

Pedagogy	Description
Lecture	Giving lecture by the instructor or guest speaker, usually to a large number of students. Opportunities for discussion are generally limited.
Large Group Discussion	Engage students in large group / whole class discussions. Require students to reflect on information presented or examine their personal beliefs or conclusions about a specific topic or issue.
Small Group Discussion	Foster active participation and steer participants in small group toward constructive activities and dialogue. Students debates their various points of views regarding the issues covered in the course. Specific small group techniques such as seminar, roundtables, and dialogue facilitation, etc)
Tutorial group	Offer a small number of students the materials presented during lectures in more depth: including space for discussion and queries.
Seminar	Bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. Assigned readings are discussed, questions can be raised and debated. Students are more extensively with the methodology of their chosen subject or allowed to interact with examples of the practical problems that always occur during research work.
Deductive /direct instruction	Present a general concept by first defining it and then providing examples or illustrations. Students practice with instructor guidance and feedback, applying and finding examples of the concept at hands.
Inductive / discovery teaching or inquiry teaching	To expose students to a concrete instance of a concept. Students are asked to continually develop and test hypotheses in order to generalize a principle.
Case study	Learning about a complex instance, emphasize cases that incorporate real-world experiences contributing to the solution of problems.
Fieldwork	Provide the students with the opportunity to develop a deeper or different set of skills and competencies by doing in an environment outside the class. The focus is on applying acquired knowledge in real life situations - linking what is learnt in class with what is seen, collected, and tested in the field.

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Field trip / excursion	Taking students outside the classroom setting to have first hand- experience or real life situation.
Dramatization	To adopt the dramatic form in according to the given situation or issue. Define roles and set the scenario, students 's knowledge and understanding is reflected through the adopted character.
Game	Use game as a means for learning. By setting a set of clear rules, students are subjected to encompass an element of competition. Normally, the game tends to have winners and losers. prescriptive. Also, actions are programmed and structured.
Simulation	Involves students in application and integration of knowledge and skill. By representing real environments which change over time, students are to react and adapt to real world situation. Free from the competitive element but need to proceed in a particular order.
Role Playing	Individual students are to place themselves in the position of another or as themselves and deal with unfamiliar circumstances going on around them. A given situation clearly defined to simulate real world environment. Note that role playing has an element of game and simulation and could have winners and losers.
Learning Center	To provide a broad array of enrichment activities that can complement their regular academic programs during non-school hours.
Structured/Traditional/Cookbook Laboratory	The laboratory is set of clearly defined steps that closely guide the students through an experimental procedure.
Unstructured Laboratory	Students are expected to develop inquiry skill, apply concepts learned in class to new situations rather than following lab direction. Instructors and students might work together as a research team to proceed the experiment.
Programmed Instruction/ Computer Assisted Instruction: CAI /Online Instruction	To computerize the teaching approach - students conduct self-administered and self-paced learning through a program of instructional material presented by means of a computer or computer systems including e-learning.

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Practice	To supervise the students in practical application of a previously studied theory.
Research-based instruction	To incorporate the research results to individual or group research projects or classroom assignments.
Problem-based instruction	Engage students through the process of solving a problem - design task to engage students in solving authentic, ill-structured, open ended and cross-disciplinary problems. Engage students in the exploration of multiple solution paths, key decision points and trade-offs.
Project-based instruction	Give projects and activities that require students to work in small collaborative groups to complete complex tasks that typically result in a realistic product based on their understanding and application of knowledge. Also, focus on a constructive investigation that involves inquiry and knowledge building.
Inquiry-based instruction	Give key subject matter concepts-balancing direct instruction with inquiry opportunities, require students to investigate multiple subjects in order to generate a workable solution focusing on questioning, critical thinking, and problem solving.
Reflective thinking	Motivate students to share the interest of the subject or reflect on their experience, value questioning, hypothesizing, and openness to new ideas and perspectives. To coach student teams critique one another's work.
Independent study	Enable students to meet personal learning objectives students through a self study align with their theme of interest.
Resource person	Having the resource person - an expert with specialized knowledge - to explain certain topics to the students. The resource person could be individuals within the community who have good knowledge or adequate information on particular topics either as professional or through practical experience.
Micro teaching (in teacher education)	Provide students an opportunity to develop instructional skills - small groups of peers (videotape) observe each other teaching, provide feedback, and engage in discussion.
Supervision	To monitor and evaluation of a student performance by a supervisor.
Consult	Give an advice to individual students in both the particular area of expertise or

Pedagogy	Description
	general subjects.
Work-Integrated Learning	Integrate learning with industry, bridge between the University and the external community and professional practice at workplace, giving students more projects that mirror professional practice.
Self-directed learning	Students are responsible and determine what they need to learn. Instructors act as facilitators or tutors who prompt students to learn.
Brainstorming	With a variety of small group members, students openly collaborate to generate ideas on a specific issue in a given time limit. Normally, the key of brainstorming is to build on each others ideas creatively and avoid criticizing rather than determining which idea or ideas is the best solution.
Apprenticeship	Occupational training in a professional field that combines on-the-job experience with classroom instruction. Extend students' experience to real industry or business workplace.
Active Learning	Method of learning where active student participation is encouraged through project-based exercises. One unique characteristic of active learning is that the teacher acts as a facilitator of the education process rather than as a unilateral source of information.

