TEACHING METHODOLOGIES

Cognitive Domain (Knowledge)
Fact, Understanding, and Application
- Questioning
- Games
- Lecture (live or recorded-video, audio, film, etc.)
- Computer-assisted instruction
- Independent research or study
- Discussion groups
- Case presentation/case study
- Self-instructional packages
- Printed material (books, study guides, journals)
- Programmed instruction
- Providing feedback
- Tutoring (by instructor or peer)
- Written simulations/patient management problems

Psychomotor Domain (Skills)
Imitation, Practice, and Habit
- Providing feedback
- Coaching and counseling
- Role playing
- Simulation
- Structured observation
- Questioning
- Tutoring (by instructor or peer)
- Supervised practice
- Demonstration (live or recorded)

Affective Domain (Social-emotional attributes)
Awareness, Distinction, and Integration
- Providing feedback
- Discussion groups
- Role modeling
- Role playing
- Self-assessment
- Structured experiences
- Questioning
- Structured observation
- Coaching and counseling
- Supervised practice
- Demonstrations (live and recorded)
- Simulation and games

Selecting Instructional Methods
- Consider which domain is being assessed?
- Consider student learning styles
- Does the instructor have the expertise to develop and implement the selected instructional method?
- Can the instructional method be developed in a reasonable period of time?
- Is the instructional method obtainable financially?
- Can the instructional method be modified easily?
- Does the instructional method require any special equipment?
- Recognize that instructional methods have strengths and limitations

Enhancing Instructional Effectiveness
- Begin with what the student knows-compare known information or process and the new information or process to allow student to grasp new information more quickly
- Move from simplex to complex
- Involve the student in planning-get student involved to identify his/her learning needs, objectives and outcomes
- Seize the moment-learning is most effective when it occurs in quick response to a need the learner feels
- Accommodate the student's preferred learning style
- Sort goals by learning domain
- Make material meaningful-relate material to the student's lifestyle
- Allow immediate application of knowledge to reinforce learning and build confidence

Reference

Association of Surgical Technologists, Inc. (2002). *Core curriculum for surgical technology* (5th ed.). Centennial, CO: Association of Surgical Technologists.