

Comparative Study of VAK and Lecture Method of Teaching among Adolescents

¹Riya Raj and ²Smitha M. Reddy,

¹Undergraduate student of psychology, Garden City University, Bangalore, India

²Assistant Professor Garden City University, Bangalore, India

²Research scholar, Bharathiar University, Research and development centre, Coimbatore, India

Abstract: The primary purpose of this study was to determine the effectiveness of lecture teaching method and VAK teaching method at graduate level. A sample of 40 students of the same class are divided into 2 groups of 20 each, one of which is the control group exposed to lecture method of teaching and another group of 20 students are the experimental group which is exposed to VAK- Visual, Audio and Kinesthetic method of teaching.

After 5 sessions of teaching the same topic to both the groups, all the students are administered a structured questioner developed by the experimenter himself. The percentage of correct answers by the group is calculated and a comparison is made between both groups to see the effectiveness of the two teaching methodologies.

Keywords - Visual, Audio, Kinesthetic, Teaching method, students.

I. INTRODUCTION

Teaching method comprises of the principles and methodologies to enable students learning. Learning style should be interpreted to mean an individual mixture of styles. Everyone has a mixture of strengths and preferences. No one has exclusively one single style. The VAK learning styles provides a very easy and quick reference inventory by which we can assess people's preferred learning styles, and then most importantly, to design learning methods and experiences that match people's preferences: Visual learning style involves the use of observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

Auditory learning style involves the transfer of information through listening or hearing: to the spoken word, of self or others, of sounds and noises. Kinesthetic learning involves physical experiences - touching, feeling, holding, doing, practical hands-on experiences.

Objectives

- To identify the effectiveness of lecture teaching method.
- To identify the effectiveness of the VAK, video, audio and kinesthetic method.
- To compare the effectiveness of the lecture method and VAK method.

Hypothesis

"The effectiveness of lecture method is less than that of the VAK method which is as per the hypothesis." Also in a recent study it was found that undergraduate students in class with traditional stand and deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating, so called active learning method.

II. RESEARCH DESIGNS

The comparative study was conducted during the month of September 2017 at Garden City University, Bangalore. The subjects were the student of 1st semester, Psychology department.

Sample Size and Sampling

A sample of 40 students of the same class were divided into 2 groups of 20 each, one of which was the control group exposed to lecture method of teaching and another group of 20 students, the experimental group, was exposed to VAK- Visual, Audio and Kinesthetic method of teaching.

Measures Used

A structured questioner comprising 20 questions developed by the experimenter himself.

Videos, audio clips and ppts along with an activity of **model making** by the students to teach the experimental group were used. The 20 students of the experimental group were taught the topic, The Brain through videos on different lobes and its function, the two hemispheres and the various techniques of studying brain which was, through VAK method. Lecture on the same topic to the control group without any kind of visual was given to the control group of students for 1 hour.

III. DATA ANALYSIS

A structured questioner developed by the experimenter himself was introduced to both the control and the experimental group after the end of five sessions on the topic, "The brain" to the 1st semester psychology students. The questioner comprised of 20 multiple choice questions hence the highest possible score was 20 and the least possible score was 0. The individual score of each student was compiled to find the percentage of correct answers by the control and the experimental group was calculated separately.

IV. RESULT ANALYSIS

The scores obtained by the subjects under both experimental and control group are compared after the structured questionnaire by calculating the percentage of the correct answers of each group.

	Experimental group	Control group
No. of students	20	20

The above table shows the number of students in each experimental and control group. The percentage of correct answers of the experimental group was 49% and the percentage of the correct answers of the control group was 41%.

	Experimental group	Control group
Total marks (20*20)	400	400
Marks obtained	196	164
Percentage of marks	49%	41%

The above table shows the percentage of correct answers. The total number of students in each group was 20 and the total number of questions in each questioner was 20. Since each question contained 1 mark the total marks was 400 for each group. The total marks obtained by the experimental group, that is the students exposed to VAK method of teaching was, 196 and the total marks obtained by control group that is the student taught through lecture teaching method, was 164. Hence the percentage for marks obtained by the experimental and the control group was 49% and 41% respectively.

DISCUSSION

The result of the study clearly shows that the video, audio and the kinaesthetic method is more affective than simple lecture method. Also in a recent study it was found that undergraduate students in class with traditional stand and deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating, so called active learning method.

LIMITATIONS

The data of has been collected only from one university. The study is limited to the 1st semester UG students.

IMPLICATIONS

It can be used by teacher to choose an affective teaching method. It can be used by students for learning

References

- [1] http://www.academia.edu/14458088/effective_teaching_strategies_A_research_paper
- [2] <http://www.stellarleadership.com/docs/Approach%20to%20Learning/articles/VAK%20Learning%20Styles.pdf>
- [3] Understanding Psychology book by Robert S. Feldman
- [4] Introduction to Psychology book by Clifford T. Morgan, Richard A. King, John Schopler