TEACHING LEARNING PRACTICES IN HIGHER EDUCATION

Dr. Kalpna Yadav,

Associate Professor,
Department of B.Ed.,
Khun-khunji Girls P.G. College,
Chowk, Lucknow.

The quality of a teacher's teaching is directly related to the quality and value of the learning that is taking place in his students. A teacher's chief concern as a teacher must always be with the effects of his/her own activities on the learning activties and outcomes in his/her students. The most effective teachers, in high school and college as well as in the primary grades, are artists and recognizing, encouraging, and developing the normal desires of young persons to understand and make intelligent use of the things that appear to concern them. Although success in teaching is facilitated by scientific knowledge of human nature and of the conditions under which individuals grow and learn. An effective teacher is primarily an artist rather than a scientist. He is original and creative in discovering ways to help each individual to develop his own potentialities for living a life that is both satisfying to himself and useful to his fellow men. Higher education institutions are facing new challenges especially in this age of rapid technological changes and adoption in this sector, online learning, flexible learning, mobile learning, OERs and MOOCs, collaborative platforms supporting peer-to-peer learning and co-creation of knowledge, supported by learning analytics are some of the interesting developments of our time that could lead to transformational changes in the way higher education institutions conduct their core activity and view the scope of their markets.

BLENDED LEARNING

Face-to-face learning, online learning and practices in ODL, is gaining popularity by the name of blended learning. Conventional universities experimenting with blended learning found the approach to be more effective than using only face-to-face or only online learning (King 2014). Classroom teaching was followed up by online supporting materials and discussion forums, which according to learners, made instructors more accessible and the communication most persistent when virtual environments supported face-to-face instructions (Illinois online Network 2015)

MOOCs

Connecting, informing, composing and educating would be some of the referring words that would be suitable to add when we would talk about Massive Open Online Courses (MOOCs) (Nisha and Senthil, 2015). MOOCs are how attracting considerable attention across the world and significant interests from the Higher Education Institutes. (Chatterjee and Nath, 2014a). The development of MOOCs is rooted in the ideals of openness in education; that knowledge should be shared freely and the desire to learn should be met without demographic, economic and geographical constraints. MOOCs can reach out to a massive group of participants online and allow for interaction among diverse learners across ages, culture and nationalities (Lim et al; 2017). Several studies suggest that MOOCs have become an important strategic elements in universities across Europe (Jahsen and Schuwer, 2015), the USA (Allen and Seamah, 2015), and Australia (O' Conhor, 2014). Several disadvantaged learners who are unable to

avail education, services due to availability of limited number of seats in HEI and the expenses attached with it (Mohapatra and Mohanty, 2016).

Access to higher education by preserving quality and reducing costs can be achieved by extensvie use of MOOCs (Nath and Karmakar, 2014) Mohapatra and Mohanty (2016) point out that the Indian learners are still accustomed to the traditional classroom teaching, strengthening the quality of the knowledge imparted, ensuring accountability of the learners and providers, assurance of course completion and measuring the value added to learners, managing the drop-outs and most importantly the dealing with the lack of infrastructure and internet connectivity issues (Higher Education in India; vision 2030, 2014) are critical focus area in the spread of higher education through MOOCs.

FLIPPED CLASSROOM

The flipped classroom shifts instructions to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom. More time can be spent in class on higher-order thinking skills such as problem-finding, collaboration design and problem solving as students tackle difficult problems, work in groups, research, and construed knowledge with the help of their teacher and peers. A teacher's interaction with students in a flipped classroom can be more personalized and les didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning. (Wikipedia 2018)

PROJECT- BASED LEARNING

Project-based learning allows students to learn by doing and applying ideas. Project-based learning is a form of situated learning and it is based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas. A project-based classroom allows students to investigate questions, propose hypotheses and explanations, discuss their ideas, challenge the ideas of others, and try out new ideas.

OUTCOME-BASED EDUCATION

OBE is an approach that focussed on outcomes, i.e. student achievement that is measurable, proven, and can be improved. OBE is an educational process that is focussed at achieving certain specified outcomes in terms of individual student learning.

Outcome-based methods have been adopted in education systems around the world, at multiple levels. Australia and South Africa adopted OBE policies in the early 1990s. The United States of America has had an OBE programme in place since 1994. In 2005 Hong Kong adopted an outcome-based approach for its universities. Malaysia implemented OBE in all of their public schools systems in 2008.

India has started implementing OBE in higher technical eduation like diploma and undergraduate programmes. The National Board of Accreditation (NBA), a body for promoting international quality standards for technical education in India has started accrediting only the programmes running with OBE from 2013. The NBA mandates establishing a culture of OBE in institutions that offer Engineering, Pharmacy, Management Programme.

BLOOM'S TAXONOMY

Benjamin Samuel Bloom (1913-1999) published a framework for categorizing educational goals; Taxonomy of Educational Objectives (1956) Familiarly known as Bloom's Taxonomy. The framework elaborated by Bloom ahead is collaborators consisted of six major categories, Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Later, a group of cognitive psychologists, curriculum theorists and instructional researchers, published in 2001 a revision of Bloom's Taxonomy with the title 'A Taxonomy for Teaching, Learning and Assessment.' The authors of the revised taxonomy using verbs and grounds to label their categories and subcategories. These 'action words' describe the cognitive processed by which thinkers encounter and work with knowledge.

In the process of writing learning outcomes, the curriculum team would use associated action verbs for different levels of learning. The use of action verbs facilitates alignment of programme and course learning outcomes with assessments. Vague verbs such as know or understand are not easily measured and need to be substituted with performative verbs such as identify, define, describe or demonstrate.

The aim of education is to prepare learners for life in society and for performing task. It is the intention of the outcomes-based approach to focus as much on the process of learning and the final outcome, as on the knowledge and skills. In ths way, the process of achieving outcomes during the process of learning can be related directly to the way in which outcomes are achieved in the world of work.

CONCLUSION

A lot of changes have been undertaken in Indian higher education including the pedagogy teaching and learning since independence. Ministry of Human Resource Development, Govt. of India and the University Grants Commission (UGC) have tried their best to implement the recommendations of various committees and commissions formed at different times.

The effect of globalization has touched every sphere of our life including education. Globalization offers opportunities to collaborate and share intellectual assets with all. It is also an excellent opportunity to learn from the developed world in technological and scientific fields, food security, health care, energy and climate change, etc. (Ahmed and Garg, 2015)

The Teaching-learning practices represents the channel through which the people do their best to acquire the habits, skills, knowledge, attitude, values and appreciation, which are necessary for effective participation. The Teacher's responsibility does not focus only on the content they teach, but also on directing students to develop these lifelong learning skills and makes students to realize that the responsibility also lies with them as responsibility for learning is with the learner themselves.

REFERENCES

1. Ahmed, H. and Garg, S. (2015), Higher Education in knowledge Era-Innovation, Excellences and values, New Delhi. Viva Books.

2. Allen, IE and Seamah, J (2015) Grade change: Tracking online Education in the United States. Babson Survey Research Group and the Sloan Consortium. Retrieved from http: /www.onlineteachingsurvey.com /reports/gradelevel.pdf

3. Chatterjee, P. and Nath, A. (2014a) Massive Open Online Courses (MOOCs) in Higher Education-unleashing the potential in India. Retrieved from http:/www.researchgate.hef/publication/268207412 Massive Open Online Courses MOOCs in Higher Education unleashing the potential in India/link/54d118a40c128370doe00d76 download.

4. Higher Education in India; Vision 2030 (2014) Retrieved from http://www.tequipgood governance.in/FICCI-E % 20 Report % 20 Final.pdf

5. Illinois Online Network (2015). What makes a successful online Facilitator?http://www.i.on.uillinois.edu/re

sources/tutorials/pedagogy/instructorprofil
e.asp

6. Jansen, D and Schuwer, R (2015) Institutional MOOC strategies in Europe In: Status Report Based on a Mapping Survey conducted in October-December 2014. Retrieved from https:/epb-ns-el, wpmuedn.com/blog.steloudstate.edu/dist/ d/10/files/2015/03/Institutional MOOC Strategies in Europe-2hp8ug8.pdf

7. King.L.(2014) Statistician Explores How Faculty can Excel in Blended Learning Environments, Emory News center, http://news.emory.edu/Stories/2014/10/er _blended_learning_talk/ campus.html

8. Lim, V., Wee, I, NGS and Teo,J.(2017) Massive Open and Online Courses (MOOCs) and Open Education Resoures (OER) in Singapore. Journal by Southeast Asian Ministers of Education Organisation Secretariat (draft). Retrieved from https: //arxiv.org/ftp/arxiv/papers/1708/1708.087 43.pdf

9. Mohapatra, S. and Mohanty, R. (2016) Adopting MOOCs for affordable quality education. Education and information technologies. Retrieved from https:// www.researchgate.net /publication/ 306297656   Adopting MOOCs for affordable quality.education /link / 5c9a649a45851506d72daab7/download

10. Nath, A. and Karmakar, A. (2014) MOOCs Impact on Higher Education Institution. A pilot study in Indian Context International Journal of Engineering Research and Applications, 7 (3), 156-163 Retrieved from https://www.researchgate,net/publication/ 276176439 MOOCs Impact in Higher Education Institution A pilot study in Indian context/link/5351d6foo8ac73abdba243aa/ download

11. Nisha, F. and Senthil. V. (2015) MOOCs; Changing Trend towards open Distance Learning with speical Reference to India, Journal of Library and Information Technology, 35 (2), 82-89 Retrieved from https://www.researchgate.hef/publication/ 273888190MOOCs changing_Trend_Towards open Distance Learning with Special Reference to India/link/550fdc24ocf2ac2905af49aa/dow nload

12. O' Conhor,K(2014) MOOCs, institutional policy and change dynamics in higher education. Higher Education 68(5), 623-635

13. Wiekipedia (2018). https;//eh.wikipedia.org.wiki.Flipped Classroom.