



EFFECTIVE TEACHING - LEARNING PRACTICES IN TEACHER EDUCATION

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Teaching –Learning practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. These practices motivate, engage and prompt both students and teachers to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the student's interest in the material by showing how this knowledge applies in the real world. They must also try to increase their student's curiosity, which will help them become lifelong learners. Next they should be flexible with how they teach and give learners the resources to continue learning outside of school. Young generation have more and more curiosity about facts. Only classroom teaching cannot satisfy their curiosity. They need more than classroom teaching. They need a classroom which satisfies their curiosity that is nothing but they need an environment which is healthy, a teacher who fully fills their curiosity of knowledge, a space for their practical's and a platform to express their views.

Some best Teaching –Learning practices are,

1. Metacognitive Strategies

Students are given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way. When we provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases. And research shows that metacognition can be taught. An ideal teacher is supposed to be a friend, philosopher and guide. His intellectual egotism does not lead him to reject or discourage students' opinions altogether. Rather, his loving attitude towards students motivates him to be interactive in the classroom. He questions his students and encourages them to express their opinions. **Questions serve an important purpose.** They stimulate the student's to think, and thus serve as an effective way of animating their minds. In turn, the viewpoints of the students can stimulate new lines of thought in the teacher and offer him new insights. To teach is to learn. Hence, the ideal teaching-learning process is not a one-way traffic. It is intended for the welfare of both teacher and student.

2. Laptops and Wireless Technology for Anytime, Anywhere Learning

Learning Technology (done right) provides an invaluable way to deliver more personalized learning in a cost-effective way. Technology provides high-quality, ongoing feedback to teachers and students that can help guide the learning process. And when technology mirrors how professionals use it in the workplace, it can enhance academic achievement, civic engagement, acquisition of leadership skills, and personal/social development. The simplicity, comfort, and reliability of wireless laptops means that teachers and students can focus on learning, not on hardware. This may help technology attain the full use that has been hoped for but often not realized because of technical difficulties or inconvenience. There is almost no setup time for wireless laptops. They can be up and running without needing to locate and connect or disconnect a wire. This is a huge advantage and another way in which the technology itself becomes subordinate to the task of learning.

3. Classroom Discussions

Teachers need to frequently step offstage and facilitate entire class discussion. This allows students to learn from each other. It's also a great opportunity for teachers to formatively assess (through observation) how well students are grasping new content and concepts.

4. An Integrated Curriculum

An **integrated curriculum** is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Students not only connect and create more real world connections in integrated classrooms, but they are also more actively engaged. Creating an integrated curriculum means that teachers are charged with having to create challenging, fun, meaningful tasks that help students connect to information.

5. Project Based Learning

Project-based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Projects that make for stronger classroom learning opportunities can vary widely in subject



matter and scope, and can be delivered at a wide range of grade levels. Nonetheless, they tend to share defining features. Projects grow out of challenging questions that cannot be answered by rote learning. Projects put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Projects serve specific, significant educational goals; they are not diversions to the "real" curriculum. PBL is a way to make learning meaningful and real. Instead of "learning" material out of textbooks, students work in teams to tackle real-world problems. Often, students will collaborate with peers across the world on global projects, forge meaningful relationships and build virtual communities of learners in the process. There are many advantages to PBL as a way to promote learning active learning.

6. Active Learning

Active learning is more than just listening; active participation of each and every student is a necessary aspect in active learning. Students must be doing things and simultaneously think about the work done and the purpose behind it so that they can enhance their higher order thinking capabilities. Many research studies have proven that active learning as a strategy has promoted achievement levels and some others say that content mastery is possible through active learning strategies. However, some students as well as teacher's find it difficult to adapt to the new learning technique. Active learning should transform students from passive listeners to active participants, helps the student understand the subject through inquiry, gathering and analysing data through which solving higher order cognitive problems.

7. Cooperative Learning

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Education Week defines cooperative learning as, "A method of instruction that encourages students to work in small groups, learning material, then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates'."7 In other words, cooperative learning is a system in which students become both motivated and motivators. By shifting responsibility for learning from teachers to students, cooperative learning takes away the "us vs. them" mentality that the typical school organization naturally tends to encourage and creates in its place a new dynamic where students feel empowered and eager to succeed on their own terms and not only to please their teacher.

8. Differentiating Instruction

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile, firstly content – what the student needs to learn or how the student will get access to the information; secondly process – activities in which the student engages in order to make sense of or master the content; third products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and lastly learning environment – the way the classroom works and feels.

9. Peer Tutoring

Peer tutoring Involves students directly in the teaching and learning process. The act of teaching others enhances student's own learning. It Encourages collaboration between learners. It enriches learning environment. It Shares responsibility for teaching between teacher and learners. Peer tutoring is also valuable because students can often forge stronger bonds with other students than with adults and are more easily able to develop interest and motivation in the younger learner. While there are some problems with this approach including the fact that not all students are good teachers and also that the quality of instruction may not be as high as desired, there are many advantages to peer tutoring.

10. Community Service Learning

Community service learning helps how to cooperate with one another and work as a team with diverse groups of people including adults, peers and others with different backgrounds and experiences. It Develop problem-solving and decision-making skills by applying their knowledge to real-world situations. It Develop a sense of being responsible for their community and a sense that citizenship requires them to actively participate in their community. Community service programs work best when students are matched up by the school and community organizations in accordance with their unique strengths and interests. In this scenario, community service also becomes a vehicle to deliver quality programs to the recipient communities. As for the students, they gain an important lesson in giving, are better prepared for the challenges of college, and sharpen and strengthen the social and technical skills they will utilize in the real world after college.

11. Balanced Curriculum

Education has to respond to the economic and technological changes that demand a more adaptable workforce where 'it is no longer merely sufficient to have excellence in depth and grasp of knowledge. In this regard, Wyse (2006) suggests a



curriculum model of the future which builds upon pupils' own interests and allows them to pursue them in depth from an early age. Balanced curriculum includes entire Standard Course of Study. It educates the whole child. It includes a challenging and common curriculum. It based on best knowledge of how children develop and learn. It Prepares students for success in school and in life. It includes all subjects' verses only those subjects tested. It Promotes brain growth and development through an enriched environment. It provides a curriculum that is rigorous, relevant and promotes relationships. It creates active participants rather than passive observers. It Allows students to use the whole brain.

12. Career Counselling

The career as project perspective recognizes that in an unstable world people must create stability within themselves. Career counselling in the 21st century therefore increasingly helps people to know and narrate their life stories so that they may effectively design their lives. When people understand and can tell their own life stories with clarity and conviction, they become authors who actively shape themselves and their life-careers rather than actors who passively perform in work roles, often playing parts scripted for them by someone else. Students need to prepare for both "chance" career opportunities and unexpected career events that are consequences of the economy, the changing workplace, the global market place, or personal events.

13. Physical Fitness Programs

Beyond Sports Why do schools focus so much on sports and so little on physical fitness? While sports has universal appeal, and schools should encourage all those interested to play sports, it is a well-known fact that only a tiny fraction of students who play sports in school actually continue to pursue sports as a physical activity after school. Beyond this problem, it is also important to remember that only a small percentage of a school's total population can participate in its sports teams. As for the rest of the students? They are relegated to boring "gym" periods with listless (and often forced) physical activity. Today's teens are more obese and less healthy than at any time in recent memory. The lack of a sustainable physical fitness regimen is not only a health problem, but it also has direct ramifications on the academic performance of students, their rate of absenteeism, and their mental health and overall well-being. The way to attack the problem is to develop physical fitness programs in school that students can continue to utilize throughout their life. Such programs run the gamut of activities from dance and aerobics to yoga, walking. Indoor activities can include jogging on indoor tracks, recreational swimming and weight training. When student "gyms" begin to look more like adult physical fitness centers, they are more likely to develop healthy, lifelong habits. A more complete physical fitness regimen in school will include related classes in nutrition, health and cooking. The idea is to teach students that good health is involves a balanced diet and a regular regimen of exercise - and that these aspects of living can actually be fun and enjoyable while serving to enrich all aspects of one's life.

14. Student-Run Independent Newspaper

An independent student-run newspaper give students a real voice. But can any school afford to allow students to produce a journalistic piece without censorship? Actually, yes. A pilot program run out of a New York City public high school (Middle College High School at LaGuardia Community College in Queens) does just that -- and in spite of the fact that the student body is made up entirely of kids transferred from other high schools due to ongoing behaviour problems. Students produce an independent daily newspaper with no oversight whatsoever from any school official. Instead, the newspaper is produced with guidance from professional journalists who work for the City's major newspapers. Fears that a completely independent student voice would wreak havoc on the delicate student-staff balance of power in school have not materialized at all. Because students have so much power to write what they want to, they take their responsibility seriously.

15. Staff Development and Adequate Staff Preparation Time

It is no longer possible for a teacher to rely exclusively on so-called lesson plans and repeat them year after year. In order to be good facilitators in project-based learning (PBL) environments, teachers need substantially more preparation time and more staff development seminars that expose them to the latest research and effective methodologies for managing non-traditional "classes". But once they are freed from the isolation of their classroom, teachers are also eager to team with colleagues to design multidisciplinary projects. For PBL to be effective, it is not unusual for teachers to need up to two hours of preparation time each day. Staff development can be viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus. Staff development can be viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus.



16. Proper Feedback

Feedback allows teachers to qualify their own teaching performance by means of evaluations received from their own students. Participants express their opinion about the course's technical contents, its didactic qualities, the level of interactive communication achieved, etc. Course managers can then use the information obtained to reflect on and improve trainer performance.

Conclusion

So in a conclusive manner we can say that effective teaching-learning practices are applicable to all grade levels and provide the building blocks for instruction. It motivate, engage and prompt both students and teachers to learn and achieve. Through these practices teacher meet individual student needs and providing active learning opportunities for students to internalize learning.

References

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