G.A.M.E. Module – An Effective Approach to Learning

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Abstract

Teachers mould the young minds who are the future citizens of our country. Therefore it is very essential that the objective of the B.Ed program should be to equip student teachers with proper skills and attitudes necessary to carry out this task. A practice which we have implemented and tried to find out its effectiveness is the G.A.M.E Model.

Objectives of the practice: The objectives of the 'G.A.M.E. Module' in the teaching learning process are:

- ✓ To provide constant support for student progression.
- ✓ To provide guidance and counseling services to students.
- ✓ To have 100% passing percentage of students.
- ✓ To cater to the needs of advanced learners and slow learners.
- ✓ To improve the performance of academically poor performers.
- ✓ To bring the dropout rate to practically a zero percent.
- ✓ To provide a mechanism to address student grievances.

The G.A.M.E Model adopts best strategies to combat failure rate and to boost the morale of the student – teachers so that they in future are able to implement the same in the schools where they would be teaching.

Although certain obstacles were seen nevertheless the findings should that the students benefitted to a large extent through this practice.

Key Words: - G.A.M.E Model, Learning

Introduction:

Teachers are the molders of the future citizens of the country. The objective of the B.Ed. course therefore should be to equip student teachers with proper skills and attitudes necessary to carry out this task. The course is rigorous as it involves range of activities to be completed by the student teachers in stipulated time frame. During the course the students need constant support and guidance due to the following reasons.

- ✓ The student teachers need to cope up with a lot of mastery over the theory papers. Every paper has six to eight units. Most of the students find it difficult to answer the questions asked during the examination within the given time frame.
- ✓ There are individual differences in the B.Ed. classroom in terms of intelligence level of students. We have advanced learners and (students who are at academic risk) slow learners. Different strategies have to be adopted to cater to the needs of these students. Proper action need to be taken to improve the academically poor performers.(not required)
- ✓ Unable to cope up with the host of activities and the different pattern of study for the theory papers students often tend to drop out of the B.Ed. course. It is this time that teacher educators need to guide and counsel students so that they do not get de-motivated and drop out of the course.
- ✓ There should be a mechanism through which the student teachers can put forward their grievances and vent out their academic as well as personal problems.

Through the 'G.A.M.E.' module we endeavor to act as the pillars of support for laying the foundation of future efficient teachers. G.A.M.E. module established inclusion, creating a learning atmosphere in which learners feel respected and connected to one another. G.A.M.E. module created a strong social support system. G.A.M.E. module used the student - teachers' social experiences such as warm-up exercises and group building activities to encourage their involvement in the learning process. The teacher educator played a very active role in facilitating the process and interacting with each student - teacher while moving around the class and observing student - teachers interacting.

Teacher educators gave questions to these groups and then gave advice to the student teachers or at times even explained concepts which were difficult to comprehend. In addition, a natural tendency to socialize with the students on a professional level is created by G.A.M.E. module. Student - teachers often mention offhandedly that they are having difficulties outside of class related to work, family, friends, etc. Openings like this can lead to a discussion of those problems by the teacher educator and student - teacher in a non-threatening way due to the informality of the situation, and additional support from other student services units in such areas can be a beneficial by - product.

G.A.M.E. module helped to develops student - teachers' social interaction skills. A major component of learning includes training student – teachers in the social skills needed to work cooperatively. In our society and current educational framework, competition is valued over cooperation. By asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions.

Objectives of the practice: The objectives of the 'G.A.M.E. Module' in the teaching learning process are:

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- ✓ To provide guidance and counseling services to students.
- ✓ To have 100% passing percentage of students.
- ✓ To cater to the needs of advanced learners and students at academic risk.
- ✓ To improve the performances of the student teachers who are academically poor performers.
- ✓ To bring the dropout rate to practically a zero percent.
- ✓ To provide a mechanism to address student grievances.

The best strategies adopted by the institution to combat failure rate and to boost the morale of the student – teachers are:

Group Work: The student – teachers are divided into eclectic groups. Then teacher educator is assigned to each group of student - teachers. The overall performance of these student- teachers is monitored. Advanced learners and student - teachers with academic

impediment are catered to. Any difficulty faced by the student - teachers is dealt by the group teacher. All areas associated with the student - teachers are handled by the teacher educator in charge of the tutorial group. The groups are encouraged to meet regularly to clarify doubts, address grievances, and enhance study skills. The timing of group meetings is reflected in the time-table. The groups are assigned regularly with assignments, projects, tutorial tests etc, during which diagnostic testing is done to identify student - teachers at risk to be referred for mentoring.

Adoption: Student - teachers who are highly at risk are adopted and rigorous coaching, Remedial teaching, Academic and personal guidance on one to one basis is provided by the teacher educator. The task of improving the student – teachers is taken up as a challenge by the teacher educator.

Mentoring: The academically strong students are assigned as mentors for the student teachers with academic impediment. Student - teachers without any inhibition and hesitation can share their problems with their mentor. This is overseen by a teacher educator. The progress of every student – teachers is monitored by the teacher educators.

Encouragement through:

a) **Supervised Study Circle:** The study circle is the time allotted in the time-table for the students wherein they sit together in groups and study together. Students get opportunity to discuss content, clarify doubts, discuss examples and share notes. It's an endeavor to develop good study habits among students.

b) **Library Hours:** The institution has made 50 hours of compulsory library reading for the student teachers. The students have to make time either before or after college hours to do the library work. Student teachers have to enter their time of entry and exit, and the books they are referring to in a register maintained in the library. It fosters good study habits and students learn to refer books and do in-depth study of the content.

c) **Student Council:** The student council acts as a support for the students. Students voice their grievances and problems to the student council. Academically members of the student council act as guiding force and provide motivation to the students to participate in the college activities. All activities such as co-curricular activities, sports day, cultural activities, maintenance of discipline is done under the leadership of the student council.

<u>Obstacles faced if any and strategies adopted to overcome them</u>:

There were few obstacles faced in implementing the 'G.A.M.E'. Module like:

✓ Lack of time required to give personalized attention to students and in conducting all the strategies of the 'G.A.M.E.'

✓ Initial reluctance shown by the student teachers and were unwilling to co-operate with the teacher educators in programs conducted for improvement of the students.

The strategies adopted to overcome the obstacle of lack of time are:

✓ Students who need special and personalized guidance are called during vacations and holidays given to students such as preparatory holidays.

✓ Students are called after their practice teaching to the college.

✓ Study Circles are conducted when students of a particular method are free and when other methods are on the time-table.

✓ Students are called before and after the college hours as per their convenience.

✓ Compulsory library hours of study are to be completed before and after the college hours and during the practice teaching sessions.

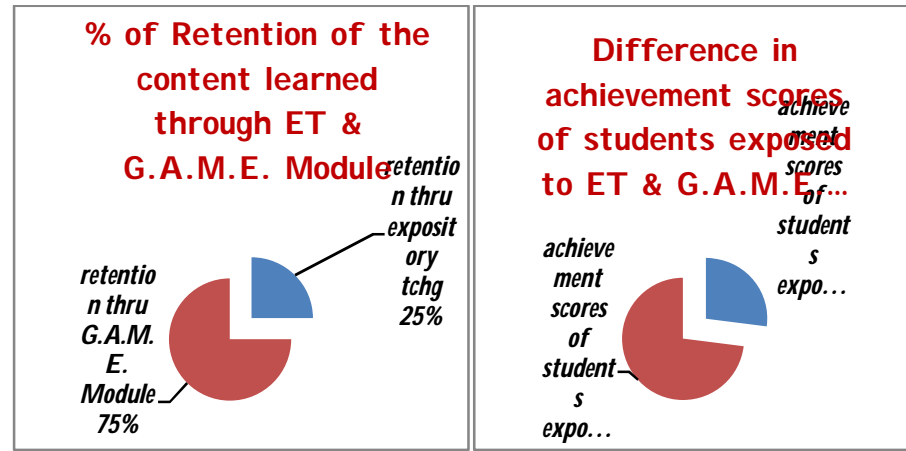The strategies adopted to overcome the obstacle of lack of personnel available are:

✓ The students whom we categorize as average achievers and who do not need much attention are taken care of by the advanced learners during the study circles and the mentoring sessions. They act as guides and thus utilizing and keeping the advanced learners occupied.

✓ The student - teachers who are extreme cases and need total attention and guidance are taken care of by the teacher educators through the 'Adoption Scheme'.

The strategies adopted to overcome the obstacle of student - teachers unwilling to co-operate are:

✓ Guidance and counseling is provided by the teacher educator who adopts the student - teachers.

✓ If the student - teacher needed further help, the student - teacher was referred to the principal and then to the professional counselor for counseling.

✓ The relatives of the student- teacher are also counseled for supporting the student.

<u>Graphical Interpretation of the study</u>

The graph below represents % of retention of the content matter and achievement of the student - teachers between those who learned through expository teaching and G.A.M.E. module respectively.

% of Retention of the content learned through ET & G.A.M.E. Module

retention thru expository tchg 25%

retention thru G.A.M.E. Module 75%

Difference in achievement scores of students exposed to ET & G.A.M.E.

achievement scores of students expo…

achievement scores of students expo…

Impact of the Practice:

The college has seen a great impact of the 'G.A.M.E.' module in the following ways:

✓ The strategy has successfully been able to guide and provide excellent services to support students and ensure their proper progression.

✓ It has catered to the needs of different learners such as the advanced and the learners at risk.

✓ It has brought the dropout rate to the lowest.

✓ The results of our college were outstanding in comparison with most of the other B.Ed. colleges.

✓ The passing percentage very often has been 100% or very near to the 100%.

✓ Ample scope for students' grievances was addressed.

The findings were as follows:

Group Work

• Encourages in sharing and caring for one another

• Identification of individual differences becomes easy. It helps in identifying students who require special attention.

• Providing new assignments was challenging to the students

• Oral communication improves.

- Improvement of each member of a group is seen eventually.

Adoption

- Adoption helped in personally directing the study of every student.

This encourages the mentor in understanding the needs of the mentee and thereby chalks out individualized instructions.

Mentoring

- Individual learning caters to each and every student
- The tasks allotted was done at the right time and with the right pace
- Working with the help of other people developed tolerance
- Deadlines could me met
- Leads to all round development of the students
- Follows child centered education
- Develops a sense of belongingness
- Caters to Students of different ability levels

Encourage supervised study/Learning

- Use a variety of learning activities improves the understanding of a subject.
- There is Individual accountability
- Teammates work together.
- Improves critical thinking skills
- Promotes social skills
- Improves self-esteem.

Resources required: All the resources of the institution are pooled ensuring student support and progression. The services of the teacher educators, the library staff and books in the library, the infrastructure of the college in terms of rooms required, computers, internet resources such as the websites, the advanced learners, the professional counselor and the student councils' services are utilized to the optimum.

Feedback mechanism and future plans: Feedback on the best practices adopted is taken from the students in the form of feedback forms, informal talks, exit meeting and through a suggestion box. The feedback forms are analyzed every year to find out the effect of the 'G.A.M.E.' module. Suggestions are reviewed and brainstormed in the staff meetings to improve and add upon the strategies for student support and progression.