

Teaching Methodologies

Applying for a job at IKEA



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Aim of the speech

- The purpose of this module is to speak about the most significant categories of emerging methods in teaching
- The ultimate goal is the integration of formal and informal methods of training in order to test new teaching approaches

Training. What does it mean?

- help people, groups and organizations to learn to change

MORE IN PARTICULAR:

- The process of engaging students in activities that will enable them to acquire the knowledge, skills, as well as worthwhile values and attitudes

What is it happening in the Teaching job?



What is it happening in the Teaching job?

- The traditional educational structure has evolved significantly. *Also some of its constituent elements, in particular teaching methods*

From the verbal-front relation teacher-student

TO

other channels of communication and learning, more active and engaging

The teaching methods

More attention to the contents

FRONTAL LESSONS

EXERCISES

IN BASKET

METHOD OF CASES

INCIDENT

BRAIN-STORMING

BUSINESS GAME

TEAM PROJECTS

ROLE PLAYING

DYNAMIC GROUP

More attention to the processes



FRONT LESSON

a teacher transmits to a group of students a set of information / ideas on a subject of which they have no expertise

EXERCISE

participants, individually or in small groups, performing a given task or exercise following precise instructions given by the teacher

IN BASKET

the participant, in a defined period of time, must attend a packet of correspondence (letter, form, reminder, telex, etc.) taking a definite decision about any matter referred

METHOD OF CASES

description of a business situation (real or constructed ad hoc) that requires an analysis, processing, and decision-making to be carried out in small groups and then make them the subject of a plenary discussion

INCIDENT

description of a problem or a critical incident really happened, which requires, for the solution, an additional investigation by questions from the participants to a person of the organization

BRAIN-STORMING

ask a group of people to enunciate all possible solutions to a problem emerging, as well as they come to mind, beyond censure or second thoughts

BUSINESS GAME

simulation of the strategic management of a company, over the years, in a competitive system. Participants, interpreting the different groups of companies in the direction of the game, are called to business decisions, knowing step by step (by computer) the effects of the decisions taken by them and by competitors, and then adjust to the subsequent play

PROJECTS OF GROUP

on the basis of preparatory work, a group of participants held a research or a project to be implemented in the company, with two possible purposes: or make them the subject of analysis and discussion at a later time teaching or applying it in the field, giving course changes within the company

ROLE PLAYING

simulation of a real situation, that two or more participants, according to predefined roles, are called to be in a discussion or interview in front of the rest of the group, which has delegated a task of observation

DYNAMIC GROUP

de-structured or semi-structured teaching situation, in which the free behavior of individual participants and the group are examined and discussed by the teacher and by the participants to become aware of the effects on Mutual Relations

THE LESSON: INSIGHTS

- A lecture is an oral presentation intend to present information or teach people about a particular subject
 - Lecture method is the oldest method
 - Teacher role is very active in this method
 - Students are generally passive
 - Teacher is leader in this method
 - Students just follow the instructions of teacher
 - It is an one way communication

THE LESSON: main components

- At the beginning of the lecture present major points / key terms
- Reduce the major points in the lecture to key points
- Offer examples
- When possible provide examples from real life
- Use analogies
- If possible make a comparison between the content of the lecture and knowledge the students already have

Why Lecture Method is useful? And why not?

MERITS

- This method is suitable for big classes
- This method is cheap one
- It is time saving method
- An oldest method yet it is a popular
- Teacher can present the content logically and with sequence
- Teacher can make a better use of this method they are trained traditionally

Why Lecture Method is useful? And why not?

DE-MERITS

- Student role is passive
- Selected study Students do not make additional studies
- Students feel boredom due to the absence of activities
- Lecture method is not suitable to teach science and professional subjects
- It encourages rote memory
- Students can not concentrate on lecture for long time
- No interaction between teacher and student
- This method Discourage communication skills

Teaching Methods for Case Studies.

Let's go try

- Case method is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills

Now the exercise

- organize yourself in small groups
- each group has to read the paper that I am giving you ([Teaching Methods for Case Studies](#))
- after having read the paper each group has to prepare a short presentation about 5 minutes
- ...

The step to follow when using teaching methodologies

- provide the rationale
- demonstrate the skill
- provide guided practice until mastery
- check for understanding and provide feed-back
- provide extended practice and transfer, and
- assess learning at the end

Purposes of methods

- make learning more efficient
- enable learner to think logically
- facilitates smooth transition from one activity to another
- serve as guide in preparing all the needed materials, tasks and equipment
- approximate time to be allotted for each activity to avoid waste of time and lapses
- make planning clear and precise, to prevent confusion, unnecessary delays and time wastage
- help in planning for assessment and evaluation of the lesson
- add to a feeling of confidence and security for the teacher and students

PRINCIPLES FOR SELECTING METHODS

- Must be based on sound principles, laws and theories of learning
- Must assist the learners to define their purposes and motive
- Must originate from the learners' past experiences
- Must suit individual differences, needs, interests and developmental maturity
- Must bring the learners to the world of diverse learning experiences
- Must stimulate the learners to think critically, analytically and creatively
- Must be challenging
- Must be flexible
- Must be consistent with the requirements of objectives
- Must be appropriate with the content

FACTORS TO CONSIDER IN CHOOSING A METHOD

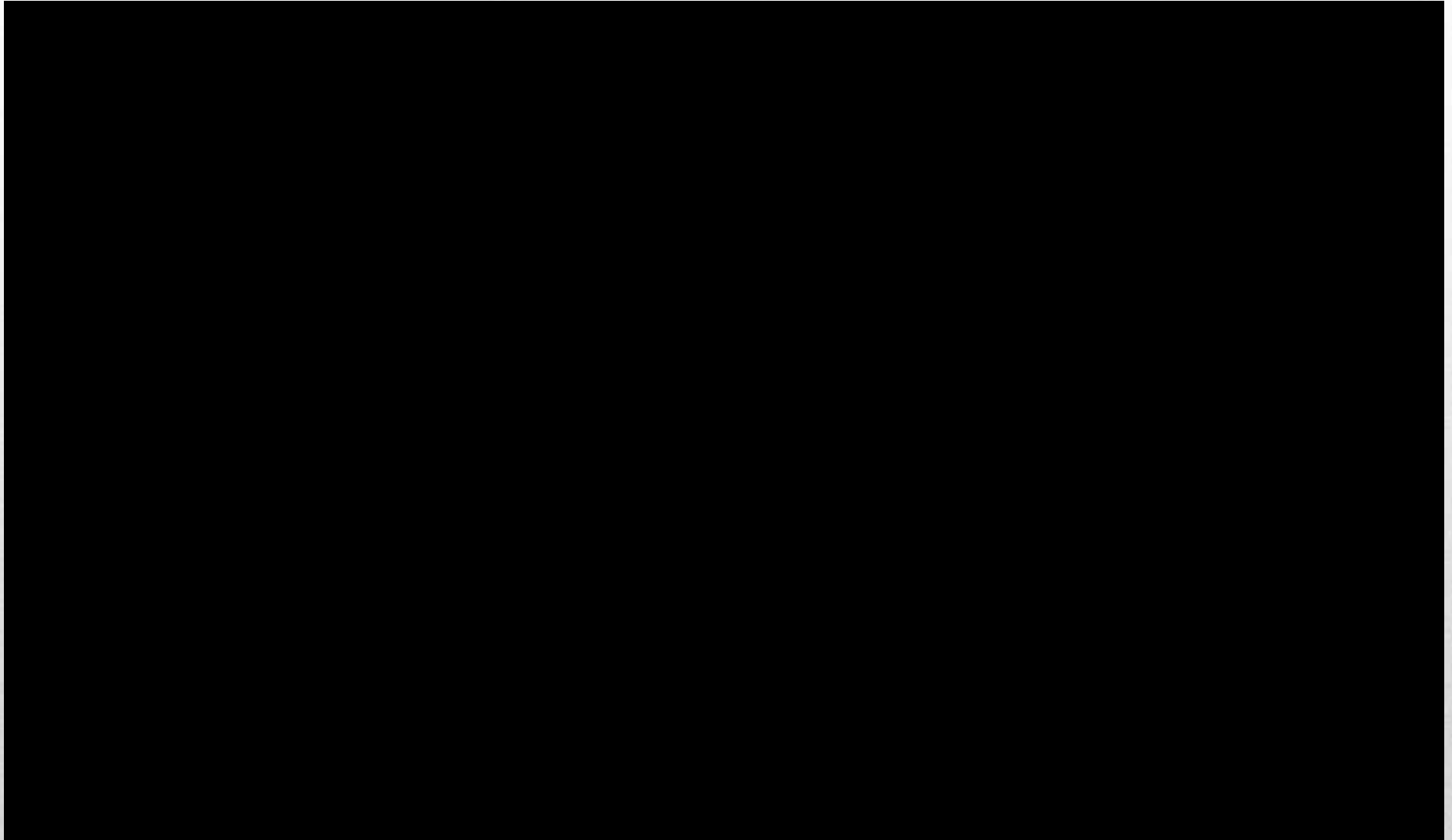
- Learner's ability – first and foremost consideration based on the nature/characteristics, age, maturity, abilities, etc.
- Objective – expected outcome of the lesson in terms of knowledge/skills and attitudes
- Subject Matter – content to be taken so that the desired outcome will be achieved
- Pre-requisite learning students' experiences that can help facilitate acquisition of new knowledge, skills
- School facilities/equipments/technologies – the availability of the needed equipments, technologies, tools for learning found in the right places
- Time – allotment – specified target frame for chosen activities properly distributed to the entire period.
- School climate – learner should feel the warmth of the teachers and classmate.

FACTORS TO CONSIDER IN CHOOSING A METHOD

BUT NO FORGET THAT ...

- our choice of teaching method depends on what fits US
 - ✓ classroom demographic
 - ✓ subject area(s)
 - ✓ school mission statement
 - ✓ **AND OUR EDUCATIONAL PHILOSOPHY**

Did you know that ...



Did you know that ... we learn:

- 10% of what we read
- 20% of what we listen
- 30% of what we see
- 50% of what we see and listen
- 70% of what we discuss with others
- 80% of what we have as direct experience
- 95% of what we explain to others

Which is the mission of a teacher?

- sometimes transmitting precise contents
- sometimes helping to reflect on specific/general arguments
- more and more often by acting on both these two planes simultaneously

The educational structure is defined by:

objectives	contents	methods
materials	time, place	participants

The power of the Cooperative learning

The teacher is a researcher, a professional reflective (Schön, 1993)

- Schön stressed the importance of changing the shape of the teacher from simple transmitter of information to a professional who reflects on his way of teaching. And learning from this reflection, he is able to improve its professional quality.
- The teacher researcher uses what he knows, what he learned in its curriculum information, and uses all of this knowledge to set new research. Research done together with his students.



To deepen the knowledge:

http://ryerson.ca/lt/resources/teaching_techniques/



Thanks!

“A thousand teachers, a thousand methods”
(Chinese Proverb)

Post scriptum: If somebody asks you what means to teach you should answer:
It is the greatest of the arts because the medium is the human mind and spirit

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