

# DIFFERENT TYPES OF TEACHING METHODOLOGIES – PART I

## THEORITICAL TEACHING



**SHORT SESSIONS BY DENTAL EDUCATION UNIT ( DEU )**



# CHARACTERISTICS OF A HIGHLY EFFECTIVE LEARNING ENVIRONMENT

**QUESTIONS ARE VALUED MORE THAN ANSWERS**

**STUDENTS ASK MORE QUESTIONS THAN TEACHERS**

**RECOGNISES STUDENTS RIGHT TO MAKE MISTAKES**

**STUDENTS ARE MADE TO LEARN ART OF SELF EVALUATION**

**STUDENTS ARE ACCEPTED , RESPECTED AND ENCOURAGED**

**POSITIVE BEHAVIOR IS ACKNOWLEDGED**

**CLASSROOMS ARE E-CONNECTED FOR COMMUNITY LEARNING**

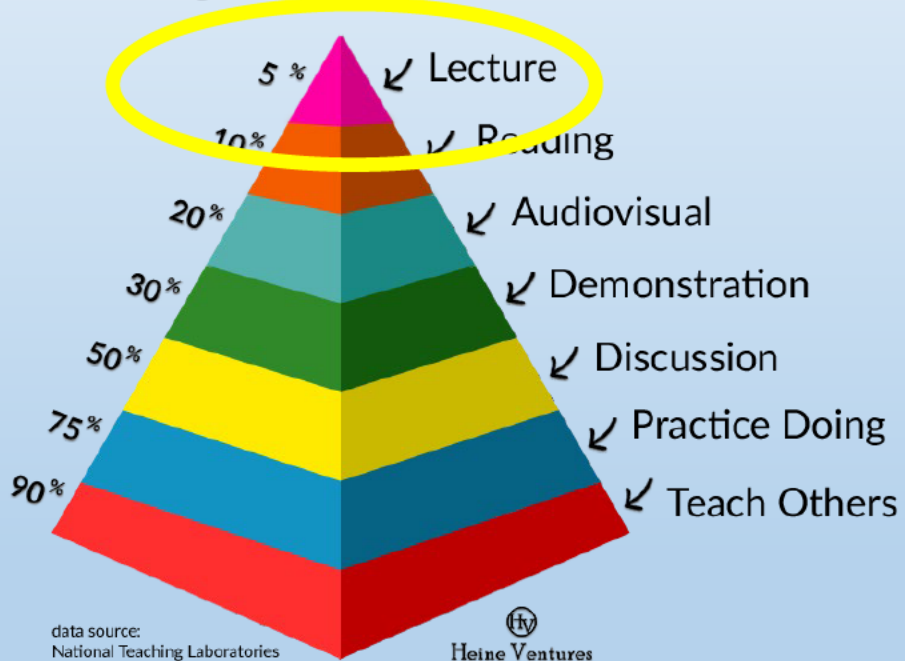
**STUDENT FEEDBACK IS CONSIDERED PARAMOUNT**



# CONVENTIONAL LECTURE TEACHING

## THE LEARNING PYRAMID

average student retention rates



**EASY TO EXECUTE**



**NO FOLLOW UP OF TEACHING DONE**



**TEACHER HAS **NO IDEA** IF STUDENT  
ACTUALLY UNDERSTOOD TOPIC**



**NOT RECOMMENDED**

# BLENDED LEARNING - ALA CARTE MODEL

CONVENTIONAL LECTURE TEACHING



FOLLOWED BY GOOGLE ASSIGNMENT / CANVAS COURSE CODE WITH GOOD E-CONTENT  
SHARED WITH STUDENTS BY TEACHERS



BUT NO FOLLOW-UP CLASS TAKEN , EVEN IF ASSIGNMENT MARKS ARE LOW



Classroom Training



Supplementary  
online training

TEACHER ENHANCES LEARNING & ALSO KNOWS LEARNING  
LEVEL ATTAINED BY STUDENT **BUT DOES NOT INTERVENE**  
**WITH ANY ADDITIONAL TEACHING IF TOPIC NOT UNDERSTOOD**

# BLENDED LEARNING - ENRICHED VIRTUAL MODEL

CONVENTIONAL LECTURE TEACHING



FOLLOWED BY GOOGLE ASSIGNMENT / CANVAS COURSE CODE SHARED WITH STUDENTS BY TEACHERS



SPECIAL REVISION CLASS TAKEN / ONLINE TEACHING FOR WEAKER STUDENTS **IDENTIFIED BY ASSIGNMENT**



Mandatory classroom training



VILT

TEACHER ENHANCES LEARNING & ALSO KNOWS LEARNING LEVEL ATTAINED BY STUDENT **AND DOES ADDITIONAL TEACHING IF STUDENTS DID NOT UNDERSTOOD TOPIC**

# BLENDED LEARNING - FLIPPED MODE



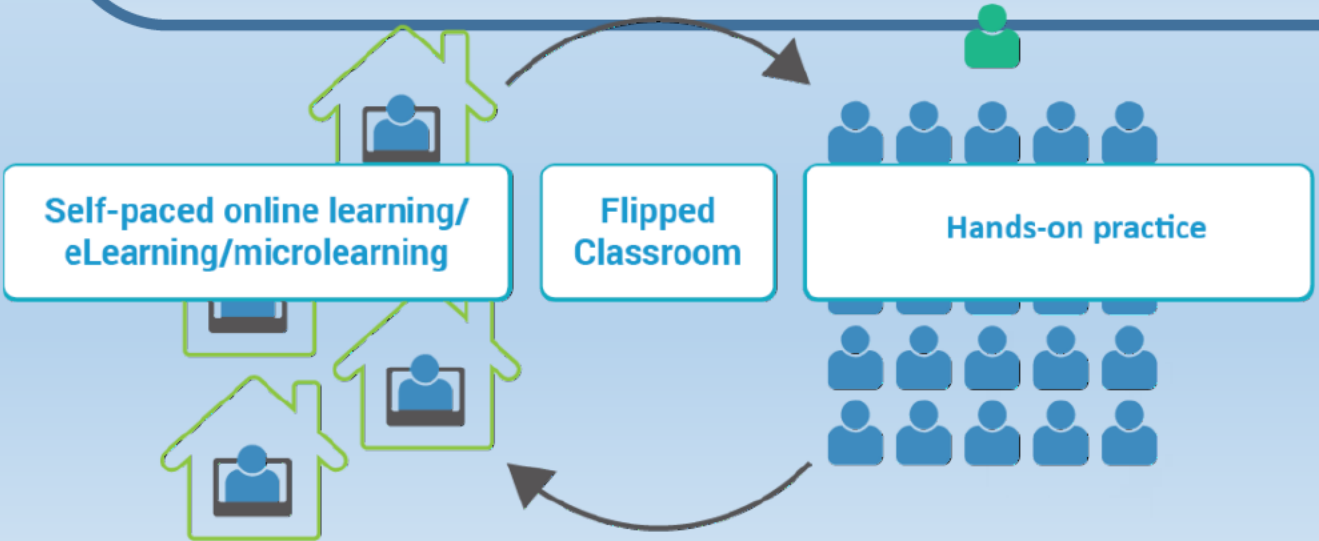
CANVAS LMS BASED SHARING OF GOOD TEACHING MATERIAL **2 WEEKS BEFORE CLASS**  
ASSESSMENT OF STUDENT CURRENT LEVEL OF UNDERSTANDING BY **PRE-TEST IN CANVAS**



ON THE DAY OF ACTUAL CLASS – QUIZ / GROUP DISCUSSIONS / CASE OR PROBLEM BASED QUESTIONS  
**INSTEAD OF CONVENTIONAL LECTURE PPT**



**POST CLASS TEST** FOR ASSESSMENT OF LEARNING. GENERALLY LEARNING OUTCOME IS BETTER  
IN THIS PATTERN OF TEACHING



THE WAY PRE-TEST IS SET & THE WAY  
ACTUAL FLIPPED CLASS IS CONDUCTED  
IS CRITICAL FOR SUCCESS IN THIS MODE.

**SHOULD BE GIVEN BY HEADS TO ONLY THOSE  
TEACHERS WHO HAVE THE REQUISITE SKILLS.**

# IDEAL TEACHING STRATEGY

**CONVENTIONAL TEACHING** – SHOULD BE RESERVED FOR TOPICS WHICH WILL BE AGAIN COVERED IN SUBSEQUENT STUDY YEARS OR IRRELEVANT IN MODERN DAY.

**ALA CARTE MODEL** – SHOULD BE DONE FOR TOPICS WHICH ARE IMPORTANT FOR EXAM ONLY & NOT VERY RELEVANT FOR CLINICAL PRACTICE / CAREER OF STUDENT

**ENRICHED VIRTUAL MODEL** – TOPICS WHICH ARE IMPORTANT FOR EXAM AS WELL AS FOR CLINICAL PRACTICE / CAREER OF STUDENT

**FLIPPED MODE** – TOPICS WHICH ARE IMPORTANT FOR EXAM / PRACTICE / CAREER OF STUDENT – BUT WHICH NEED ADDITIONAL ANALYTICAL REASONING / PROBLEM SOLVING / DAIGNOSIS & PLANNING SKILLS BY STUDENTS

# THANK YOU



**INTERNAL QUALITY ASSURANCE CELL**  
**GURU NANAK INSTITUTE OF DENTAL SCIENCES & RESEARCH**

## A DEU & IQAC INITIATIVE