**LIST ONE**

1. Geoffrey Kimalel
2. Irene Kuria
3. Onesmus Mutisya
4. Stanley Mutisya
5. Ezekiel Gitangwa Nkeere
6. Joel Kahindi
7. Lydia Okoth Ochungo
8. Aden Mohammed
9. felix Omalalu
10. Ruth Mutua
11. Patrick Etyang
12. Paul Katila
13. Paul Kibet
14. Raymond Maro
15. Beatrice Kuyumba
16. James Wafula
17. Judy Muriuki
18. Nazarine Chacha
19. Josephat Ong'ang'a Onyancha
20. Simon Omukule
21. Adelbert Onditi Nyaata
22. Peter Mwangoma
23. Julius Ngeno
24. Abdiwahab Mohammed
25. Peter Nalyanya
26. Elizabeth Ireri
27. Jason Ichai
28. Kisach Mary
29. Daniel Karaigua
30. Zackariah Okama
31. ABDALLAH AHMED BARGHASH
32. Martin Njeru
33. Nelson Nabianga
34. Willy Nyagah
35. Thomas Kithuure
36. Abraham Wekesa
37. Mohammed Hassan
38. Abdulrahaman Hussein
39. Cosmus Kisengese
40. Eric Ochieng
41. Pius Cheruiyot
42. Maina Mbutu
43. Nathan Kobaai
44. Ali Shariff Hassan
45. Leah Christine Ouko
46. Pius Keitany

**Is my teaching didactic?**

**Are there situations where you use other teaching methods that are more learner centred?**

The chat started at 4.00 p.m. where people started by salutations and also giving out their observation/comments on unit 4 as posed by our able facilitator madam Judy.

**Main points captured were as follows:**

* Didactic is a method of teaching large class and it’s preferably used when time is limited.
* It revolves around the ICT common devices and their uses hence very critical in ict integration in teaching.
* Didactic approach also revolves around the teacher.
* In some way our teaching is deductive because of the big numbers in class due to high enrolment.
* The teacher plays a very important role because he/she is the one who gives the bulk of the knowledge learnt,
* This approach can be appropriate when introducing a new concept and want learners to understand it.
* This approach helps in consolidation of knowledge and also in drilling pupils for performance though not recommended.
* This method is characterised with clearly defined role for both the teacher and the learner introduction stimulus to capture learners' attention.
* It is very appropriate where time is an issue and the syllabus content is wide.
* This method is also appropriate where there are limited resources.
* The teacher is a credible source of knowledge when circumstances are dictating so
* Didactic method can be used one in a while especially to summarize or during revision since it provides a recoup of the content learned.
* It is also applicable when introducing a new topic
* There are some abstract concepts that may not be practical to pupils hence the use didactic is integrated and not wholly independent.
* In Didactic approach the teacher also identifies the desired learning outcomes and selects the tasks accordingly.
* Very appropriate when the content is mainly for knowledge acquisition.
* Poses good use of oral evaluation to check understanding’
* Other methods that are more learner centred can be used like discussion method, experimentation method, demonstration project work and research as other method of teaching
* Content and time dictates approach to use among the many methodologies available.
* Use of complementary approaches aids in understanding and content delivery.
* ICT enables one blend teaching methods because by varying resources and hence make teaching learner and teacher centred
* An example of the appropriateness of Didactic method was after the teachers strike where was no time to organise learners for personal revision? Didactic approach came in handy.
* Students are given opportunities to engage with the contents usually through a set of activities in order to internalise the information/behaviours learnt.
* It is characterised by three categories namely,
	+ - teacher exposition
		- student processing
		- teacher-student monitoring progress
* Helps in giving clear instructions to the learners especially at the lower level and in other levels help learners to discover by themselves.
* However this method can be reshaped to conform to the 21c skill development.
* Didactic method is not only useful to our learners but can be used to make lessons which can be uploaded in social sites like the YouTube and used internationally.
* Debates and discussion can go on through ICT tools like what we are doing in whazup and here.