TEACHING LEARNING METHODS

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Objectives

At the end of this session, the participants should be able to :

➢ list the various teaching methods with their advantages and limitations.

➢ select appropriate teaching methods for facilitating the attainment of instructional objectives

" *And without method there is no organisation nor construction* "

Bulwer

Teaching

Interaction between teacher and student under the teacher's responsibility in order to bring about expected changes in the student's behaviour

Learning

A process resulting in some modification, relatively permanent, of the way of

thinking,

feeling,

doing,

of the learner.

Learning

➢ **is primarily controlled by the learner**

➢ **is unique and individual**

➢ **is affected by the total state of the learner**

➢ **is cooperative and collaborative**

➢ **is an evolutionary process**

➢ **is a consequence of experience**

➢ **is not directly observable**

G.J. Pine & P.J. Horne (ibid.)

Learning is both an emotional and an intellectual process

Conditions to facilitate learning

An atmosphere which

A. encourage people to be active

B. emphasizes the personal nature of learning

C. accepts that difference is desirable

D. recognizes people's right to make mistakes

E. tolerates imperfection

A. **encourages openness of mind and trust in self**

B. **makes people feel respected and accepted**

C. **facilitates discovery**

D. **puts emphasis on self evaluation in cooperation**

E. **Permits confrontation of ideas**

G.P.Pine & P.J. Horne, Principles and Conditions for Learning in Adult Education – Adult Leadership, Oct. 69.
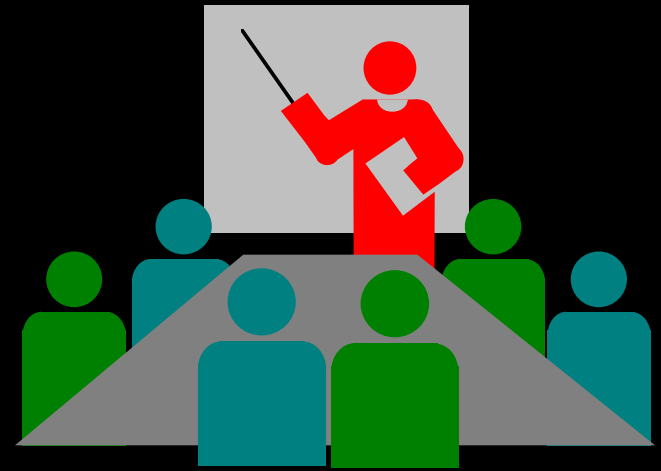
Teachers effectiveness

Informing & Explaining

- The information and explanation should be clear and understandable

Teachers functions

1. **To be available.**

2. **To provide constructive criticism of the student's learning objectives & working methods.**

3. **To define learning objectives.**
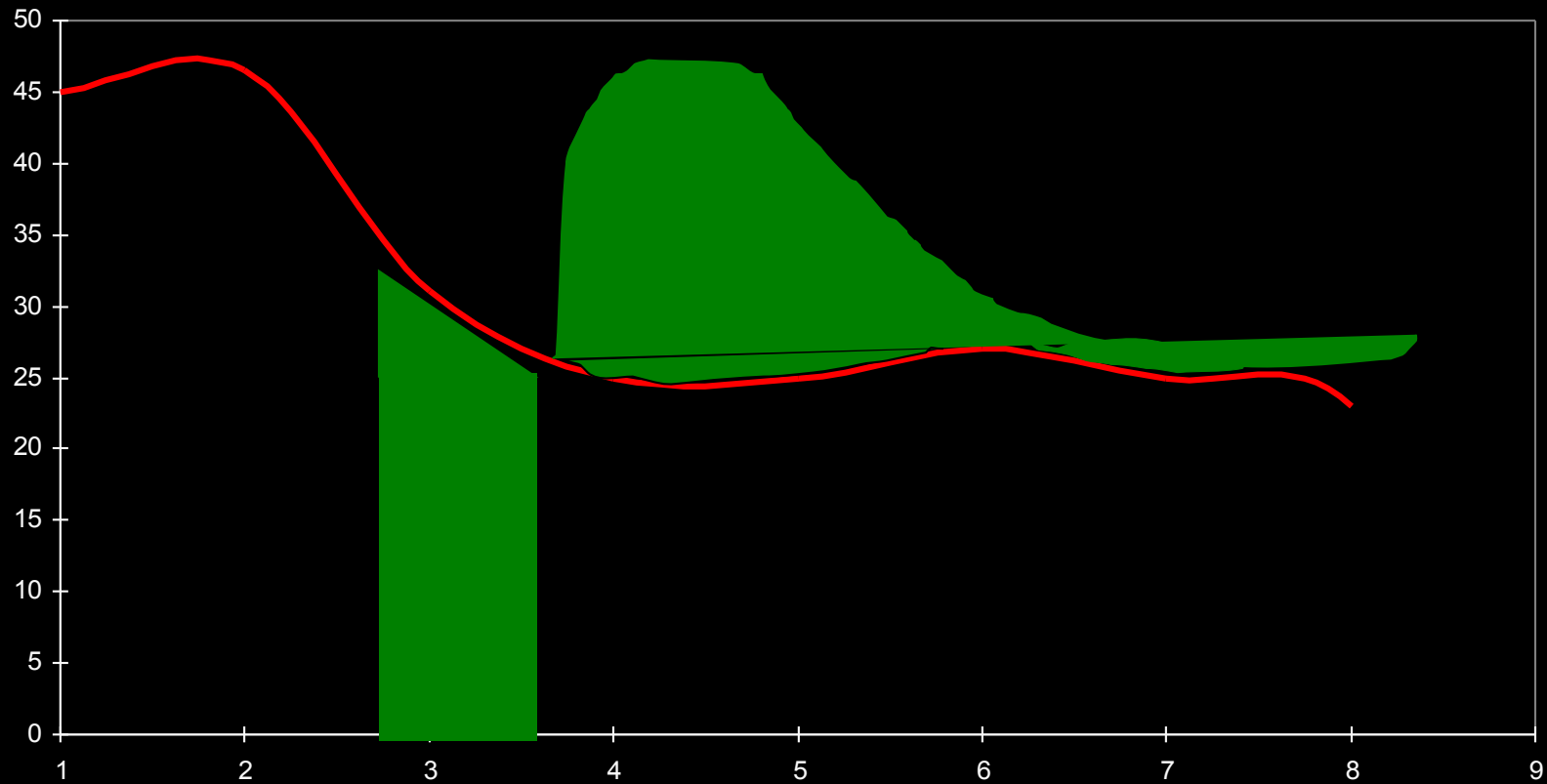
Communication is a process.

Communication is systemic

Components of communication

Source → message → channel → receiver

→ feedback → environment → noise

Attention span of learners

Teaching approaches

- ➢ **talk to students**
- ➢ **talk with students**
- ➢ **have them talk together**
- ➢ **show students how**
- ➢ **supervise them**
- ➢ **provide opportunities for practice**

S. Abrahamson

Teaching methods which place the student in an active situation for learning are more likely to be effective than those which do not.

G.E. Miller
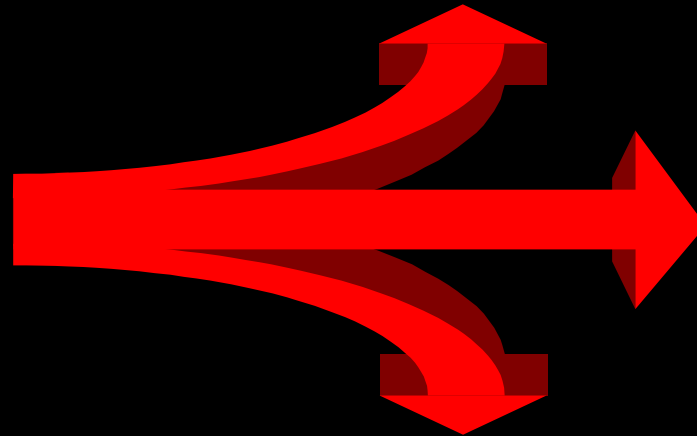
What do the students seek ?

- **Clear, concise, logical style**
- **Clarification of basic principles**
- **Easily audible**
- **Subject covered properly**
- **Helpful**
- **Proper pace adopted**
- **Gives practical applications**

Some factors involved in the choice of T – L methods

- **Group size**
- **Resources and time available**
- **Domain of objective**
- **Level and nature of learning**
- **Coverage of subject**

Teaching learning experiences

- Control-based classification-Teacher controlled,eg.lecture,symposium etc & Learner controlled eg.project work,self-learning etc.

- Group-based-Large group,small group, individual

Large Group Methods

- ➢ **Lecture**
- ➢ **Symposium**
- ➢ **Panel**
- ➢ **Team teaching**

Small Group Methods

- ➢ **Group discussion**
- ➢ **Buzz group**
- ➢ **Brain storming**
- ➢ **Seminar**
- ➢ **Tutorial**
- ➢ **Workshop**
- ➢ **Role play**
- ➢ **Demonstration**

Individual Methods

➢ **Reading**

➢ **Project**

➢ **Simulation**

➢ **Programmed learning**

Arrangement of contents

- **Simple**   **Complex**
- **Familiar**   **Unfamiliar**
- **Basic**   **Advanced**
- **Questions**   **Answers**
- **Problems**   **Solutions**
- **Known**   **Unknown**

Symposium

- It is a series of prepared talks given by a few experts (2 to 5) on many aspects of a topic or a problem under a chair – person.

Advantages :

a) Concise and logical presentation of (new) ideas.
b) Fair analysis. short speeches and change of speakers maintains interest

Disadvantages :

a) Formal atmosphere and
b) Passive audience are the disadvantages of this method

The Panel

- A group of four or more persons sit with a moderator in front of an audience; they hold orderly and logical conversation on an assigned topic.

Advantages :

a) A Panel identifies and explores a problem or issue from many angle.

b) Audience can understand various aspects of the problem.

c) Frequent change of speaker maintains attention.

d) Establishes informal contact with the audience.

Disadvantages :

- The panelists ,ay not cover all aspects of a problem and many overemphasize only certain aspects of it.

- A skilled moderator is necessary to ensure logical and balanced coverage by the panel.

- Audience is passive unless some question time is permitted – it is then called a " Panel – forum ".

Team Teaching

- **Team teaching has evolved since the late 50's with the objectives of improving the quality of teaching by utilizing better talents and skills of a team of teachers.**

Types of Team Teaching

a) **Relay style of team teaching**

b) **Team teaching in the same period by different teachers helps in integrated learning of knowledge.**

c) **Ability based team teaching.**

d) **Specialisation based team teaching.**

Programmed Learning

Advantages :

✓ Instructions are divided into small steps

✓ Feedback provides instant response

✓ Learners can learn at their own pace

Limitations :

✓ Teachers require tremendous amount of effort and time

Personalised system of instruction

Advantages :

- ✓ Learning can take place on a one to one basis

- ✓ Anyone, who is not an expert can conduct the quiz

- ✓ Develops problem solving ability

Limitations :

- ✓ Evaluation methods are difficult to implement

- ✓ Needs motivated teachers and learner

Computer assisted instruction

Advantages :

- ✓ A lot of data can be stored

- ✓ Learner's responses and the feedback can be given easily

- ✓ Performance and marks are easily accessible

Limitations :

- ✓ All topics may not be suited

- ✓ May not be cost effective – tedious and time consuming

- ✓ Keeping pace with the new computer developments may not be very easy

Project work

Advantages :

- ✓ Puts learner in an active situation

- ✓ Covers a limited group of learners

- ✓ Develops self confidence, decision making ability

Limitations :

- ✓ High personal costs

- ✓ Sometimes puts the subject in a difficult position

- ✓ Poor standardization

Objectives	Method
Group – I	
Problem in relation to myeloid leukaemia	
Learners should be able to :	
a) List the clinical presentations of acute and chronic myeloid leukaemia	
b) Reassure the patient as to the need of a blood smear examination	
c) Stain a leukemia blood smear by Leishman's method and demonstrate the immature white cells	

Objectives	Method
Group – 2	
Problems in relation to leprosy	
Learners should be able to :	
a) Enumerate the differential diagnosis of a hypopigmented patch on the skin of the back	
b) Recognize the need for extreme care in reaching a positive diagnosis of leprosy	
c) Stain a skin slit smear for acid fast bacilli	

Objectives	Method
Group – 3	
Problem in relation to pathological aspects of a thyroid tumor	
Learners should be able to :	
a) Classify tumors of the thyroid and list the relevant pathological features of each	
b) Evince care in interpretation of the microscopic findings of a thyroid tumour	
c) Show the evidence of malignancy in 4 out of 6 slides of thyroid carcinoma	

Objectives	Method
Group – 4	
Problem in relation to appendicitis	
Learners should be able to :	
a) List the clinical presentation of acute appendicitis	
b) Avoid causing undue pain and discomfort to the patient during clinical examination	
c) Elicit clinical signs in a case of acute appendicitis	