

Review of: "Teaching Method Preference by College Teachers in India"

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Potential competing interests: No potential competing interests to declare.

The article presents a clear and well-defined research question: understanding the teaching method preferences of university professors in India.

The methodology is appropriate, with a survey of a diverse sample of 400 teachers to collect quantitative and qualitative data.

The data analysis is correct, supporting the hypothesis with the findings. Clear percentages are presented for each teaching experience group.

The discussions and implications are well developed based on the results. They highlight the importance of adapting to the diversity of preferences.

The limitations of the study are well defined.

The article meets the standards of an academic report, with abstract, introduction, literature review, etc.

Besides:

The reviewed literature is scarce. More theoretical background and more specific previous studies on teaching method preferences could be included.

The sampling process is not explained in detail. It would be positive to explain how the sample was obtained and more precise demographic characteristics.

The results can be complemented with more robust statistical analyzes to confirm the significance of the differences found between groups.

Discussions could delve deeper into possible underlying causes of preferences based on teaching experience.

Finally, the article has a solid foundation and meets academic standards. It is recommended to expand the literature review, better detail the methodology, strengthen the quantitative analysis and deepen the qualitative discussions. This would enrich the contributions of the study on a relevant topic in higher education in India.