

Chapter 13

Instructional Pedagogy and Techniques

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Introduction

Teaching is a very old art. It is an intentional activity which is aimed at bringing about learning or impartation of knowledge into learners. The main purpose of training an individual in the art of teaching is the learner. The reason for this is that learning is only said to have taken place when there is knowledge transfer from the teacher to the learner. More so, the principles and methods of teaching rely heavily on the teacher's experience of the child, the environment and the innovative approach to reaching where students have control over their learning. Hence, a teacher aside being a master of the subject matter, must intentionally be well acquainted with the various ways by which he can transfer knowledge, skills and ideas to his students. These ways by which the teacher transfers knowledge to learners are known as teaching methods.

Behavioural Objectives

By the end of this unit, participants should be able to:

- Explain the concept of teaching method and technique
- Identify and explain six types of teaching methods
- State the principles underlying the choice of teaching methods
- List six teaching techniques with examples
- Explain how to improve the most common teaching methods

Teaching Methods

A teaching method is a systematic way of presenting learning contents by teachers to achieve the desired learning by students. Teaching method is the specific instructional process which differs from any other by the diversities of specialized activities used by a teacher during a lesson to maximise knowledge

transfer to the learner (Afolabi and Adesope, 2010). According to Gage (1990) in Ukoha and Eneogwe (1996), teaching method is a recurrent pattern of teacher behaviour, applicable to various subject matters, characteristic of more than one teacher and relevant to learning. This definition means that a teaching method must be seen to possess traits of consistent repeatability by the user, suitable for use in teaching many subjects and can be adopted by other teachers. However, each teaching method has some peculiar characteristics that distinguish it from others. This is why the importance of selecting an appropriate teaching method cannot be over emphasised as the success of the teaching-learning process, which is measured by the extent to which the students assimilate what has been taught, depends on it. Hence, the teacher needs to know the steps involved in a particular instructional method, so as to be able to apply it effectively. With this he would be able to know when to adopt what instructional methodology per time.

Teaching Techniques

Generally, teaching methods and teaching techniques have been used interchangeably. The two are however not the same. When comparing the two, teaching techniques are more or less teacher specific when placed side-by-side with teaching methods. The reason for this is that, while the latter is a general characteristic of all teachers, exhibited recurrently and universally to all subjects, the former is unique to subject matter and vary from teacher to teacher (Ukoha & Eneogwe, 1996). Hence, teaching techniques are processes adopted by experienced teachers to inject variety in their teaching sessions in order to capture and sustain learner's interest. Essentially, teaching techniques are not methods of teaching but ancillaries or adjuncts to methods of teaching to enhance effective use of teaching methods by teachers.

Some of the teaching techniques that have served the purpose of effective teaching sessions that have been used by experienced teachers include; intelligent use of chalkboard or whiteboard sketches, motivational cues, explanations, skilful use of language, purposive body movements, gestures, voice modulation, eye contact, *et cetera*.

Guidelines for Choice of Teaching Methods

Generally speaking, teaching methods have the same efficacy level. That is to say that no method of teaching is superior to the other. However, certain teaching methods are only more suitable for teaching certain contents than others. Such contents include skill, knowledge, and so on. Again, the size of a

class will determine which teaching method will be suitable, since, some of them are only suitable for teaching small groups or for use in individualised learning situations. Scholars like Ukoha and Encogwe (1996) suggested the following as guidelines for selecting teaching method:

Group size: this has to do with whether the class is a large, small or individualised situation.

The attitude of the students

Instructional objectives to be achieved: this is based on whether the learning objective to be achieved is cognitive, psychomotor or affective in nature.

The learners' activities in the lesson

Nature of learners: this takes into account the individual differences among learners in the form of learning styles, intelligence quotient, socio-economic background, gender, *et cetera*.

Nature of subject taught: this speaks for whether the subject is abstract, practical oriented or a combination of the two, and so on.

Time: this caters for the duration of the lesson; is it 45, 60 or 120 minutes?

- Type of learning to be encouraged in the lesson, these could include concepts, principles, problem solving, *et cetera*.
- Instructional facilities and equipment available.
- The teacher's feeling or mood.
- The school environment.
- Teacher's/instructor's experience or educational qualification.
- Teacher's ability and knowledge of the teaching method.

Classification of Teaching Methods

Teaching methods can be broadly classified into two types. These are traditional and contemporary teaching methods. Traditional teaching methods as the name suggests, are methods of teaching that have been in use right from the onset. Examples of such teaching methods are: Lecture, project, discussion, problem solving, demonstration, discussion and field trip among others. Contemporary methods of teaching on the other hand, are more recent for use in the impartation of knowledge in students.

The choice of teaching methods can be informed by learning domains.

Cognitive Domain: cognitive domain is concerned with the aspects of learning that have to do with knowledge of facts, concepts, *et cetera*. The teaching methods that have been found to be effective in this domain include lecture and discussion methods.

Psychomotor domain: this domain has to do with manipulation of skills, in essence, the use of body members to perform tasks. The methods of effective teaching in this area include demonstration, field trip and project method.

Affective domain: this is concerned with attitudes. The methods that have been found to be effective in delivering information in this domain include discussion, role play or simulation.

Lecture Method

Lecture method is the oldest instructional method applied in educational institutions. The method, termed as a didactic method, is a one-way channel of communication of information, ideas and facts. The role of the learner is just to listen and write down some notes, if necessary, during the lecture and asking few or no questions. Hence, it is a teacher-dominated approach to teaching because the teacher does most of the talking. Teachers use the method to relay factual information which includes principles, concepts, ideas and all the theoretical knowledge about a given topic. In order to have a successful lesson, teachers purposively design the lesson in a way that information flows from known to unknown, simple to complex, or from part to whole.

How to make use of Lecture Method

The teacher should introduce the lesson in a way that he will capture the attention of the students from the onset. This, he can do by establishing rapport with them using, jokes, anecdotes or warm-up comments, questions, *et cetera*.

Efforts should be made to cover the lecture content with simple explanations and learners should be encouraged to take notes on important points, while pausing to ask questions.

Towards the end of the lesson, the teacher should review, summarise and emphasise major points of the lesson.

The following popular lecture rules should be adhered to strictly:

- Tell them what you are going to say (introduction);
- Tell them (body of lecture); and

- Tell them what you have said (conclusion).

Tips for a Good Lecture Method

- Plan your lecture adequately,
- Encourage students from the beginning,
- Spark curiosity,
- Present your lecture in a logical manner,
- Use instructional aides to maintain interest,
- Use most simple form of communication and avoid jargons,
- Strive to call students by their names,
- Provide feedback evaluation,
- Respect student's learning style/pace,
- Give familiar examples and analogies not storytelling,
- Choose a compelling exit question.

Advantages of the Lecture Method

- It is cheap to operate as no special apparatus is needed.
- It makes fewer demands on the teacher's time for planning and preparing and is therefore an attractive and easy method of teaching.
- It is an efficient means of giving a vast amount of knowledge in a limited amount of time.
- Large classes of students can be handled by the teacher.
- It serves to channel the thinking of all students in a given direction.

Disadvantages of the Lecture Method

- Students are passive listeners and do not participate in the development of the lesson.
- The desired learning outcomes may not be accomplished.
- The method is inadequate for teaching certain types of concepts e.g. attitudes and feelings which are not learned through pure telling.
- Students' progress cannot be evaluated during the lesson since they are passive.
- It cannot meet the different needs of the students as regards individual differences.

- It rarely affords students the opportunity to practice communication skills.
- It is largely denied of exploratory aspects of learning. Students may show a tendency to accept the teacher as the “final authority”. Consequently they accept his biases and prejudices at face value.
- It encourages rote learning or cramming.

Demonstration Method

Demonstration means any planned performance of an occupational skill, scientific principle or experiment. Demonstration method involves that the teacher does a display or exhibition while the students watch. Stephen (2012) defined demonstration method as a form of presentation whereby the teacher or learners show how something works or operates, or how something is done. It typically involves showing students the correct use of science apparatus, laboratory or workshop equipment or illustrating a technique, performing an ‘experiment’ which is either dangerous, risky, difficult or expensive for individual students use.

Demonstration method according to Afolabi and Adesope (2010) can be used in the drilling of manipulation of various workshop equipment and machine operations which can be demonstrated by the teacher for all learners to see during the lesson. Sometimes demonstrations can be performed by students either individually or in groups. This method is particularly valuable when teaching trades in engineering, such as machine tool operations, use of tools and equipment.

Step in Demonstration Method

Planning and Preparation: A great care should be taken by the teacher while planning and preparing his demonstration lesson. He should keep the following points in mind while preparing his lesson:

Subject matter,

Questions to be asked;

Apparatus required for the experiment.

Make a good introduction of the topic in such a way that the students will be motivated to be attentive and curious.

The teacher should present his lesson in an interesting manner and not in a boring way. To make the lesson interesting the teacher may not be very rigid in remaining within the prescribed course rather he should make the lesson as broad based as possible.

The teacher should perform the experiment himself in order to assist the students to have a proper grasp of the topic. Essentially, in order to have a hitch free demonstration session, the teacher should:

Write the problems to be solved in simple words so that everyone understands.

Make a list of activities that will be used to solve problems.

Gather material for conducting experiments.

Work out a format of the steps in the order of procedure so that everyone knows what is to be done.

The teacher should always try the experiment himself prior to presentation so as to become acquainted with the equipment and procedure.

Record the findings in ways commensurate with the maturity level and purposes of the student.

Assist students in making generalizations from conclusions only after sufficient evidence and experiences.

The demonstration experiment should be presented by the teacher in a model way. He should work in a tidy, clean and orderly manner while demonstrating an experiment. Some of the important points to be kept in mind while demonstrating an experiment are as follow:

Experiments should be simple and speedy,

The experiments must work and their results should be clear and striking.

Experiments should be properly spaced throughout the lesson.

Keep some reserve apparatus on the demonstration table.

Keep the demonstration apparatus intact till it has to be used again.

Provide a clear chalkboard summary.

The teacher should supervise the students as they perform the experiment giving help to them as the need may arise.

Advantages of Demonstration Method

- It is an inexpensive method since only the demonstrator needs materials.
- It shows how something is accomplished properly or expertly, since the teacher is supposedly more competent than most students.
- Demonstration method is especially beneficial in the areas of skills and attitudes.
- The proficiency displayed reduces the length of trial and error time.
- It can reduce hazards e.g. breakage and accidents before students embark on individual or group work with materials involved.
- A good demonstration method holds the learners attention thus facilitating learning by giving students the opportunity to see and hear what is actually happening.

Disadvantages of Demonstration Method

- The assumption made that all the students see and hear equally well does not necessarily follow. Visibility of details of what is being demonstrated is not assured in large classrooms or in circumstances where extremely small objects are used.
- Where the demonstration is restricted to the teacher alone, students will be denied the opportunity to acquire manipulative skills in handling of the materials and apparatus.

Discussion Method

Discussion method is based on the philosophy that knowledge arises within the students and not from any external source. It is essentially a method of teaching that involves the communication of ideas, facts and opinions by a group of learners on an identified instructional objective using skills such as speaking, listening and non-verbal processes (Ukoha & Eneogwe, 1996). The students take over the subject from various points of view and the teacher serves as a moderator. Hence, discussions occur when a group assembles to communicate with one another through speaking and listening to a topic or event of mutual interest (Stephen, 2012). The success and effectiveness of the method rests on the level at which the students are stimulated to participate prior to the lesson period as well as the skill of the teacher in using the method to facilitate learning among learners.

Guidelines for Discussion Method

1. The topic to be discussed and the teacher's questions should meet the level of the students.
2. The teacher should introduce the subject of discussion.
3. The topics for discussion should be within students' background.
4. The teacher should not allow some students to dominate the topic under discussion.
5. The teacher should treat all remarks as being serious and reject the irrelevant comments that do not fit into the discussion. It should however, be done gracefully.
6. The teacher should avoid vague questions.
7. The teacher should summarize frequently in order to guide the students towards understanding the main concepts and principles of the topics under discussion.
8. At the end of the lesson ensure that anyone who leads the discussion has the ability to break down the whole topic into smaller units.

Advantages of Discussion Method

- a. It promotes the values and processes of a democratic society because of the diverse views and opinions of others that are shared.
- b. It enables students to maintain a high degree of mental alertness in order to develop clear thinking.
- c. Interest is maintained with a feeling of confidence as students learn to express themselves freely.
- d. Students learn through discussion method owing to active participation and involvement in the lesson.
- e. Discussion method provides good practice for problem-solving.
- f. It provides the teacher with information about the students which can aid in a better understanding of the students.
- g. Teaching by discussion leads to positive attitudinal change because a student may find his or her own values and beliefs challenged by the views of fellow students.

Disadvantages of Discussion Method

1. It reduces the teacher's measure of discipline, authority and control over the class and instructional process.
2. The method is not suitable for prosaic classrooms where teachers need to guide over 40 students, as is the case in public schools.
3. A lot of time would be wasted before the students arrive at satisfactory answers.
4. Discussion method cannot be used often as it does not allow for easy coverage of the syllabus.
5. In most cases, most students do not participate in the lesson because they know little or nothing about the topic of the lesson. They may even be shy or fearful.
6. Students who have no background of the topic being discussed may become bored or disinterested in the lesson.
7. Since the attention span of the students (young ones) is very short, they cannot maintain high level of attention.

Field Trip

Field trip is an organised visit to a place of interest to achieve a stated instructional objective. In other words, the method involves taking learners on an excursion outside the classroom for the purpose of making relevant observation for the purpose of obtaining technological and vocational information. Field trip as a method can be used in teaching Science, Technology, Business Studies, and some art subjects like History, French, and so on. It brings learners in close contact with realistic experiences which can hardly be achieved in the classroom no matter the honest intentions of the teacher. By bringing the learners in close contact with real life experiences, the learners are able to integrate knowledge and skills acquired through classroom instruction with laboratory practices with actual practices on the field.

Preparation for Field Trip

In order to have a successful field trip, certain steps need to be taken. This is to ensure that the process, activities and operations that the students should watch out for during the visit are well spelt out. This is done in a pre-departure lecture which emphasises the following points:

1. Specific objective(s) for the trip and elements to be observed during the visit.
2. Students' conduct during the visit and the place of interest.
3. Possible hazards and necessary safety precautions that needs to be observed by the students.
4. Required traveling materials, feeding arrangement, among others.

Administrative Arrangement for Field Trip

- a. A written permission from the school authority should be sent to industry/business organisation to be visited before embarking on the trip.
- b. The teacher should obtain a written permission from parents or guardians of each participating student.
- c. The teacher should book an appointment with the industry/business organisation to be visited.
- d. Arrangement should be made for a safe and suitable means of transportation, feeding and accommodation where necessary.
- e. The students should be trained on the code of conduct required of them during the visit.

Advantages of Field Trip

1. It allows the students to engage fully in the activities of the study.
2. It sharpens the students' observational abilities.
3. It helps to add reality to and verify how the area of coverage operates in practice.
4. Field trip is useful in developing all senses of the students.
5. It provides opportunity for students to identify ways of spending leisure time profitably.
6. Things that cannot be brought to the classroom can be observed and studied e. g. ecological succession, oceans, *et cetera*.
7. Through direct contact with different occupations provided by field trips students learn and develop an appreciation of the 'world of work' outside of the school in relation to school work.
8. Experience gained during a field trip can motivate students to read about what they have observed, so as to harmonize actual field experiences with information gathered from textbooks.

Disadvantages of Field Trip

- a. Arranging a good field trip necessitates careful planning. Not only does it consume a considerable amount of time, but transportation arrangements are often difficult and may be expensive.
- b. Class supervision may prove difficult since students tend to move round.
- c. If not properly planned and organized, the field trip becomes a waste of time and resources and takes students away from valuable learning activities.
- d. Even after the most thoughtful preparation and planning, accidents can and do occur in field trips.
- e. A field trip may create conflicts with other classes.

Project Method

Project method of teaching centres on an assignment of interest undertaken by an individual student or a group or a whole class. In this method, the students are guided when necessary. A project is a learning activity selected, planned, designed and executed by the learner either in conjunction with other learners or by himself to clarify facts, acquire new knowledge, skills, applications and solve identified problems under the teacher's guidance and supervision. The effectiveness of project method depends on its purpose and usefulness, hence, whether group or individual project, there must be a clearly stated purpose to be achieved by the group or individual.

Types of Project Method

There are a number of methods that fit into the definition of project method. They include the following:

- **Practical project:** this has to do with when a student is asked to plan, design and construct an article of worth following approved steps and guidelines, e.g. construction of furniture in woodwork trade.
- **Experimental project:** this is a type of project that involves the appreciation of some experience. It is an empirical try out to establish cause effect and relationships
- **Problem solving:** this has to do with direct observation of events or phenomenon to straighten out facts and clarify some intellectual difficulty.

- **Skill project:** this has to do with skills in machines operation, hand tools, using pieces of laboratory equipment.

Advantages of Project Method

1. Since emphasis is on doing by the student, opportunity is provided to develop student's initiative as well as greater understanding of how to learn.
2. Motivation to work is high since it is based on the natural interests of students. It, thus, offers opportunity for creative ability particularly for especially talented students.
3. It gives students specific areas to work on sometimes with acquisition of some new skills and attitudes.
4. Group project affords opportunity for developing leadership and organizing abilities.
5. It fosters cooperation among learners, leading to the acquisition of cooperative work skill.
6. It unifies knowledge from various disciplines, thereby enabling learners to see relationships between disciplines and their practical application in life.
7. It brings school work alive and real to the students.
8. It encourages freedom of expression and creativity.

Disadvantages of Project Method

- a. Projects are very time-consuming and what is ultimately learned may not justify the expenses, efforts and time put in to complete the project.
- b. Students often get side-tracked particularly if they lack good grasp of facts necessary in carrying out the projects.
- c. It may be difficult to determine the extent to which an individual in a group has participated.
- d. It is difficult to choose a project that will interest all the students in the class at one time.
- e. It favours students with independent study skills, and others without independent study skills may suffer.
- f. Some students may not participate in the project work at all.

Role Playing

Role playing is a form of improvisation in which learners act in situations in a contrived form. The essence of role playing is to create reality in a learning

environment in such a way that events, conditions, peoples' activities, functions and behaviours, and so on are mimicked or replicated. Usually, the students identify with the situations, activities and roles, as they sincerely play the part of the professional having similar responsibilities in the industry or profession being studied.

Making use of role playing, it is important for the teacher to first and foremost, identify, state and clarify the objective of the lesson for all the students. Next, roles are assigned to individual students expected to play such roles. This is then followed by adequate rehearsal and necessary preparations before the actual presentation in the classroom and evaluation.

The method, by creating reality in the classroom, helps the learners to feel, speak and act like others while gaining understanding of how people act in real life situations.

The drawbacks of role playing are:

1. It is time consuming;
2. It may be difficult to realistically enact the character, behaviour and functions desired in a given situation;
3. Role playing has the following merits;
4. When properly played, it increases self-confidence on the part of the participants;
5. It gives students the opportunity to understand or have empathy for other people's roles or viewpoints; and
6. It provides opportunity to end lessons with practical answers, solutions and guidelines.

Problem Solving

Problem solving is a student-centred method which requires students to become active participants in the learning process. It is an ongoing activity in which what is known is used to discover what is not known. It involves overcoming obstacles by generating hypotheses, testing those hypotheses, and arriving at satisfactory solutions. Solution to problem leads to discovery of new facts and relationships which subsequently become solution to related future problems. For learning experiences and other school activities to be meaningful therefore, it should equip learners with techniques for solving problems.

Problem-solving involves three basic functions:

- g. Seeking information

h. Generating new knowledge

i. Making decisions

In problem solving, scientific method of searching for information is employed. The five-stage model that most students can easily memorize and put into action and which has direct applications to many areas of any curriculum as well as everyday life are:

Understand the problem: It is important that students understand the nature of a problem and its related goals. Encourage students to frame a problem in their own words.

Describe any barrier: Students need to be aware of any barriers or constraints that may be preventing them from achieving their goals. In other words, what is creating the problem? Encouraging students to verbalize these impediments is always an important step.

Identify various solutions: After the nature and parameters of a problem are understood, students will need to select one or more appropriate strategies to help resolve the problem. Students need to understand that they have many strategies available to them and that no single strategy will work for all problems. Here are some problem-solving possibilities:

Create visual images: Many problem-solvers find it useful to create “mind pictures” of a problem and its potential solution prior to working on the problem. Mental imaging allows the problem-solvers to map out many dimensions of a problem and ‘see’ it clearly.

Guesstimate: Give students opportunities to engage in some trial-and-error approaches to problem-solving. It should be understood, however, that this is not a singular approach to problem-solving but rather an attempt to gather some preliminary data.

Create a table: A table is an orderly arrangement of data. When students have opportunities to design and create tables of information, they begin to understand that they can group and organize most data relative to a problem.

Use manipulatives: By moving objects around on a table or desk, students can develop patterns and organize elements of a problem into recognizable and visually satisfying components.

Work backward: It is frequently helpful for students to take the data presented at the end of a problem and use a series of computations to arrive at the data presented at the beginning of the problem.

Look for a pattern: Looking for patterns is an important problem-solving strategy because many problems are similar and fall into predictable patterns. A pattern, by definition, is a regular, systematic repetition and may be numerical, visual, or behavioural.

Create a systematic list: Recording information in list form is a process used quite frequently to map out a plan of attack for defining and solving problems. Encourage students to record their ideas in lists to determine regularities, patterns, or similarities between problem elements.

Try out a solution: When working through a strategy or combination of strategies, it will be important for students to ...

Keep accurate and up-to-date records of their thoughts, proceedings, and procedures: Recording the data collected, the predictions made, and the strategies used is an important part of the problem solving process.

Try to work through a selected strategy or combination of strategies until it becomes evident that it is not working. It needs to be modified, or it is yielding inappropriate data: As students become more proficient problem-solvers, they should feel comfortable rejecting potential strategies at any time during their quest for solutions.

Monitor with great care the steps undertaken as part of a solution: Although it might be a natural tendency for students to 'rush' through a strategy to arrive at a quick answer, encourage them to carefully assess and monitor their progress.

Feel comfortable putting a problem aside for a period of time and tackling it at a later time: For example, scientists rarely come up with a solution the first time they approach a problem. Students should also feel comfortable letting a problem rest for a while and returning to it later.

Evaluate the results: It is vitally important that students have multiple opportunities to assess their own problem-solving skills and the solutions they generate from using those skills. Frequently, students are overly dependent upon teachers to evaluate their performance in the classroom. The process of self-assessment is not easy, however. It involves risk-taking, self-assurance, and a certain level of independence. It can be effectively promoted by asking students

questions such as “How do you feel about your progress so far?” “Are you satisfied with the results you obtained?” and “Why do you believe this is an appropriate response to the problem?”

Basic Requirements of Problem Solving

- j. Ability to reason and engage in active thinking on the part of the learner.
- k. The teacher’s ability to identify relevant problems in the various subject areas.
- l. The ability of the teacher to select problems that are in line with the objectives of the programme or subject.
- m. Problems identified and selected should be accomplishable within a reasonable time frame.

Advantages of Problem Solving

- n. Problem solving contributes immensely to the development of thinking, creative expression, logical reasoning and analysis.
- o. It capitalises on the intrinsic natural interest of the learners.
- p. Skill acquired in the method is capable of being transferred to future problems either as it relates to an individual or group.

Disadvantages of Problem Solving

- q. Problem solving mounts a heavy pressure on the teacher’s organisational ability, effort, imagination and ability to select appropriate problem situation.
- r. The solution to the problem may be provided by a few individuals without adequate motivation of other class members to participate.
- s. Problem solving approach is systematic, hence any deviation from this approach will result to error.

Team Teaching

Team teaching is a method in which a group of teachers or instructors work purposefully, regularly and cooperatively in order to help a group of students to learn.

Formats of Team Teaching

The forms team teaching takes includes the following:

- t. The team may consist of staff members who may represent different subject areas but share the same student groups and a common planning period to prepare for teaching.
- u. Two or more teachers teaching the same group at the same time.
- v. A team shares a common group of students, shares planning for instruction but team members teach different sub-groups within the whole group.
- w. Planning is shared, but teachers each teach his own specialism or his own skill area to the whole group.

Advantages of Team Teaching

- x. It encourages innovation and experiments.
- y. Team teaching improves quality of teaching.
- z. Spread responsibilities, encourages creativity, builds and deepens friendship among teachers.
- aa. Team teaching can lead to better student performance.

Disadvantages of Team Teaching

- bb. Some teachers are rigid personality types and hence will not yield to change of methods or approach.
- cc. Team teaching can give room for power play among the staff especially where there is a staff that dislikes another member of the team.
- dd. Team teaching is more demanding in terms of the time and commitment required for planning and execution.

Exercises

1. What is the difference between teaching method and technique?
2. Explain briefly any six teaching methods
3. What are the principles underlying the choice of teaching methods?
4. Classify the following teaching methods by domains of learning: Problem solving methods; field trip and simulation
5. How can you improve lecture method?
6. State four administrative requirements for field trip
7. List six teaching techniques
8. State the advantages of project method

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