



TEACHING AND LEARNING: TODAY SCENARIO

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ABSTRACT

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages much creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

The approaches for teaching can be broadly classified into teacher centered and student centered. In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

KEYWORD: ACTION, RESEARCH, METHOD, TEACHING

METHODS OF TEACHING

Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment.

LECTURING

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students play a passive role which may hinder learning. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills.

DEMONSTRATING

Demonstrating, which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners' senses, creating more opportunities for learning. The approach is also beneficial on the part of the teacher because it is adaptable to both group and individual teaching. While demonstration teaching, however, can be effective in teaching Math, Science, and Art, it can prove ineffective in a classroom setting that calls for the accommodation of the learners' individual needs.

COLLABORATING

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

Collaborative discussions can take a variety of forms, such as fishbowl discussions. It is important for teachers to provide students with instruction on how to collaborate. This includes teaching them rules to conversation, such as listening, and how to use argumentation versus arguing. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

Some examples of collaborative learning tips and strategies for teachers are; to build trust, establish group interactions, keeps in mind the critics, include different types of learning, use real-world problems, consider assessment, create a pre-test and post-test, use different strategies, help students use inquiry and use technology for easier learning.

CLASSROOM DISCUSSION

The most common type of collaborative method of teaching in a class is classroom discussion. It is also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent. An effective classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like "Can we take this one step further?;" "What solutions do you think might solve this problem?;" "How does this relate to what we have learned about..?;" "What are the differences between ... ?;" "How does this relate to your own experience?;" "What do you think causes ?;" "What are the implications of ?"

It is clear from "the impact of teaching strategies on learning strategies in first-year higher education cannot be overlooked nor over interpreted, due to the importance of students' personality and academic motivation which also partly explain why students learn the way they do" that Donche agrees with the previous points made in the above headings but he also believes that student's personalities contribute to their learning style.

DEBRIEFING

The term "debriefing" refers to conversational sessions that revolve around the sharing and examining of information after a specific event has taken place. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students, but this is not the intent. The intent is to allow the students to "thaw" and to judge their experience and progress toward change or transformation. The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behaviour. Once the experience is completely integrated, the students will exit this cycle and get on with the next.

Debriefing is a daily exercise in most professions. It might be in psychology, healthcare, politics or business. This is also accepted as an everyday necessity.

CLASSROOM ACTION RESEARCH

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation. Each teaching and research method, model and family is essential to the practice of technology studies. Teachers have their strengths and weaknesses, and adopt particular models to complement strengths and contradict weaknesses. Here, the teacher is well aware of the type of knowledge to be constructed. At other times, teachers equip their students with a research method to challenge them to construct new meanings and knowledge. In schools, the research methods are simplified, allowing the students to access the methods at their own levels.

ACTIVE LEARNING

Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement."^[1] Bonwell & Eison (1991) states that "students participate [in active learning] when they are doing something besides passively listening." According to Hanson and Moser (2003) using active teaching techniques in the classroom create better academic outcomes for students. Scheyvens, Griffin, Jocoy, Liu, & Bradford (2008) further noted that "by utilizing learning strategies that can include small-group work, role-play and simulations, data collection and analysis, active learning is purported to increase student interest and motivation and to build students 'critical thinking, problem-solving and social skills". In a report from the Association for the Study of Higher Education (ASHE), authors discuss a variety of methodologies for promoting active learning. They cite literature that indicates students must do more than just listen in order to learn. They must read, write, discuss, and be engaged in solving problems. This process relates to the three learning domains referred to as knowledge, skills and attitudes (KSA). This taxonomy of learning behaviors can be thought of as "the goals of the learning process." In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

ACTION TEACHING

Action teaching is a style of instruction that aims to teach students about subject material while also contributing to the betterment of society. The approach represents an educational counterpart to action research, a method first developed by Kurt Lewin in the 1940s to address racial prejudice, anti-Semitism, and other societal problems through the integration of social science and social action. Proponents of action teaching argue that by allowing students to take action on social issues as part of the learning process, action teaching deepens learning, heightens student engagement, and provides students with a "scaffold" for future prosocial civic action.

Action teaching has been used in varied educational settings, including grade schools, high schools, colleges, universities, and online courses taken by student and post-graduate learners. Although action teaching was initially developed within the field of psychology, it later spread to other curricular areas such as business, law, and environmental science. The social issues that it addresses encompass diverse topics such as violence prevention, disaster relief, prejudice reduction, sustainable living, human health, animal protection, and the development of empathy and compassion.

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