PARTICIPATORY TEACHING AND LEARNING

A GUIDE TO METHODS AND TECHNIQUES

Printed by Malawi Institute of Education

Contents

Foreword
The quality of education depends, to a large extent, on the quality of teachers involved in its development and delivery. A quality teacher will acknowledge the needs and interests of the pupil, permit the pupil to learn at his/her own pace, encourage learning through doing and where necessary provide remedial and enrichment instruction among others. As such this booklet intends to update teachers with methods and techniques that will help them best realise these intentions. It exposes the teacher to several teaching methods and suggests ways through which they can be used to provide the best possible education for the pupils entrusted to his/her care.

However, it is important to note that learners are different and they learn through different ways. Therefore, there is no single method or technique on its own which can satisfy the learning needs of all the learners. In order to cater for the needs of all the learners, it is necessary for the teacher to vary the methods of teaching. In addition, teaching becomes more effective when an eclectic approach, ie combining several methods of teaching in one lesson, is adopted. As well as catering for the needs of a wider range of learners, the eclectic approach helps to overcome the problem of monotony and boredom which are probably the worst enemies of learning. Above all, teachers are encouraged to be resourceful and creative to use the methods and techniques suggested in this booklet in a way that best addresses their own situation.

TEACHING METHODS AND TECHNIQUES

Teaching is mainly based on two major categories of methods; namely the teacher-centred and pupil-centred. Both have their own advantages and disadvantages. In order to make an informed choice of teaching method(s) in the teaching and learning process, the teacher must know:

- the teaching methods available
- the strengths and weaknesses of each method
- the purpose each can serve
- how each method can be used in practice

Objectives

By the end of this booklet you should be able to:

- outline pupil-centred and teacher-centred methods and techniques
- explain how best different methods and techniques can be used in a lesson
- select appropriate technique(s) for a particular teaching and learning process
- apply various techniques in your lessons

Activity 1.1

In groups, brainstorm examples of teacher-centred and pupil-centred teaching methods.

Feedback

Pupil-centred	Question and answer
Brainstorming	Values clarification
Drama	Debates
Discussions	Demonstration and practice
Role plays	Problem solving
Experiments	Panel discussions
Future's wheels	
Observations	*Teacher-centred*
Field trips	Lectures
Educational visits	Drills and practice
Buzz groups	Memorisation
Devil's advocate	Demonstration

The teaching methods and techniques listed above will be discussed in detail to look at what they are and how one can effectively use them during the teaching and learning process.

1.0 THE LECTURE

Traditional teaching and training most frequently rely on the lecture. This is a one way communication of prepared talk. The teacher talks to the pupils in an autocratic way and in its pure form, the pupils have no opportunity to ask questions or offer comments during the lesson. Even though lectures appear to be an efficient teaching or training method, as little or no time is spent on discussing, learning is not guaranteed.

Activity 1.2

Outline the advantages and disadvantages of the lecture method.

Advantages	Disadvantages
• The lecture method is useful when introducing new subject matter or presenting summaries or overviews to pupils • The method is helpful when using other participatory techniques • Lectures can be used for teaching groups of any size • The lecture method helps the teacher to cover a lot of content in a short space of time	• The lecture is usually presented as a monologue and does not take into account the individual needs, feelings or interests of pupils. No feedback from pupils is required • If not properly the lecture method leads to boredom • Pupils seldom express their feelings and attitudes on what is going on. Therefore, it is difficult to assess whether or not learning has taken place and to what extent • The quality of learning through lectures is poor and superficial. It is not permanent • The teacher spends a lot of time preparing detailed notes which are rarely learned by the pupils

How to make the lecture method more effective
The problems with lectures are well known. To avoid falling into the trap of talking a lot and hoping the pupils are not only listening but absorbing too, the checklist by Jenny Rogers below may be helpful:
• Are you using lectures for occasions when other techniques will be less useful to pupils?
• Have you limited your lecture to no more than 20 minutes?
• Does your talk have a clear beginning, middle and end?
• Do you always keep to key points?
• Do you support your talk with a clear hand out?
• Do you support the lecture with pictures, diagrams or models?
• Do you know your body language and mannerisms and how they affect your lectures?

Activity 1.3
Discuss other ways of making the lecture method more effective.

The lecture method can be more useful through the following:
• Varying the atmosphere of the lecture by using interest-arousing aids such as pictures, charts, models and others
• The presentation should be well organised so that pupils can follow the lesson
• Varying the stress of voice when lecturing to indicate essential points
• Using transitional words, phrases, sentences or statements. This will make the pupils follow and know when one point is finished and the next one is introduced
• Asking questions during the presentation and creating deliberate opportunities for the pupils to ask their own questions and express their views

Activity 1.4
Prepare a lecture on a topic of your choice taking into consideration the tips discussed in the last activity.

2.0 DRILLS AND PRACTICE
Drill is the repeated hearing and use of a particular item. This technique is most helpful in language learning. As a form of repetition, drills enable one to focus sharply on particular points of grammar, vocabulary, pronunciation and spelling. The method can be fun if the teacher is lively and enthusiastic about it.

Activity 2.1
Discuss the advantages and disadvantages of the drills and practice method.

The following are some of the advantages and disadvantages of drills and practice:

Advantages	*Disadvantages*
- Increases pupils' understanding of previous work - Sharpens the skill under practice - Provides a foundation on which higher level cognitive skills can be built	- Can easily become boring and monotonous - It is difficult to sustain motivation, interest or alertness among the pupils because of the repetitions involved - Degenerates easily into mere rote learning because understanding is not the prime aim

Activity 2.2
Outline areas in language or any other subject where drills and practice could be used.

Procedure for drills and practice
When using drills and practice, the following procedure is useful:
- give a word or phrase or sentence
- let the class say it after you or respond to it or write it down
- repeat each item up to six times
- first ask pupils to practise as individuals rather than as a whole class

Activity 2.3
Discuss ways of making drills and practice more effective.

Drills and practice can be made more effective through the following:
- They should be used only after thorough preparation to make the concept(s) to be learned clear
- They should be used only for short periods within a lesson
- They should be accompanied by relevant and appropriate teaching and learning aids such as drawings, objects, models and pictures to illustrate the concepts

Activity 2.4

Prepare a drills and practice lesson on a subject and topic of your choice, bearing in mind the guidelines above.

3.0 QUESTION AND ANSWER

Question and answer is defined by Mtunda and Safuli as "a method both for teaching and oral testing based on the use of the questions to be answered by the pupils". When conducting a class or group discussion, teachers should be aware of the impact of turning down a pupil's response. By not accepting a response in a positive way, the teacher may discourage pupils from answering further questions.

The pacing of questions is also important. Pupils should be given enough time to think about a response. The questions should come rapidly enough to keep the pace of the class lively. Try not asking questions which will require a one word answer for example; yes or no. Instead, open and clarifying questions should be asked to encourage pupils to express themselves.

The questions will also help the teacher to assess his/her teaching and pupils` learning. It is therefore necessary that teachers also formulate higher order questions which require the pupils to apply, synthesize and evaluate knowledge or information.

Activity 3.1

Discuss why you would ask questions during the:
- introductory phase of your lesson
- development phase of your lesson
- conclusion phase of your lesson

Question and answer would be used for the following reasons:

Introduction
During the introduction of a lesson, question and answer can be used to:
- find out what pupils already know
- stimulate pupils' interest in the lesson
- arouse an inquisitive mind in pupils

Development
In the development phase of the lesson, question and answer can be used to:
- check if pupils are following the discussions
- clarify any misconceptions that may develop as the lesson proceeds
- encourage pupils to contribute to the knowledge being presented

Conclusion
During the conclusion of a lesson, question and answer can be used to:
- evaluate the achievement of planned objectives
- find out whether any misconceptions still exist after the lesson development

Activity 3.2
In groups, suggest the qualities of good questions.

Characteristics of good questions
Good questions should:
- stimulate thought
- be short, simple and clear
- definite and not ambiguous
- encourage pupils to express themselves
- relevant to the content covered
- appropriate to children's ability

Activity 3.3
Suggest the guiding principles that one would follow to make question and answer effective.

Question and answer can be made more effective through the following:
- Questions should be written in advance on a piece of paper in order for the teacher to ask with little difficulty
- Follow the Pose, Pause and Pounce (PPP) order (ie state the question, pause for 5 or more seconds and then call on a pupil to answer)
- Distribute questions evenly and reinforce pupils' answers accordingly
- Probe pupils' responses through *why*, *what* and *how* questions to provoke thought and induce a longer explanation
- Ask pupils questions of varied levels of difficulty
- Discourage chorus answers
- Ask questions which are within the pupils` experiences and ability
- Do not repeat or rephrase questions unless requested to do so by the pupils themselves

4.0 BUZZ GROUPS
Another teaching technique is the buzz group. This technique is commonly known as group work. During a lesson, the class can break into groups to discuss one or two specific questions or issues. The room soon fills with noise as each group *buzzes* in discussions.

If possible, one member from each group should report its findings to the whole class. Buzz groups can be in pairs, trios or more, depending on the activity. While they are buzzing, pupils are able to exchange ideas drawn from their collective abilities, knowledge and experiences.

Activity 4.1
Work in groups to identify the guidelines that you would follow when using buzz groups.

Guidelines for effective use of buzz groups
- explain the task to be discussed before the class breaks into groups
- organise pupils into mixed ability groups or same ability groups as need be
- supervise the discussions in the groups so as to encourage and help pupils in difficulty
- manage feedback concisely

- rotate group leadership roles regularly
- try to give different but related tasks to each group to motivate and give each group a special responsibility
- if the task is the same for all groups, organise feedback in such a way that one group present their ideas; with other groups only contributing new ideas or let one group report one point at a time until all the groups have contributed
- be time conscious

Activity 4.2

Buzz groups can be used in any class. Select areas in any subject on the curriculum where buzz groups can be used and prepare a lesson on one area reflecting the technique.

5.0 DISCUSSION

Robert Shostak (2003) describes the discussion method as one that permits open interaction between student and student as well as between teacher and student. It involves free flowing conversation, giving students an opportunity to express their opinions and ideas, hear those of their peers and the teacher. The teacher does not take the leadership role. He/she rather participates as a member of the groups. And everyone adheres to the guidelines for specified acceptable discussion behaviour. If properly planned and structured, the discussion method involves pupils in higher order cognitive skills such as analysis, synthesis and evaluation.

Activity 5.1

In groups, describe briefly situations in which class discussion would be used.

The discussion method is used when:
- checking what has been learnt, eg from a field or an educational trip
- exploring the opinions, knowledge and experiences of pupils
- concluding a laboratory experiment
- giving pupils practice in forming, expressing and evaluating opinions

Activity 5.2

Outline the guidelines one should follow to use the discussion method.

Guidelines for the discussion method are as follows:
- The topic chosen for discussion should be interesting and relative to the pupils' level of difficulty. This ensures maximum pupil participation during the discussion
- Structure the discussion by means of a series of questions
- Clarify the terms which may help pupils understand the topic under discussion
- Let one pupil speak at a time
- Follow up on interesting points raised by pupils to assist them to capture the major points on the topic under discussion
- Keep your eye on the objectives and the time
- Write down the main points of the discussion on the chalkboard

6.0 BRAINSTORMING

Brainstorming is a technique in which every pupil's response that applies to a given topic is acceptable. It is important not to evaluate ideas but accept and record each idea on the chalkboard or a piece of paper as it comes. Pupils need to know that they will not be

required to justify or explain any answer. After a period of brainstorming (which should not be too long), time for reflection on or prioritising of the list should be allowed. The brainstorming can be done as a whole class or in groups. If in groups, it is good to let the high ability pupils take a leading role.

Brainstorming is effective for:
- sensitive and controversial issues that need to be explored
- encouraging pupils who are quite and hesitant to enter into discussions
- generating a large number of ideas as quickly as possible

Activity 6.1
Outline the advantages and disadvantages of brainstorming.

Feedback

Advantages	Disadvantages
• Gives pupils the opportunity to think through issues • Promotes respect for other pupils' ideas • It is a quick and effective way of generating ideas from pupils • Encourages every pupil to express his/her views freely since responses are not judged immediately • It is one way of determining pupils' knowledge before getting into a topic • Ideas generated are owned collectively by groups of pupils	• Very difficult to ensure that every one speaks, particularly if the class is large • After the brainstorming session, re-organising the ideas or points maybe time consuming

Activity 6.2
1 Brainstorm ways of living positively with HIV/AIDS.
2 In groups, brainstorm the causes of early marriage among the youth of Malawi.

7.0 ROLE PLAY
In role play, pupils use their own experience and creativity to imitate a real life situation. When done well, role play increases pupils` self confidence, gives them the opportunity to understand or feel empathy for other people's view points or roles, and usually encourages them to come up with practical answers, solutions or guidelines on various issues.

Pupils act out what they would say or do in a given situation. The acting can last 5 to 10 minutes. Other pupils watch and listen carefully. After the role play, they discuss the performance.

The situation is then discussed. Pupils may raise and discuss questions such as: Does this happen in our community? Who or what causes this problem, how can it be solved and who can solve it?

Activity 7.1
What guidelines would you follow when using roleplay?

Guidelines for role play are as follows:
- Give a description of the role and the situation briefly to the entire group
- Ask for volunteers or appoint pupils to act out the role play
- Tell the players that they can add to their roles and use their own ideas about what the person would say or feel in the situation
- Give the actors a few minutes to prepare and let them act out the play within 5 to 10 minutes
- After the role play, the class should discuss the performance
- De-role the pupils afterwards to avoid the pupils getting stuck with the names and roles they assumed in the play. To de-role, you may briefly explain that the roles and names the acting pupils took in the role play are not part of the pupils' real life. The acting pupils have not taken on new names or roles.

Activity 7.2
Role play: Preventative measures for malaria - general studies
       : Addition and subtraction of money - mathematics
       : A pupil with good morals and values – life skills education

8.0 VALUES CLARIFICATION
Values' clarification is the process of identifying and critically examining one's values, beliefs, attitudes, convictions and opinions on different issues such as drugs, pregnancy and cultural practices.

Values' clarification aims at:
- allowing pupils to recognise, acknowledge and tolerate the variety of opinions held by others
- enabling pupils to identify their personal beliefs and attitudes with regard to:
  - cultural issues
  - social issues
  - sexual and reproductive health
  - consumer rights
  - many other issues

Activity 8.1
Suggest the guidelines a teacher should follow in order to use values' clarification effectively.

Guidelines for effective use of values' clarification
Values' clarification can be more effective if the following guidelines are born in mind:
- One of the common ways of conducting values clarification is to use 5 cardboards labelled **strongly agree, agree, neutral, disagree, strongly disagree** and post them at different points in the classroom
- Explain to the pupils that as you read each statement they should go to the board which best reflects their views
- Begin with a less threatening or a more general statement
- Select a sample of people to explain why they choose to take a particular position
- Pupils *may* change positions if convinced by other pupils' explanation

- The teacher must avoid expressing his/her opinion. The role of the teacher is to create a climate of tolerance and a sense of how broad the spectrum of ideas can be
- When the discussion becomes heated, the teacher should ask the pupils to pay attention to how deeply felt values can be

Activity 8.2

Conduct a values' clarification exercise on the following statements.
Less threatening and more general
- Teachers should be posted to their home districts.
- Multipartyism is a good system of government.

More specific
- A woman who wears a mini-skirt should be raped.
- Condoms should be distributed to school children.

Activity 8.3

Suggest other ways values' clarification can be done.

9.0 FUTURE'S WHEELS

Future's wheels are used when the consequences of risky behaviour need to be brought to the attention of the youth. They also indicate the sense of the problem identified as a risky behaviour. Basically the problem wheel rolls into future consequences which roll into other negative and undesirable situations. Similarly, the wheels of the causes of the problem being discussed seem to roll into the problem. Therefore this is a graphical presentation of the causes and the results of certain behaviours.
- pupils have problems in visualising the future
- causes and consequences of problems/situations are unclear
- building a consensus
- planning essays or compositions on causes and effects of problems or situations

Activity 9.1

Outline the guidelines for using future's wheels.

Guidelines for future's wheels

The following guidelines should be borne in mind when using future's wheels:
- The central problem under discussion should have identifiable causes, which consequently roll out into effects
- Pupils should brainstorm in either groups or as a class on the root causes and steadily identify more causes that lead into the central problem
- In the same way they should map out the effects that emanate from the central problem
- Pupils should draw arrows to show the relationships
- Discuss the future's wheels with the whole class
- Summarise the activity by asking pupils questions on the lessons they have learnt

Activity 9.2 In groups complete the future's wheels below.
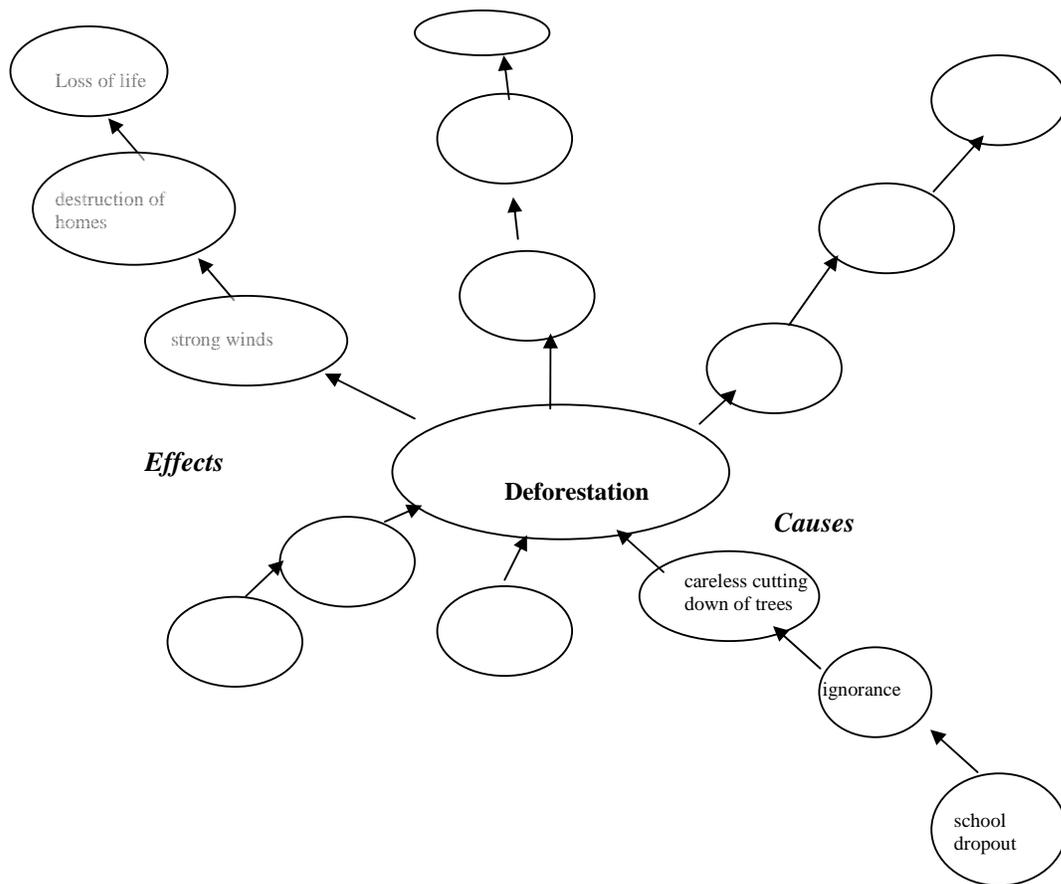
Activity 9.3
In groups, identify the strengths and limitations of future's wheels as a teaching technique.

Strengths and limitations of future's wheels
Advantages
Advantages of future's are as follows:
- it allows for pupil participation whether at group or class discussion level
- the session moves quickly and usually keeps the attention of learners
- the future's wheels diagram has a strong visual impact and can enhance understanding of concepts
- it provides a clear picture of the complex nature of problems

Limitations
Future's wheels has the following limitation:
- it requires that the pupils should have some knowledge of the subject area before it can be used

Activity 9.4
Develop future's wheels on the following topics:
- Drug and alcohol abuse

10

- HIV/AIDS
- Poverty
- Break down of moral values

10.0 DEMONSTRATION AND PRACTICE
This is where the teacher performs an instructional activity or a process as pupils observe. The aim of the demonstration is to provide pupils with a concrete illustration of what they are expected to do, how they can best do it and how they can tell when they have used the skill or ability correctly. Geoffrey Pretty (1993) calls this a "doing detail." Demonstrations should be followed by giving pupils an opportunity to practise the skill either individually or in groups.

Activity 10.1

In groups, brainstorm the areas in which demonstration and practice may be used in the following subjects:
- Creative arts
- Science and health education
- Mathematics
- Chichewa
- Physical education
- Music
- English
- Needle work

Activity 10.2

Discuss why demonstration is necessary in the teaching and learning process.

Demonstration is necessary when:
- materials are insufficient
- the activity may be dangerous to the pupils
- time is not adequate
- introducing a new skill or concept

Activity 10.3

Identify the guidelines you would follow to effectively use demonstration and practice.

Guidelines for effective demonstration and practice
The following guidelines may assist in making demonstration and practice more effective.
- If the class is too large, demonstrate in small groups
- When demonstrating, stand at a raised point for all pupils to see you. Or the pupils can be made to sit in a semi-circle or shorter pupils should be in front
- Make sure that the actions being demonstrated match the voice
- Check in advance that all necessary teaching and learning resources are available and working properly
- Ask some pupils to demonstrate to their colleagues from time to time
- Go through the steps of the activity one at a time
- Ensure that every pupil understands what is going on

11.0 SONGS AND JINGLES

Songs and jingles provide teachers with ready made messages which can be discussed with pupils to determine the nature of the messages and their appropriateness. Using songs and jingles has been found to be a powerful means of reaching out to specific pupils.

Guidelines for effective use of songs and jingles

Using songs and jingles can be more effective if the following guidelines are used:

- Where possible ask pupils to compose songs on various issues
- Or identify songs from the local setting eg traditional songs, songs by bands or choirs
- Listen to them together with the pupils
- Subject them to the following questions:
  - What is the nature of the song?
  - Is it well known?
  - Who are the target audience?
  - What are the messages?
  - Are they culturally appropriate?
  - Are the messages contributing to the understanding of the subject matter at hand?
  - What impact would the message(s) in the song have on the youth?

Activity 11.1

Listen to any popular song and attempt to answer the above questions on it.

Activity 11.2

In groups, discuss the strengths and limitations of songs and jingles as a teaching method.

Strengths of songs and jingles

Songs and jingles have the following strengths:

- They provides knowledge, skills and attitudes to pupils in an enjoyable manner
- The message can be further discussed with their peers after class; thus allowing for more pupil participation

Limitations of songs and jingles

The following are limitations of songs and jingles:

- It needs creativity to come up with a song or a jingle
- The message to be learned may be lost through the musical qualities of the song or jingle

12.0 GAMES

Games are a means of passing on knowledge, skills as well as attitudes in a manner that entertains and keeps learners motivated. In this way, learning is made more effective and permanent. There are a number of games that may be used in different topics and situations. Many games can be adapted from regular games and changed to suit the topic under discussion.

Activity 12.1

Outline the guidelines for effective use of games.

Activity 12.2

1   Identify as many games as possible which you can use to teach a subject of your choice.
2   Prepare a lesson using one of the games you have identified.

Activity 12.3

What in your opinion are the major strengths and limitations of games? How can you overcome the limitations?

13.0 DEVIL'S ADVOCATE

Devil's advocate is a form of role play in which one person tries as hard as possible to convince a friend to give in to temptation. The other person has to respond to all the devil's temptations by giving the reasons why he or she does not want to give in to the temptation.

Guidelines for using devil's advocate

- Pupils should identify temptations which they face in their lives (eg smoking, sex, drinking, stealing, cutting down trees carelessly).
- In pairs one pupil pretends to be a bad friend (the devil) who is trying to make the other give in to the temptation.
- The pupils should reverse roles after some time
- The teacher should summarise the activity by highlighting the reasons against giving in to the temptation.

Activity 13.1

1   In pairs, perform devil's advocate on the following:
    - Early marriage
    - Drug and substance abuse
    - Sugar daddies/mummies
2   What are the strengths and limitations of this method?

Strengths of devil's advocacy

Devil's advocacy is useful since it:

- Promotes critical thinking and problem solving skills in pupils as they need to be aware of the arguments for both sides of an issue since they exchange roles half way through the advocacy
- Prepares pupils for handling peer pressure and temptation towards risky behaviour

Limitations of devil's advocacy

- Some pupils might be convinced by the arguments in favour of the risky behaviour if the technique is not well handled

14.0 CASE STUDY

The case study method involves the presentation and analysis of an incident, story or scenario that has happened or could happen. These should be simple and based on facts. When doing case studies pupils should be divided into buzz groups. Below is an example of a case study.

Read the story below and answer the questions that follow.

Mwawa is a quite young man who lives in Mwazama Village. His friends are insisting that he should go drinking with them but he refuses. One day his friends tell him that if he refuses to go with them they will beat him up. But he still refuses because his mother once told him that people get infected with HIV/AIDS at drinking places.

- Is Mwawa's decision good? Why?
- Is Mwawa's mother correct in saying that people get HIV at drinking places? Explain.
- What advice would you give to Mwawa and his friends?

Activity 14.1
What guidelines should one follow when using case study?

Activity 14.2
1 Develop a case study on a topic in a subject of your choice.
2 Explain the advantages and disadvantages of using case study as a teaching method.

Advantages of case study
Advantages of using case study are as follows:
- The case study technique serves as an effective substitute for reality. The learner analyses and solves real – life challenges without suffering or going through the consequences of failure
- Working in groups enables each pupil to participate actively and think through what they might do if the problem or challenging situation occurred to them
- Case study is useful in developing analytical, problem solving and decision making skills

Limitations of case study
The main limitations of case study are as follows:
- a lot of time and effort are required to develop the case study
- there are no definite solutions to problems presented in case studies
- the facilitator ought to be skilled in handling case studies

15.0 DEBATE
Two teams discuss a single topic. One team argues for the `yes` side of the issue whereas the other team argues for the `no` side. The teams should spend some time brainstorming their arguments before the debate. They should then elect two or three speakers to represent their team in the debate.

Guidelines for conducting debate
Guidelines for conducting debate are as follows:
- There should be a chairperson to conduct the debate
- The chairperson should introduce the speakers and make sure order is kept
- The time limit for each speaker should not be more than 5 minutes
- Speakers should stand in front of the main group and present their views in turn.

Activity 15.1
1   Discuss the advantages and disadvantages of using debate as a teaching
    method.
2   Conduct a debate on the following motions:
    - All people with HIV/ AIDS should be quarantined ie isolated from
      society.
    - The government should give the land in national parks and game
      reserves to landless people.

16.0 FIELD VISITS/EDUCATIONAL VISITS
Field trips are lessons conducted outside the classroom with the aim of giving pupils first
hand information and experiences on subject matter under discussions. The trip is part of
on going study and teachers' should prepare in advance activities for pupils to do at the
site. Pupils are given the chance to relate classroom work to their every day life. For
example, a teacher may take his or her class to a nearby pond to observe the life cycle of
mosquitoes in science and health education or to a nearby main road to observe road
users in general studies.

Educational trips are outings made in order to consolidate what is learnt in the classroom.
Here the teacher does little at the site, it is the responsibility of a resource person to
explain the ideas and processes to the pupils. These trips could include visits to industrial
sites, hospitals and other institutions.

Activity 16.1
Discuss the advantages and disadvantages of field trips/educational trips.

Advantages
Advantages of field trips and educational visits are as follows:
- Pupils gain knowledge, skills, and attitudes by observing (using all their
  senses)
- Pupils relate classroom ideas to the real word
- Provides pupils with an opportunity to carry out practical work in
  relation to what they have learnt.
- Provides pupils with a variety of learning styles and thus helps them learn more
  effectively

Disadvantages
- Time consuming to undertake
- Requires a lot of arrangements and organisation
- Sometimes requires parental consent before children can be taken out
- May be prone to eventualities
- Visits may be costly with regard to transportation and provision of meals

Activity 16.2
Discuss how you would effectively plan and organise a field/educational trip.
- The trip should have an aim/objective which should be communicated to the pupils
  well in advance
- Make a preliminary trip to determine the suitability of the place

- Get permission from the headteacher of the school and the owner of the site to be visited
- It may be necessary to inform the PTA and the School Management Committee about the trip
- Ensure that pupils have pens/pencils and paper for notes
- Communicate any precautionary measures to the pupils
- Prepare a time schedule and activities to be done by pupils before the trip and tell the pupils what to do when they reach the site
- Ask class leaders to help you control the class
- Do not hurry pupils or ask them to see more than they are able to

REFLECTION

1 Discuss why it is good to combine several methods when teaching various subjects.
2 Identify other teaching methods and techniques. Discuss them in detail with reference to:
   - what they are
   - guidelines to be followed
   - advantages of using the methods or technics
   - disadvantages of using them
3 In groups, prepare a lesson plan on any subject; the lesson should reflect not less than three techniques in this guide.

BIBLIOGRAPHY

Classroom teaching skills (seventh edition) (2003). New York: Houghton Mifflin Company.

Mtunda, FG, and SDD Safuli. (1997). *Theory and practice of teaching*. Blantyre: Dzuka.

 Mzumara PS, *In-service course materials for teacher educators*. (Unpublished) .

A trainer's guide. (2000). Hertfordshire, London: IIED.

A guide to better instruction (2001). (sixth edition). New York: Houghton Mifflin Company.