

FIELD PAPERS

Junior Secondary Educational Improvement Project

BOTSWANA

**Instructional Design Course
Unit Six: Teaching Methods, Techniques
and Learning Activities**

Draft November 1987

IEES

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Instructional Design Course Unit Six: Teaching Methods, Techniques and Teaching Activities

Molepolole College of Education

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Table of Contents

I. Title	1
II. Aim	1
III. Content Outline	1
IV. Objectives	1
V. Introduction	1
VI. Presentation	2
1. Definition of Teaching Methods and Techniques	2
2. Types of Teaching Methods and Techniques	3
3. Establishing Criteria for Selecting Teaching Methods and Techniques	5
4. Selecting Teaching Methods	6
VII. Practice/Exercise	13
VIII. Feedback.....	13
IX. Remediation	15
X. Enrichment	15
XI. Evaluation.....	15
XII. References	15
Unit Six Sample Revision Questions	16

UNIT SIX

I. TITLE

Teaching Methods, Techniques and Learning Activities

II. AIM

To select teaching methods, techniques and learning activities for a implementing a lesson.

III. CONTENT OUTLINE

A. Selecting Teaching Methods and Techniques

1. Definition of Teaching Methods and Techniques
2. Types of Teaching Methods and Techniques
3. Establishing Criteria for Selecting Teaching Methods and Techniques
4. Selecting Teaching Methods and techniques

B. Selecting Learning Activities

1. Definition of Learning Activities
2. Types of Learning Activities
3. Establishing Criteria for Selecting Learning Activities
4. Selecting Learning Activities

IV. OBJECTIVES

- A. Define teaching methods and techniques
- B. List teaching methods and techniques for large, small and individual instruction
- C. Identify criteria for selecting teaching methods and techniques
- D. Given an instructional objective identify suitable teaching methods and techniques for teaching the objective
- E. Define learning activities
- F. Identify criteria for selecting learning activities
- G. Given an instructional objective identify learning activities for teaching the objective

V. INTRODUCTION

Quite often an interesting topic is made dull and boring by a teacher who does not have experience or who is not creative, enthusiastic or caring. But most

lessons can be made interesting. There are many ways to make a lesson interesting and challenging. One of the ways of doing this is by using a variety of teaching methods and techniques that are stimulating, and by choosing learning activities that are challenging to the students. The purpose of this unit is to enable you to select teaching methods, techniques and learning activities that are interesting and challenging to your students.

VI. PRESENTATION

A Selecting Teaching Methods and Techniques

Teaching methods and techniques are important components of instructional planning. In terms of planning sequence, teaching methods and techniques can be selected before or after choosing instructional materials and teaching aids. It all depends upon the subject to be taught, available resources and the preference of the teacher.

1. Definition of Teaching Methods and Techniques

A teaching method may be defined as an established way used to help a learner to learn. It may also be defined as a special way of conducting an act of learning. In a typical school setting, methods are exemplified by a lecture, discussion, laboratory or workshop experience, role playing, dramatisation and home work. In a broader sense, teaching methods include classroom setting (called the class method), field trips, programmed instruction, modular instruction, radio or television instruction, correspondence and internship. As you can see, method is a very broad term for how learning is organised and conducted.

A teaching technique is synonymous to a teaching method, although some textbooks attempt to differentiate them. For example, a technique is defined as a specific way of relating to the learner the material being presented. During a **lecture** (method) a teacher may pause and ask **questions** (technique) to make sure that learners are understanding what is being said. Or the teacher may use **voice inflection** (technique) to draw attention to an important point. These special ways of relating to the learner are devised by the teacher, usually without an advance preparation, and are called techniques.

While the questions used during a lecture may be a technique, questioning can also be a method. For example, a revision lesson is usually based on questioning method in which students ask questions and teacher or other students provide the answers. In a general sense, it can be said that a method is broader and requires advance preparation than a technique. For example, dramatisation requires assigning roles to participants who have to practise the roles before coming to class. Within the method of dramatisation, there will be a variety of individual techniques such as voice inflection, body and hand movements.

In this module methods and techniques will be used to mean the same thing, that is, ways used to help a learner to learn. Every method has its own rules of application which must be learnt if it is to be performed well. Methods like lecture, discussion or field trip are activities which must be conducted carefully

by the teacher. Each method has a specific purpose and procedures which the teacher must understand. The effectiveness of a method depends upon how well a teacher prepares in advance. When using a method the teacher must be alert and be ready to make adjustment by modifying or changing the method to suit the learning situation.

2. Types of Teaching Methods and Techniques

Teaching methods and techniques are many and varied, and there are many ways of classifying them. For example, teaching methods and techniques may be classified according to how they relate to the learner. For this reason teaching methods and techniques will be classified according to the number of learners involved in a learning situation:

- (a) large group methods (for 21 or more students);
- (b) small group methods (for 2-20 students); and
- (c) individual methods (for one student).

Since there is a course specifically devoted to teaching methods and techniques in the Education Department, the following discussion will be limited to a few examples. You should note that although the methods are classified into separate groups, one method may apply to two or more groups, for example, tutorial, discussion, assignment, project, games can be used as small group methods or individual learning methods.

a. Large Group Methods

A large group instruction involves about twenty one or more students. Of course, twenty one is a convenient number which is considered large enough for a class size, for example, debate, demonstration, field trip, games, guest speaker, lecture, observation, questioning and test/quiz. In a sense the classroom setting may be called a method since it is a way in which students are organised for learning. Since most instructions in schools occur in the classroom, the class method is hardly mentioned.

Large methods are particularly effective because:

- (i) when a large number of learners are to be reached at the same time, by a single source of information like the teacher, radio, television or a guest speaker;
- (ii) they save instructional time and resources such as learning materials; and
- (iii) they enable the teacher to deliver a large amount of information uninterrupted.

The major weaknesses of the large group methods are:

- (i) communication is usually one way, that is, from a source to the learner and the learner has a limited chance to ask questions;
- (ii) the teacher has no way of finding out if the information being delivered is understood;
- (iii) learners are not given chance to contribute to the learning situation and are likely to be passive recipients of knowledge; and
- (iv) individual differences are likely to be ignored.

b. Small Group Methods

Small group methods involve about two to twenty students. The ideal size of the group depends upon the particular method being used. For example, dialogue and conversation require about two students, while discussion and experiment involve three to ten students. Other methods in the small group category are project, group assignment and tutorial.

The advantages of small group methods are:

- (i) learners are actively involved in learning;
- (ii) individual chances of contributing to learning is increased;
- (iii) leadership and responsibility is encouraged; and
- (iv) learners are given chance to learn from one another.

The disadvantages are:

- (i) the groups require some amount of supervision and effective leadership;
- (ii) the groups may consume instructional time in organising; and
- (iii) the groups may be expensive since resources such as laboratory equipment has to be made available to each group.

c. Individual Methods

Individual methods are those that allow students to learn on their own. The main purpose of individual methods is to engage the student in a personal learning situation. In the learning situation the materials are the only source of information, exercises, drills and feedback available to the student. Examples of individual methods include home work, workbook or worksheet, individual assignment, problem-solving, inquiry, research, programmed, modular and correspondence instruction.

The advantages of individual methods include:

- (i) each student is actively involved in the learning process;
- (ii) every student is given the opportunity to learn and progresses according to the effort put into learning;
- (iii) individual methods encourage independent learning habit;
- (iv) individual methods allow the teacher to know the strengths and weaknesses of each student; and
- (v) the teacher can devote more time to supervise each student.

The disadvantages are that::

- (i) the methods put a great demand on the teacher to supervise the students;
- (ii) students who are academically weak may have problems coping with the work involved; and
- (iii) individual methods may be costly in terms of time demand on the student and material resources.

3. Establishing Criteria for Selecting Teaching Methods and Techniques

The main criteria for selecting teaching methods and techniques are learning content; learner characteristics; teacher experience; and practical considerations.

a. Learning Content

Teaching methods are selected to suit what is to be taught. This is done by considering how best to help students learn the content. For example, when planning a lesson for teaching about the System of Justice in Botswana, a teacher may consider asking students to observe a live proceeding, using a guest speaker, motion picture, lecture, assignment, project and research methods. Although all of these methods are suitable, a decision must be made on the best ones to select. In the above example, observation of live proceedings combined with a guest speaker, lecture and assignment or project should suffice to teach the content quite well. For any choice of teaching method, you should have a good reason for that choice.

b. Learner Characteristics

Since teaching methods deal with ways of helping students to learn, or ways of conducting learning, methods chosen must be suitable to the ability, experience and interest of the students. Every teaching method has a purpose and its own procedures. While some methods such as assignment, group discussion, demonstration, lecture and questioning appear to be suitable for

most learners, others such as debate, research and modular instruction require learners to have a certain level of learning experience. In selecting teaching methods, the teacher should therefore consider how well the methods will help the learner to learn.

c. Teacher Experience

The range of teaching methods used in any learning situation is influenced by the teacher. Since it is known that a variety of teaching methods are more likely to be more effective for learning than one method, the teacher should be familiar with as many methods as possible. Dull lessons are caused by teachers who do not have a good knowledge of teaching methods and techniques. There is a tendency for teachers to use only methods that they are familiar to them. This should not always be the case. Every teacher should try to find methods that are best for teaching a particular topic and students, and endeavour to learn how to use them. For this is the only way a teacher can be exposed to as many teaching methods as possible.

d. Practical Considerations

There are several practical considerations that affect choice of teaching methods and techniques. Practical considerations are realistic conditions that can prevent the use of a method. The methods referred to here are those that require long preparations, equipment and materials. Some of the practical considerations include: (i), time to prepare students which can affect methods like dramatisation, role playing and debate; and (ii), available resources such as laboratory equipment, library facilities, transportation and finance which can affect methods like experiments, research, field trip or excursion and modular instruction.

4. Selecting Teaching Methods

Figure one (next page) shows an example of teaching methods and techniques selected for a lesson on First Aid Treatment of Minor Injuries.

The decision process involved the considerations discussed above and the following questions:

- i. What is the nature of the knowledge, skill required by the behavioural verb?
- ii. What are the instructional materials and teaching aids to be used in helping students to acquire the knowledge and skill required by the behavioural verb?
- iii. What learning situation should be created to help students learn the knowledge and skill required by the behavioural objective?

The above questions were used to identify the teaching methods and techniques for the three instructional objectives. Below are the objectives, their teaching methods and reasons for selecting each method.

Objective One: Given a first aid box, the student should be able to identify the items in the box.

Teaching Methods:

- (a) lecture (for introduction and summary of facts);
- (b) questioning, and
- (c) class discussion (for students to identify first aid items and their uses)

<p>Form One Subject: Science Content: First Aid Treatment for Minor Injuries Aim: To teach First Aid treatment procedures for minor injuries Previous Knowledge: Students should have had personal injuries and experienced First Aid treatment at home or clinic.</p>			
OBJECTIVE SEQUENCE	INSTRUCTIONAL MATERIALS	TEACHING AIDS	TEACHING METHODS AND TECHNIQUES
1. Given a first aid box, the student should be able to identify the items in the box.	1. Ref. First Aid Book pp. 5-15; 2. Film, "Know Your First Aid."	1. First Aid Box 2. Chart showing contents of First Aid Box and their uses.	1. Lecture (to present facts) 2. Questioning and Discussion (to help students identify and understand uses of First Box contents).
2. Given a bandage, iodine tincture, hydrogen peroxide, cotton swab, the student should be able to perform First Aid treatment for a cut.	Same as above	1. Bandage, iodine tincture, hydrogen peroxide and cotton swab 2. Treatment sequence chart	1. Demonstration (for showing how to treat a cut). 2. Small Group Activity (to practice treatment procedure)
3. Given a situation in which a person sustains an injury, the student will choose to help in performing First Aid treatment without being asked.	Same as above	Chalkboard written questions	Questioning (to identify student feelings)

Figure One Teaching Methods and Techniques (bold) for First Aid Treatment of minor injuries

Objective Two:

Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to **perform** first aid treatment for a minor cut.

Teaching methods:

- (a) Class or large group demonstration (for showing how to treat a cut).
- (b) Small group demonstration (for students to practice how to treat a cut).

Objective Three:

Given a situation in which a person sustains an injury, the student will **choose** to help in applying first aid treatment without being asked.

Teaching methods

Questioning (to identify students' feelings)

Note: dramatisation would have been suitable for this objective, but may not be practical in view of the time already spent.

When selecting teaching methods and techniques for the lesson, you should indicate as briefly as possible the purpose of the method. For example, if you indicate dramatisation, indicate the part of the lesson to be dramatised; or if you say assignment, indicate the nature of the assignment. This will help you and other teachers to know the purpose of the method.

B. Selecting Learning Activities

1. Definition of Learning Activities

Learning activities are what students are asked to do in order to better understand what is being taught. Learning activities is a process used to make information more meaningful and thus able to be stored properly in the memory and recalled more easily. When information is learnt without giving it a special meaning it will soon be forgotten. Learning activities prevent students from becoming passive learners. A carefully selected learning activities help students to be interested in the class, increase motivation and interest.

2. Types of Learning Activities

Learning activities can be classified according to the capability or behaviour that students should acquire. This is important because instructional objectives are written to specify capabilities or behaviours, and learning activities are intended to help students learn the capability or behaviour indicated in an objective. Thus, learning activities can be classified according to the levels of instructional objectives: cognitive, affective and psychomotor.

a. Cognitive or Intellectual Learning Activities

Cognitive or intellectual learning activities help students to acquire knowledge and develop capability for mental operations such as the ability to understand, comprehend, apply knowledge, analyse, synthesise, evaluate and create. For example, if the objective states: " Given a reading passage, the student should be able to **identify** all of the main points without error." The learning capability implied is **comprehension**. Therefore, the learning activity to achieve comprehension is reading and written questions requiring students to identify the main points in the passage.

b. Affective or Attitude Learning Activities

Affective or attitude learning activities help students to acquire desirable behaviours and develop capability for making reasonable choice of personal action such as the ability to receive information objectively or open-mindedly; to do something without being forced; to develop value or appreciation of things; to accept responsibility for ones own action; and to develop good character as popularly accepted by the society. For example, if an objective is: " Given the values of different religious beliefs, the students should be able to choose to agree or disagree." The attitude implies is choice of personal action involving **valuing**.

c. Psychomotor Learning Activities

Psychomotor learning activities help students to acquire a variety of physical capability such as manual skills of manipulation; refined movements; personal control or tolerance for stress or strain; and smoothness or performance. For example, if an objective is: " Given a saw, and a piece of wood, the student should be able to cut the wood in an "S" shape to fit a given specification." The motor skill implied in the objective is smoothness of performance.

Although learning activities should reflect the capability implied in an objective, it is desirable to have a learning activity that helps students to develop more than one capability. For example, an individual project (a type of learning activity) may require students to develop all three categories of learning capabilities -- cognitive, affective and psychomotor. An example of a comprehensive learning activity is a project in Science which involves studying the life cycle of a housefly. A project of this nature will help students to develop knowledge (knowing about houseflies); skills (drawing stages of development of the housefly); and attitude (personal devotion of the time of the student which will show up in the overall quality of the project). Thus, in a learning situation, the teacher may provide a learning activity that helps students to develop multiple skills.

3. Establishing Criteria for Selecting Learning Activities

Generally, there are three major criteria for selecting learning activities: learner characteristics, instructional objectives and learning resources.

a. Learner Characteristics

Learning activities should be suitable to the ability, experience and interest of the students. As previously stated, the purpose of learning activity is to make learning more meaningful to the student. Therefore, learning activities selected should be those that have relevance to the learning needs of the students. Such activities should not be too difficult to discourage the students but challenging enough to be worthwhile.

Learners' motivation and interest greatly depend upon reinforcement and feedback received during the learning process. The learning activities selected should help the learner to acquire the knowledge, skills and attitude implied in the objective; feedback received during the learning process should motivate the learner to increase attention in the activity. For example, in Mathematics, after teaching, say, how to determine an angle of triangle, the students may be given about ten problems with answers (feedback) for home work. These problems should contain easy to difficult items. The easy items will serve as good reinforcers to encourage the student to proceed to the more difficult ones.

b. Instructional Objectives

A direct source of information for selecting learning activities is the instructional objectives of the lesson. The learning activities of the lesson should be structured to help students acquire the knowledge, skill or attitude specified in the objective. For example, if an objective states, "The student should be able to use given adverbs in sentences", then the learning activity to achieve that objective should involve giving a number of adverbs to students to use in sentences.

c. Learning Resources

Learning resources mean all of the learning materials and opportunities available in the school and its immediate environment. Within a school there will be a variety of resources like books, laboratory and workshop facilities, motion pictures, slides, cassette tapes, video tapes, experimental stations for agriculture or science. These materials constitute a collection of learning resources which a teacher could use to support classroom instruction.

In the immediate school environment, there may be learning resources like a public library, museum, factory and a court or kgotla or any place from which information may be obtained. Knowledge of these resources can help the teacher to enrich instruction. For example, an excursion or field trip can be arranged to learn about how a factory produces certain goods, or a visit to a court to learn about how justice is implemented.

4. Selecting Learning Activities

Figure Two shows an example of learning activities selected for a lesson on First Aid Treatment for Minor Injuries (see next page).

The process of selecting learning activities involves the criteria already discussed and the following questions:

- a. What is the nature of the knowledge, skill required by the behavioural verb?
- b. What are the instructional materials and teaching methods to be used for the objective?
- c. What are the learning activities to be used in helping students to acquire the knowledge and skill implied by the behavioural verb?

The above questions were used to identify the learning activities for the three instructional objectives listed below. Each of learning activity identified is supported by the reason in *italics*.

Objective One:

Given a first aid box, the student should be able to identify the items in the box.

Learning Activity:

Read reference source, learn names and uses of the first aid box contents *(to help the students to identify first aid items)*.

Objective Two:

Given a bandage, iodine tincture, hydrogen peroxide and a cotton swab, the students should be able to **perform** first aid treatment for a minor cut.

Learning Activity:

Small group practice *(to help student practice how to treat a cut)*.

Form One
 Subject: Science
 Content: First Aid Treatment for Minor Injuries
 Aim: To teach First Aid treatment procedures for minor injuries
 Previous Knowledge: Students should have had personal injuries and experienced First Aid treatment at home or clinic.

OBJECTIVE SEQUENCE	INSTRUCTIONAL MATERIALS	TEACHING AIDS	TEACHING METHODS AND TECHNIQUES	LEARNING ACTIVITIES
1. Given a first aid box, the student should be able to identify the items in the box.	1. Ref. First Aid Book pp. 5-15; 2. Film, "Know Your First Aid."	1. First Aid Box 2. Chart showing contents of First Aid Box and their uses.	1. Lecture (to present facts) 2. Questioning and Discussion (to help students identify and understand uses of First Box contents).	Read references, learn names and uses of First Aid box contents
2. Given a bandage, iodine tincture, hydrogen peroxide, cotton swab, the student should be able to perform First Aid treatment for a cut.	Same as above	1. Bandage, iodine tincture, hydrogen peroxide and cotton swab 2. Treatment sequence chart	1. Demonstration (for showing how to treat a cut). 2. Small Group Activity (to practice treatment procedure)	1. Small Group practice to gain experience in applying First Aid treatment for a cut 2. Copying Notes on treatment procedures for minor cuts.
3. Given a situation in which a person sustains an injury, the student will choose to help in performing First Aid treatment without being asked.	Same as above	Chalkboard written questions	Questioning (to identify student feelings)	Answering questions and expressing opinion on how they would react to an injured person

Figure Two Learning Activities (bold) for a lesson on First Aid Treatment for Minor Injuries

2

Objective Three:

Given a situation in which a person sustains an injury, the student will choose to help in applying first aid treatment without being asked.

Learning Activity

Questioning (*to enable students' to express their feelings towards an injured person*)

Note: Questioning can be a method as well as a learning activity because each question causes a student to think and respond. And in this process, the student can confirm what is already known or learn something that was not well learnt.

In summary, this unit has focussed on basic considerations and selection procedures for identifying teaching methods and techniques, and learning activities for instruction. Teaching methods and techniques may be grouped according to the size of learners: (a), large group methods (21 or more students); (b), small group methods (2-20 students); and (c), individual methods (for one student). When selecting teaching methods and techniques, the teacher should consider the learning content; learner characteristics; teacher experience; and practical considerations.

Learning activities were discussed in terms of the capability or behaviour that students should acquire, and were classified according to three levels of instructional objectives: cognitive, affective and psychomotor. When selecting learning activities, three major criteria should be considered: learner characteristics, instructional objectives and learning resources.

VII. PRACTICE/EXERCISE

Review what you have learnt and do the following exercises in your groups without referring to the instruction. When you have completed the exercises, refer to the instruction and the feedback provided.

- a. Why is it important to consider teaching methods and techniques when planning the lesson?
- b. How can learning activities be made more meaningful to the student?
- c. Answer the attached objective and short answer questions. It is suggested you first attempt all of the questions without reference to the instruction. When you have finished, look at the instruction to check your answers. If you still have doubts about your answers check with the teacher.

VIII. FEEDBACK

- a. Why is it important to consider teaching methods and techniques when planning the lesson?

Your response should include three or more of the following reasons:

- i. Most teaching methods require advance planning and as such a teacher should allow time to plan how the methods will be conducted.
- ii. Since some teaching methods require resources, they should be planned in advance to give the teacher time to obtain the resources to implement the methods.
- iii. When teaching methods and techniques are selected in advance, it will enable the teacher to know if the time available for the lesson will permit the use of all of the methods.
- iv. The methods selected for the lesson should be evaluated by the teacher to determine their suitability for the students.
- v. Methods that require students to be moved such as excursion or field trips will involve making detail arrangements for transportation, food and permission of parents as well as the place to be visited.

b. How can learning activities be made more meaningful to the student?

Following are some reasons for making learning activities more meaningful to the student. Your reasons do have to be exactly the ones listed below.

Learning activities can be made more meaningful to the student by selecting activities that :

- i. are relevant to the needs of the students, that is, activities that help the student to cope with the demands of everyday experience, such as problem-solving, communication and understanding;
- ii. are not too difficult but challenging to maintain interest and motivation;
- iii. can done within the time available to the student, taking into consideration other demands on the student such as other academic subjects, social responsibility and recreation;
- iv. can successfully accomplished within the resources in the environment of the student; and
- v. have transfer value to the student, that is, activities that are related to other learning experiences of the student. For example, an Exercise in Social Studies should be related, when possible, to Mathematics, English or Science.

IX. REMEDIATION

If the information presented is not clear to you, read:

Farrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore:Longman. Pages 186-196; 291-331.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. pp. 241-259.

X. ENRICHMENT

The following specific references are provided to help you learn more about the contents of this unit.

Farrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore:Longman. Pages 186-196; 291-331.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. pp. 241-259.

XI. EVALUATION

You will be tested based on the objectives for the lesson. Altogether, there will be twenty multiple-choice questions and five short answer questions.

XII. REFERENCES

Farrant, J.S. (1985). Principles and practice of education (5th ed.). Singapore:Longman. Pages 186-196; 291-331.

Gagne, R. M. & Briggs. (1979). Principles of instructional design. New York: Holt, Rinehart and Winston. pp. 241-259.

UNIT SIX

SAMPLE REVISION QUESTIONS

1. Which one of the following best represents the definition of teaching method? It is:
 - a. a way of evaluating lesson activities
 - b. a considered way of imparting information
 - c. a special way of planning activities
 - d. a special way of organising information

2. In general terms a technique is:
 - a. more general than a method
 - b. cannot be defined
 - c. more specific than a method
 - d. does not apply to teaching

3. Large group methods are those that are:
 - a. large enough to be used for all learning situations
 - b. require many teachers to teach
 - c. do not require a variety of teaching aids to implement
 - d. used for teaching a large number of students

4. The *most important* reason for using a large group method is that:
 - a. every learner has an opportunity to ask questions
 - b. most of the communication is from teacher to learner
 - c. a large amount of information is given in a short time
 - d. it gives the teacher time to find out how much is understood

5. The *most important* reason for using the small group method is that:
 - a. learners are given chances to learn from one another
 - b. organisation of the groups is easy for the teacher
 - c. leadership skills are developed by members of the group
 - d. students learn quickly and easily alone

6. State in one paragraph why it is sometimes difficult to differentiate between teaching methods and techniques.

7. Assignment teaching method can be used as a:
 - a. Large group teaching method
 - b. Small group teaching method
 - c. Individual teaching method
 - d. b and c

8. Lecture teaching method is mostly used as a:

- a. Large group teaching method
- b. Small group teaching method
- c. Individual teaching method
- d. b and c

9. Tutorial teaching method can be used as a:

- a. Large group teaching method
- b. Small group teaching method
- c. Individual teaching method
- d. b and c

10. Which one of the following statements is NOT TRUE about teaching methods? Teaching methods:

- a. are ways of helping students to learn
- b. specify what should be taught in the class
- c. have procedures which should be known by the teacher
- d. specify how learning should be conducted

11. A *major reason* for matching teaching methods with learner characteristics is to ensure that the methods:

- a. can help the learner to learn well
- b. contain useful information for the learners
- c. can be managed by the teacher
- d. match the information to be presented

12. The *most important* reason for using a variety of teaching methods in a lesson is to:

- a. enable students to learn at their own pace
- b. provide information in the shortest time
- c. get students interested in learning
- d. prevent students from sleeping in the class

13. Which one of the following considerations is *not required* when selecting teaching methods for a lesson?

- a. Knowledge and skill to be learnt
- b. Instructional materials and teaching aids
- c. Test to measure what was learnt
- d. Time available for the lesson

14. Learning activities may be defined as what:

- a. the teacher uses to make the lesson content clearer
- b. students are asked to do to understand what is taught
- c. the teacher considers before writing the objectives
- d. students' learning styles that are related to the lesson

15. The *main purpose* for including learning activities in a lesson is to:

- a. make learning more meaningful to the student
- b. occupy instructional time during the lesson
- c. give the teacher time to think about the lesson
- d. give the teacher time to revise the lesson

16. Learning activities may be derived from instructional objectives because objectives:

- a. specify the materials to be learnt
- b. list the activities students should perform
- c. are the main sources of information
- d. specify the behaviour to be demonstrated

17. Which one of the following statements is *misleading* about the use of learning activities in instruction?

A learning activity:

- a. may be used for more than one instructional objective
- b. should help students to achieve the lesson objective
- c. should only be done in class so students can receive feedback
- d. should take into consideration teaching materials and methods

18. Which one of the following is the *most important* criteria for selecting learning activities for a lesson?

- a. Resources in the community
- b. Instructional objectives
- c. Other classes taken by students
- d. Interest of the teacher

19. Which one of the following considerations is not required when selecting learning activities for a lesson?

- a. Knowledge and skill to be learnt
- b. Instructional materials and teaching aids
- c. Test for measuring what was learnt
- d. Instructional objectives for the lesson

20. Give One good reason why learning activities should be related to the learning materials and teaching methods for the lesson.

21. What are the steps for selection of teaching methods and techniques?

22. What are the steps for selection of learning activities?

HOW MANY OF THESE QUESTIONS FROM PAST UNITS CAN YOU ANSWER CORRECTLY?

23. If a teacher finds that the materials recommended for teaching a topic in the syllabus is too difficult for the student, the *BEST* action is to:
- ignore the topic and materials
 - replace the the topic
 - replace the materials
 - simplify the material
24. To supplement instructional materials means the same thing as to:
- change the materials
 - supply the materials
 - modify the materials
 - add to the materials
25. Relevant materials are those that
- match what is planned for the lesson
 - match the interest of the teacher
 - are easy to teach by teachers
 - are easy to learn by students
26. As stated in the module, instructional materials are used for:
- informing learners of the objective
 - communicating information to learners
 - helping learners to understand information
 - pointing out learning problems of learners
27. As stated in the module, teaching aids are used for:
- informing learners of the objective
 - communicating information to learners
 - helping learners to understand information
 - pointing out learning problems of learners

28 "Instructional Design" is a special field in education which is mainly concerned with improving:

- a. the whole process of improving instruction
- b. what education should focus on
- c. educational policy implementation for schools
- d. the behaviour of teachers and students

29. One main thing that makes "Instructional Design" different from the usual way of thinking about teaching is that it enables the teacher to:

- a. be more concerned with teaching syllabus content
- b. limit instruction to resources mostly within the school
- c. plan teaching activities according to his/her experience
- d. think step by step about how best to go about teaching

30. Student characteristics refer to:

- a. general information about students which a teacher uses for planning instruction
- b. general information that is suitable to the learning characteristics of students
- c. specific knowledge and skills which a teacher should be teaching to students
- d. specific knowledge and skills required to understand the topic to be taught

31. As used in the module instructional materials and media are:

- a. the methods and techniques for teaching students
- b. the methods for planning effective instruction
- c. the things which students learn information from
- d. the things which students do to help them learn

32. A lesson PLAN as defined in the module is:

- a. the specific information prepared in advance
- b. a guide used for identifying lesson materials
- c. the specific method for controlling students
- d. a guide used for presenting instruction

33. A lesson NOTE as defined in the module is:

- a. a guide used for presenting instruction
- b. the specific information prepared in advance
- c. a guide used for identifying lesson materials
- d. the specific method for controlling students

KEY: 1 b; 2c; 3d; 4c; 5a; 7d; 8a; 9d; 10a; 11a; 12c; 13c; 14b; 15a; 16d; 17c; 18b; 19c; 20c; 23c; 24d; 25a; 26b; 27c; 28a; 29d; 30a; 31c; 32d; 33b.