

Wollo University  
Institute of teachers' Education and Behavioral Sciences  
Department of Curriculum & Instruction  
COURSE OUTLINE

**Course Titles/Codes General Methods of Teaching**

**Course Code TECS3096**

**ASSIGNMENTS/30%/**

**I. Instruction:** Write “**True**” if the statement is correct and “**False**” if the statement is incorrect./

2pts/

1. Instructional methods are ends to achieve educational objectives.
2. Miming as type of dramatization method expresses communication using dialogue.
3. Cognitive memory questions require higher thinking.
4. Field trip method implies journey to historical sites.

**II. Instruction: Choose the best answer from the given alternatives and circle the letter of your choice./5pts/**

5. Identify the **wrong** idea. A. Lecture method solves shortage of teachers  
B. Questioning method is helpful when the topic is new  
C. Brainstorming method develops verbal skills  
D. Student-centered method uses formative assessment
6. Which one of the following instructional methods refers to experimental activities?  
A. Dramatization      B. Questioning      C. Goldfish      D. demonstration
7. The grouping of students based on their potential is called\_\_\_\_\_.  
A. Mixed      B. Ability      C. Arbitrary      D. Compatibility

8. Identify the concept that **is not** characteristics of teacher-centered methods:

- A. It integrates theory with practice
- B. It focuses on mastery learning
- C. It uses hard punishment
- D. It makes students passive

9. Which one of the following characteristics of instructional planning requires the teacher to consider the economic level of a country?

- A. Comprehensiveness
- B. Simplicity
- C. Objectivity
- D. Flexibility

10. Which one of the following **cannot** be classified as the major component of a plan?

- A. Name of the school
- B. Methods
- C. Objectives
- D. Contents

11.. Which one of the following action verbs is different?

- A. Explain
- B. Identify
- C. Appreciate
- D. Compare

12.. Identify the third level of the affective domain.

- A. organization
- B. valuing
- C. responding
- D. characterization

13. Identify the concept that **cannot** be classified as preventive technique for disciplinary problems in the classroom:

- A. Eye contact
- B. Over-reacting
- C. Signal interference
- D. Humor

14. Which one of the following concepts can be defined as the process of creating conducive environment for better learning?

- A. Instructional planning
- B. Communication
- C. Classroom management
- D. Instructional media

### **III. Instruction: Give short and precise answers to the following questions.**

15.. List five major characteristics of active learning methods./2.5pts/

16. What are the major causes for classroom misbehaviors?//3pts/

17.Explain some indicators of effective classroom management./2pts/

**18. Categorize the following lists either under superficial or deep learning/3.5/**

- A. Involve an excessive amount of course material**
- B. Offer little opportunity to pursue subjects in depth.**
- C. Create a motivational context**
- D. Stimulate active learning**
- E. Encourage interaction with others**
- F. Provide little choice over topics and method of study**
- G. Employ an anxiety-provoking assessment system**

**19. Match the methods with the correct average retention rate/3.5pts/**

<b>a. Lecture</b>	<b>A. 75%</b>
<b>b. Reading</b>	<b>B. 90%</b>
<b>c. Audio-visual</b>	<b>C. 5%</b>
<b>d. Demonstration</b>	<b>D. 30%</b>
<b>e. Discussion Group</b>	<b>E. 20%</b>
<b>f. Practice by doing</b>	<b>F. 10%</b>
<b>g. Teach others/ Immediate use</b>	<b>G. 50</b>

**20. Read the descriptions carefully and write the correct name from the list below in column 2.  
/4.5pts/**

**BUZZ GROUP; MICROTEACHING; JIGSAW GROUPS;**

**HOT SEATING; DECISION LINE; COOPERATIVE LEARNING;**

**CASE STUDY; BALLOON GAME; CROSSOVER GROUP**

Description of active learning method	Name of method
Student teachers have been asked to prepare a lesson on teaching an aspect of the grade 4 Environmental Science curriculum. You ask them to prepare a 15 minute lesson, with objectives, activities and resources using materials easily found in the surrounding environment. They present this lesson to their peers. You and their peers evaluate the effectiveness of the lesson and provide feedback on the quality of the teaching. This method can be used in any subject.	
You have divided the class into 10 groups. The topic for the next 4 sessions is child psychology. Each group is given a different aspect of child psychology to research over the next 3 sessions. In the fourth session, each group brings the materials that they have collected and you help to bring all the pieces of the topic together. This method can be used in any subject.	
During your session on curriculum, you stop every few minutes and ask students in a group of 4 sitting closely together to brainstorm their ideas on a particular aspect of the topic; e.g. their understanding of the word curriculum, which subjects are essential in the school curriculum, the relative value of different subjects, the abilities developed through different subjects. They are allowed a short period of time for each period of discussion (about 2 minutes). There is a 'hum' of activity in the room during these periods. This method can be used in any subject.	
In History, students are given the names of 10 important characters in Ethiopia who are floating in the basket of a hot air balloon in the sky above the Indian Ocean. The balloon is sinking, and the only way to keep it from falling into the sea is to 'throw out' one of the characters. Which character would you throw out first? Second? Third? Etc. This method can be used in any subject, for example with famous scientists, modern inventions, characteristics of good teachers etc	

Students are divided into groups to discuss a given topic in any subject. After 5 minutes, 2 members of each group move to the next group to share ideas from the first group and to join a new discussion. After another 5 minutes they move again, so that during the course of the lesson all students have been able to share information. This avoids the need for a lot of feedback.	
One member of the class is assigned to be a character from literature, history, science etc. This member is placed in the centre of the room to role play the character. Other members of the group direct questions to the person in the centre who has to respond in role. After 10 minutes, change the person in the centre and the character.	
You organise students into groups for a particular topic, give clear instructions and explain how you want them to work together. You may assign different group behaviours to each member of the group eg facilitator, note taker, time keeper, leader, observer, reporter. Students are expected to interact, share ideas and ask their peers first if they need help. They are all responsible for the outcomes, which are evaluated against agreed criteria. Over a series of sessions, each group member can be asked to take on different responsibilities so all students are encouraged to develop different skills.	
You are planning a lesson on the characteristics of good teaching. Instead of giving students a list of these characteristics, you provide a description of six different teachers and what they do in their classrooms. The students have to identify the positive and negative characteristics of each teacher. The whole class then comes to an agreement of the characteristics of good teaching	
You want to encourage students to think about a topic and form an opinion that they can defend. E.g. genetic engineering can help in food security. Students are asked to physically move an stand in a line that represents a continuum from strong agreement with the statement to strong disagreement with the statement. Students then have to find a partner and explain why they chose to stand at a particular point on the line.	

**21. Group behaviors :**Match the following names to the group behaviours described below:/4pts/

PROBLEM SOLVER   DIVERGER   FACILITATOR   SABOTEUR

## LEADER    DOER    DOMINATOR    SILENT LISTENER

<p>Takes responsibility when given it, quickly identifies the nature of other group members, has a clear view of how best to achieve the task objectives, wants the group to succeed, is able to sum up main points, is able to bring discussion back to the point, may have personal hidden agenda, will be prepared</p> <p>“The main point for consideration/agreement is ...”</p> <p>“One way to do this is...”</p> <p>“What do people think?”</p> <p>“Let us hear everyone’s opinion”</p>
<p>Accepts personal responsibility for enabling the group to succeed, understands the group members and the task, listens carefully and can clarify/expand the statements of others, recognises areas of agreement and where agreement can be reached, understands where differences and misunderstandings lie and can expose these in a non personal way, is able to bring a discussion back to the point.</p> <p>“I think you are both saying...”</p> <p>“Do you mean...?”</p>
<p>Assumes responsibility, thinks s/he knows best, has a low opinion of other’s knowledge and experience, does not listen to or take account of other people’s points of view, interrupts (usually with a contradiction) other speakers.</p> <p>“Well I think...”</p> <p>“Oh no, that’s not going to work.”</p>
<p>Feels responsible for wider issues than the immediate one, can see connections with many other issues, brings other issues into the discussion, can be persuasive and entertaining when speaking, is reluctant to let go of an idea/issue.</p> <p>“We can’t ignore...”</p> <p>“What about...?”</p>
<p>Takes no responsibility for the success of the group, has no interest in the task, may have an interest in causing the task not to succeed, does not listen, makes ‘asides’, does not complete allocated tasks, can make other members of the group disaffected, may offer to do something and then not do it.</p> <p>“Who chose him/her as leader?”</p> <p>“She doesn’t know as much as you”</p>
<p>Says nothing at meetings, probably through shyness, low self confidence, or poor understanding of the language, when spoken to outside of meetings has interesting ideas, suggestions as to how to move projects forward.</p>
<p>Is able to understand the nature of a problem quickly, is not put off by complex problems, can think</p>

creatively and radically when coming up with solutions is able to find more than one solution to a problem.

“How about trying...”

“Couldn’t we ...”

Will take responsibility for the tasks no one else wants to do, will do other things that need doing without being asked, is able to think ahead and attend to details that others might forget.

“Why don’t I...?”

“I thought someone should...so I did it.”