

POSITIVE TEACHING: CURRENT GENERATION EXPECTS IT

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Abstract: Positive, productive learning environments are key to students' academic, emotional and social success in school. Unfortunately, positive learning environments don't just happen on their own they must be created. There are many components that go into making a positive learning environment for students. For starters, positive learning environments should offer a climate of safety, where risk-taking is encouraged, there is open authentic conversation, trust and respect are fostered, and positive interaction is the norm.

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Introduction

When I started my job as a college professor I was purely depended on black board teaching method. But today after years of experience I realized it is time to change the old teaching styles. Technology is advanced so much so the generation is. There are faculties still following the old black board teaching, but the major drawback is current generation is not interested with this old style of art.

The problem is chiefly caused by the widespread attitude that students are “consumers” who need to be kept happy with the “product” that they are buying from their professors: an enjoyable course, not a rigorous education.

Certainly, an online course in which students learn nothing can be cheaper than a regular course in which students learn nothing. For students to learn nothing from a course at all is even cheaper, and equally valuable.

Methods

1. Flipped Classroom (Inverting your class):

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

2. Anticipation Reading

An Anticipation Guide is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. Using this strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.

Anticipation Guides are loved by teachers because of their ability to engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic. In doing so, anticipation guides set a purpose to the reading, even for those students who initially may not be engaged by the topic.

3. Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, T innovation and creative ideas. Although “Design Thinking” is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters classes to analyze real cases experienced by companies in the past.

4. Self Learning

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each others Mind Maps and come to a more comprehensive understanding of the Human Body.

5. Think-Pair-Share

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and

provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
2. P : (Pair) Each student should be paired with another student or a small group.
3. S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Variation:

Teachers can modify this strategy and include various writing components within the Think-Pair-Share strategy. This provides teachers with the opportunity to see whether there are problems in comprehension. Teachers can create a Read-Write-Pair-Share strategy in which students:

1. R: Read the assigned material;
2. W: Write down their thoughts about the topic prior to the discussions;
3. P: Pair up with a partner
4. S: Share their ideas with a partner and/or the whole class.

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

10. Concept maps

There are several ways to construct concept maps for middle and high school students. Most include the following steps:

1. Model for your students how you identify the major ideas presented in a reading as you read.
2. Organize your ideas into categories if applicable to the type of concept map you chose. Remind students that your organization may change as you continue to read and add more information.
3. Use lines or arrows to represent how ideas are connected to one another, a particular category, and/or the main concept.

You can use concept maps as a pre-reading strategy by inviting students to share what they already know about a particular concept. As students begin reading and adding to the map, they are able to meld their prior knowledge with new information they have gathered from their reading.

After students have finished the guide, encourage them to share their concept maps with one another in pairs or small groups. This will allow students to share and reflect on how they each interpreted the connections between concepts and words.

Encourage students to use the concept map to summarize what they have read, organize their writing on the concept, or to create a study guide for their own studying.

7. Peer Instruction

- Stimulate Discussion among Students – The question/activity may elicit multiple conceptions leading to a healthy discussion.
- Plausibility of Choices – All the choices given in PI are plausible and target the misconceptions of students.
- Students are instructed to see all 4 choices, and show the answer (choice) written on a sheet and display to instructor, a polling is conducted and moderated discussion is encouraged.

8. Reciprocal Teaching

Break the classroom into mixed-ability small groups. Designate one student as the “teacher” within each small group. This student will help keep their small group on task and ensure they move through each of the four steps as they read material that has already been divided into smaller chunks by you. Next, you will read the first chunk to all the small groups, modeling the following four steps of reciprocal teaching.

1. Prediction

- a. Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

2. Question as you go

- a. Remind students to generate questions as they listen and read. Remind them of the three levels of questions:

- i. Right-There questions (answer in the text)
- ii. Between-the-lines questions (inference needed)
- iii. Critical Thought questions (require their opinion)

3. Clarify

a. As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.

- i. How do you pronounce that?
- ii. What does the word mean?
- iii. I think the author is saying...
- iv. I'm guessing 'pie-in-the-sky' means...

4. Summarize

a. Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.

b. Each small group could create a semantic map with major points of significance shared by each group member.

After you have modeled the previous steps, students may continue working in their small groups by silently or orally reading the next sections of the reading while conducting the four-step process.

9. Open Education Resources (OER)

Open educational resources (OER) are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. It is the leading trend in distance education/open and distance learning domain as a consequence of the openness movement. There is no universal usage of open file formats in OER.

Open educational resources often involve issues relating to intellectual property rights. Traditional educational materials, such as textbooks, are protected under conventional copyright terms. However, alternative and more flexible licensing options have become available as a result of the work of Creative Commons, an organization that provides ready-made licensing agreements that are less restrictive than the "all rights reserved" terms of standard international copyright. These new options have become a "critical infrastructure service for the OER movement." Another license, typically used by developers of OER software, is the GNU General Public License from the free and open-source software (FOSS) community. Open licensing allows uses of the materials that would not be easily permitted under copyright alone.

10. Structured note taking

Structured Note taking is a strategy that helps students become more effective note takers. Using graphic organizers specific to a particular text, structured notes assist students in understanding the content of their reading.

Initially teachers create the graphic organizers, but as students become more comfortable with using structured notes they are able to construct their own, matching the structure of their graphic organizer to the structure of the texts they read.

Structured notes are really helpful when students are faced with interpreting complex text structures. The notes give students a reading guide to use as they navigate through difficult text, and act as a model of how students should organize their ideas as they are reading.

1. Review the text and create a graphic organizer that matches the structure of the text. Provide each student with a copy of the organizer and the text they will read.
2. Review the structure of the organizer and how it relates to the structure of the text your students will read.
3. As students read and complete the organizer, remind them to review their responses and reflect on the connections being made between concepts.
4. Have students discuss their responses as a whole group or within their small groups. Remind students to focus their discussion on any questions where student answers differed.
5. At the completion of the reading, discuss how you created the graphic organizer and why you chose a particular structure for it.

Conclusion

A good teacher can build a good society. This paper discussed the problems with orthodox teaching methodologies and how to overcome it with new techniques. Current generation of engineering students can perform better with these methods.

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