

BTE- E- 203 TEACHING: APPROACHES AND STRATEGIES

Unit IV: Interactive Phase- II



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E- Content

Unit IV: Interactive Phase- II

- Approaches to learning
- Approaches to organizing learning
- (a) Individual Instruction (b) Programmed Instruction (c) Learning Activity Packages.
 - Approaches to Small group and Whole group instruction (a) Role Play and dramatization. (b) Simulation

Dear students, after reading this lesson, you should be able to:

- Discuss the concept and meaning of Approaches to learning
- Discuss the types of Approaches to learning
- Discuss the concept and meaning of Approaches to organizing learning
- Discuss the concept , meaning , and principles of Individual Instruction
- Discuss the concept , meaning , and principles of Programmed Instruction
- Discuss the concept , meaning , and principles of Learning Activity Packages
- Discuss the concept and meaning of Role Play and dramatization
- Discuss the concept and meaning of Simulation

1. Learning Approaches

Over the years many theories have been developed to examine the processes involved in learning. Most learning theories concentrate on the significance for the way that learning is delivered. There are many different ways of learning both formally and informally: as part of a group, such as in a classroom setting, one-to-one, such as in a mentoring or coaching arrangement, and self-learning. Furthermore people learn differently at different times in their lives and in different circumstances.

1.1.Types of leaning approaches-

1. Behaviourist Approach to Learning

2. Social Learning Theory

3. Cognitive Approach to Learning

4. Humanistic Approach to Learning

1. Behaviourist Approach to Learning

This approach to learning is based on the idea that learners respond to stimuli in their environment. The role of the learning facilitator, therefore, is to provide relevant and useful stimuli so that the learner responds to and gains the required knowledge or experience.

The behaviourist approach to learning centres around the belief that appropriate behaviour can be taught through constant repetition of a task combined with feedback from the facilitator. Positive feedback encourages and reinforces success while negative feedback and immediate correction discourages the repetition of a mistake or undesirable behaviour.

In 1927 Ivan Pavlov conducted a famous experiment with dogs. Pavlov 'taught' the animals to salivate on hearing a ringing bell by linking the time of their feeding to the bell being rung. Later he stopped feeding them in this way, but the dogs continued to salivate when they heard the bell. In other words, the learned behaviour was a result of a sequence of events experienced, rather than a conscious thought process. Pavlov discovered what is now termed '**classical conditioning**'.

This kind of conditioning can be used to develop repetitive actions within training, for example looking in the mirror and putting your seatbelt on before driving off in a car.

The association between stimulus-response can be made more effective by reinforcement. It is this idea that underpins the theory later developed by B.F. Skinner (1957). Reinforcement can work in both positive and negative ways. A positive reinforce is anything that strengthens the desired response. In training, where the aim is learning, for example, this might be stimulated by verbal praise, a good mark, or a feeling of achievement. On the other hand, if verbal praise is withdrawn, this will have a negative effect and motivation to learn will decrease.

2. Social Learning Theory

The social learning theory is a development of early behaviourism theory. It proposes that people can learn, both directly and indirectly, by observing others. In order that this learning becomes absorbed into their repertoire of behaviours, it needs to be positively reinforced.

There are three stages in the sequence:

- Attention is focused using a model (e.g., a child and a parent).

- Learning takes place through observation of the model's behaviour, and the consequences of this (e.g., the child watches the parent use the telephone).
- The subject analyses and codes the learning. If imitation of the model is possible, this will help in the reinforcement process (e.g., if the child can copy the parent's actions, the learning will be reinforced).

The social learning approach places great significance on learning with other people, through interpersonal interactions, either face-to-face or in a team. One problem of this approach is that people do not copy everything they see but, as individuals, tend to be selective about what they choose to copy. It is therefore important for others to demonstrate best practice while using this approach to training and pick up on mistakes quickly.

3. Cognitive Approach to Learning

Behaviourist theories of learning essentially stress the importance of the assertiveness of the tutor, and the passive participant who is not given a great deal of choice other than to respond in a predetermined way. In contrast **cognitive theories** are concerned with the role of the active mind in processing learning opportunities and developing.

The work of two well-known classical cognitive theorists is summarised below:

➤ *John Dewey*

Dewey (1938) believes learning involves 'learning to think'. He says the process of learning is more than doing a task or activity; it also requires reflection and learning from this. To Dewey, the purpose of thought is attaining a state of equilibrium, enabling an individual to solve problems and to prepare them for further inquiry. Often associated with 'progressive education', Dewey rejected traditional forms of education based on the reinforcement of information where the student has a passive role, suggesting that this type of learning was superficial. He said that learning only occurs if the student plays an active role in the process. For learning to take place it must be meaningful to each individual, with students critically reflecting on information presented; they have to be able to 'experience' the

information and the way to facilitate this is to draw on past experience. It could be argued, therefore, that Dewey was one of the foremost proponents of **experiential learning**.

➤ **B. S. Bloom**

Another theorist who developed the cognitive approach, Bloom, considered learning occurred in both the '*cognitive domain*', that associated with memory and understanding, and the '*affective domain*', how feelings or emotions change as a result of learning. Bloom suggests that parallel learning between the cognitive and the affective domains takes place in a cumulative way depending of the degree of difficulty. The degree to which learners use the cognitive and affective domains will depend on the individual.

4. **Humanistic Approach to Learning**

The more recent **humanist theories** take into account the way that, in our society, previously polarised views of right and wrong have dissolved into a variety of potentially equally valuable truths, i.e., a pluralistic approach. The stress on valuing diversity in many organisations and in society generally is a reflection of this ideology.

An emphasis on active learning is at the core of these humanistic approaches to learning. The terms '*andragogy*' and '*pedagogy*' highlight the difference between earlier models of training and the more usual approach nowadays.

2. Approaches to organizing learning

(A) Individual Instruction -

2.1. What is individual instruction strategy?

Individualized instruction is also known as differentiated instruction.

Individualized instruction strategy refers to those classroom practices of teaching which recognize the uniqueness of each student learner and thus provide for adequate tutorial guidance, and other support services suited to bring about a wholesome development in the person (mind, body, and spirit).

Individualized instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success.

Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

In this strategy the teacher shouldn't always stick to the same pattern of teaching rather they should adapt new ways such as teaching through audio, video, field trip, etc. so that students have multiple options for taking in information and making sense of ideas.

To differentiate or to individualize instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. The intent of individualizing instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. It provides the opportunity for students to learn at their own pace, in their own way, and be successful.

2.2. Purposes of individualized strategy

- To enhance and develop listening habit
- Enables the teachers to explain a lesson or demonstrate a technique to small groups of students at a time.
- Individualizing instruction allows each student to progress through the curriculum at his or her own pace.
- Long term retention as they note down what they usually understand.
- Importance is given to a child as an individual not as group, class and so on.

2.3. Principles of Individualized Instruction Strategy-

1. Make the students clear about the key points and
2. Use assessment as a teaching tool to extend versus merely measure instruction.
3. Emphasize and stress more on critical and creative thinking while designing a lesson.
4. Engaging all learners is essential.

5. Provide a balance between teacher-assigned and student-selected tasks.

2.4. Requirements of individualize Instructions-

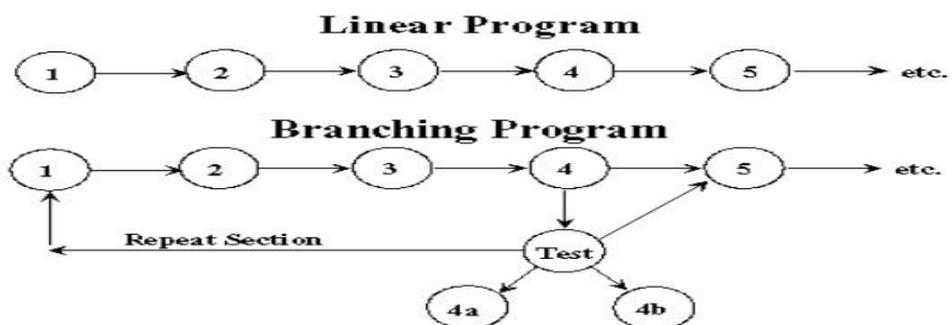
1. Each students learn differently
2. All students are talented in different ways.
3. Educating children with special needs.
4. It is to meet the unique educational needs of the child.
5. Teaching requires differentiated and individualized instruction in order to reach all students.
6. Careful and continuous assessment of individual progress can be carried out.

(B)Programmed Instruction

Its main focus is to bring desirable change in the cognitive domain of the learner's behavior. The structure of teaching method is that the selected content is analyzed and broken into smaller elements. Each element is independent and complete in itself. The programmer develops frames based on each element. Responses are also provided to the learner in the program on some different leaflets. The correct response of the learner is the new knowledge or new behavior. Immediate confirmation of correct response provides reinforcement to the learner and he proceeds to the next frame. Wrong responses required feedback. Physical presence of the teacher is not necessary. He may come to give instructions regarding the program. Students are left for learning at their own pace.

Programmed instruction is based on Skinner's "operant conditioning", a (behaviourist theory stating that learning is change in behavior, i.e. the individual's response to events (stimuli). Behavior can be conditioned by rewarding the right stimulus-response patterns.

TYPES OF PI



2.5. Types of Programmed Instruction

There are three types of this teaching strategy

1. **Linear Programming.** It is being used for teaching all subjects. In programmed teaching strategy progressive chain elements are presented. Last step is at the mastery level. It is based on five fundamental principles.

- Small steps
- Active responding
- Immediate confirmation
- Self-pace
- Student testing

2. **Branched Programming.** It is generally used in mechanical fields.

3. **Mathematics.** Retrogressive chain of elements is presented. First step is the master level while the last step is the simplest element.

2.6. Advantages of Programmed Instruction

Following are the advantages of this teaching strategy

1. The main emphasis is on individual differences and students' involvement.
2. There is not fixed time interval for learning. Students may learn at their own pace.
3. Learning by doing maxim of teaching is followed to involve learners in the learning process.
4. Students are exposed only to correct responses, therefore, possibility to commit errors is reduced.
5. Immediate confirmation of the results provides reinforcement to the learners and encourages the learners to proceed further. Feedback is provided to wrong answers, so that learner is able to develop mastery over the content.

2.7. Disadvantages of Programmed Instruction

1. It is very difficult to develop an instructional programme
2. Only cognitive objectives can be achieved
3. Due to tight schedule of time table, students cannot be left to learn at their own pace. It would be very difficult to learn the content the subject matter in a limited period of time.
4. There is no chance for students' creativity, their responses are highly structured.
5. Development of programme is not economical in terms of cost and time

6. In absence of the teacher, students may spoil the disciplinary tone of the class, or they will be helpless when any problem arises.

7. It cannot be applied at primary level of education or at higher education

(C) Learning Activity Package

Learning Activity Packages are a comparatively recent development in programmed instruction. A LAP is a "modular instructional unit designed to facilitate the individualization of instruction. A specific advantage of the LAP is that it allows the student a wide variety of choices in how he will achieve the behavioural objectives, thus allowing for differences in past achievement and in style of learning. Instructional packages began as a supplementary mode, but are increasingly becoming a kind of comprehensive system with the following characteristics;

1. They emphasize individualization.
2. 2. They incorporate the multi-media concept.
3. 3. They minimize dependence on the teacher.

As in all self-instructional materials, LAPs attempt to account for differences in pupil learning rate, past achievement, interest, and aptitude. LAPs do not require everyone to go through every activity. The LAP has five essential elements: (19, p. 174)

1. Concepts.
2. Behavioural objectives.
3. Multi-dimensional learning materials and activities.
4. Pre-, self- and post-evaluation.
5. Quest or self-initiated learning.

A LAP (or package) is a body of knowledge which focuses on one skill, attitude, idea, or concept. LAPs are:

- (1) Self-instructional,
- (2) Student paced,
- (3) Student directed, and

(4) They provided for accountability of learning.

2.8. The use of LAPs is based on the philosophy that:

(1) Students will learn better if they know exactly what is expected of them (this is achieved through the utilization of behavioural or measurable objectives),

(2) If they are provided with a set of educational experiences to meet those objectives, and

(3) If they are able to demonstrate mastery of the material. Under the LAP system, the responsibility for learning lies with the student and NOT the *Teacher*.

Because LAP's are student paced, every student will be on different level of completion of the course.

3. Approaches to Small group and Whole group instruction

Small group teaching has become more popular as a means of encouraging student learning. While beneficial the tutor needs a different set of skills for those used in lecturing, and more pertinently, small group work is an often luxury many lecturers cannot afford. A further consideration with small group teaching is the subjective perspective of what constitutes a small group.

Regardless of the group size the learning environment should provide an opportunity for students to obtain a deep understanding of the material. Biggs (1989) notes that in order to gain a deeper learning the following four components are important:

- **Motivational context:** intrinsic motivation, students need to see both learning goals and learning processes as relevant to them, to feel some ownership of course and subject.
- **Learner Activity:** students need to be active not passive, deep learning is associated with doing rather than passively receiving.
- **Interaction with others:** discussion with peers requires students to explain their thinking, this, in turn, can improve their thinking.
- **A well-structured knowledge base:** the starting point for new learning should be existing knowledge and experience. Learning programmes should have a clearly

displayed structure and should related to other knowledge and not presented in isolation.

a. General Techniques for Use in Small & Large Group Teaching -

The following methods can be adapted for either large or small group teaching. Provided below are a selection of common flexible methods one may use in both large and small group teaching. These are open to adaption and interpretation to suit your individual needs, and were originally listed by Brown (1997).

- Silent Reflection
- Rounds
- Three Minutes Each Way Rounds
- Buzz Groups
- Brain Storms
- Syndicates Snowballing/ Pyramiding
- Fishbowls
- Crossovers

3.2. Ideas for Active Learning in Large Groups With a large group setting, active learning can be encouraged in:

- a) Individual or pairs of students in a large lecture or
- b) Groups of students in a large group

Individual or pairs of students in a large lecture (Gibbs, 1992)

- Silent reflection
- Write down a question
- Write down answer to a question
- Solve a problem
- Swap answers with person beside
- Read some notes
- Take a short test
- In pairs, discuss an issue
- Write a plan what you need to do
- Summarise the main points

3.4. Role Playing

Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy,

resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in cooperative groups and/or students can maintain the persona of their role throughout the class period. Students are more engaged as they try to respond to the material from the perspective of their character.

3.5. Advantages of role playing -

- Students immediately apply content in a relevant, real world context.
- Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries.
- Students can transcend and think beyond the confines of the classroom setting.
- Students see the relevance of the content for handling real world situations.
- The instructor and students receive immediate feedback with regard to student understanding of the content.
- Students engage in higher order thinking and learn content in a deeper way.
- Instructors can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available.
- Typically students claim to remember their role in these scenarios and the ensuing discussion long after the semester ends.

3.6. Steps and tips for using role playing -

1. **Offer a relevant scenario to students.** This scenario should include the role the student must play, the informational details relevant for decision making in this role, and a task to complete based on the information. This information might be provided on the screen through power point or by using a handout. It is highly recommended that the instructions be provided in writing so it is clear to students what they must do and how?
2. **Give students five to ten minutes to complete the task.** The instructor might have students do this alone or in small groups or follow the think-pair-share format in which students work individual and then discuss their results with their partner.

3. **Find a way to process student deliberations.** The instructor might ask students to write their replies to submit or this might be a very good lead in to a larger class discussion where students can justify their differing outcomes or opposing views.

3.7. Challenges of the role playing technique -

One of the biggest challenges of the role playing technique is to get all students to participate and be truly engaged. Instructors might want to consider ways of increasing the likelihood of strong student participation. The instructor might offer a participation grade somehow tied to a short product students produce from their perspective in their given role. It is a good idea to find ways to increase student awareness of the likelihood their group might be called upon to share their answer with the entire class if they are playing their roles in a group context. The instructor might also consider using some of the role playing tasks in questions on exams and make it clear to students that that is the case. The instructor could even tell them that they might have to answer a question from the perspective of any of the roles, not just the one they were assigned.

3.8. Dramatization

Drama is the most significant model of learning and is basic activity for learning. It is the way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world in order to create a make-believe world, thus, drama is one of the few areas of the curriculum which is built on dreams and voices.

Dramatization can be an effective method of teaching the social studies, geography and history as well as other subjects in the curriculum. Dramatization may take the form of plays, pageantry, tableaux, pantomime and less formal dramatic activities.

The contents of drama are wide ranging. Through drama, children may look for e.g. at social themes (housing, pollution) historical events (civil war, rebellion, industrial revolution) concepts such as love, deceit and so on. The very versatility of drama in terms of content makes it ideal as a teaching medium.

There are several reasons why it is especially useful in teaching. These are:

- pupils find the activities enjoyable and fulfilling

- there are no right or wrong answers
- less emphasis is placed on the skills of reading and writing
- learning new ideas can be linked to everyday experiences
- the activities offer opportunities to develop social skills

3.9. Common Characteristics of Using Drama in Education:

There are plenty of properties of drama but the common characteristics of using drama in education are as follows:

- **Imagination and creativity:** The concepts of imagination and creativity could be said to be essential ingredients in drama. These are usually focussed on understanding human behaviour in terms of how people feel and behave in certain situations.
- **Play:** Play is a profoundly important activity in the process of character development and one that they share with higher species, such as apes.
- **The social aspect of drama:** Drama helps the inherent qualities of the person making the effort, partly by increasing the sensitivity involved in sharing with other people and partly by determining for himself the sort of the world he wishes to live in.
- **Creative problem solving through drama:** Drama is a social activity since children work together on problem solving through drama, they are working towards expressing their solutions. This can be communicated to others and finished scene which is performed and which serves as a communicating link between them and others.
- **Performance:** Dramatic activities are not always performed in front of an audience.

3.10. The Advantages of Using Drama as a Method of Education in Elementary Schools-

- Self-Actualization
- To give students an opportunity to examine their own problems with a new perspective.
- To show student the direction in which he or she is going.
- To make students to reflect on experience and see what they do in common with other people.
- To go beyond the tight framework of the curriculum in subjects, such as science, languages and mathematics.
- To give students freedom besides responsibility.
- To show students how they can stay with something they don't like and work through it to a point of accomplishment. -To increase student's vocabulary and help they develop

a finer control of rhetoric through interaction with others and through tapping subjective experience.

- Personal or Emotional Development
- To help students discover that they know more than they thought they knew.
- To lead students to see the real world more clearly in light of what is revealed by the imagined one.
- To help students capture more and more of what is implicit in any experience.

3.11. Simulated Teaching

Introduction

Simulation is a very safe and controlled condition for achievement of desired teaching skill. It may be artificial condition having some academic status. It creates training situation for obtaining desired teaching practice. Simulation in teaching methods means to plan artificial circumstances in such a manner that the participating teacher-trainees get experience for solutions to their teaching problems in future.

A classroom simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation. The simulation, designed to replicate a real-life situation as closely as desired, has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation. As the simulation proceeds, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions. During the simulation students perform tasks that enable them to learn or have their learning evaluated.

A simulation is an instructional strategy (teaching method) that can be used with appropriate learning material at any level from the primary grades through graduate studies. The complexity of a simulation should reflect the grade level and the sophistication of the material being taught or evaluated. There are published simulations available for purchase but many teachers prefer to create their own. A well-designed simulation simplifies a real world system while heightening awareness of the complexity of that system. Students can participate in the simplified system and learn how the real system operates without spending the days, weeks, or years it would take to undergo this experience in the real world.

3.12. Importance of Simulated Teaching:

- Simulation lessons become a bridge between theoretical understanding and practical work.
- Simulation lessons give an opportunity to know the problem arising during teaching and find their solutions.
- Simulation lessons helps to propose classroom interaction.
- Simulation lessons enable teacher-trainees to understand classroom behavioural problems and learn how to deal with them.
- Simulation lessons help to develop skill of using teaching method.
- Simulation lessons provide teacher-trainee to play role of teacher, student and supervisor.
- Simulation lessons are link between micro lessons and stray lessons.
- Simulation lessons increases confidence among teacher-trainees.

3.13. Steps of simulation planning: -

-Selection of teaching method for topic selection.

- Lesson planning includes deciding teaching maxims and writing the objectives.

Preliminary components for simulation lesson:

- It is proper to participate the teacher-trainees of the same subject in practice lessons.
- Before starting the practice teacher-trainees should prepare lesson plans.
- The presence of the teacher-trainees and the observer is essential during this technique. It maintains the discipline and seriousness in the class.
- After teaching is over, a discussion should be followed so that the teacher-trainees may bring necessary changes.

Simulations in education are somewhat like training simulations. They focus on specific tasks. The term 'micro world' is used to refer to educational simulations which model some abstract concept rather than simulating a realistic object or environment, or in some cases model a real world environment in a simplistic way so as to help a learner develop an understanding of the key concepts. A simulation is a form of experiential learning. Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher. They represent a reality within which students interact. The teacher controls the parameters of this "world" and uses it to achieve the desired instructional results. Simulations are in way, a lab experiment where the students themselves are the test subjects. They experience the reality of the scenario and gather meaning from it. It is a strategy that fits well with the principles of constructivism. Simulations promote the use of critical and evaluative thinking. The ambiguous

or open ended nature of a simulation encourages students to contemplate the implications of a scenario. The situation feels real and thus leads to more engaging interaction by learners. They are motivating activities enjoyed by students of all ages. Simulations take a number of forms. They may contain elements of a game, a role-play, or an activity that acts as a metaphor. The chief element is that they have context.

3.14. Advantages of Simulated Teaching

- Enjoyable, motivating activity
- Element of reality is compatible with principles of constructivism
- Enhances appreciation of the more subtle aspects of a concept/principle
- Promotes critical thinking

What is its purpose?

- Simulations promote concept attainment through experiential practice. Simulations are effective at helping students understand the nuances of a concept or circumstance. Students are often more deeply involved in simulations than other activities. Since they are living the activity the opportunity exists for increased engagement.
- Issues from Social Studies for example, such as the management of the environment, politics, community, and culture can be more deeply appreciated through simulations. Similar to labs in a science class, the process itself educates the students. The goal of a simulation may be singular or multifaceted. Students might be expected to gain an understanding of inequity in society while participating in a resource distribution activity. A class gains an understanding of the Canadian political system via a mock election campaign. Simulations can reinforce other skills indirectly.
- Simulation is one activity that can contribute to a successful and highly enjoyable experience. It engages students by placing them directly into the conflict of the real situation. It comes alive as students interact with one another. The aim of this paper is to explain what is simulated teaching and how it is applied in the teaching – learning process.

Simulations in education are somewhat like training simulations. They focus on specific tasks. The term 'micro world' is used to refer to educational simulations which model some abstract concept rather than simulating a realistic object or environment, or in some cases model a real world environment in a simplistic way so as to help a learner develop an understanding of the key concepts. Simulation play with a useful real – life language use can make the students learn and develop ideas about the world. It helps them build the skills

necessary for critical thinking and leadership. It's how they learn to solve problems and to feel good about their ability to learn. The implementation of simulated teaching in the classroom can employ several steps which was recommended by Ned Flanders (Chauhan, 1979: 122)

- The teacher should assign all students to participate.
- The teacher should prepare the simulated teaching material.
- The teacher should determine the sequence of the group performance.
- The teacher should evaluate the student's performance and give some comments for the students after performance.
- The teacher should do a reflection to the learning activity which has done.

Check Your Progress-

1. What do you mean by learning approaches? Discuss the types of learning approaches?
2. Write short note on Behaviourist approach to Learning.
3. Explain in brief on contributions of cognitive theorists in learning approaches?
4. What do you mean by Programmed Learning? Discuss the types of programmed instruction?
5. What are the advantages of Programmed Learning? Discuss in detail any one of them?
6. Write the list of approaches to using Small and Whole group instruction.
7. What are importance of role paly method in learning? Explain with examples.
8. Write the advantages of role paly method?
9. Explain in details of Simulated Teaching with their advantages

Suggested Reading –

- <https://www.ucd.ie/t4cms/UCDTLT0021.pdf>
- <http://dergipark.gov.tr/download/article-file/88128>
- <https://www.nap.edu/read/5287/chapter/6#38>
- <http://www.npaschools.org/sites/default/files/ISD%20721%20Standards%20of%20Performance%20and%20Elements-5-20-15.pdf>
- https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer_observation_feedback_and_reflection_practical_guide_for_teachers.pdf
- https://www.cukashmir.ac.in/departmentsdocs_16/E%20L%20Module%20Prog.%20Learning.pdf
- <https://www.into.ie/ROI/Publications/ApproachesTeachingandLearning.pdf>
-