



TEACHING METHODOLOGY

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Today's Learning Outcomes

By the end of this session, you should be able to:

- Choose the most appropriate visual aid/teaching methodology for training/teaching,
- Differentiate between various teaching methodologies.
- Use the black-/white-board effectively,
- Make the most of the overhead projector,
- Produce a basic presentation with MS PowerPoint,
- Discuss the advantages and disadvantages of other medias.



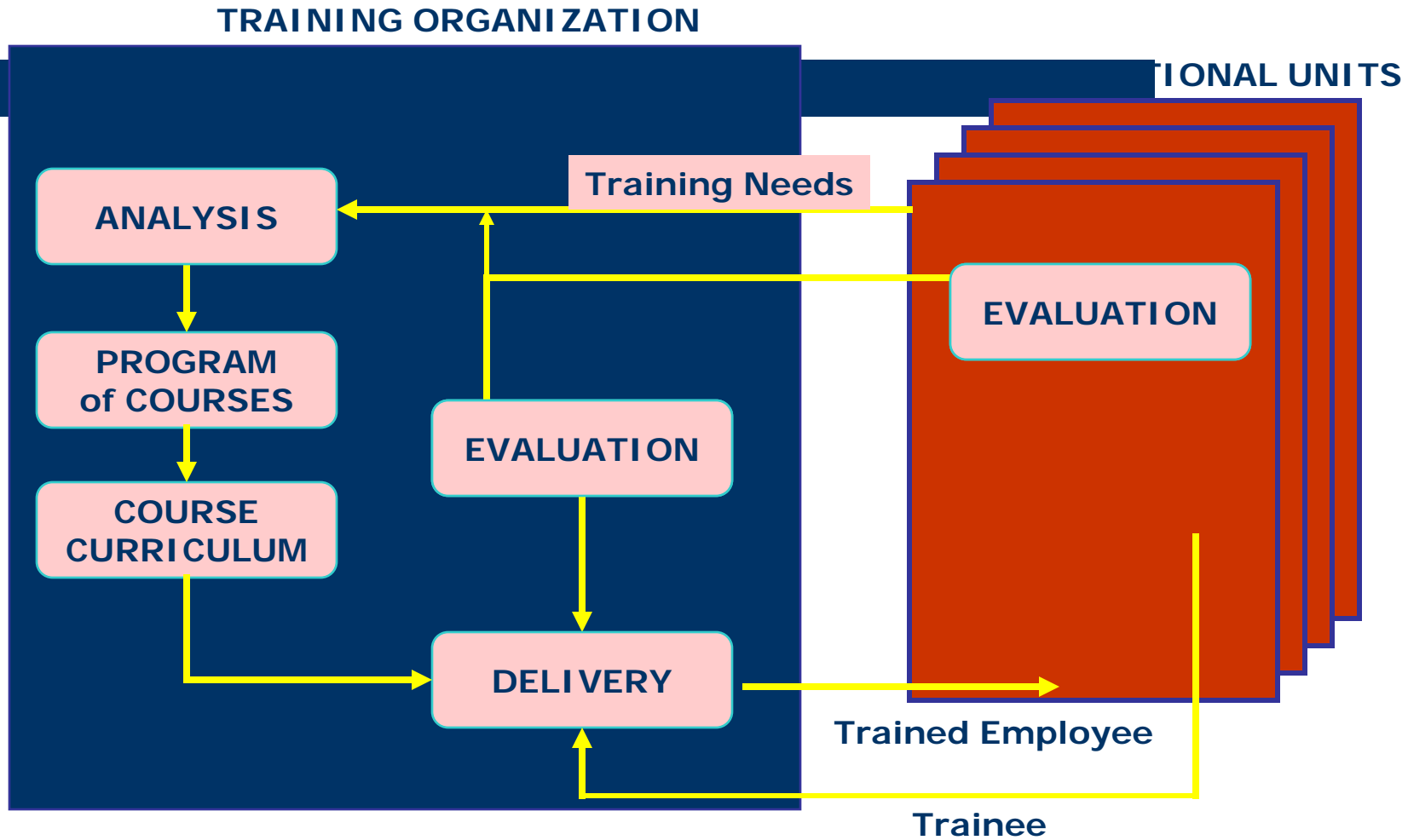
What we will learn today



- Training Design and Delivery
- Need Analysis
- Training Module development
- Content development
- Instructional methods
- Training Delivery
- Classroom Management



Scheme of a Course Cycle





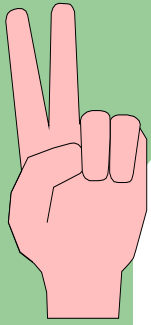
Conceptualize

Plan

Execute

STARTING POINT

- **Know entry level of trainees**
- **Assess trainees' awareness of that level**
 - Needs analysis
 - Performance appraisal
- **Increase awareness of level of competence**
- **Increase skills**



Prepare a Lesson Outline

- **Identify major topics to be covered or learning activities to be performed.**
 - Typically 5 - 8 per class.
 - Should address the lesson objectives.
- **Determine the hierarchy of concepts.**
- **Determine a logical sequence.**
- **Plan visual aids and demonstrations.**

REMEMBER:

Characteristics of Adult Learners

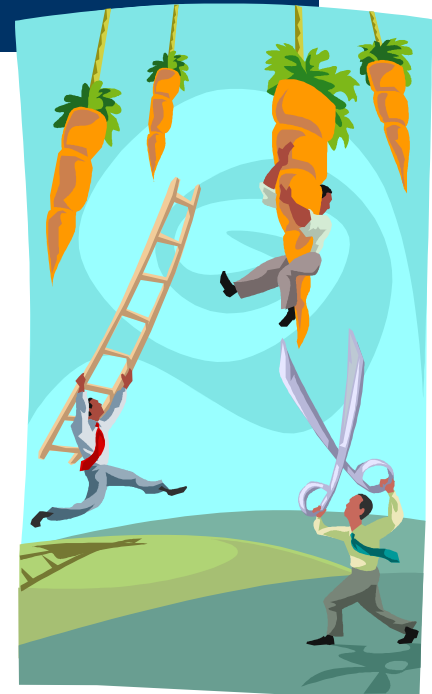
- Prior knowledge & experience
- Self-directed learners
- Critical thinkers
- Experiential learners



Learning is a change of behavior occurring from the process of internalizing knowledge, skills, or attitudes.

Motivation: What's In It For Me

- Job requirement
- Personal interest in subject
- Professional enrichment
- Advancement potential



Training Methods



We Learn and Retain:

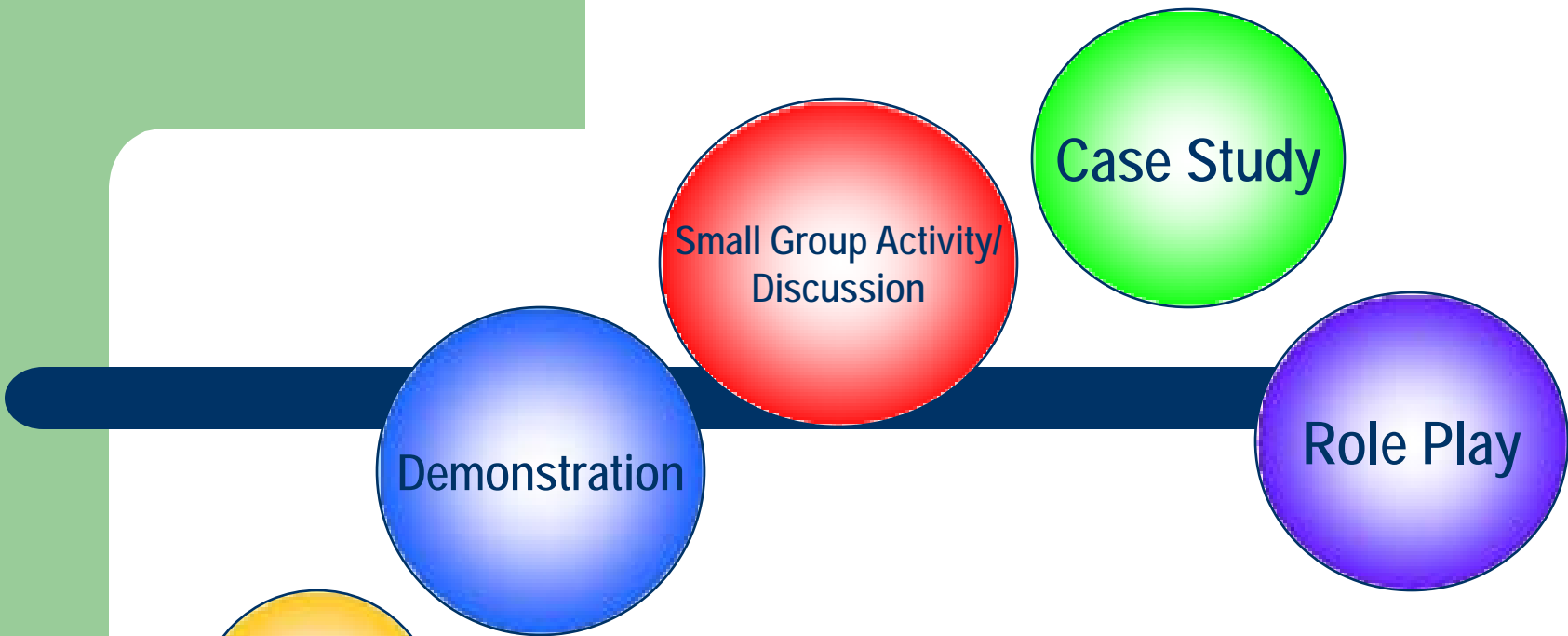
10% of what we READ

20% of what we HEAR

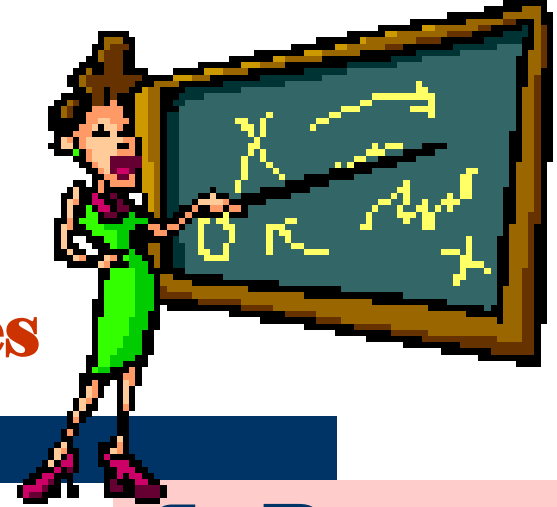
30% of what we SEE

50% of what we HEAR and SEE

Higher levels of retention can be achieved through active involvement in learning.



Types of Training Techniques



- 'Traditional' lecture
- Class discussion
- Group discussion
- Practical exercise
- Project work
- Self learning



Adult education

Vocational training

Case-based learning

E-learning

Using Training/Teaching Techniques

- Apply always a **combination** of techniques
- **Active** participation of students should be encouraged as much as possible:
participative training
- **Understanding** basics and relations of the course subjects are more important than learning facts
- Select a combination of techniques which is '**suitable**' for both trainers as well as participants

Use problem-based learning



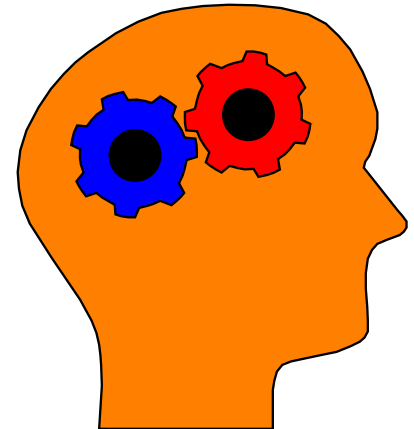
Brainstorming

Situations for use:

- **Generate ideas (quantity is more important than quality)**
- **Trainees have some level of experience**

Planning Required:

- **Formulate the question**
- **Plan for recording ideas**



Supervised Study



- Common technique used in problem solving instruction, but certainly not the only technique appropriate for problem solving instruction.

Lecture

- Convey information, theories or principles
- Depends on trainer for content

Uses

- Introduce a subject
- Bring Facts/statistics
- Overview
- Large groups





KISS

Keep It Simple and Short

Demonstration



- Show and explain an activity
- Provides a model
- Learn by doing

Uses

- Model a behaviour
- Illustrate points
- Create a visual impact

Small Group Activity / Discussion

- Learners share their own experiences
- 4- 8 participants in a group
- Involve all participants

Uses

- Planning / problem solving
- In-depth exploration
- Learn from each other
- Practice new skills





TEAM

Together
Everyone
Achieves
More

Case Study



- Analysis of a hypothetical but realistic situation
- Participant devises his/her own solution

Uses

- Discuss typical situations
- Recognize multiple approaches
- Safe environment

Role Play

Situations for use:

- Introducing a lesson
- Checking for understanding
- Summarizing



Field Trips and Resource Persons

Situations:

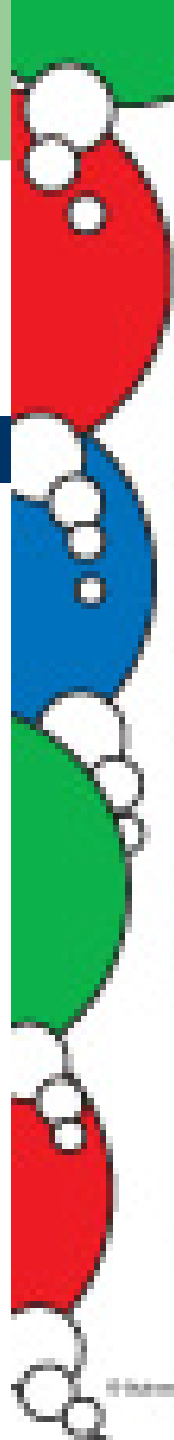
where

- First hand experiences are needed



Learning Pyramid





“I hear and
I forget.
I see and
I remember.
I do and I
understand.”

(Confucius, Chinese philosopher, 551-479 BC.)

WHITE-/BLACKBOARD

Advantages

- No advanced preparation required,
- except when displaying a complex table/chart/diagram.
- Technology is not dependent on electricity or other possible glitches.
- Can be used by students for problem-solving, etc.

Disadvantages

- Time-consuming if you have a lot to write.
- Handwriting may be difficult to read (legibility, size, glare, etc.).
- Turn your back on audience.
- Cleaning the board (chalk dust, permanent marker, etc.)
- Can't go back to something you've erased.

OVERHEAD PROJECTOR

Advantages

- Allows you to prepare all your slides in advance.
- Particularly suited for complex diagrams, charts and illustrations.
- Can build up information point-by-point through the use of overlays.
- Don't have to turn your back on the audience.

Disadvantages

- A blown bulb or power failure can spoil all your hard work.
- Image quality can also be a problem.
- Can be disorienting to manipulate transparencies on projector plate.

DATA PROJECTOR (fixed)

JUST BEFORE YOUR LECTURE/TUTORIAL

- Log on as normal.
- Open PowerPoint (or other application) and access files on your designated network drive
- Minimise window until you are ready to use.

FLIPCHART

When to USE:

- if electricity is unavailable,
- to enable students to illustrate group reports,
- to provide a written record of points made by students.



TIPS

- Check the room and equipment beforehand.
- Get your own pad of newsprint.
- Write out important pages in advance.
- Don't put too much on a page.
- Carry a collection of felt-tip pens and check that they haven't dried out.
- Bring along some Bluetack.

AUDIO TAPES or CDs

When to USE:

- Valuable when referring to recorded historical events
- Background music can also be played before class starts and during group activities.

TIPS

- Check the room and equipment beforehand.
- Can it be heard from the back of the room?
- Find the right spot on the tape/CD and queue it up in advance.
- Don't play more than a few minutes of audio at one time.
- Break up longer clips into segments, interspersed with discussion or other activities.

Exercise

Things that are repeated are best remembered

- ⇒ Hear, see, practice, practice
- ⇒ Frequent questions
- ⇒ Frequent recall
- ⇒ Give exercises

TASK - Introductions

Stage One

- Find a partner, preferably someone you don't know.
- Find out a few things about them, e.g.:
 - Who they are,
 - Which school/unit they work in,
 - What they do.

Stage Two

- Prepare a brief presentation to introduce the person to the group, and illustrate it with either:
 - flipchart, or
 - overhead transparencies.

Stage Three

- Make your presentation to the whole group.



THANK YOU



ANY QUESTIONS?