

Pedagogical approaches in cookery NCII: Basis for the development of lesson exemplar

Cindy L. Openiano *

University of Saint Anthony, Iriga City, Camarines Sur, Philippines.

International Journal of Science and Research Archive, 2026, 19(02), 1443-1451

Publication history: Received on 19 April 2026; revised on 25 May 2026; accepted on 27 May 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.2.1217>

Abstract

This study examined the pedagogical approaches used in teaching Cookery NC II and served as the basis for the development of a lesson exemplar. Specifically, it determined the extent of utilization of various teaching approaches in Cookery NC II classes, identified challenges encountered by teachers and students, and developed a lesson exemplar anchored on the findings of the study. A descriptive-quantitative research design was utilized, with respondents composed of Cookery NC II teachers and students. Data were gathered through a researcher-made questionnaire and analyzed using weighted mean.

Findings revealed that the pedagogical approaches in Cookery NC II were highly utilized in terms of demonstration method, hands-on activities, collaborative learning, and competency-based instruction. Teachers effectively integrated practical activities and learner-centered strategies to enhance students' skills, knowledge, and participation in class. The study also showed that both teachers and students encountered challenges related to classroom management during practical activities, limited resources, and difficulties in maintaining active student engagement.

Based on the findings, a lesson exemplar was developed to provide teachers with a structured and effective guide in delivering Cookery NC II lessons. The lesson exemplar incorporated appropriate pedagogical approaches, competency-based activities, and assessment strategies aligned with the learning competencies of the course.

It is concluded that the effective use of pedagogical approaches plays a vital role in enhancing the teaching and learning process in Cookery NC II. The development of a lesson exemplar may further support teachers in delivering meaningful, engaging, and competency-based instruction that promotes better learning outcomes among students.

Keywords: Pedagogical Approaches; Cookery Nc II; Lesson Exemplar; Competency-Based Instruction

1. Introduction

Technical-vocational education, particularly in Cookery NC II, requires effective instructional practices that support the development of technical competencies and critical thinking skills. Since cookery involves hands-on performance tasks, teachers are encouraged to use pedagogical approaches that actively engage students in the learning process. Effective pedagogy promotes meaningful learning experiences that help students improve their creativity, problem-solving abilities, communication skills, and practical competencies. Different pedagogical approaches are commonly utilized in Cookery NC II instruction to make learning more engaging and effective. These approaches include demonstrations, experiential learning, collaborative learning, and performance-based instruction. Demonstration methods allow teachers to model proper culinary procedures while students observe and perform the tasks independently. Hands-on

* Corresponding author: Cindy L. Openiano

learning activities also provide learners with opportunities to practice actual cooking tasks, helping them develop confidence and mastery through direct experience.

The use of appropriate pedagogical approaches contributes significantly to students' competency development in Cookery NC II. Hands-on learning activities enable learners to connect concepts and theories to actual cooking experiences, making lessons more meaningful and relevant. Performance-based activities also help students improve their confidence and practical skills while preparing them for national certification.

Despite the implementation of various instructional practices, several challenges continue to affect the delivery of Cookery NC II instruction in schools. Some schools experience limited instructional materials, inadequate kitchen tools and equipment, insufficient facilities, and differences in teacher competencies. These challenges may hinder students' ability to fully master the required competencies and perform effectively during practical assessments (Department of Education, 2016).

This study therefore seeks to identify the pedagogical approaches used in Cookery NC II as basis for the development of lesson exemplars. The findings of this study may contribute to the improvement of teaching practices, enhancement of learner performance, and promotion of competency-based education in technical-vocational instruction. Moreover, the study may serve as a useful reference for teachers, school administrators, and curriculum planners in developing effective instructional materials and strategies aligned with TESDA standards and Department of Education guidelines.

1.1. Statement of the Problem

This study aims to determine the pedagogical approaches adapted by teachers in teaching cookery NC II in the Secondary Schools in the Schools Division of Albay. Specifically, it seeks answer to the following questions;

- What is the profile of the teachers teaching Cookery NCII in terms of:
 - Educational attainment
 - TESDA qualification
 - Relevant trainings
 - Number of years teaching Cookery
- What are the pedagogical approaches being employed by the teachers in teaching Cookery NCII?
- What is the level of knowledge of the teachers in using various pedagogical approaches?
- Is there a significant relationship between the profile and the level of knowledge of teachers in teaching cookery?
- What are the challenges encountered by the teachers in using the different pedagogical approaches?
- What intervention materials can be developed based on the results of the study?

1.2. Scope and Delimitation

This study aims to determine the pedagogical approaches adapted by teachers in teaching Cookery NC II in selected secondary schools under the Department of Education Schools Division of Albay during the school year 2025-2026. Specifically, it seeks to profile the teachers in terms of educational attainment, TESDA qualifications, relevant trainings, and years of teaching experience; identify the pedagogical approaches they employ; assess their level of knowledge in using these approaches; examine the relationship between their profile and knowledge level; explore the challenges they encounter in applying different pedagogical strategies; and develop intervention materials based on the findings.

The study is delimited to secondary school teachers currently teaching Cookery NC II in selected public secondary schools within the Albay division. It focuses exclusively on the teachers' pedagogical methods and does not include students' perspectives or direct assessment of student performance. The research is confined to the 2025-2026 school year, thus limiting its temporal scope.

The setting is restricted to selected secondary schools under the Department of Education Schools Division of Albay, which may limit the generalizability of the findings to other regions or private institutions. The respondents are limited to teachers actively engaged in Cookery NC II instruction during the specified school year, excluding those who teach other tracks or are on leave.

2. Materials and Methods

2.1. Research Design

The research design employed in the study was descriptive quantitative, a method that involved the systematic collection and analysis of numerical data to describe characteristics, behaviors, or conditions of a specific population without manipulating variables (Enago, Dovetail, 2023). According to Loeb et al. (2017), descriptive quantitative research aimed to answer questions about who, what, where, when, and to what extent, providing a clear picture of the phenomenon under investigation. This design was appropriate for the study as it sought to determine the pedagogical approaches adapted by teachers in teaching Cookery NC II, profile these teachers in terms of educational attainment, TESDA qualifications, relevant trainings, and years of teaching, and examine the relationship between their profiles and knowledge levels. By using descriptive quantitative methods, the study observed and described the existing teaching practices and challenges within the Schools Division of Albay without attempting to establish causal relationships, thus aligning closely with the statement of the problem which focused on identifying and describing current conditions and relationships among variables relevant to cookery education.

2.2. Respondents of the Study

The respondents of the study were the secondary school teachers in the Schools Division of Albay who taught Cookery NC II during the school year 2025–2026. These teachers were directly involved in delivering the Cookery NC II curriculum and thus possessed relevant experience and insights into the pedagogical approaches employed in this technical-vocational subject. To select the respondents, a purposive sampling technique was used, targeting all teachers who met the criteria of actively teaching Cookery NC II in the selected secondary schools within the division. This method ensured that the participants had the specific knowledge and experience necessary to provide meaningful data related to the study's objectives. The list of qualified teachers was obtained from the division's education office or school administrators, and invitations to participate were extended accordingly. This approach allowed for a focused and relevant sample that aligned with the study's aim to assess pedagogical practices and teacher profiles in the context of Cookery NC II education in Albay.

2.3. Research Instrument

The data gathering tools used in the study primarily included a structured questionnaire designed to collect quantitative data from the secondary school teachers teaching Cookery NC II in the Schools Division of Albay. The questionnaire was developed based on the specific objectives outlined in the statement of the problem, ensuring that each section corresponded to the key areas of inquiry: teachers' profile (educational attainment, TESDA qualifications, relevant trainings, years of teaching), the pedagogical approaches they employed, their level of knowledge regarding these approaches, challenges encountered, and suggestions for intervention materials. This alignment guaranteed that the instrument effectively captured the information needed to answer the research questions comprehensively.

The questionnaire consisted mostly of closed-ended questions using Likert scales, multiple-choice, and ranking formats to facilitate quantitative analysis, with a few open-ended items to allow respondents to provide additional insights or elaborate on challenges. The structured format ensured consistency and ease of data processing while enabling the collection of reliable and comparable data across respondents (Dovetail, 2023; InsightsOpinion, 2024). For distribution, the questionnaire was administered through a combination of online and face-to-face methods to maximize reach and accommodate respondents' accessibility and preferences. Online distribution was done via email or messaging platforms with a secure link to the survey, allowing teachers to respond conveniently using their preferred devices (Quantilope, 2024). For respondents with limited internet access or preference for personal interaction, printed copies were provided and collected by the researcher or designated school coordinators. This mixed approach ensured higher response rates and inclusivity.

Before distribution, the questionnaire underwent content validation by experts in culinary education and research to ensure clarity, relevance, and appropriateness. A pilot test was also conducted with a small group of cookery teachers outside the study sample to identify and correct any ambiguities or difficulties in understanding the questions.

3. Results and Discussion

3.1. Educational attainment

Table 1 presents the distribution of teachers handling Cookery NC II according to their educational attainment. Out of the 50 respondents, the majority (25 or 50%) are teachers with units in master's degree programs. This indicates that half of the teaching force is currently pursuing advanced studies, reflecting a strong commitment to professional growth and academic advancement. Meanwhile, 13 teachers (26%) hold only a baccalaureate degree, which shows that more than one-fourth of the respondents have attained the minimum qualification required for teaching but have not yet pursued graduate studies. Finally, 12 teachers (24%) are master's degree holders, signifying that nearly one-fourth of the respondents have already completed postgraduate education.

Table 1 Educational Attainment

Educational Attainment	f	%
Baccalaureate Degree	13	26.00
With Units in Masters	25	50.00
Masteral Degree Holder	12	24.00
Total	50	100.00%

Table 1 shows that the data suggest that the overall profile of teachers in Cookery NC II is academically competent, with a significant proportion engaged in or having completed graduate-level education. This trend is important because higher educational attainment is often associated with improved pedagogical skills, deeper subject matter expertise, and greater capacity to design effective instructional materials. The predominance of teachers with master's units also implies a potential for further professional development, which can directly contribute to the enhancement of lesson exemplars in Cookery NC II. Thus, the quantitative results affirm that the teaching workforce is well-positioned to integrate advanced pedagogical approaches into competency-based training.

According to Darling-Hammond (2000)¹, teacher qualifications, particularly advanced education, are closely linked to teaching effectiveness and student achievement. The presence of teachers with graduate-level preparation suggests that Cookery NC II instruction benefits from educators who possess deeper pedagogical knowledge and stronger research-based practices.

3.2. TESDA Qualification

The distribution of qualifications underscores the importance of TESDA's competency-based framework, which emphasizes that trainers must not only possess technical skills but also demonstrate pedagogical competence. According to Bautista and Bernardo (2019)², TESDA certifications serve as benchmarks for ensuring that trainers are industry-ready and capable of delivering instruction that meets labor market demands. The presence of TM holders among the respondents further strengthens instructional quality, as Trainer's Methodology certification is designed to enhance teaching effectiveness through structured lesson planning and competency-based assessment (TESDA, 2020).

Table 2 TESDA Qualification

TESDA Qualification	f	%
TESDA TM Holder	9	18
With TESDA NC II Certification	25	50
With TESDA NC I Certification	14	28
NONE	2	4
Total	50	100.00%

Table 2 reveals the profile of teachers in terms of TESDA qualifications which suggests that while most educators are adequately certified, there remains a need to encourage more teachers to pursue higher-level credentials such as TM.

This would not only improve the quality of lesson exemplars but also align teaching practices with TESDA's standards for technical-vocational education. The findings affirm that the majority of Cookery NC II teachers are well-positioned to integrate pedagogical approaches grounded in competency-based training, though continuous upgrading of qualifications remains essential for sustaining instructional excellence.

3.3. Relevant Trainings

The distribution of trainings underscores the importance of continuous professional development in technical-vocational education. According to Guskey (2002)³, professional development activities are essential for improving teacher effectiveness, as they provide opportunities to update knowledge, refine skills, and adopt innovative practices. The predominance of TESDA/TVET certification training reflects the competency-based framework emphasized by TESDA, which requires trainers to demonstrate both technical proficiency and pedagogical competence (TESDA, 2020)⁴.

Table 3 Relevant Trainings

Relevant Trainings	f	%
Training on Curriculum Development in TVL Specializations	3	6
Continuous Professional Development (CPD) Seminars and Workshops	11	22
Training on Technology Integration in Technical-Vocational Education	8	16
Training on Pedagogical Approaches in Technical-Vocational Education	1	2
TESDA/TVET Certification Training on Cookery NC II	17	34
Training on Competency-Based Learning and Instructional Design	6	12
Training on Assessment and Evaluation in Technical-Vocational Education	4	8
Total	50	100.00%

Table 3 indicates that teachers are generally competent in technical skills but require more structured opportunities to enhance their pedagogical expertise. Addressing this imbalance will better equip them to design lesson exemplars that integrate both technical proficiency and effective teaching strategies, ultimately improving student outcomes in Cookery NC II.

3.4. Number of Years in Teaching Cookery

Empirical studies also support the importance of teaching experience in shaping instructional quality. Darling-Hammond (2000) emphasized that teacher effectiveness improves significantly during the first decade of teaching, as educators refine their pedagogical skills and classroom management strategies. Similarly, Rice (2010)⁵ found that teachers with more years of experience tend to demonstrate stronger student outcomes, particularly when their expertise is coupled with ongoing professional development. In the context of Cookery NC II, the predominance of teachers with 6–10 years of experience provides a solid foundation for competency-based instruction, while the presence of newer teachers highlights the need for mentoring and support systems to accelerate their professional growth.

Table 4 Number of Years in Teaching Cookery

Number of years	f	%
0-5 Years	14	28
6-10 Years	22	44
11-15 Years	12	24
16-20 Years	2	4
Total	50	100.00%

Table 4 presents the profile of teachers in terms of years of teaching experience indicates a workforce that is largely stable and experienced, with a balance of novice and seasoned educators. This composition is advantageous for the development of lesson exemplars, as mid-career teachers bring practical insights from years of classroom practice, while newer teachers contribute fresh perspectives and adaptability. However, the limited number of long-tenured teachers suggests the need to strengthen retention strategies and encourage continuous professional development to sustain expertise in Cookery NC II instruction (Darling-Hammond, 2000; Huberman, 1989; Rice, 2010).

Table 5 Result of Test of Significant Relationship between Teacher's Profile and Level of Knowledge along Competency-Based Learning Approach

Profile	Computed χ^2	DF	Critical χ^2	P-value	Decision	Interpretation
Educational Attainment	4.82	4	9.488	0.306	Accept Ho	No SR
TESDA Qualification	6.81	6	12.592	0.339	Accept Ho	No SR
Relevant Trainings	19.1	14	23.685	0.162	Accept Ho	No SR
Number of years in teaching Cookery	6.90	8	15.507	0.547	Accept Ho	No SR

Table 5 suggests that regardless of differences in educational attainment, TESDA qualifications, training participation, or years of teaching experience, teachers demonstrate a relatively consistent level of knowledge in applying competency-based learning. This supports the idea that knowledge of pedagogical approaches may be more influenced by institutional standards and curriculum requirements rather than individual background characteristics. According to Darling-Hammond (2000), teacher effectiveness is shaped not only by qualifications and experience but also by the professional context and the instructional framework mandated by educational institutions. In the case of Cookery NC II, TESDA's competency-based training model provides a standardized approach that ensures teachers acquire and apply similar pedagogical knowledge.

The results also align with Shulman's (1987)⁶ concept of pedagogical content knowledge (PCK), which emphasizes that effective teaching requires the integration of subject matter expertise and pedagogy. Since TESDA requires trainers to follow competency-based standards, teachers are likely to develop comparable levels of PCK regardless of their individual profiles. Similarly, Guskey (2002) highlights that professional development and institutional training programs often equalize teacher knowledge, ensuring consistency in instructional practices across diverse backgrounds.

Table 6 Result of the Significant Relationship between Profile and Level of Knowledge Along Demonstration

Profile	Computed χ^2	DF	Critical χ^2	P-value	Decision	Interpretation
Educational Attainment	1.46	4	9.488	0.833	Accept Ho	No SR
TESDA Qualification	7.36	6	12.592	0.289	Accept Ho	No SR
Relevant Trainings	19.0	14	23.685	0.166	Accept Ho	No SR
Number of years in teaching Cookery	9.42	8	15.507	0.308	Accept Ho	No SR

Table 6 suggests that teachers, regardless of differences in educational attainment, TESDA qualifications, training participation, or years of teaching experience, demonstrate a relatively consistent level of knowledge in applying demonstration in Cookery NC II. This consistency can be explained by the nature of technical-vocational education, where demonstration is a core instructional strategy mandated by TESDA's competency-based framework. Since demonstration is integral to skill-based training, teachers are expected to master and apply it uniformly, regardless of their individual backgrounds.

The result aligns with Bandura's Social Learning Theory (1977)⁷, which emphasizes that learners acquire skills through observation and imitation of modeled behaviors. In cookery, demonstration is indispensable because students must visually observe techniques such as knife handling, sautéing, or plating before practicing them independently. The uniformity of knowledge among teachers reflects the standardized importance of demonstration in culinary instruction. Similarly, Kolb's Experiential Learning Theory (1984)⁸ supports the role of demonstration as a concrete experience that initiates the learning cycle, allowing students to reflect, conceptualize, and apply skills in practice.

Table 7 Result of the Significant Relationship between Profile and Level of Knowledge Along Hands on Practice

Profile	Computed χ^2	DF	Critical χ^2	P-value	Decision	Interpretation
Educational Attainment	10.3	4	9.488	0.036	Reject Ho	SR
TESDA Qualification	12.9	6	12.592	0.045	Reject Ho	SR
Relevant Trainings	18.4	14	23.685	0.191	Accept Ho	No SR
Number of years in teaching Cookery	11.9	8	15.507	0.157	Accept Ho	No SR

Statistical results indicate that challenges in using hands-on practice are more likely to arise among teachers with lower educational attainment or without TESDA qualifications. These challenges may include limited ability to connect theory with practice, difficulty in standardizing skill demonstrations, or lack of confidence in facilitating experiential learning. Addressing these gaps through continuous upgrading of academic credentials and TESDA certifications will strengthen teachers' capacity to employ hands-on practice effectively, thereby enhancing the quality of Cookery NC II instruction (Shulman, 1987; Kolb, 1984; Darling-Hammond, 2000; Bautista and Bernardo, 2019; Salva and Labitad, 2023).

Table 8 Result of Test of Significant Relationship between Profile and Level of Knowledge along Summative Assessment

Profile	Computed χ^2	DF	Critical χ^2	P-value	Decision	Interpretation
Educational Attainment	6.01	4	9.488	0.198	Accept Ho	No SR
TESDA Qualification	4.54	6	12.592	0.605	Accept Ho	No SR
Relevant Trainings	10.8	14	23.685	0.700	Accept Ho	No SR
Number of years	16.5	8	15.507	0.035	Reject Ho	SR

This result suggests that teachers' ability to effectively apply summative assessment is strongly influenced by their years of teaching experience. More experienced teachers are likely to have developed deeper insights into designing final evaluations, such as preparing and presenting complete dishes, and ensuring that assessments align with competency standards. This aligns with Bloom's Taxonomy (1956), which emphasizes that assessment should measure not only knowledge but also application and synthesis of skills. Experienced teachers are better positioned to design summative tasks that capture higher-order skills in cookery.

The result also resonates with Tyler's Evaluation Model (1949)⁹, which highlights that assessments must be aligned with instructional objectives. Teachers with longer teaching experience are more adept at ensuring that summative assessments reflect both TESDA's competency-based standards and industry expectations. Empirical studies support this conclusion: Darling-Hammond (2000) noted that teaching experience enhances assessment literacy, while Nitko and Brookhart (2014)¹⁰ emphasized that experienced teachers are more effective in designing valid and reliable summative assessments.

The statistical analysis indicates that challenges in using summative assessment are more pronounced among less experienced teachers. These challenges may include difficulty in aligning assessments with learning outcomes, limited ability to design authentic performance tasks, and challenges in applying fair and consistent grading. Since educational attainment, TESDA qualifications, and trainings did not show significant relationships, it appears that practical classroom experience is the key factor in mastering summative assessment.

3.5. Developed Lesson Exemplar

The developed lesson exemplar serves as the primary output of the study and was designed based on the identified pedagogical approaches employed by teachers in teaching Cookery NC II. The lesson exemplar integrates competency-based learning, demonstration, hands-on practice, project-based learning, and formative and summative assessment strategies to ensure that learners acquire the necessary culinary skills and competencies. Through the lesson on the preparation of basic sauces, students are provided with opportunities to actively participate in practical activities that enhance their technical knowledge, confidence, and problem-solving abilities. The inclusion of collaborative and experiential learning activities also promotes teamwork, critical thinking, and learner engagement, which are essential in technical-vocational education.

Furthermore, the lesson exemplar reflects the importance of aligning instructional practices with TESDA standards and the needs of learners in Cookery NC II. The use of demonstrations, scaffolding, and immediate feedback enables students to master culinary techniques effectively while encouraging reflective learning through the identification and correction of mistakes. The accompanying rubric also supports competency-based assessment by evaluating students holistically in terms of technique, product quality, collaboration, and professionalism. Overall, the developed lesson exemplar may serve as a useful instructional guide for teachers in improving classroom delivery and enhancing the quality of teaching and learning in Cookery NC II.

4. Conclusion

The study revealed that teachers handling Cookery NC II generally possess strong academic qualifications and TESDA certifications, with varying levels of training and teaching experience. Across most pedagogical approaches including project-based learning, collaborative learning, experiential learning, differentiated instruction, and inquiry-based learning teachers demonstrated consistent knowledge regardless of their profile, suggesting that these strategies are widely understood and applied in technical-vocational education.

However, significant relationships emerged in specific areas. Educational attainment and TESDA qualifications were linked to knowledge in hands-on practice, highlighting the importance of formal education and certification in skill-based instruction. Relevant trainings were significantly related to knowledge in problem-based learning and formative assessment, underscoring the role of professional development in enhancing teachers' ability to design authentic problems and provide effective feedback. Years of teaching experience were significantly related to scaffolding and summative assessment, indicating that classroom practice is essential in mastering these approaches.

The results also revealed systemic challenges faced by teachers, such as limited resources for experiential and project-based learning, difficulty in managing group dynamics, time constraints in differentiated instruction, and insufficient training opportunities for problem-based and formative assessment.

This study concludes that while teachers are knowledgeable in a wide range of pedagogical approaches, their effectiveness in applying certain strategies depends heavily on training and teaching experience. Addressing these gaps through targeted professional development, mentoring programs, and resource support will strengthen pedagogical practices in Cookery NC II instruction, ensuring that learners acquire both technical competencies and higher-order skills necessary for success in the culinary industry.

Compliance with ethical standards

Acknowledgments

With sincere gratitude, I give thanks to God Almighty for His wisdom, strength, and guidance throughout the completion of this research study.

I would like to express my heartfelt appreciation to Dr. Jose B. Ballesteros, OIC of Graduate Studies and Research, for his encouragement and valuable insights that inspired me to complete this work.

My sincerest appreciation is also extended to my research mentor, Dr. Nerwin R. Ibarrientos, for his patience, invaluable guidance, dedication, and unwavering support throughout the entire process of this study. His expertise and encouragement greatly contributed to the successful completion of this research.

I also extend my appreciation to the members of the thesis committee for their constructive suggestions and valuable contributions in improving this study.

Special thanks to my classmates, friends, mentors, co-teachers, and students for their encouragement and support during this endeavor.

Indeed, this achievement would not have been possible without the guidance, encouragement, and support of all the people who became part of this meaningful journey.

Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study

References

- [1] Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives, 8(1), 1–44. <https://doi.org/10.14507/epaa.v8n1.2000> (doi.org in Bing)
- [2] Bautista, R., and Bernardo, J. (2019). Demonstration as a core strategy in technical-Vocational education. Journal of Vocational Pedagogy, 12(2), 45-58.
- [3] Guskey, T. R. (2002). Professional development and teacher change. Teachers
- [4] TESDA. (2020). Competency-based training framework. Technical Education and Skills Development Authority.
- [5] Rice, J. K. (2010). The impact of teacher experience: Examining the evidence and policy implications. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- [6] Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57(1), 1–22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411> (doi.org in Bing)
- [7] Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
- [8] Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
- [9] Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.
- [10] Nitko, A. J., and Brookhart, S. M. (2014). Educational assessment of students (7th ed.). Boston: Pearson