EDUC 115:
Principles of Teaching 1

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DIFFERENT APPROACHES AND METHODS
Objectives:

At the end of the lesson, the students will be able to:

- Distinguish the differences between the teaching approach, method and technique.
- Identify which approaches or methods are more direct and more indirect or exploratory in nature.
- Describe the characteristics features of the two approaches or methods.
“A thousand teachers, a thousand methods”

- Chinese Proverb
Teaching Approach

- Set of principles, beliefs or ideas about the nature of learning which is translated into the classroom.
Teaching Strategy

- A long term plan of action designed to achieve a particular goal.
Teaching Method

- It implies an orderly logical arrangement of steps.
- It is more procedural.
Teaching Technique

- A well-defined procedure used to accomplish a specific activity or task.
- Techniques are consistent with a given approach, strategy and method.
Approach - Strategy - Method - Technique
## Examples of Teaching Approaches

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Examples of Teaching Approaches

Teacher-centered approach
● The teacher is perceived to be the only reliable source of information.
● Also teacher-dominated

Learner-centered approach
● Learner is an important resource because he or she too knows something and is therefore capable of sharing something.
Examples of Teaching Approaches

Subject matter-centered approach
● Subject-matter gains primacy over that of the learner.
● Sticking to course syllabus or lesson plan.
● Also teacher-dominated.

Interactive classroom
● More student talk and less teacher talk.
Examples of Teaching Approaches

Teacher-dominated classroom
• Only the teacher’s voice is heard.

Constructivist approach
• Students are expected to construct knowledge and meaning out of what they are taught by connecting prior knowledge.
Examples of Teaching Approaches

“Banking” approach
• Teacher deposits knowledge into the “empty” minds of students for students to commit to memory.

Integrated teaching approach
• Teacher connects what he/she teaches to the other lessons of the same subject or with other subjects.
Examples of Teaching Approaches

Disciplinal Approach
● Limits the teacher to discussing his/her lessons within the boundary of his/her subject.

Collaborative approach
● Welcome group work, team work, partnerships, group discussion.

Individualistic approach
● Want individual students working by themselves.
Examples of Teaching Approaches

Direct teaching approach
● Teacher directly tells or shows or demonstrates what is to be taught.

Guided approach
● Teacher facilitates the learning process by allowing the learner to be engaged in the learning process with his/her guidance.
Other teaching Approaches cited in education literature are:

1. **Research-based approach**
   - As the name implies teaching and learning are anchored on research findings.

2. **Whole child approach**
   - The learning process takes into account not only the academic needs of the learners, but also their emotional, creative, psychological, spiritual and developmental needs.
Other teaching Approaches cited in education literature are:

3. **Metacognitive approach**
   - The teaching process brings the learner to the process of thinking about thinking.
   - The learner reflects on why he/she succeeded one time but failed the other time.
Other teaching Approaches cited in education literature are:

4. **Problem-based approach**
   - The teaching-learning process is focused on problems.
   - Time is spent on analyzing and solving problems.
1. Direct Instruction/Lecture Method
- Aimed at helping students acquire procedural knowledge which is knowledge exercised in the performance of some task.
- Procedural knowledge refers to skills needed in the performance task. Examples are:
  - Focusing the microscope
  - Doing power point presentation
  - Playing basketball
  - Sewing a pair of Panjamas
Direct instruction also used for lesson that are factual and non-controversial.
Steps of the Direct Method or Lecture Method

To employ this methodology in teaching skill/s, follow these steps:

a. Provide the rationale
b. Demonstrate the skill
c. Provide guided practice until mastery
d. Check for understanding and provide feedback
e. Provide extended practice and transfer
f. Assess learning at the end
Steps of the Direct Method or Lecture Method

If you teach facts, principles or laws, your steps are similar with those of teaching a skill.

a. Give short introduction by providing the rationale
b. Present your lesson
c. Develop the lesson by explaining illustrating it with diagrams if appropriate and/or by giving concrete example
d. Give application of the lesson and
e. Check for understanding and provide feedback
Instructional Characteristic
1. The strategy is teacher-directed.
2. The emphasis is on the teaching of skill.
3. Taught in a step-by-step fashion, it ensures the learning of the entire procedure with no step missed.
4. Lesson objectives include easily observed behaviors that can be measured accurately.
5. This is a form of learning through imitation, sometimes termed “behavioral modeling”.
6. This can also be used to teach facts, principles and laws.
2. Demonstration Method
-The teacher or an assigned student or group shows how a process is done while the students become observers.
-This approach is employed in presenting lessons that use sophisticated equipment and technical know-how.
Indirect/Guided/Exploratory Approach

- Indirect instruction method is best used when the learning process is inquiry-based, the result is discovery and the learning context is a problem.
- This can come as:
  ● Inquiry method/discovery method
  ● Problem-solving method
  ● Project method
- This three methods are not mutually exclusive.
1. Inquiry Method
-sometimes termed “discovery”, “heuristic” and “problem solving” is defined simply as a teaching method which is “modeled after the investigate processes of scientists”.
Steps in the Inquiry Method
1. Define the topic or introduce the question.
2. Guide students plan where and how to gather data, information.
3. Students present findings through graph, charts, power point presentation, models, and writing.
Instructional Characteristics
The following are commonly observed characteristics of the discovery/inquiry method:
1. Investigate processes such as inferring, hypothesizing, measuring, predicting, classifying, analyzing, and experimenting, formulating conclusions and generalizations are employed.
2. The procedures in gathering information is not prescribed by the teacher.
3. The children are highly motivated to search, hence active participation is the best indicator of inquisitiveness.
Instructional Characteristics
The following are commonly observed characteristics of the discovery/inquiry method:
4. The answers arrived at are genuine products of their own efforts.
5. Focused questions before, during and after are critical that provide direction and sustain action.
Outcomes of Inquiry Teaching

1. Its emphasis is on the process of gathering and processing of information.

2. Its dependence on first-hand experience with objects and phenomena occurring in the environment is certainly in agreement with the most often cited theory of Piaget on intellectual development.
Outcomes of Inquiry Teaching

3. The inquiry approach which predominantly allows some degree of freedom develops initiative and divergent thinking.

4. A deep sense of responsibility is developed when learners are left to manage their own learning.

5. Educators strongly believe that facts and concepts that learners discover by themselves become stored as part of their permanent learning.
Outcomes of Inquiry Teaching

7. Participation in inquiry activities strengthens learner’s intellectual capabilities.
2. Problem Solving Method
- Teaching strategy that employs the scientific method in searching for information.
- This method is used most often in science and mathematics classes.
The five basic steps of the scientific method or investigatory process are:

1. Sensing and defining the problem.
2. Formulating hypothesis.
3. Testing likely hypothesis.
5. Formulating conclusion.
3. Project Method

-Learners also solve a practical problem over a period of several days or weeks.
-Involve organizing a fund raising campaign for the flood victims, doing an advocacy for breastfeeding or publishing a class newspaper.
-Teaching method that requires the students to present in concrete form the results of information gathered about a concept, principle or innovation.
COOPERATIVE LEARNING

- makes use of a classroom organization where students work in groups or teams to help each other learn. This approach evolved strategies and procedures that can help small groups solve their own problems and acquire information through collective effort.
CHARACTERISTIC FEATURES

1. It has two important components, namely:
   a cooperative incentive structure – one where two or more individuals are interdependent for a reward. They will share if they are successful group and
   a cooperative task structure – a situation in which two or more individuals are allowed, encouraged or required to work together on some tasks, coordinating their efforts to complete the task.

2. Students work in teams to tackle academic tasks.
3. Reward systems are group-oriented rather than individually-oriented.
4. The interactions within the group is controlled by the members themselves.
5. Teams are made up of mixed abilities – high, average and low achievers.
6. Each individual learner is accountable for his/her learning.
7. The group reflects on and evaluates the group process they underwent.
“THE BEST WAY TO LEARN SOMETHING IS TO TEACH IT.”

“THINK, PAIR, SHARE!”
Peer tutoring is commonly employed when the teacher requests the older, brighter and more cooperative member of the class to tutor (coach, teach, instruct) other classmates. This is based on the rationale that the former is better equipped than the others.
a. **INSTRUCTIONAL TUTORING.** Older students help younger ones on a one-to-one or a one-to-a group basis.

b. **SAME AGE TUTORING.** This arrangement works well with children who can act interactive pairs, i.e., more able ones to assist the less able. They can read to each other and discuss.
c. **MONITORIAL TUTORING.** The class may be divided into groups and monitors are assigned to lead each group. This frees the teacher from whole class monitors and supervises the rest.

d. **STRUCTURAL TUTORING.** Here a definite procedure is followed. Highly structured tutoring is administered by trained tutors.

e. **SEMI-STRUCTURED TUTORING.** This is a combination of unstructured and structured where the tutor guides his/her tutee through a carefully-planned learning guide but is free to modify it according to the tutee’s own interests and skills.
1. The tutees receive individualized instruction. The tutees are provided with their own teacher. As such they are checked immediately for errors or misconceptions. Likewise they are rewarded instantly for correct responses.
2. The tutees receive more instruction. They are afforded more contact hours by a tutor.
3. Rapport between tutor and tutee may be readily established considering that they belong more or less to the same age group.
4. The teacher is free at the same time to do other classroom chores while the members are being
handled by the tutors. They have more time to attend higher concern such as the curriculum, lesson planning, etc.

5. This kind of arrangement reduces a large class into smaller working groups.
6. Discipline problems are lessened because there are more assistants looking after small groups.
7. The spirit of cooperation, camaraderie and reciprocity are highlighted.
8. The tutors stand to gain more since teaching is an excellent learning situation.
9. The tutors can likewise improve their own self-concept.
As the name of this method implies, this learning with a partner. A student chooses partner from among his/her classmates. It can be employed when you get your students rehearse what they have learned and explore their understanding of content with a partner.
Deductive Method versus Inductive Method

The direct method and the demonstration method of instructions are DEDUCTIVE.

The inquiry method, problem solving method, and project method method are INDUCTIVE.
Deductive Method

It is also referred to as direct instruction in which the teacher tells or shows directly what he/she wants to teach.
Inductive Method

The inquiry method or problem solving method and project method fall under indirect, guided and exploratory approach to instruction.
Blended Learning

Learning that is facilitated by the effective combination of different models of delivery, models of teaching and styles of learning, and is based on transparent communication amongst all parties involved with a course. Heinze, A.; C. Procter (2004)
Reflective Teaching

Through reflection, the students/teachers experienced acquires meaning, hence he/she is able to formulate his/her own concepts that can be applied to new learning situations.
1. **Self-analysis**

A reflective student/teacher is able to keep a record of his/her success or failure in employing a strategy, problems and issues confronted, and significance of learning events that occurred.
2. Writing Journals

A journal reveals feelings about the days activities including what could have enhanced or inhibited their learning.
3. Keeping a Portfolio

A portfolio is very personal document which includes frank, honest and on-the-spot account of experiences. It includes a student’s first hand observations and personal knowledge that will be needed in analyzing changes in values being developed.
METACOGNITIVE APPROACH

An approach that goes beyond cognition. It is an approach that makes our students think about their thinking.
CONSTRUCTIVIST APPROACH

Constructivists view learning as an active process that results from self-constructed meanings. A meaningful connection is established between the prior knowledge and the present learning activity.
INSTRUCTIONAL CHARACTERISTICS

1. Teaching is not considered as merely transmitting knowledge and information such as facts, concepts and principles but rather as providing students with relevant experiences from which they can construct their own meaning.

2. Constructivism is anchored on the assumption that the absorption or assimilation of knowledge is somewhat personal and therefore no two learners can build up the same meaning out of one situation.
3. The teacher’s role is to facilitate learning by providing opportunities for a stimulating dialogue so that meanings could evolve and be constructed.

4. The instructional materials include learning activities and events rather than fixed documents (laws, principles) that almost always are learned unquestioned and simply recalled.

5. Lessons are activity-centered in order for them to experience or gain personal knowledge through active involvement. Participation with understanding enables them to “live through” a learning episode.
INTEGRATED APPROACH

This approach is intradisciplinary, and transdisciplinary.
CONTENT-BASED LEARNING also called interdisciplinary teaching.

PROBLEM-BASED LEARNING also called transdisciplinary teaching.
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Thank You!