

Modern Teaching Learning Methodology: Review

¹Patel Tushar R.,
¹Asst.Professor,

²Dr.A.N.Patil
²Principal V.N.College Shahada

¹R.C.Patel Institute of Management
Research & Development Shirpur Dhule (India)

Abstract: -The ways knowledge, skills and values are delivered to the learner have a meaning both for the teacher and the taught. Methodology of teaching has evolved over the years. In the contemporary period teaching methods have changed radically. A would be teacher is expected to be equipped with the appropriate methodology of teaching. In present scenario the education become the student-centered. So the different types of learning methodologies are also very much useful to build up student own knowledge, skills and values. In this poster variety of teaching and learning methodologies are mentioned.

Keyword: - Teaching Methodology ,Learning Strategies.

EFFECTIVE TEACHING STRATEGIES: -

Open-ended Quizzes: Open-ended quizzes really challenge students to think and come up with their own solutions and methods. The objective of this quiz is in direct opposition to normal quizzes that require students to memorize and reproduce. An interesting method employed is to provide the students with take-home exam sheets which they can give in after a period of a few weeks. Now this is the interesting part: students who produce straightforward answers will receive a minimum passing grade. Higher grades would be awarded to those who display a deeper understanding of the material, the ability to apply techniques from other disciplines, and the ability to evaluate.

Show and Tell: The concept of "Show and Tell" is one that most teachers are familiar with. While it may come across as an interesting activity, its utility goes much deeper. One of the best aspects of show and tell is that it can be used for students belonging to any age group. One of the primary objectives this method achieves is, of reversing the role of the student to a teacher. In order to explain a concept to someone else, students must first truly understand the concept. This requires them to understand and analyze the selected subject deeply, and establish a clear line of thinking, to be able to explain the phenomena to their peers.

Interactive Lectures: Lectures are one of the old methods used for teaching large groups of students. A plain and simple session usually allows the students to listen passively, without encouraging active participation. To grab the interest of students, one can try to make lectures more interactive by using techniques to encourage students to participate willingly. For example, students can be given a particular question which they could discuss with their neighbor and collectively derive a final answer. Demonstration is another interesting way of making lectures more interactive.

Practical Examples: An effective teaching strategy that must be used frequently is the use of practical examples. These can help students link theory to practical application, which results in more productive learning. While a sound theoretical base is important, it would not be effective without the understanding of its practical application. Examples not only help enhance the theories taught in the classroom, but are also a useful tool in illustrating and explaining new material. By using these examples, educators are able to show students practical applications of what they are learning, and also teach them how to apply basic principles to real life

problems. It is a good idea to use contemporary themes that students are interested in. For example, the cost of concert tickets to the 'Jonas Brothers', to explain a numerical problem.

Case Studies: Case studies are a compilation of "real-life" activity, in which theories have been put into practical use. As finding a case that fits the class material may be challenging, a teacher may provide students with case material or leave it up to them to find and develop. If the case material is provided, students are expected to go through it and be prepared to answer questions about various aspects of the case. If students are expected to develop a case, their workload will increase significantly, and must be balanced out with other assignments. Students are usually required to work in groups while preparing, presenting the case, and fielding questions. As a teacher, one is required to guide the discussion, keeping in mind the goal of the case.

Brainstorming: Another fun and effective teaching technique, brainstorming engages students and forces participation. There are many ways to brainstorm with a class. One can provide the entire class with a topic to discuss and each student is required to contribute at least one idea. Alternatively, students may contribute ideas as and when they think of them, though this can lead to unequal participation. One may also split the class into small groups, which can discuss and present their idea after a given amount of time.

Role-playing: A role-play is an effective method of getting students involved so as to come up with solutions on their own. One can give them a topic to study and ask them to prepare a roleplay with every student of the group performing a particular part, and present it to the class so as to make other students understand the topic. This strategy not only helps the students in understanding the course content, but also makes them aware of real world aspects associated with it.

Jigsaw Technique: This technique is very useful in grabbing the attention of each and every student towards a particular topic through individual involvement. Teams can be formed within the class and each group can be given different, but related topics to prepare. When students are done with their topics, groups are reshuffled in such a way that each new group has one member of all the previous groups. Now the students are required to teach everyone in the new group what they have learned in the previous team. This way every student pays proper attention when learning a particular topic because they know that they will have to teach the same to other members of their new team.

Just-in-Time Teaching : This method helps in preparing students before the class is actually conducted. Instructors post questions related to the topic of discussion on student portal, which students are required to answer before the class. Posting open-ended questions will require the students to read about the topic and then answer the questions as per their understanding of the subject. Before the session, instructors review the answers and figure out the aspects which students have not understood properly and prepare class activities in such a way that those aspects are addressed.

Flowchart: This tool can be used to make students understand where the lecture is headed to, and the goals that are to be achieved at the end of the session. The board is divided into two sections, with one section dedicated to a flowchart which is developed as the session progresses to establish the flow of thought, and the second section dedicated for presentation purposes. At the end of the session, the flowchart serves as a summary of what has been taught in the session. These flowcharts are very useful, specially for a quick review before tests. Some of the best methods emerge from one's own experiences. So spend some time reminiscing about the aspects of school or a certain class that you disliked. Also try to recollect what you liked and what you wished to be incorporated in your educational system. These experiences serve as the best base material to come up with your own teaching strategies.

Effective Learning Strategies

Inquiry-Based Learning: This is a learning process that is based on inquiry or asking questions. Through asking challenging questions learners get intrinsically motivated to start delving deeper to find answers for these questions and in doing so they are exploring new avenues of knowledge and insight. As you can see in the graphic below inquiry-based learning is a cyclical learning process composed of many different stages starting with asking questions and results in asking more questions. Inquiry based learning is not just asking questions, but it is a way of converting data and information into useful knowledge. A useful application of inquiry based learning involves many different factors, which are, a different level of questions, a focus for questions, a framework for questions, and a context for questions.

Problem-based learning: In a problem-based learning (PBL) model, students engage complex, challenging problems and collaboratively work toward their resolution. PBL is about students connecting disciplinary knowledge to real-world problems—the motivation to solve a problem becomes the motivation to learn.

Discovery Learning: Discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about students coming to their own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey. Top psychologists in the country have promoted this kind of learning

Project-based Learning :

“ An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.”

Situated Learning :

Situated learning is a type of learning that involves learning materials within the context of how the information or skills are actually used and applied. It is typically associated with social learning and though it was initially recognized in regard to adult education, some of its practices have been extended to youth education as well. With this type of learning, communities of practice are established in which individuals learn and build mutual meaning through active processes that imbue context and purpose into what is learned. Situated learning does not typically involve a particular pedagogical approach, but instead seeks to understand how learning relates to daily practices and social interactions.

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