

Investigating appropriate teaching strategies used by TVET college lecturers to overcome challenges in teaching and learning

Cavin Benedict McPherson
Faculty of Education, CPUT

John Wankah Foncha
Faculty of Education, CPUT

Abstract

In TVET Colleges, traditional/academic teaching strategies are the practices used by current lecturers in teaching and learning. With the kind of students that we have today, these methods of teaching cannot work because the students registered to study in TVET colleges are deficient given the kind of results that brought them to TVET colleges in the first place. Viewed from this perspective, these cohorts of students have learning challenges that require their lecturers to go beyond the traditional teaching methods to put them up to scratch. This is in line with Heinman and Preceel (2003:254) who suggest that students with learning challenges have different ways of learning from the students without learning challenges. Based on this, a reasonable number of factors seem to hinder these students from achieving their academic goal. Papier (2009:29) and Haywood (2014:44) suggest that students who enter TVET colleges come from previously disadvantaged and marginalised backgrounds where basic services such as health and education are lacking. As such, this cohort of students have a host of developmental, health, and social issues that impede their ability to learn.

Keywords: Teaching strategies, TVET college, lecturers, challenges in teaching and learning.

Full Text: [PDF](#)



This work is licensed under [Creative Commons Attribution 4.0 License](#).

European Journal of Economics, Law and Social Sciences ISSN 2519-1284 (print) ISSN 2510-0429 (online)

Copyright © IIPCCCL-International Institute for Private, Commercial and Competition law