CHAPTER NINE

LECTURE METHOD

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan. There are just as many disadvantages to the lecture method as there are advantages, though. In this guide, we'll learn the characteristics of the lecture method, both its pros and cons, and provide some practical alternatives for instructors who don't think the method fits their teaching philosophy.

Today, lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture doesn't require any of these things in order to qualify as a lecture. As long as there is an authoritative figure (in any given context) at the front of a room, delivering a speech to a crowd of listeners, this is a lecture. Now, you might feel that this method sounds pretty one-sided. If you think so, you'd be one of the many people who believe the lecture method is a poor way of teaching. Before we get into the cons, though, let's explore why the lecture method has been used for as long as it has, and what value educators have found in its ways.

Advantages of the Lecture Method

The lecture method has a few advantages that has kept it as the standard approach to teaching for so long. Below is a list, followed by some descriptions of each of these.

- **Teacher control**: Because the lecture is delivered by one authoritative figure - a teacher, professor, or instructor of some other kind - that person has full reign of the direction of the lesson and the tone of the classroom. They alone are able to shape the

course, and so lectures remain highly consistent when it comes to what kind of information is delivered, and how it's delivered.

New material: Lectures are literally just long-winded explanations of information, deemed important by the lecturer. As such, students can absorb large quantities of new material.

Effortless: The lecture method makes the learning process mostly effortless on the part of the students, who need only pay attention during the lecture and take notes where they see fit. Because so little input is required from students, it's the most clear, straightforward, and uncomplicated way to expose students to large quantities of information - as explained above - and in a way that is controlled and time sensitive.

Students just need to know how to take good notes Disadvantages of the Lecture Method

What's funny about the lecture method is many of the pros listed above could actually be seen as cons, as well. Many don't see the nature of the lecture method as helpful in the least, and you'll find the explanations as to why listed below.

One-way: People who are against the lecture method see it as a one way street. Professors dictate information to students, who have little to no opportunity to provide their own personal input, or protest the information being delivered. What if the professor is wrong, or what if the student disagrees with the professor on a fundamental ideology in their lecture? Well, the student just has to sit down and take it; sometimes, the student will even be forced to agree with the lecture if they want a passing grade. If the lecture is on a sensitive topic, over which there is much conflicting discourse, you can imagine the problems this might cause.

Passive: Not only do people see the lecture method as a biased, one way road, but they also see it as a wholly passive experience for students. This isn't just harmful because of the ways we described above. Not being actively engaged in a discussion over certain material can make the material itself seem worthless to a student. After all, the point of an education isn't to be programmed to think a certain way, according to your instructor's lectures, but to critically analyze the information being provided and learn how

to apply it in different contexts. If a student has no place to assess the course material with the person delivering the lecture, they will receive only a shallow understanding of the subject being discussed. Simply put, they might even be bored by the material because they will have no opportunity to learn how the subject applies to them on a personal level.

- **Strong speaker expectations**: The lecture method can be disadvantageous to the professor, as well. Not all academics can be expected to have the same level of public speaking skill. What if a teacher is a genius in his or her field, knows the material from every angle, and is enthusiastic about the subject… but has trouble speaking in front of large groups? The quality of a professor's course should not suffer because they are unable to prepare a decent lecture. Just as being lectured to might not be the learning method of choice for many students, being the one that is expected to do the lecturing might not be the best way for every instructor to present their course material. But because the range of academic teaching methods are so limited, they are usually expected to do exactly that, potentially losing the elements of their lesson plan that makes it so strong.

Alternatives to the Lecture Method

Despite the complications that come with the lecture method, there are ways to make its pros and its cons work to your advantage. See the list below.

" **Discussions**: Many colleges require students to attend a supplementary discussion or lab section in addition to the mandatory lectures. This is a way for students to interact with other students from their class, on a much more personal level. Discussions are scaled down in size to aid this. For instance, a lecture might have 300 students, but a discussion section will have just 10 or 20. Discussions are led by a teacher's assistant, who is there to get a discussion of the lecture going, and give students the opportunity to engage with the material and ask questions.

- **Seminars**: A seminar is a much smaller, more focused version of a lecture. They differ from lectures not only in size, but also because they are usually followed by a question and answer

session at the end, allowing students to participate and engage with the course material so that the academic takeaway is more in their favour.

DISCUSSION METHOD

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (e.g., a discipline, the media, a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversations (Tharp & Gallimore, 1988) and substantive conversations (Newmann, 1990). A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable "interpretive authority" for evaluating the plausibility or validity of participants responses.

Exchange of ideas between several people is the best process of learning and teaching from one another.

In the classroom environment, discussion is the best way of promoting conducive learning and convenient teaching situation. It refers to the method of instruction which give pupils an opportunity to express their views or opinions orally on certain issues. One person speaks at a time, while others are listen. It doesn't always involve the presentation of new information and concepts. It also involves sharing of ideas and experiences, solving problems and promoting tolerance with understanding. Discussion method is suitable in many situations and can be used in many situations of teaching and learning. There are different forms of discussion that can be used in the classroom.

Kochhar (1985)identifies two major types of discussions which are formal and informal.

Informal discussions are governed by pre-determined set of rules and it includes debates, panels, symposia etc.

Whilst formal discussions may involve whole group or small groups of people divided with the intention of discussing themes. These are not governed by pre-determined set of rules. Lets focus on the informal type of discussions.

In the classroom discussions involve a free verbal interchange of ideas for all pupils as a whole. Here the teacher is the leader who guides the discussion. Through conducting the discussion process, ask questions and decides on who should speak. This method can be suitably used in the first stage of child book child approach.

This is where the teacher asks about the assumed knowledge through reviewing pupils' experiences. For example Do you have friends? Why do you need friends? Do you sometimes quarrel with them? What do you do after have a quarrel with a friend?

Small group discussions is better than a whole class discussion. It encourages more pupils to give their own views through open participation. Pupils are divided into small groups of four, five, six, seven, eight or nine and given questions or task to discuss and then report back. Each group should have a group leader who is instructed to control the discussion process and someone who can report back of what has be discussed.

The group setting arrangements should be in such a way that pupils are relaxed and can hear, see each other well. This type of discussions is more appropriate in the second stage of the child book child approach. Which happens to be evaluation stage where pupils can discuss questions related to the text found in the book. For example, in the parable of a prodigal son in the bible pupils can discuss this questions:

- Why do you think father received his son in a positive way?
- Was that the right thing to do?
- Why do you think in such similar situation?

General guidelines to a good discussion should involve a well planning where the teacher should have a clear understanding of the subject topic, content and objectives of the lesson to be discussed.

The teacher's way of giving instructions should be clearly and effectively communicated in an atmosphere that is conducive for free discussions. Please don't ridicule or belittle pupils. Rather stimulate their interests by giving positive comments and discourage domination of the discussion by the outspoken members in a group.

A teacher who helped the reserved and shy children is doing good than harm by providing the child with an opportunity to contribute. For example, "John, what do you think about? or Helen how do you handle this problem?"

Stick to the topic and discourage private conversation and should conduct discussions to an end as scheduled.

The major advantages of discussion method are :

- It teaches interpersonal skills such as understanding and communication.
- It is child centred through provides an opportunity for pupils to learn from each other, thus encouraging teamwork.
- It promotes tolerance and helps pupils to understand that they are many aspects or opinions to any one topic.
- It also helps leadership, speaking and listening skills.

The demerits of discussion methods include time consuming, easily dominated by the outspoken pupils, those perceived to have high status. Some pupils may not be interested in listening to others and easily get out of hand and lose direction. Moreover some teachers can neglect planning and take advantage of literally this method haphazardly.

Classroom discussion

The most common type of collaborative method of teaching in a class is classroom discussion. It is also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a

presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent.[7] An effective classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like "Can we take this one step further?;" "What solutions do you think might solve this problem?;" "How does this relate to what we have learned about..?;" "What are the differences between ... ?;" "How does this relate to your own experience?;" "What do you think causes .... ?;" "What are the implications of .... ?"

It is clear from "the impact of teaching strategies on learning strategies in first-year higher education cannot be overlooked nor over interpreted, due to the importance of students' personality and academic motivation which also partly explain why students learn the way they do" that Donche agrees with the previous points made in the above headings but he also believes that student's personalities contribute to their learning style.

ROLE PLAY METHOD

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and try different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view. Role-play is a very flexible teaching approach because it requires no special tools, technology or environments, for example student could work through a role-play exercise just as effectively in a lecture hall as in a seminar room. However, technology can provide significant advantages, and even new possibilities, for using the approach as a learning activity. At the most simple level, technology such as voice recorders, video cameras and

smartphones/tablets allow traditional face-to-face role-play exercises to be recorded and stored online for later reference, analysis and reflection, as in this example of negotiation skills from EduCon, Korea. This can allow an exercise to be revisited at a later date and re-evaluated based on subsequent learning and experience, which isn't generally possible when the exercise has not been recorded. Other tools that can be used with this traditional style of role-play are an electronic voting system or Twitter, both of which would allow a group of students to observe the roleplay and evaluate the situation and conversation as it develops, such as by voting on whether a character was too aggressive or submissive during a particular interaction. This information could be retained and, coupled with a recording, provide another resource for later analysis and reflection.

Five (5) Roles That a Teacher Must Fill

Here are five roles that a teacher often has to fill in order to be the best educator they can be.

1. Resource

One of the top roles a teacher must fill is that of a resource specialist. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for.

Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information.

2. Support

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counsellor. In professional circles, a teacher may even have to support other teachers leading a particular subject matter.

3. Mentor

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behavior and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession.

4. Helping Hand

A leader in a school is a person who takes on extra tasks such as leading the PTA meetings and even helping set up a gym for a big event. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

5. Learner

One last important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged every day with a new task that will help them grow into a better person. A teacher is a person who will have to fill many roles. They are people with educational leadership skills and they must continue to grow and develop as professionals. Anyone seeking to be a teacher should take advantage of any chance they get to grow as a person and as a teacher.

PROJECT METHOD

Project method is one of the modern method of teaching in which, the students point of view is given importance in designing the curricula and content of studies. This method is based on the philosophy of Pragmatism and the principle of 'Learning by doing'. In this strategy pupils perform constructive activities in natural condition. A project is a list of real life that has been imparted into the school. It demands work from the pupils. The project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

According to traditional historiography, the project idea is a genuine product of the American Progressive education movement. The idea was thought to have originally been introduced in 1908 as a new method of teaching agriculture, but educator William H. Kilpatrick elaborated the

concept and popularized it worldwide in his famous article, "The Project Method" (1918). More recently, Michael Knoll has traced the project method to architectural education in sixteenth-century Italy and to engineering education in eighteenth-century France. This illustrates that the project of the architect-like the experiment of the scientist, the sandbox exercise of the staff officer, and the case study of the jurist originated in the professionalization of an occupation.

The project method was first introduced into colleges and schools when graduating students had to apply on their own the skills and knowledge they had learned in the course of their studies to problems they had to solve as practicians of their trade. With some simplification, five phases in the history of the project method can be differentiated:

- 1590-1765: At the academies of architecture in Rome and Paris, advanced students work on a given problem, such as designing a monument, fountain, or palace.

- 1765-1880: The project becomes a regular teaching method; newly established schools of engineering in France, Germany, and Switzerland adopt the idea. In 1865, the project is introduced by William B. Rogers at the Massachusetts Institute of Technology into the United States.

- 1880-1918: Calvin M. Woodward adapts the project concept to schoolwork. At his Manual Training School students actually produce the projects they designed. Gradually the idea spreads from manual training (Charles R. Richards) to vocational education (David. S. Snedden, Rufus W. Stimson) and general science (John F. Woodhull).

- 1918-1965: Kilpatrick conceives the project broadly as "whole-hearted purposeful activity proceeding in a social environment." After being criticized by Boyd H. Bode, John Dewey, and other leading American Progressive educators, Kilpatrick's approach loses its attraction in the United States, yet receives general approval in Europe, India, and the Soviet Union.

- The 1970s: Kilpatrick's project method, now taken as the only adequate method of teaching in a democratic society, is rediscovered in Germany, the Netherlands, and other European

countries. Under the influence of British primary school education, U.S. educators attempt to redefine the project, viewing it as an important supplement to the traditional teacher oriented, subject-centered curriculum.

There are two basic approaches for implementing the project method. According to the historically older approach, the students take two steps: initially, they are taught in a systematic course of study certain skills and facts, then they apply these skills and knowledge, creatively and self-directed to suitable projects. According to the second approach, the instruction by the teacher does not precede the project but is integrated in it. In other words the students first choose the project, then they discuss what they need to know for solving the problem and learn the required techniques and concepts. Finally, they execute the chosen project by themselves. In both approaches, time for reflection should be provided during all phases of project learning, giving students the opportunity to evaluate their progress. Many teachers-especially vocational and industrial arts educators-use a series of small-scale projects to help students develop continuously increasing competence in practical problem solving.

QUESTIONING METHOD

Questioning techniques are heavily used, and thus widely researched, teaching strategy. Research indicates that asking questions is second to lecturing. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions. But are these questions effective in raising student achievement? How can teachers ask better questions of their students? How can current educational research inform practice?

Why ask questions?

Teachers ask questions for a variety of purposes, including:

- To actively involve students in the lesson
- To increase motivation or interest
- To evaluate students' preparation
- To check on completion of work
- To develop critical thinking skills
- To review previous lessons
- To nurture insights

- To assess achievement or mastery of goals and objectives
- To stimulate independent learning

A teacher may vary his or her purpose in asking questions during a single lesson, or a single question may have more than one purpose.

In general, research shows that instruction involving questioning is more effective than instruction without questioning. Questioning is one of the nine research-based strategies presented in Classroom Instruction that works (Marzano, Pickering, and Pollock 2001).

One important finding is that questions that focus student attention on important elements of a lesson result in better comprehension than those that focus on unusual or interesting elements. Questions should also be structured so that most elicit correct responses.

Types of Questions

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories:

- Knowledge - recall data or information
- Comprehension- understand meaning
- Application - use a concept in a new situation
- Analysis - separate concepts into parts; distinguish between facts and inferences
- Synthesis - combine parts to form new meaning
- Evaluation - make judgments about the value of ideas or products

Some researchers have simplified classification of questions into lower and higher cognitive questions. Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this

area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case.

According to some studies, lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be most beneficial for primary students. Lower cognitive questions are also more effective when the goal is to impart factual knowledge and commit it to memory.

This finding does not mean that primary teachers should avoid all higher cognitive questions. Certainly, primary students need to have chances to speculate, imagine, and manipulate the information being presented. Some research, however, suggests that for these youngest students, these questions should be used more sparingly.

Higher cognitive questions (application, analysis, synthesis, and evaluation) should make up a higher percentage of questions asked above the primary grades. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. Increasing the use of higher cognitive questions can produce superior learning gains for older students, particularly those in secondary school, and does not reduce student performance on lower cognitive questions.

It is important to note, that simply asking these kinds of questions does not guarantee higher responses or greater learning gains. Students need explicit instruction in answering these types of questions, including making inferences. This instruction, in conjunction with the use of higher cognitive questions and can positively impact student achievement. The use of a high frequency (50 percent or more) of higher cognitive questions with older students is positively related to increases in on-task behaviour, length of student responses, the number of relevant contributions, the number of student-to-student interactions, student use of complete sentences, speculative thinking, and relevant questions posed by students.

ENQUIRING/INQUIRING

Inquiry education (sometimes known as the inquiry method) is a student centred method of education focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid giving answers when this is possible, and in any case to avoid giving direct answers in favour of asking more questions. The method was

advocated by Neil Postman and Charles Weingartner in their book Teaching as a Subversive Activity.

The inquiry method is motivated by Postman and Weingartner's recognition that good learners and sound reasoners center their attention and activity on the dynamic process of inquiry itself, not merely on the end product of static knowledge. They write that certain characteristics are common to all good learners (Postman and Weingartner, 31-33), saying that all good learners have:

- Self-confidence in their learning ability
- Pleasure in problem solving
- A keen sense of relevance
- Reliance on their own judgment over other people's or society's
- No fear of being wrong
- No haste in answering
- Flexibility in point of view
- Respect for facts, and the ability to distinguish between fact and opinion
- No need for final answers to all questions, and comfort in not knowing an answer to difficult questions rather than settling for a simplistic answer

In an attempt to instil students with these qualities and behaviours, a teacher adhering to the inquiry method in pedagogy must behave very differently from a traditional teacher. Postman and Weingartner suggest that inquiry teachers have the following characteristics (pp. 34-37): "They avoid telling students what they "ought to know".

- They talk to students mostly by questioning, and especially by asking divergent questions.
- They do not accept short, simple answers to questions.
- They encourage students to interact directly with one another, and avoid judging what is said in student interactions. "They do not summarize students' discussion.
- They do not plan the exact direction of their lessons in advance, and allow it to develop in response to students' interests.
- Their lessons pose problems to students.

- They gauge their success by change in students' inquiry behaviours (with the above characteristics of "good learners" as a goal).

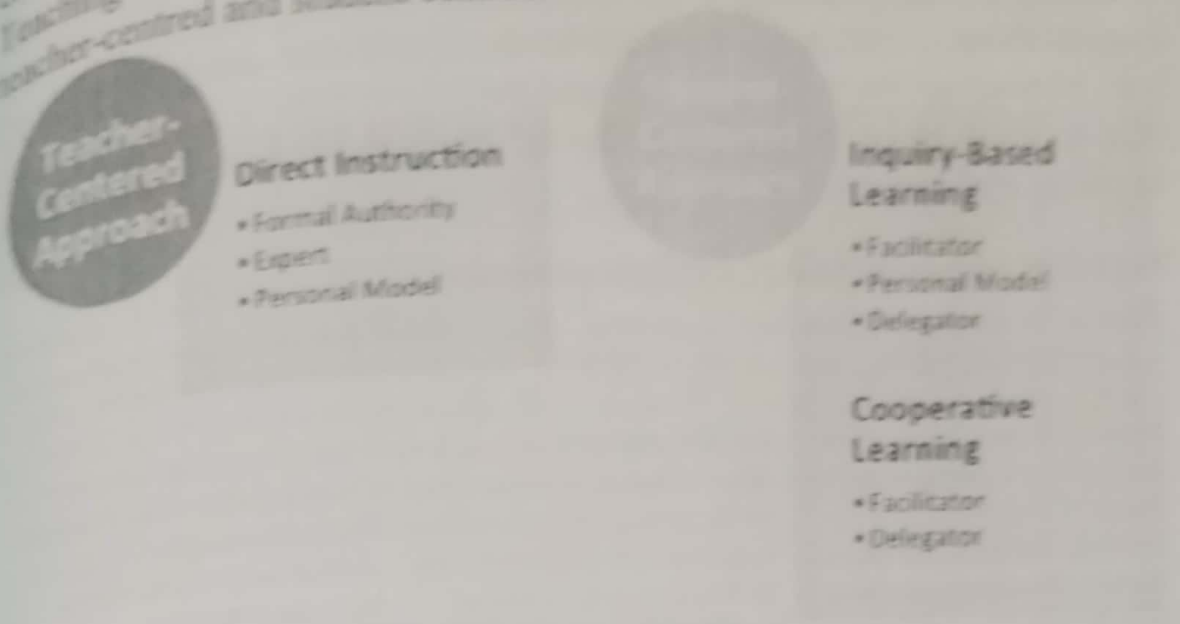
METHOD OF TEACHING

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

The approaches for teaching can be broadly classified into teacher centred and student centred. In Teacher-Centred Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student centred Approach to Learning, while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you - your educational philosophy,

classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or "approaches" - teacher-centred and student-centred:



Teacher-Centred Approach to Learning

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Student-Centred Approach to Learning

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.

To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement instruction

and connect with their students. Within each of these three main teaching styles are teaching roles or "models." Theorist A.F. Grasha explains the five main teaching models in her publication Teaching with Style (1996): Expert, Formal Authority, Personal Model, Facilitator and Delegator. To gain a better understanding of the fundamentals of each teaching style, it's best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching.

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Formal Authority	Expert	Personal Model
Formal Authority teachers are in a position of power and authority because of their exemplary knowledge and status over their students. Classroom management styles are traditional and focus on rules and expectations.	Expert teachers are in possession of all knowledge and expertise within the classroom. Their primary role is to guide and direct learners through the learning process. Student are viewed solely as the receptors of knowledge and information ("empty vessels.")	Teachers who operate under the "Personal Model" style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher's process.

Inquiry-based Learning

Inquiry-based learning is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. Inquiry-based learning falls under the student centred approach, in that students play an active and participatory role in their own learning process.

Facilitator	Personal Model	Delegator
Facilitators place a strong emphasis on the teacher-student relationship. Operating under an open classroom model, there is a de-emphasis on teacher instruction, and both student and educator undergo the learning process together. Student learning loosely guided by the teacher, and is focused on fostering independence, hands-on learning, and exploration	Teachers who operate under the "Personal Model" style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher's process.	Teachers act as a "resource" to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student's learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process.

Cooperative Learning

Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of

community. This model fosters students' academic and social growth and includes teaching techniques such as **"Think-Pair-Share"** and reciprocal teaching. Cooperative learning falls under the **student-centered approach** because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.

Facilitator

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Delegator

Teachers act as a "resource" to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student's learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process.

In order to identify your personal teaching style, it is important to acknowledge your personal values toward education and . Understanding your teaching style early on will prove effective for both you and your students, creating and maintaining a balance between your teaching preferences and your students' learning preferences.