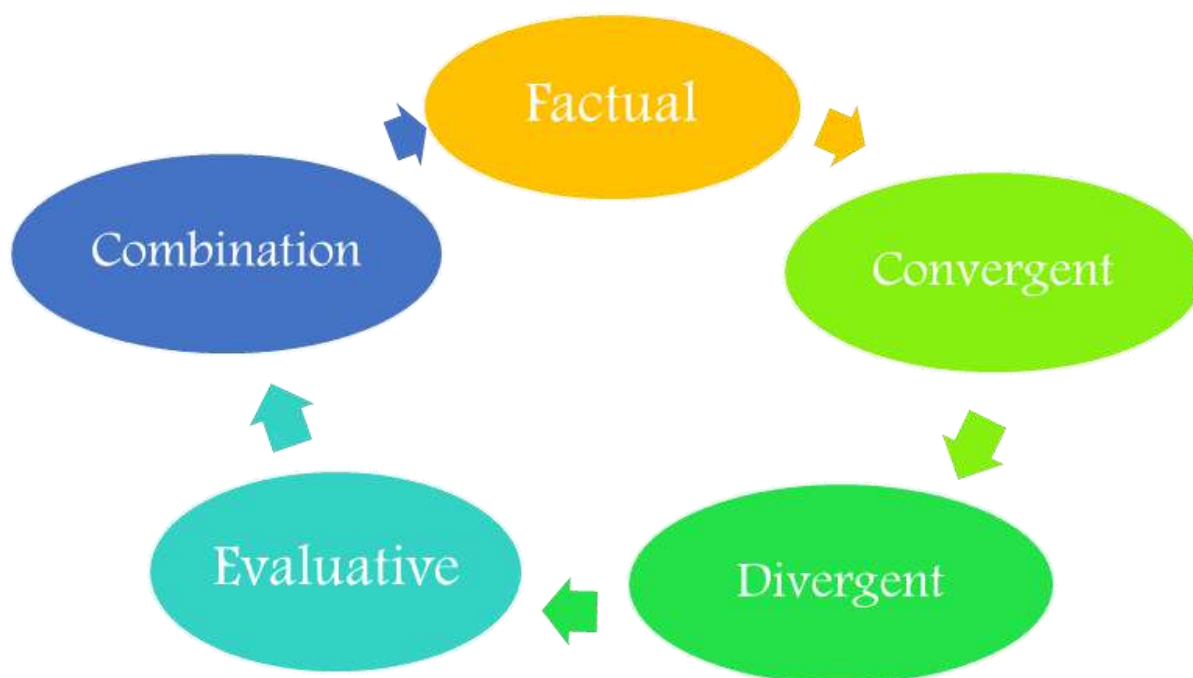
Method is procedural, Approach is axiomatic and Technique is implementational.

Questioning Method

Questioning method of teaching aids learners in connecting concepts, increasing awareness, encouraging creative and imaginative thought, making inferences, etc. Questioning generally helps learners to explore deeper level of thinking, knowing and understanding. Questioning, though it is more of a technique than a method of teaching, it is used during various methods of teaching. Questioning methods may be used for the following purposes (Achuonye & Ajoku, 2003)

- To arouse interest & curiosity
- To stimulate discussion
- To channel thinking
- To determine how well the group understand the material
- To get the attention of an individual

There are five basic types of questions as shown in the figure



Lecture Method

A lecture is a pedagogical method where an expert in a particular field makes a carefully planned, sequentially arranged expository address on particular topic.

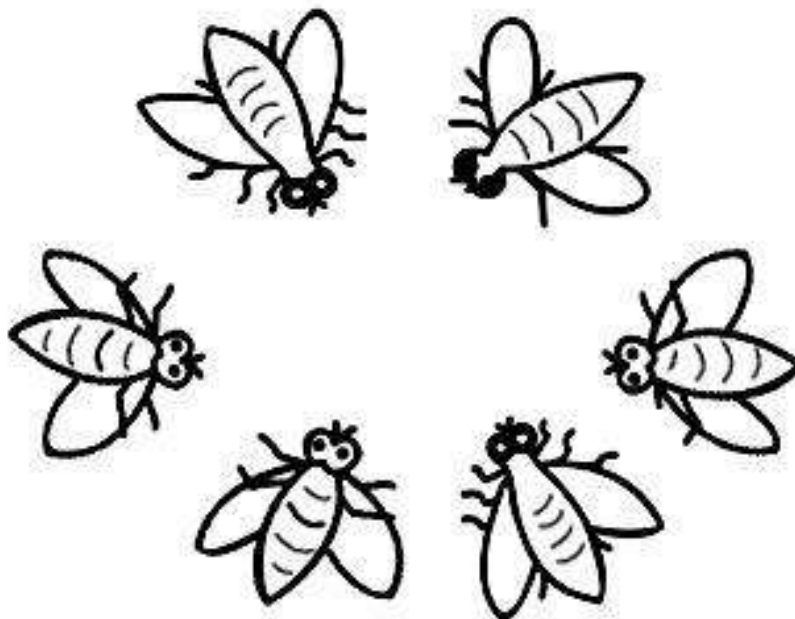
A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas and all theoretical knowledge about a given topic. In a lecture the instructor tells, explains, describes or relates whatever information the learners are required to learn through listening and understanding. It is therefore teacher-centered. The instructor is very active, doing all the talking. Trainees, on the other hand, are very inactive, doing all the listening. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction. The lecture method of instruction is recommended for learners with very little knowledge or limited background knowledge on the topic. It is also useful for presenting an organized body of new information to the learner.

Discussion Methods

Discussion is usually at a higher cognitive level and it develops critical thinking. Student's participation is necessary for a successful classroom discussion. It is a student-centered teaching technique but requires careful planning by the teacher to guide discussion. Successful discussions are guided by specific teaching goals. In the students attempt to solve the problem or answer the question, students pair up in smaller groups discuss the issue on ground and then they are brought back for a full group discussion. This method encourages student's participation, develops critical thinking, develops student's ability to communicate, and problem-solving skills.

Buzz Groups

Another method of instruction is the buzz group. During a longer session, the plenary group can break into sub-groups to discuss one or two specific questions or issues. The room soon fills with noise as each sub-group 'buzzes' in the discussion. Buzz groups can be in pairs, trios, or more depending on the activity. People turn to their neighbors for a quick buzz or form larger groups of three or more. This allows almost everyone to express an opinion. While they are buzzing, participants are able to exchange ideas and draw on their wide collective experience. A good buzz session will generate many ideas, comments, and opinion, the most important of which will be reported back.



Brainstorming

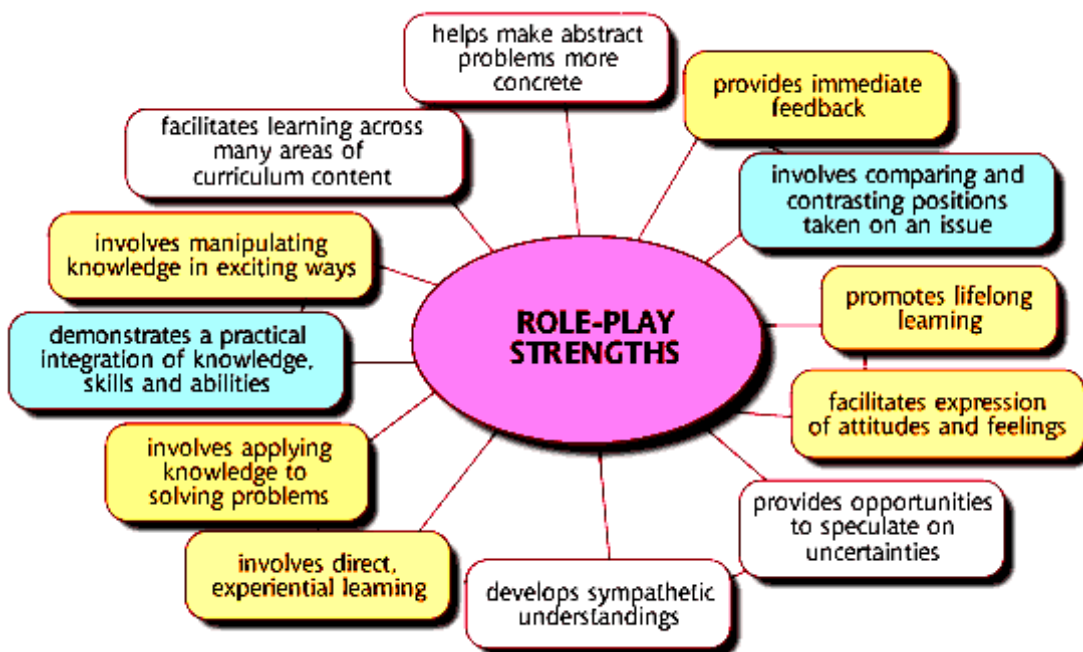
The purpose of a brainstorming session is to discover new ideas and responses very quickly. It differs from the buzz group discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. The combination of swiftly generated ideas usually leads to a very animated and energizing session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts.

perfect your **brainstorming** sessions



Role-Playing

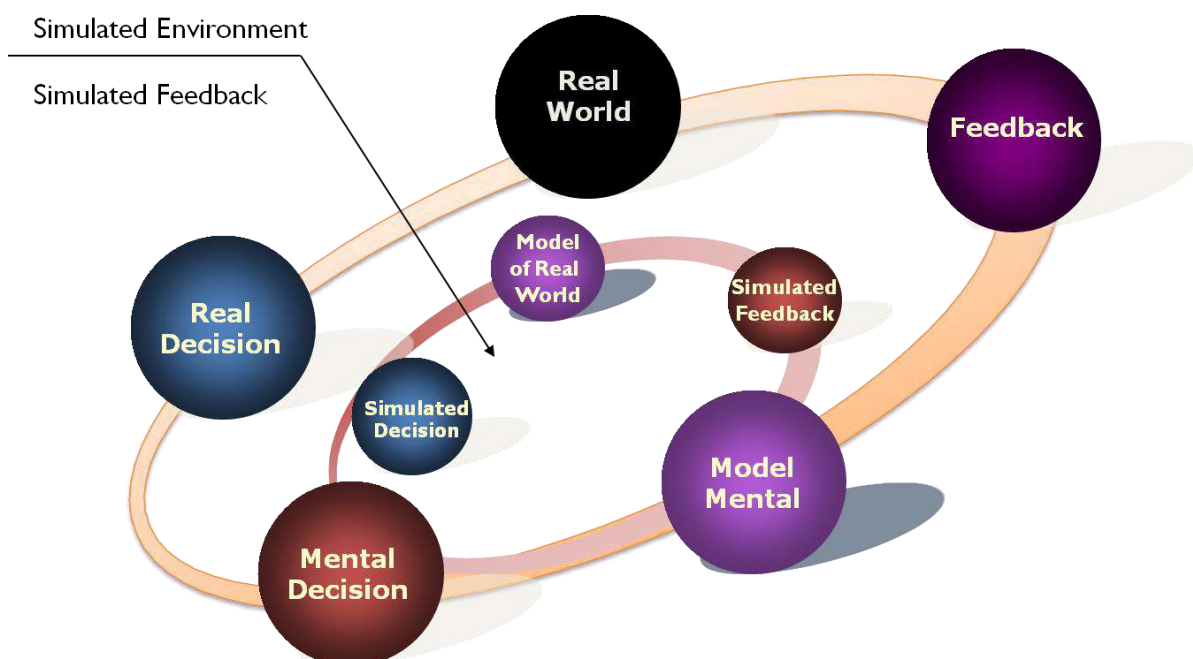
This method of teaching can be used for solving real-life situational problems. The technique of role play develops practical professional skills and functioning knowledge. It enables students in the classroom to act as stakeholders in an imagined scene. In a play role, the teacher selects an event that illuminates the topic of study and students are assigned roles, which will be played out, the role play will be concluded, with a reflection stage that reinforces the concepts introduced by the role play. This method gives students the opportunity to explore together their feelings, attitudes, values, and problem-solving strategies.



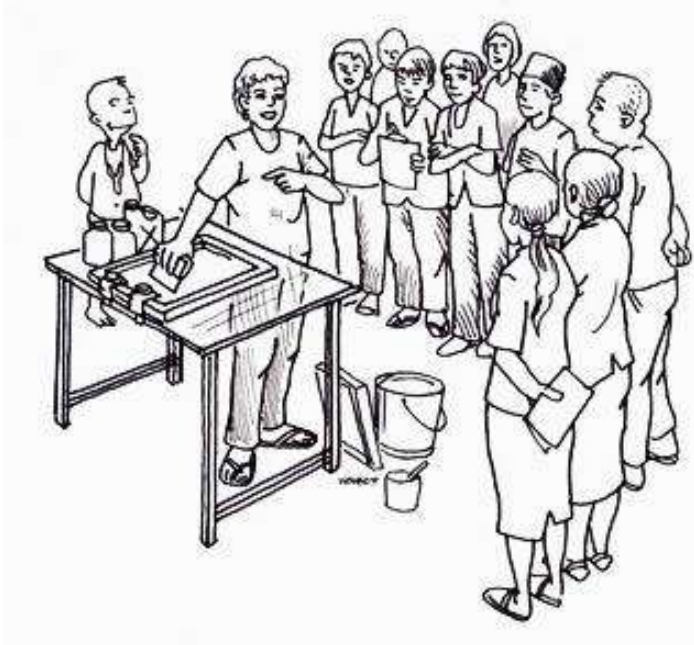


Games/Simulation Method

This method entails a real-life activity in a simple manner that communicates the idea to the learners. The use of simulation methods in classroom situations is devised to help students learn how things operate in reality. Students are encouraged to act out the same roles and make decisions likened to real-life situations. Therefore, simulation helps students to practice and understand adult roles and also develop the skills necessary for successful adult life. Simulation and games are used at all levels of education and create both intrinsic and extrinsic motivation in the learner.



Demonstration Method

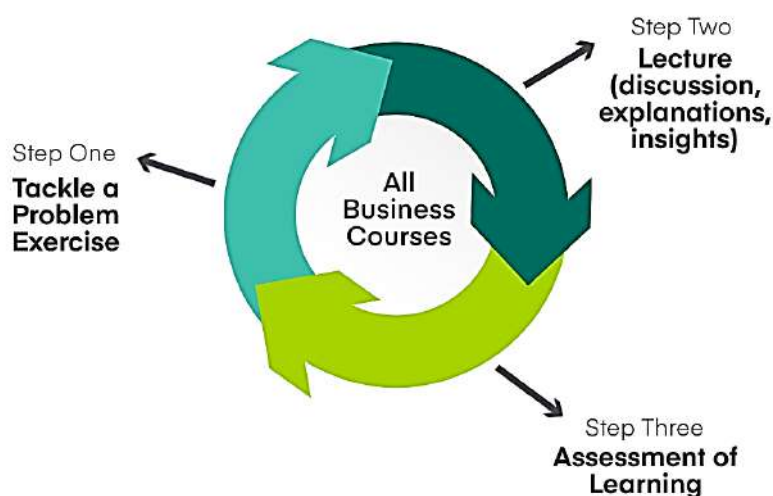


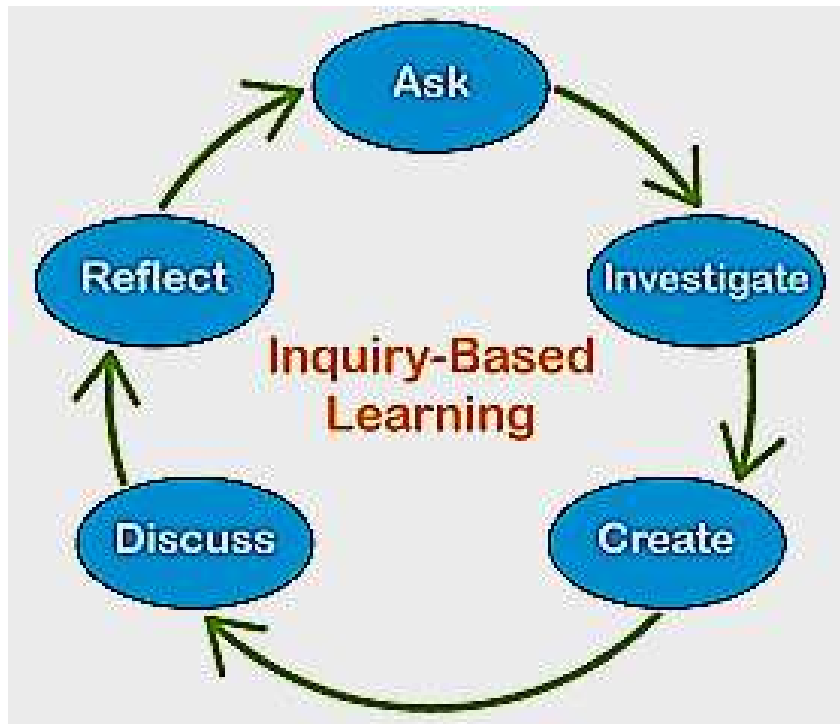
A demonstration involves showing, doing or telling the students the point of emphasis. It is mostly used as a technique within a method of teaching and a time as a method of teaching itself. Here the role of the teacher is to illustrate how to do something or illustrate a principle first by explaining the nature of the act verbally, followed by demonstrating the act in a systematic manner and later the students repeat the act. The demonstration is useful mostly in imparting psychomotor skills and lessons that require practical knowledge.

Inquiry/Discovery Method

This is a teaching-learning situation whereby students are given the opportunity to discover and find out things for themselves. This method is rooted in heuristic teaching activity and problem-solving; these are basically the major ingredients of modern science. It is a learner-centered method, whereby the learner discovers & explores some problem-solving experiences with a view to drawing conclusions from data gathered through the process of observing, predicting, measuring and formulating relevant questions. The gains of inquiry/discovery methods include.

- Demonstrates students proficiency
- Encourages curiosity
- Fosters intuitive thinking in the classroom
- Develops good communication skills and
- Students become independent thinkers.



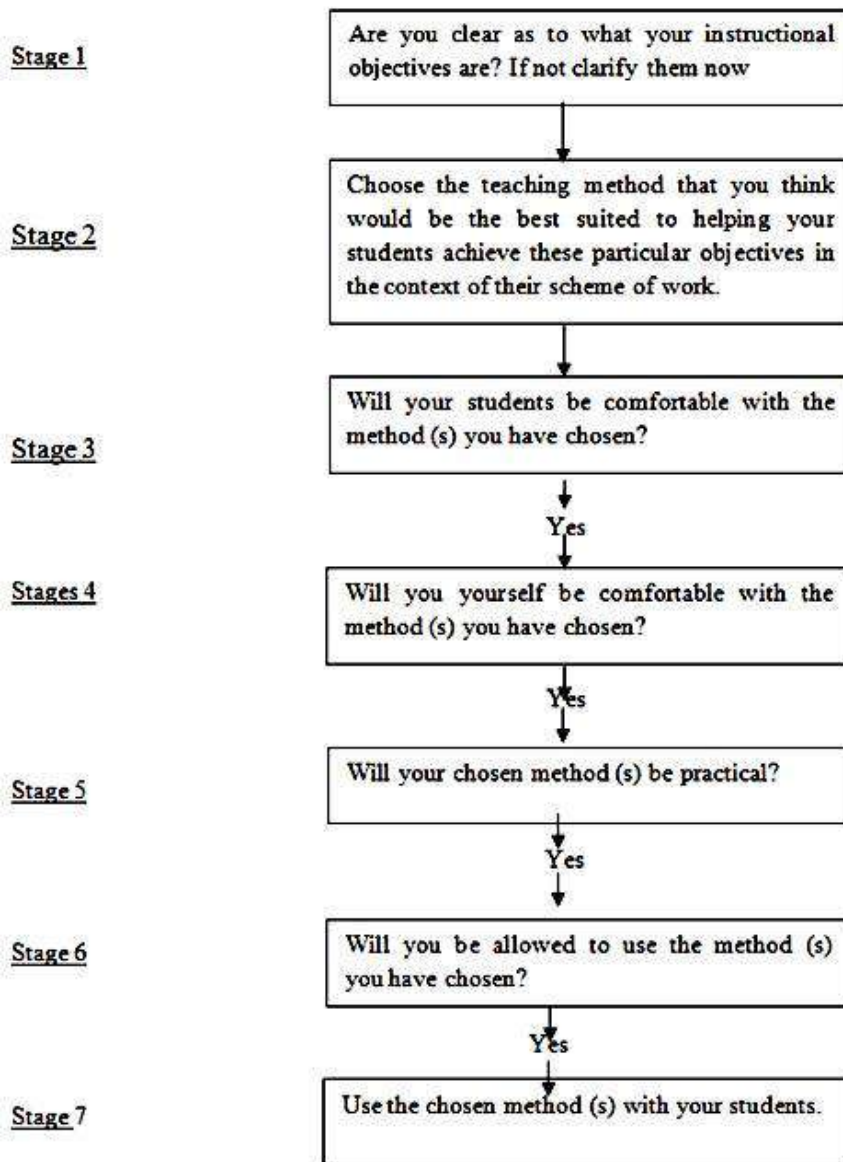


Selection of Appropriate Teaching Methods:

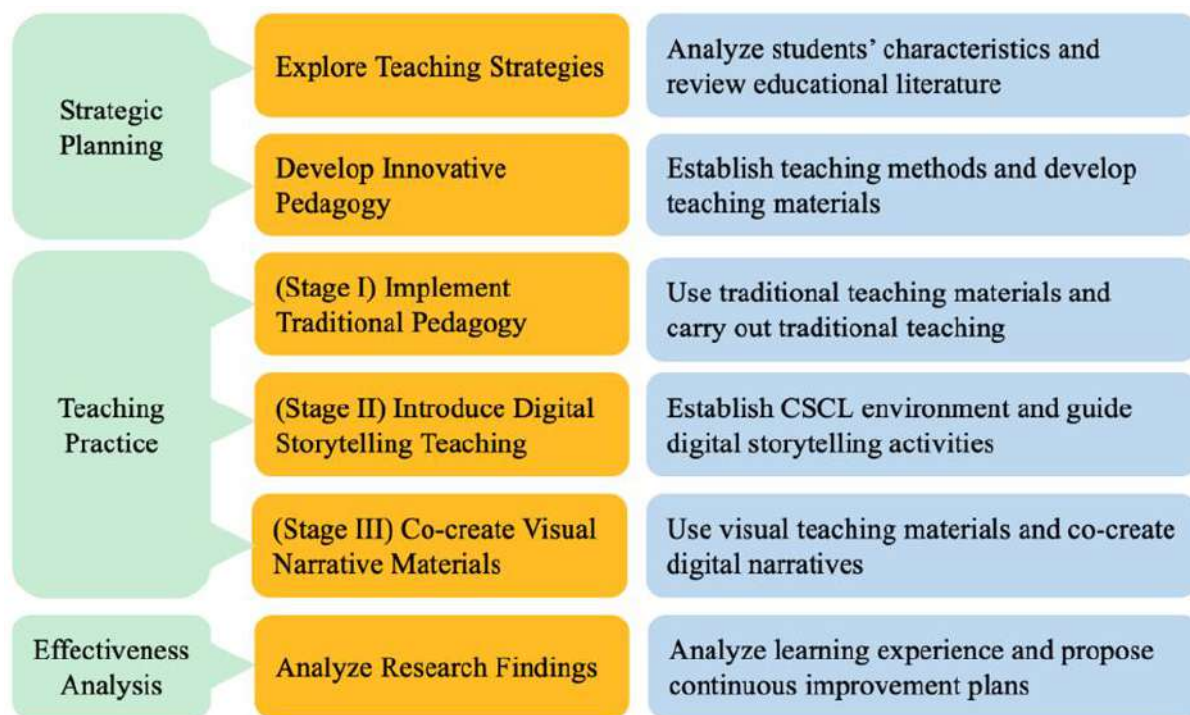
It is important to consider the classroom environment in selecting an appropriate teaching method for a lesson. The space available in a class, ventilation, illumination and other teaching devices in a classroom, etc all these affect the choice of teaching methods to be used. A Programme Chart for Selecting Appropriate Teaching Method (Ellington& Earl,1998)

Computer-Supported Collaborative Learning (CSCL) - Johnson and Johnson pointed out that, compared to individual learning; students perform better in collaborative learning. Lazareva and Cruz-Martinez also stated that collaborative learning students outperform other types of learners and promote greater learning performance. The technology used for collaborative learning must provide learners with opportunities to participate in common tasks, effectively communicate, share resources, receive support for effective collaboration, participate in co-construction, standardize learning, and establish communities of practice.

The technical role of computer-supported collaborative learning (CSCL) is not only to promote the communication and collaboration process but also to improve and facilitate the group learning process, helping participants to interact effectively.



In situations where teachers fail to use appropriate teaching methods, a good curriculum plan could turn out to be damaged. The main purpose of curriculum implementation is to translate the ideas into a workable blueprint, and this can be achieved basically by using appropriate teaching methods in the class.



The following suggestions are made for the effective use of teaching methods in the teaching and learning process.

- Teachers should know the nature of the subject matter to be taught and be conversant with it to enable him/her to determine the most suitable teaching method/methods to use in a given lesson.
- The instructional objectives, a teacher intends to achieve by the end of the lesson determine to an extent the type of teaching methods.
- The teacher must be very familiar with the type of teaching methods he/she wants to use at any given time and must ensure it is most appropriate for the success of the lesson.
- The teacher must consider the age, interest, etc. of the learner and ensures the right teaching methods and materials that will suit the learners are in place.
- In choosing appropriate teaching methods, the teacher is encouraged to consider the time to be used for a lesson, as this will go a long way to determine also the type of teaching methods to use.
- The teacher should put into consideration the population of the class, the environment and the size of the class. This will help to determine the most suitable teaching method to use for a lesson and make it worthwhile.

CONCLUSION

- The teacher is a vital factor in the success of an educational system in a nation. Teaching is an attempt to bring about desirable changes in human learning, abilities, and behavior. Effective implementation of the curriculum is dependent in the effective use of appropriate teaching methods in the classroom. Teaching methods are used to facilitate students learning and satisfaction. A combination of teaching methods is encouraged for effective teaching. A variety of the use of teaching methods is a must for teachers if learning is to be effective and efficient.

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WEB LINKS

- <https://teach.com/what/teachers-know/teaching-methods/>
- <https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>
- <file:///C:/Users/corporate/Downloads/10.11648.j.ijsedu.s.2015030601.13.pdf>
- https://en.wikipedia.org/wiki/Teaching_method
- https://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/MethodsTeaching_Sept13.pdf

FAQ

Discuss about Brainstorming?

The purpose of a brainstorming session is to discover new ideas and responses very quickly. It differs from the buzz group discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. The combination of swiftly generated ideas usually leads to a very animated and energizing session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts.

Advantages of Role Play method ?

It enables students in the classroom to act as stakeholders in an imagined scene. In a play role, the teacher selects an event that illuminates the topic of study and students are assigned roles, which will be played out, the role play will be concluded, with a reflection stage that reinforces the concepts introduced by the role play. This method gives students the opportunity to explore together their feelings, attitudes, values, and problem-solving strategies.

Write down five types of Question?

Factual questions, convergent questions, divergent questions, evaluative questions and combination questions.

QUIZ

1. Identify a teacher-centered method of teaching from the following
 - A. Project method
 - B. Lecture method
 - C. Brainstorming
 - D. Roleplaying

2. A lot of emphases is laid on the clarity and careful analyses of content in approach
 - A. Teacher - centered approach
 - B. Student-centered approach
 - C. Content -centered approach
 - D. Activity -centered approach

3. Cognitive Development Methods give emphasis to develop in learners
 - A. Motor skills
 - B. Emotional skills
 - C. Attitudes
 - D. Intellectual skills

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