

Title: College Students' Preferred Professors' Instructional Methodologies: A Cohort Revalidation
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Abstract

It was the purpose of the study to look into the fourth year University students' observed and preferred instructional methodologies of their professors at the Philippine Normal University. Specifically, it sought to: 1) Describe the instructional methodologies employed by professors of English/Language, Science and Mathematics, Social Science and Professional Education Courses; 2) Identify the instructional methodologies unique to a subject area; 3) Find out the methodologies of professors shared with other professors; 4) Find out which among the instructional methodologies employed by professors are liked by students; 5) Explicate other instructional methodologies (beyond those employed by the professors concerned) preferred by students; and 6) Determine if there exists a match between the observed and the preferred methodologies.

This is a qualitative type of research which made use of open-ended guide questions for data gathering. Data were analyzed by categorizing them according to typology, type of participation, extent of participation, uniqueness and commonalities. A total cohort of 87 fourth year college students, with different majors and about to graduate, comprised the respondents of the study. They came from the College of Languages, Linguistics and Literature (CLLL), College of Science (COS), College of Arts and Social Sciences (CASS), and College of Education (CEd). All the respondents were candidates for a Bachelor's degree in either elementary or secondary education.

Five open-ended questions composed the instrument. The first three questions were about the preferred teaching methodologies, while the other two pertained to the rating/evaluation methods employed by professors in their classes. An administrative staff administered the instrument to the respondents to eliminate any influence on the students' responses that might arise, if the instrument would be handled by a faculty. This may probably free the students from any psychological pressure that might adversely affect their composition writing. The students were also instructed not to write their names and specializations and their professors' names.

Findings of the study

Instructional methodologies employed by professors were categorized according to type of participation: group or individual.

- 1) In the English/Language subject areas, the professors employed ten instructional methods under the group category: group work, demonstration, discussion, group socialization, group presentation, debate, role playing, play production, round-robin discussion, and group activity. Under the individual category, the 11 employed methods were: book reporting, oral presentation, project, essay writing, tell-and-do, film analysis, vocabulary development using context clues, recitation, declamation, assignment, and book review. Language professors tended to use interactive methodologies, like cooperative learning, simulation, discussion, activity-based method, group socialization, tell-and-do, integrated learning, collaborative learning, debate, oral presentation, role playing, language-based experience, and group activity. They also used reflective methodologies like book reporting, expository, discovery learning, "KWL", written output, essay, reaction papers, film analysis, book review, semantic webbing, analysis, and exposition writing.
- 2) In the science/mathematics subject areas, there were nine methods under the group category and 12 methods under the individual category. The methodologies identified under the group category were: discussion, experiment, fishbowl, fieldtrip, demonstration, game, research and project. As to

- the individual category, the methodologies were: reporting, jigsaw, POE, concrete examples, tell-and-do, inquiry method, constructivism, computations, problem solving, exercises, drill, discovery process and assignment. The science/mathematics professors employed more passive methodologies like giving of examples, lecture, reporting or oral presentation, experiment, laboratory, project, practical exercises, demonstration, field trip, computer laboratory activities, drill, deductive, boardwork, show and tell, workbook and observation. They also utilized interactive methodologies, like cooperative learning, Jigsaw, "TGT", discussion, fishbowl, simulation, learning station, team-games tournament, practical method, tell-and-do, experiential, motivational activities, and group presentation.
- 3) Most of the ten methodologies employed by Social Science professors under the group category were discussion-related: small and peer discussion, panel discussion, debate, info-sharing, oral discussion, group learning, reporting, research and fieldtrip. The instructional methodologies under the individual category utilized by professors were: reporting, inquiry, problem solving, recitation, tell-and-do, article reading, memorization and paper work. The Social Science professors tended to utilize interactive methodologies more than the passive or reflective instructional methodologies; nevertheless, there appeared to be a balance in the number of passive and reflective methods employed by the Social Science professors. The interactive methods employed were small and peer group discussion, panel discussion, role playing, group learning, collaborative learning, application method, class discussion, debate, info-sharing and immersion.
 - 4) As to the Professional Education courses, professors employed eight instructional methodologies each for the group and individual categories. The group methodologies were: oral discussion, group activity, small group discussion, simulation, role playing, class discussion, socialized discussion and peer teaching. The individual instructional methodologies were: demonstration, micro-teaching, reporting, situational example, research, direct and iconic experience, and individual activity. The Professional Education professors favored the use of interactive methodologies like discussion, group activity, dramatization, small group discussion, simulation, role playing, group learning, tell-and-do, cooperative-experiential and socialized discussion.

The instructional activities preferred by the students were categorized according to orientation – written, oral or performance. Their preferences for written methodologies were: paper work, showing of examples and research. Under the oral category, the students preferred the following: discussion, lecture, Socratic method, demonstration, macro teaching, group activities, small group discussion, POE, inquiry, interaction, debate, reporting, round-robin discussion, integrated, expository, application of personal experiences, giving of examples, drama, role playing, sharing of examples and individual presentation. Under performance, they preferred these methodologies: problem-based method, cooperative learning, experiment, laboratory activities, problem-solving, discovery, collaborative learning, learning station, constructivism, project, group work, jigsaw, actual manipulation, puzzle, simulation and other activity-based methods.