

# TEACHING METHODS

## Checklist and Explanation



What is it	Value to Students	Points to Note
<p><b>PANEL</b></p> <p>A number of class members or specialist guests respond to questions or hold discussion in front of the class.</p>	<ul style="list-style-type: none"> <li>- Different viewpoints are represented</li> <li>- Stimulus for the class</li> </ul>	<ul style="list-style-type: none"> <li>- Panel members should be good speakers</li> <li>- Speakers need to be well briefed</li> <li>- The class should be prepared</li> <li>- Overtalkative panel members need to be kept in check</li> </ul>
<p><b>BRAINSTORMING</b></p> <p>The tutor asks for a list of ideas, proposals, suggestions in relation to a particular theme or problem.</p> <p>The aim is to produce as comprehensive a list as possible, which can then be analysed and used as the basis of a subsequent task or activity.</p>	<ul style="list-style-type: none"> <li>- Every contribution is of equal value</li> <li>- Stimulates ideas</li> <li>- People are involved</li> <li>- Draws on the experience of participants</li> </ul>	<ul style="list-style-type: none"> <li>- Need to encourage students to produce ideas</li> <li>- Record responses quickly and accurately</li> <li>- A time limit is necessary</li> <li>- Avoid making judgements about individual contributions</li> </ul>
<p><b>CASE STUDY</b></p>	<ul style="list-style-type: none"> <li>- Brings real life situations into the</li> </ul>	<ul style="list-style-type: none"> <li>- The case needs to be relevant or topical</li> </ul>

<p>The details of an event or set of circumstances are presented to the group in written or visual form, for them to diagnose, analyse or solve a problem.</p>	<p>classroom</p> <ul style="list-style-type: none"> <li>- Enhances motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Should be well written and attractively presented</li> <li>- Should be produced with specific learning objectives in mind</li> <li>- May be followed by discussion and/or other task</li> </ul>
<p><b>ROLE PLAY / SIMULATION</b> In these two related methods, students assume roles within simulated situations. During the role play students are involved by assuming hypothetical roles within specific situations.</p>	<ul style="list-style-type: none"> <li>- Relevant to situations faced by students outside the classroom</li> <li>- Students are encouraged to feel as well as to think</li> <li>- Helps with self-evaluation</li> <li>- Can be fun</li> </ul>	<ul style="list-style-type: none"> <li>- Students can become too emotionally involved and take on the characteristics of the role</li> <li>- Participants need to be well briefed</li> <li>- Monitor the exercise. Note the effect on different people</li> <li>- Follow the exercise with a detailed debriefing</li> </ul>
<p><b>PROJECTS</b> Tasks undertaken in small groups or by individuals. It usually involves researching a topic for presentation in written or verbal form to the teacher and/or rest of the class.</p>	<ul style="list-style-type: none"> <li>- Gives initiative to students</li> <li>- Discovery learning tends to enhance motivation</li> <li>- Learning to work with/co-operate with others</li> </ul>	<ul style="list-style-type: none"> <li>- Needs to be relevant</li> <li>- Information required should be attainable</li> <li>- Make frequent checks on progress</li> <li>- Students will expect some form of assessment from the tutor</li> </ul>
<p><b>VISITS</b> Students, either as individuals or in groups, visit an outside venue, relevant to a particular part of the course. It can involve interviewing people, finding information, observing a process.</p>	<ul style="list-style-type: none"> <li>- Real life situations</li> <li>- Encourages social relationships</li> <li>- Enhances motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Needs to be well organised</li> <li>- Students should be prepared in order to get the best from the visit</li> <li>- Time should be allocated for debriefing and discussion of the visit itself</li> <li>- Teacher should make a pre-visit "visit"</li> </ul>
<p><b>WORK BETWEEN CLASSES</b> Student carries out some form of activity between classes. This can take the form of a diary, reading or practising skills.</p>	<ul style="list-style-type: none"> <li>- Maintains interest between classes</li> <li>- Allows people to work at sometime in their own time and at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>- Students may have to be encouraged to work between classes</li> <li>- Set the expectation that they will do this</li> <li>- Make the task clear and clarify whether or not it is optional</li> <li>- Provide the opportunity to discuss and share what has been done</li> <li>- Resolve whether you are going to "mark" it in some way - and when - and how?</li> </ul>

<p style="text-align: center;"><b>DEBATE</b></p> <p>A formal discussion in which individuals or groups prepare a case related to a particular topic, before arguing it out against other individuals or groups.</p>	<ul style="list-style-type: none"> <li>- Students are presented with both sides of an argument and can therefore make up their own minds as to the relative merits of a case</li> </ul>	<ul style="list-style-type: none"> <li>- Make sure that both sides of a case are presented</li> <li>- Avoid taking sides</li> <li>- Manage the process fairly</li> </ul>
<p style="text-align: center;"><b>DIARY</b></p> <p>Students keep a personal diary in relation to a specific theme or problem.</p>	<ul style="list-style-type: none"> <li>- Helps develop self-awareness</li> <li>- Helps students relate the course to the rest of their lives</li> <li>- Provides evidence of one or more aspects of personal behaviour which then can be used for analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Diaries can be purely descriptive</li> <li>- Students have to learn how to be analytical</li> <li>- Avoid breaching privacy.</li> <li>- Specific ownership</li> </ul>
<p style="text-align: center;"><b>BUZZ GROUPS</b></p> <p>Pairs and trios discuss a particular question or topic very briefly.</p>	<ul style="list-style-type: none"> <li>- Can provide a prelude to a formal presentation</li> <li>- Valuable method of involving people</li> <li>- Focuses attention on the topic in hand</li> </ul>	<ul style="list-style-type: none"> <li>- Make sure the topic is clear</li> <li>- Keep people to the task in hand</li> <li>- Keep it short and to the point</li> </ul>
<p style="text-align: center;"><b>SMALL GROUP TASKS</b></p> <p>Small groups carry out specific tasks or activities. Can be discussion type or involve physical activity.</p>	<ul style="list-style-type: none"> <li>- Helps interpersonal cooperation</li> <li>- People learn from each other</li> <li>- Encourages people to share experience and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Write down task for each group as well as telling them</li> <li>- Monitor each group</li> <li>- Allow sufficient time for "report back" if this is to be done</li> <li>- Record the important points made</li> </ul>
<p style="text-align: center;"><b>GAMES</b></p> <p>Large or small groups play an "educational" game. May be commercially produced or "home grown".</p>	<ul style="list-style-type: none"> <li>- Can be fun</li> <li>- People learn from doing</li> <li>- Encourages inductive and deductive thought</li> <li>- Helps draw links between "theory" and "practice"</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure you know the rules and procedure</li> <li>- Draw out the implications of the game for "real life"</li> </ul>