

## SHODH SAMAGAM

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### Dynamic Methods of Teaching - Role and Responsibility of Teachers

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#### ORIGINAL ARTICLE



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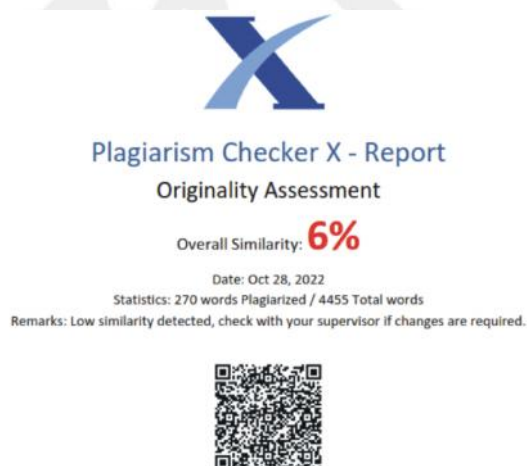
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#### ABSTRACT

*In India, the system of Higher Education is often criticized based on its lack of relevance and significance and has not been able to contribute adequately to national development. The teacher feels finished with their responsibility to deliver a set of lectures and more coverage of the syllabus which is not a good sign for the health of the education system, because the teacher can play a wide role in the context of the traditional value of Philosophy of education if he has a genuine interest in youth and understanding of psychology. In the present scenario Higher Education System needs some changes like change in the goals of teaching, change in Methods/Models of teaching, Active participation of teacher, restructuring the courses, examination reforms etc. My present paper is related to this point of view and based on our personal professional experience about that how can a teacher can modify their role in the present scenario.*

#### KEY WORDS

**Dynamic Methods, Goals, Objectives, Learning Outcomes, Approaches.**

#### INTRODUCTION

The system of higher education in India is often criticized on the ground that it lacks relevance and significance and has not been able to contribute adequately to national development. The most urgent and significant reform needed in the field of education is to transform the value system, the basic structure and process of the educational system to make it flexible and dynamic and to

move in the direction of improving life opportunities long learning to every individual. This transformation will imply the shifting of emphasis from teaching to learning, from the individual to social objectives and from mere acquisition of information to the development of skills and character formation based on knowledge.

The teacher can play his role successfully in the context of this philosophy of education only if he has a genuine interest in youth and an understanding of psychology. He also needs to contribute to the scholarship and advancement of the frontiers of knowledge. Apart from these traditional functions which continue to be as valid today as ever before, the teacher has to perform two new functions. Firstly, he has to play an important role in the transformation of the education system through active participation in such programs as restructuring the courses, examination reforms, faculty improvement and rural orientation, practical and relevant education. Secondly, he should have a commitment to a society based on justice and should therefore strive for the inculcation of these values and extension of knowledge and skills to the society at large.

This philosophy of extension includes non-formal education programs including the use of mass media and educational technology, science education centers for creative work by all sections of the society and action-oriented research programs for solving local problems. Educational extension work in turn should work with the secondary and elementary schools in the neighbourhood and help them to improve standards by in-service education of teachers, sharing of facilities, provision of enrichment programs for students and discovery and cultivation of talent.

The first and foremost responsibility of the teachers is thus a concern for their students. The job of the teachers cannot be confined to delivering a set of lectures or mere coverage of the syllabus. What is called for is a revolution in education-”changes in objectives in content, in teaching methods”. The primary objectives in content and teaching should be to treat each student as an end in himself and to give him the widest opportunities to develop his skills, abilities and potentialities to the fullest possible. The teacher should also accept his responsibility in the realization of our social objectives which implies that education should be related to the “life, needs and the aspirations of the people”. From this point of view, it becomes important that the teacher becomes an active participant in (i) Programs of Community Development, (ii) Adults education and Extension (iii) Social and National Services, (iv) Co-curricular and extracurricular activities (v) Programs of non-formal education and (vi) Social and National integration.

### **Multiple Goals of Teaching**

Ten percent of a person’s total learning is said to occur inside the classroom. The new idea in education strives to make this classroom, that experience such a meaningful one that it will give significant direction to that ”90 % of what each person learns in his lifetime and outside of the classroom”. This could be possible only if ‘classroom’ experiences and cultural experiences are interrelated so that ‘life’ is brought to be classroom and interrelated direction is brought of life. The principal objective of this approach is to gain an understanding of the totality of life in all its complexities.

Education is a process of growth and development that takes place in students when they work at it under favorable or unfavorable circumstances. The content of education is not a body of knowledge. It is a cluster of attitudes, feelings, perceptions, insights, abilities and skills of which the ability to think independently is the first importance. No less valuable is the education is concerned is a means to this end and not an end itself. For the students, there is no knowledge until the student involves himself in getting it. Until the student does something with it, it is only a set of materials waiting to be transformed into living thoughts, ideas and attitudes. In other words, knowledge exists as something known by someone. It has no own independent reality.

The student is educated by the experiences he undergoes and the quality of his education depends on the depth and quality of those experiences. His attitudes, including his attitudes to education and technology, are affected by the people he admires, the experiences he enjoys and the expectations that others have of him. The experience of the student outside the academic program is equally important.

Education and educational methods are being criticized all over the world. The content of education is criticized because it is irrelevant to individual needs because it holds back scientific progress and social development or because it is divorced from contemporary problems. Methods are criticized because they are not sufficiently directed at training minds and attitudes. Generally speaking, most education systems do not help youngsters to understand the components of their conscious and unconscious personalities, the mechanism of the brain, the operation of the intelligence and the nature of their relations with one another and with the community at large. Education thus neglects its basic duty of teaching the main art of living, loving and working in a society that they must create as an embodiment of their ideals. To meet these needs of students the multiple goals of the teaching will have to be:

1. To assist in the development of adaptable, rational, creative and cooperative individuals who are capable of coping with the world in which they live and who possess an awareness of moral, spiritual and social values.
2. To develop students who are capable of and dedicated to a lifetime of learning. This means helping them to define their most pressing needs, interests and problems.
3. To help students to develop competence, autonomy, purpose, integrity, interpersonal relationship, identity and management of emotions.

To achieve these basic objectives of teaching the teacher will have to develop certain personal qualities described as enthusiasm, love of the subject and vital interest. A teacher cannot expect to awaken in his students a lively response to something that he does not get excited about himself. He cannot arouse the interest of his students for anything in which he has no great interest himself. His primary responsibility is to stimulate the quality of imagination among students. In his classes, he has to spark the imagination of his students and this can be done by introducing novel ways of looking at the world and our common experiences. Accordingly, he has to spend more class time raising questions and encouraging students to raise them and less time 'presenting the subject'. One consequence of the principle of participation is that he should not give examinations that require the remembering and reproduction of materials from books or lectures. He has to evaluate the students based on term papers or open-book essay examinations in which they will be encouraged to show originality and dissent from established positions. Thus the teacher has to function as a facilitator of learning. He has to focus on the student's already developed interests, needs and skills and try to aid the student to take the appropriate next step in or out of class.

## **Different Modes of Teaching in Higher Education**

To teach is to help or guide someone's learning. Teaching is routed in learning- that two can never be separated in the actual educational process. Teaching according to James Michael Lee, is not an operative art, that is one exercised on the passive matter as in sculpturing, but rather a cooperative art in which the activity of the student's mind is of primary importance. Teaching is causing us to learn. Nothing has been taught until it has been learned.

## **A Two-Dimensional Model of Effective College Teaching**

### **Dimension I: Intellectual Excitement:**

Outstanding teaching is characterized by the stimulated of emotions associated with intellectual activity: the excitement of considering ideas, understanding abstract concepts and seeing their relevance

to one's life and participating in the process of discovery.

### **Dimension II: Internal Report:**

In theory, the college classroom is strictly an intellectual and rational arena, In reality, a classroom is a highly emotional interpersonal arena in which a wide range of psychological phenomena occur. This is done in essentially two ways. The first is to avoid stimulation of negative emotions, notably excessive anxiety and anger toward the teacher. The second is to promote positive emotions such as the feeling that the instructor respects the students as individuals and watches them as capable of performing well. From this point of view there can be four different modes of college teaching:

- (1) Large Group,
- (2) Medium Group,
- (3) Small Group and
- (4) Independent Study Group.

It is necessary to provide students with a variety of learning situations during their university careers. These learning situations should include live lectures in large groups, lecture groups in medium-sized groups and televised instructions in small rooms. They should also include laboratory experiences, small study discussion groups using student leaders, a few small seminars with outstanding professors and finally independent study.

Some courses may be TV presentations. In other cases, the TV presentations will be complemented with tutorial discussions or laboratory activities. Exposing students to this variety of learning situations gives them the best possibility of developing a variety of learning skills to transfer to the outside world where knowledge is acquired under all the above conditions.

### **Large Group Teaching**

The formal lectures before groups of several hundred students given without media support, continue to be a widely used instructional format in higher education. The value of the formal, non-medicated lecture seems to depend more upon the special abilities and qualifications of the individual who develops and delivers it the upon advantages or disadvantages inherent in the method itself.

### **Technique of Planning and Delivering Formal Lectures**

- (i) The purposes of the lecture are to be summarized, clarify, stimulate and humanize the materials of the course. It should synthesize, evaluate, criticize and compare ideas and facts with which students have come in contact through out-of-class assignments. To achieve this goal, the lecture should be introduced with a brief review of the work proceeding and how its content fits into the course pattern should be indicated.
- (ii) The lecture content should be narrowed to essential points that can be treated well rather than make a superficial survey.
- (iii) Items that touch the backgrounds and experiences of the students should be used as examples and illustrations of the lecture points.
- (iv) Even when discussions and oral reactions are not feasible or intended, theoretical questions should be used to stimulate thinking. Not only should the lecture be summarized to review its main points, but the nature of the following period's work with suitable transitional comments should be suggested, at the end of the lecture.

### **Mediated Large-Group Lecturing**

It involves the use of a variety of communication materials and devices to demonstrate, elaborate upon, or sometimes even substitute entirely for the teacher's comments and explanations. Appropriate

visual, audio or electric feedback materials and devices are used by the lectures to provide a smooth flowing presentation that achieves clear communication of ideas and proceeds efficiently towards well-defined ends. Mediated large-group teaching usually involves organizing an instructional team. Under this plan, two or more instructors are assigned to work together in teaching the same group of students. Team teaching offers several advantages. The individual instructors get the opportunities to specialize in those aspects of a course for which they are best qualified while the students are stimulated by the variety of points of view and instructor's personalities to which they are exposed. Another variation of this procedure is provided by the symposium. The custom is to present statements of several persons who hold different points of view about the subject. Each presents his ideas in a short speech. The moderator then opens the meeting to questions from the floor.

### **Medium Group Teaching With Enhancing Learning**

Group discussion, role-playing, demonstration, laboratory instructions, field strips and community study represent various means of achieving purpose with medium-sized groups consisting of 30 to 60 students in the classroom. Discussion requires interaction between student and teacher and thus its effectiveness depends heavily on the quality of the student-teacher relationship. Normally discussion is much more unpredictable than lecturing. It requires considerable instruction spontaneity, creativity and tolerance for the students. Discussion requires a teacher to have excellent communication and interpersonal skills which resultantly can promote independent thinking and motivation as well as enhance student involvement. Discussion is the most useful to teach the process of learning, thinking and stimulating students and is particularly good for revealing the attitudes of the students.

In addition to clarifying content, teaching rational thinking and high- lighting affective judgments, the discussion is particularly effective at increasing student involvement in classes. Besides, discussion can promote student rapport, independence and motivation in ways unattainable by lectures alone. Discussion enhances rapport between student and teacher partly because it gives instructors so many chances to show acceptance of students' ideas and it is also important because it requires students to demonstrate independence. Physically space can be an inhibiting factor. Discussion is easier when all students can see each other and the instructor. Many teachers arrange classes in circles or horse-show formation to facilitate eye contact. Most outstanding college teachers receive the time dilemma by mixing their objectives and methods in varied and interesting sequences. Their students learn facts and principles to improve critical thinking skills and assess subjective judgments through both lecture and discussion.

### **Specific Techniques**

First, ask for discussion when the class is emotionally involved. The second skill essential to eliciting discussion is wording the query appropriately. The first student comment is foremost difficult to obtain the ideas. Once the discussion is underway several techniques are useful to keep it going and guide it gently. After the first response teacher should summarise the student's comment and say something mildly positive about it. For a discussion to progress smoothly toward thoughtful conclusions, the teachers must control the proceedings. Something overtly directing the traffic and indirectly encouraging students to interact with one another the teacher should comment on the improvements. There are some moments when silence is the best instructor's behavior. Guiding discussion is much more difficult than eliciting it and requires considerable interpersonal sensitivity, enthusiasm and intellectual sharpness. College teachers must also know when to end the discussion or guide the discussion in another direction. The way an instructor ends the discussion or returns to lecturing affects the amount students learn from the exchange of ideas and the eagerness with which they will discuss next time.

## Special Discussion Problem

The most frequent problems associated with discussion occur when the class strays from the intended topic; the students become so emotionally involved that they get angry with each other or with the teacher. Consequently, in such a situation, some students dominate the proceedings whereas the other withdraws their version. Skilled discussion leaders select their comments and questions to have an intended effect on students and to lead them in a particular direction. When the discussion is focused on appropriate course materials it can produce unmatched involvement and opportunities for students to practice critical independent thinking.

## Medium Group Discussion Patterns

- (i) **Panel Discussion:** A small group of persons who have some experience in the subject talk about a problem before the class. No one makes a speech. A panel chairman participates as needed to keep the discussion to the point to invite non-participants to talk or to give an occasional summary to suggest how the discussion has progressed. The emphasis in panel discussions is on trying to solve problems through reflective group thinking. Once the panel has made its presentation, others in the class may be invited to ask questions or to make comments or observations. The chairman usually makes an appropriate summary at the end.
- (ii) Buzz groups are commonly used with medium groups so that the participation of the maximum number of students can be obtained. A presentation is first made to the class. The chairman then asks the groups to be divided into sub-groups of six or seven. The subgroup discussion leader assumes responsibility for seeing that each member of the group expresses himself about his presentation.
- (iii) After a few minutes subgroups are usually re-formed into the original large groups. The reporter of each such subgroup is then asked to give a summary of reactions to the presentation and to present to the expert or a panel of questions raised in his group. These may be answered as they are presented or after all subgroups have reported.
- (iv) Brain storming is another discussion form that enables groups to do collective creative thinking. The emphasis here is placed upon eliciting many ideas for later more careful considerations. With brain storming the mind is stimulated to think without constraint.

## Small Group Teaching

It is conducted in groups ranging from approximately five to fifteen persons and is expected to provide maximum opportunity for teacher-student and student-student interaction. Two teaching and learning activities were found to be especially compatible with the achievement of objectives in small group teaching.

- (i) **Small Group Teaching/Discussion:** Continued emphasis in college teaching upon developing powers of critical thinking and problem solving, accounts in part for current attention to the method of group discussion. Small group discussion is widely regarded as basic to the democratic process. It is neither persuasion nor debate. Rather it is a group effort to think and reflect collectively. Eventual decisions relating to such problems are not a single person's view. They are a reasonable composite of all of them.
- (ii) **Seminar:** One definition of seminar describes it as "A form of class organization in higher education in which a group of advanced graduate students engages in research or advanced study under the general direction of one or more staff members for a discussion of problems of mutual interest".

For conducting seminars effectively, it is useful to invite students' participation in selecting, defining and delimiting the seminar problems or discussion topics and in providing recommended

data or reading sources to accompany them and use the seminar as means of group discussion and deliberation. The seminar method is democratically oriented, placing responsibility for learning directly on the student. The seminar emphasizes systematic student input, a factor often absent in more traditional modes of teaching. The seminar can be adapted to a wide variety of learning situations. Creativity is encouraged as students actively participate in all aspects of their learning experiences.

## Independent Study

Independent study places increased responsibility upon the student for his education. Developments and devices have encouraged wider adoption of independent study in colleges and universities including tape and hard copy printout facilities for various computerized and printed programmed instruction. Under these devices, students work with films, taped lectures programmed materials, tests and assigned reading and also is expected to accomplish completely in their way. The goals are usually supported by classroom procedures of lectures and discussions. Arguments are numerous in favor of independent study as a teaching-learning format. Its use enables a student to pursue studies that are often of his choosing at his rate and to the depth, he desires without specific reference to others. It is his responsibility to frame the focus of the studies. In addition, it cultivates the skills and attitudes essential to lifelong learning.

A contract plan is frequently employed to provide the scope and logistical organization for processes of independent study. With this plan, the student receives assignments usually in a written form known as contracts or jobs. Details of each assignment are so clearly outlined that a student may work on it independently and at his speed. The students are expected to choose from among alternative contract assignments and to proceed according to their convenience. Evaluation of the quality of students' work is made under this plan. The overall rating for grading purposes takes into account the amount of work completed and the quality of completed work with class contributions including discussion and examinations. We can also use those teaching method who motivate independent study like cooperative and collaborative teaching methods and experiential learning etc .

## Planning for Effective Teaching

Objective-based instructions are directed towards the achievements of pre-determined objectives. Among the different instructional materials used by the teachers one year's plan has special significance. This plan gives the content units on one side. The objectives possible for being achieved through a particular content unit are indicated through a tick mark and the time desired to be taken in teaching each unit is indicated at the end. One year's plan helps us in pursuing it. The specific objectives desired to be achieved are given proportionate importance and the development of these abilities is also equitably dispersed throughout the whole plan. The next step in the planning of instruction is the preparation of the unit plans.

## Planning the Units

Courses of study are divided into units. A unit may be identified as a series of related learning experiences built around one central topic or problem area. It is an organization of many learning experiences related to some unifying purpose. A unit develops a generalization through the learning of associated facts, concepts and viewpoints. A unit becomes a guide to the formation of individual lesions. The unit plan is only an overall guide to teaching. It offers many learning experiences and it is planned to cover a period from one to six weeks. Unit planning permits the teacher to be much more flexible in his teaching.

The lesson plan is the next step in the preparation for objective-based instruction. It takes care of the content as well as the objectives of instruction. It takes care of the content as well as the objectives of instruction in a limited manner. It is in the lesson plan that the curriculum plan emerges into

instructional material. Lesson planning is essentially an experience in anticipatory teaching. It is living through in advance mentally and emotionally and the classroom experience as the teacher visualizes it.

## Using Instructional Resources

Dewey believed that “we learn what we do”. Dewey stressed that the role an individual is assigned in an environment- what he is permitted to do- is what the individual learns. The following instructional resources can be used in higher education with advantage. Many college teachers distribute handouts such as lecture outlines, formulae and diagrams because the teachers prepare them. They are more accurate than what some students would record in their notes. Little time is required to produce handouts so. Similarly, blackboards are a universal feature of classrooms that are easily taken for granted. Overhead transparencies are the most commonly used electronic aids because they are easy to prepare. Many teachers routinely employ them in place of blackboards using photocopy machines to transfer material to transparencies before class visiting. Slides are much more difficult for most teachers.

1. **Textbooks:** Textbooks occupy an important role in college teaching. They provide each student with a uniform body of basic information. They are often illustrated with clear diagrams and an organized approach to the study of a subject. Students should be helped to make effective use of textbooks as a study device.
2. **Television:** Several claims made for the use of television in higher education, are substantiated by research and experiences. Television instruction permits the well-qualified instructor to teach more students at one time than could normally be accommodated in the classrooms.
3. **Films:** Motion picture films have been used more times in higher education. They are capable of slowing down or speeding up action, visualizing the observable heightening interest and just posing experiences through cutting and editing techniques for emphasis and clarification. The result of recent developments in the film medium is that 8mm sound motion pictures may now be produced quite inexpensively. They may be projected with minimum technical difficulty under classroom conditions.
4. **Chart and Graphs:** Various forms of charts and graphs have also been found to have special values in college teaching. Some instructors prefer charts to transparencies for materials they may be using. The room need not be darkened, equipment not needed and multiple or repeated exposures of charts may be made as desired.
5. **Pre-recorded Tap and Disks:** Within recent years offerings of pre-recorded tapes and disks have become so numerous & varied and of such high quality that they must not be regarded as one of the most important of the many teaching resources available to college and university instructors.
6. **Electronic Video Recording:** The Electronic Video Recording (EVR) player stores pre-recorded program material on a narrow film contained in a sealed cartridge about the size of an audio tape reel.
7. **The Computer:** The use of the computer for the management of learning represents an intermediate stage between its use for computation and data processing and its use in computer-assisted learning computer-managed learning derives originally from the use of computers for the analysis of tests and examination data. Automatic marking does not necessarily require computer capacity but computers can provide a rapid and much more detailed analysis of a student’s achievement and abilities. They can keep an up-to-date record file of each student’s progress which is helpful both for research and diagnostic purposes.



## CONCLUSION

In summary, it can be said that the quality of teaching can be increased only by using all the components in the right proportion instead of relying on any one component of teaching. The expected results can be achieved by using the-teaching aids, classroom environment, classroom management, student interest, teacher's command on the subject, etc.

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