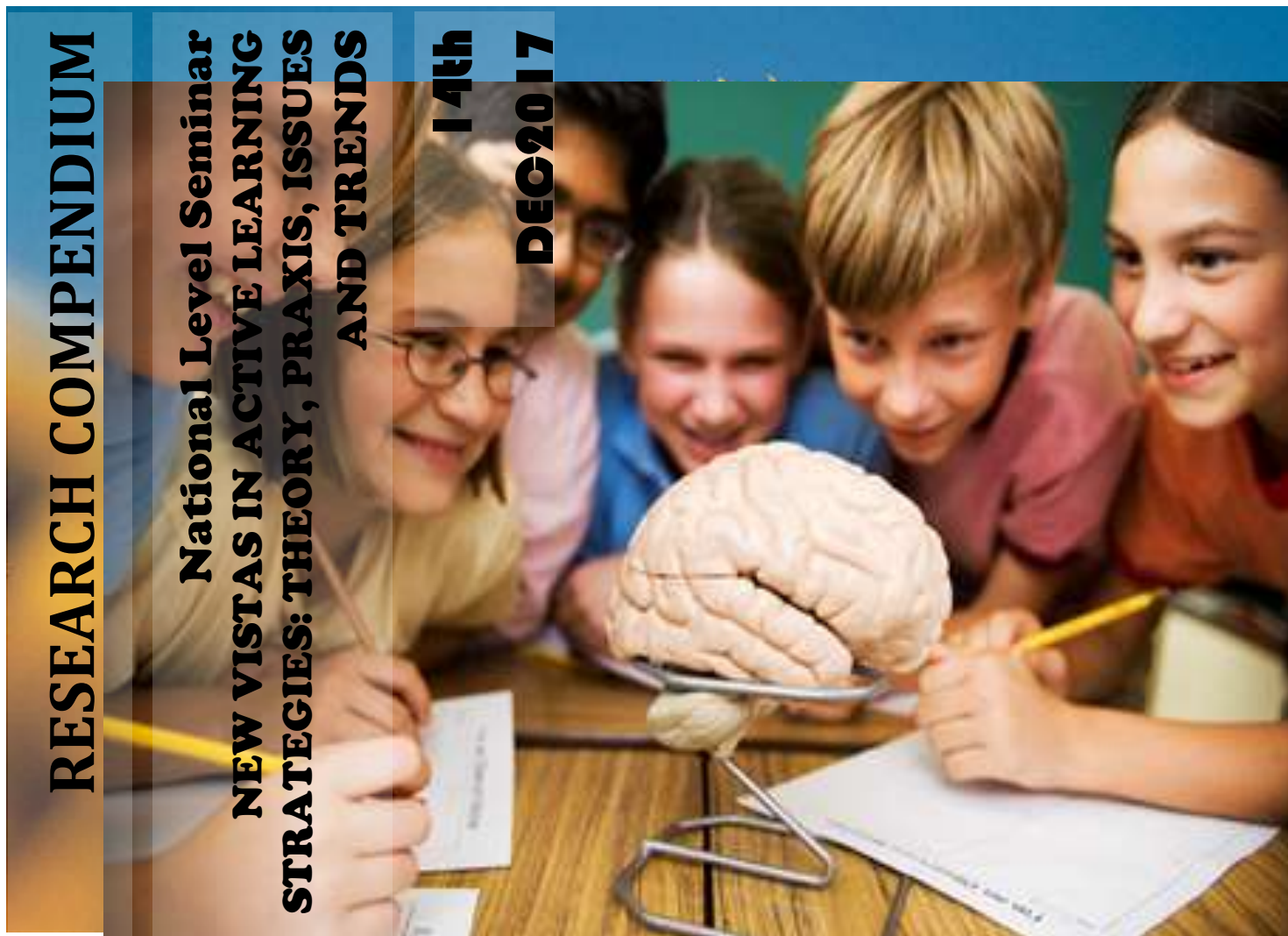


RESEARCH COMPENDIUM

**National Level Seminar
NEW VISTAS IN ACTIVE LEARNING
STRATEGIES: THEORY, PRAXIS, ISSUES
AND TRENDS**

**14th
DEC 2017**



Organized By:

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RESEARCH COMPENDIUM

of

National Level Seminar

NEW VISTAS IN ACTIVE LEARNING STRATEGIES: THEORY, PRAXIS, ISSUES AND
TRENDS

on

14th December, 2017, Thursday



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THE EDITORIAL



I am glad to introduce special issue of Scholarly Research Journal for Interdisciplinary Studies on National Level Seminar - New Vistas In Active Learning Strategies: Theory, Praxis, Issues And Trends organized for very first time by Dnyan Ganga Education Trust's, College of Education (B. Ed.), Thane.

The seminar aimed at bringing together all stakeholders like research scholars, college and school principals, teacher educators, college professors, school teachers, administrators from all faculties and student-teachers for sharing and exploring various facets of ACTIVE LEARNING STRATEGIES.

The seminar was successful even though being very first endeavor of college. Papers on seminar themes were presented. Theme wise sessions were chaired in professional and efficient way by chairpersons who were selected for their vast contribution in the subject.

This special issue shall be permanent record of paper presented in the seminar. They indicate the state of development in area of active learning and will be invaluable to all stakeholders in the field of education for that reason.

Finally, it is highly appropriate to express heartfelt thanks to Prof. B.D. Patil, Chairman and Ms. Anita Patil, Director of Dnyan Ganga Education Trust for being our backbone throughout this venture, Mrs. Anjana Rawat, Principal for her able guidance and leadership, all faculty members, non-teaching staff and student teachers of Dnyan Ganga Education Trust's ,College of Education for all possible support extended directly and indirectly. We are also appreciative to those who served as chairperson, without their expertise the seminar could not have been the success that it was. We also acknowledge the authors, without whose expert input there would have been no seminar.

I also recognize the important association of Dr. Yashpal Netragaonkar, Editor of Scholarly Research Journals by publishing seminar papers in international, peer reviewed and UGC approved journal with high impact factor journal.

Editor –in – chief

Mr. Ketan Kamble, Assistant Professor

Dnyan Ganga Education Trust's, College of Education (B. Ed.), Thane.

FROM THE DESK OF CHAIRMAN



It gives me immense pleasure to acclaim Dnyan Ganga Education Trust's, College of Education(B.Ed.) for organizing first National Seminar in college on New Vistas in Active Learning Strategies: Theory, Praxis, Issues and Trends on 14th December 2017.

I am certain that meaningful deliberations and discussions on Active Learning during seminar shall definitely provide new sights to all participants, pertaining to classroom teaching and learning process. Apart from seminar discourse, this special issue of seminar in journal form will be research compendium to refer for all academicians and researchers related to all level of education.

My deepest appreciation goes to dynamic Principal of B.Ed. college and also organizing secretary of seminar, vibrant convener, complaisant coordinator of seminar, supportive faculty, supportive non-teaching staff, enthusiastic student – teachers, esteem participants and behind-the-curtain pain takers for the seminar who turned this event into great success. I accolade Editor and publisher of this special issue.

Finally wish Principal and her college team for all their future endeavors.

Prof. B.D. PATIL.

Chairman

Dnyan Ganga Education Trust, Thane.

FROM THE DESK OF DIRECTOR



It is my great pleasure to welcome you all to special issue on national seminar on New Vistas in Active Learning Strategies: Theory, Praxis, Issues and Trends held on 14th December 2017 in Dnyan Ganga Education Trust's, College of Education(B.Ed.).

Over the past eleven years DGET is providing quality education in Thane an upcoming cosmopolitan and vicinity region. DGET always strives to provide professional, well qualified faculty team along with state of the art infrastructure to student. Education college do not rest by providing knowledge and skill to its student teachers but extends its hand to provide placement service. DGET college of education will continue to produce many professional, prudent, competent and skilled teachers for national service.

National seminar organized by college was one way to impart student teachers to know various aspects of active learning which they can employ in there profession in coming near future.

The seminar would not have been possible without the enthusiastic and hardworking team constituting of principal, convener, coordinator of seminar, editor of special issuer on seminar, prudent resource persons, non-teaching staff, all student teachers and soul of the seminar that is participants.

I congratulate entire team for their success and give best wishes for future ventures.

Ms. Anita. Patil

Director

Dnyan Ganga Education Trust, Thane.

FROM THE DESK OF PRINCIPAL



I am very much delighted to convey my warm greetings to the Trust, Faculty, Staff and the student- teachers of esteemed Dnyan Ganga Education Trust's, College of Education(B.Ed.). Our college imparts futuristic teacher education and instill high pattern of discipline. Education is sweeter and valuable when it promotes the blossoming of natural talent that enriches students to be value enhanced individuals.

Teacher education in India is now in a transformational phase as compared to earlier times. We are in a compelling era where global conditions require conventional practices which make one to change and adapt to suit the present requirements and also address futuristic needs of the school education. The college is committed in enhancing the quality of education and providing practical oriented program.

In order to remain abreast to latest method and techniques of teaching and learning college for very first time organized National Seminar on New Vistas in Active Learning Strategies: Theory, Praxis, Issues and Trends held on 14th December 2017. I thank Prof. B.D. Patil, Chairman and Ms. Anita Patil, Directoe of Dnyan Ganga Education Trust from bottom of my heart for all their support for seminar.

Many faculties and student from various disciplines presented papers on various seminar themes and participated in seminar. There was real good dialogue exchange between resource persons, paper presenters and participants during technical session creating an erudite environment. This research compendium is compilation of research papers presented in seminar.

I congratulate faculty, staff and student teachers for all their pain staking efforts and success of this seminar.

Mrs Anjana Rawat, Principal.

DGET's, College of Education(B.Ed.), Thane

MESSAGE FROM CONVENOR



On behalf of organizing committee of this 1st National Level Seminar, I extend my gratitude to our Honourable Chairman Prof B.D.Patil, Mrs. Ranjana B. Patil (Trustee of DGET), Ms. Anita Patil (Director of DGET), Our Principal Mrs. Anjana Rawat, the keynote speaker, our panelists, delegates, paper presenters and all the participants of this seminar. It is indeed the dream coming true for us to have venerated personalities amongst us and to listen to the presenters about their views on ever changing world of Education.

Education today has to move out of its comfort zone to explore boundaries hitherto untouched. The purpose of the Seminar is to provide a forum to committed academicians, practitioners, eminent researchers, scholars and students from across the country to deliberate and disseminate not only the concepts, theories and models of active learning but also to share their researches and live management & administrative experiences in handling teaching strategies.

The motive not only is to generate discussion around contemporary issues on Active Learning, but also to propel the culture of academic exchange which is only way to achieve excellence in this field. I would be happy to welcome you all the next year too with more versatility in approach and wish.

Mrs. Debaleena Roy, Asst. Prof.

DGET's, College of Education (B.Ed.), Thane.

CONTENTS

| SR. NO. | TITLE OF PAPER | PG. NO. |
|----------------|---|----------------|
| 1 | Effect of integrated active learning strategies on academic performance of B.Ed. students. -Ketan Laxman Kamble | 1-7 |
| 2 | Employment of resources for active learning for inclusive classroom.- AmuthaPerumalKonar | 8-14 |
| 3 | Active learning to promote independent thinking. - Dr. Uday Mehta | 15-23 |
| 4 | Active learning for students far- reaching personality development.- Neha Mistry | 24-28 |
| 5 | Integrating active learning into the classroom by different pedagogical practices. - BhagirathShamdasPande | 29-32 |
| 6 | Active learning strategies: a modern technique of learning.- HetalRajgor&Vandana Sharma | 33-37 |
| 7 | “Active learning” - a challenging task in classroom practices - R. Rajanarayanan | 38-44 |
| 8 | Effect of brainstorming technique to promote active learning - Anjana Rawat | 45-53 |
| 9 | Growing awareness and understanding of current global educational practices through active learning. - Debaleena Roy | 54-60 |
| 10 | Global trends in active learning: flipped classroom. - Sudha Singh | 61-64 |
| 11 | Understanding the role of library in active learning - Dr. Sagar Thakkar & Ekta Thakkar | 65-66 |
| 12 | 21st century fluency skills and teacher’s role in active learning environment - Savita Upasani | 67-72 |



EFFECT OF INTEGRATED ACTIVE LEARNING STRATEGIES ON ACADEMIC PERFORMANCE OF B.ED.STUDENTS

Ketan Laxman Kamble (Pg. 1-7)

Assistant Professor, Dnyan Ganga Education Trust's College of Education (B.Ed.), Thane, Maharashtra, India.

Abstract

The present study intended to probe effectiveness of integrated active learning strategies on academic performance of B.Ed. students. Integrated of active learning strategies constituted of active learning strategies like pause procedure, retrieval practice and circular response along with lecture method. In this study experimental method was used. The design used for the study was a 'Post-test only design. Population consisted of B.Ed. students and B.Ed. colleges affiliated to University of Mumbai. From the population, Dnyan Ganga Education Trust's College of Education was selected as college sample by convenience sampling and 20 B.Ed. students as student sample by random sampling. Data was obtained from samples by teacher made posttest and obtained data was analyzed by statistical tools viz., Mean, SD, t-test and effect size. From the results of the experiment it was concluded that integrated active learning strategies are effective on B.Ed. students.

Keywords: Integrated of active learning strategies, academic performance, B.Ed. students



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INTRODUCTION

Active learning is defined by Bonwell and Eison as strategies that promote active learning like “instructional activities involving students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991). Approaches which encourage active learning focus more on developing students’ skills than mere transmission of information and requires students to do something like reading, discussion, writing which demands higher-order thinking. They emphasize on students’ explorations of their own attitudes and values. They are aware what they are doing. The National Survey of Student Engagement (NSSE) and the Australasian Survey of Student Engagement (AUSSE) provides a very simple definition: active learning involves “students’ efforts to actively construct their knowledge.” This definition is augmented by the items that the AUSSE uses to measure active learning: working with other students on projects during class; making a presentation; asking questions or contributing to discussions; participating in a community-based project as part of a course; working with other students outside of class on assignments; discussing ideas from a course



with others outside of class; tutoring peers (reported in Carr et al., 2015). According to survey done by Freeman et al. they concluded that active learning emphasizes on students' use of higher order thinking to complete activities or participate in discussion in class (Freeman et al., 2014). Their definition likewise focuses on frequent link between active learning and working in groups.

Thus active learning can be commonly defined as activities that students do to construct knowledge and understanding. The activities differ but require students to do higher order thinking. Although not always explicitly noted, metacognition—students' thinking about their own learning—is an important element, providing the link between activity and learning.

Active learning promotes learning of students. Active learning approaches are also effective tools in making classrooms more inclusive. (Haak et al., 2011) Inclusion of active engagement techniques benefits all students, but has the great impact on female students' performance. It is reported that use of active learning approach eliminates gender gap (Laws et al., 1999; Schneider, 2001).

Techniques for active learning –

The Pause Procedure— Pause for two minutes every 12 to 18 minutes, encouraging students to discuss and rework notes in pairs. This approach encourages students to consider their understanding of the lecture material, including its organization. It also provides an opportunity for questioning and clarification and has been shown to significantly increase learning when compared to lectures without the pauses. (Bonwell and Eison, 1991; Rowe, 1980; Ruhl, Hughes, & Schloss, 1980)

Retrieval practice—Pause for two or three minutes every 15 minutes, having students write everything they can remember from preceding class segment. Encourage questions. This approach prompts students to retrieve information from memory, which improves long term memory, ability to learn subsequent material, and ability to translate information to new domains. (Brame and Biel, 2015; see also the CFT's guide to test-enhanced learning)

Circular response – Students sit in circle and take turns expressing their thoughts in response to an instructor-designated prompt, and make a brief summary of the preceding speaker's comments. (Barkley, 2010)

Think-pair-share—Ask students a question that requires higher order thinking (e.g., application, analysis, or evaluation levels within Bloom's taxonomy). Ask students to think



or write about an answer for one minute, then turn to a peer to discuss their responses for two minutes. Ask groups to share responses and follow up with instructor explanation. By asking students to explain their answer to a neighbour and to critically consider their neighbour's responses, this approach helps students articulate newly formed mental connections.

Minute papers—Ask students a question that requires them to reflect on their learning or to engage in critical thinking. Have them write for one minute. Ask students to share responses to stimulate discussion or collect all responses to inform future class sessions. Like the think-pair-share approach, this approach encourages students to articulate and examine newly formed connections. (Angelo and Cross, 1993; Handelsman et al., 2007)

THEORETICAL BACKGROUND

Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding (Bransford et al., 1999). Theories by Piaget and others, postulates that learners can either assimilate new information into an existing framework, or can modify that framework to accommodate new information that contradicts prior understanding. Active learning approaches often clearly ask students to make connections between new information and their current mental models, extending their understanding. Approaches that uphold active learning promote the kind of cognitive work identified as necessary for learning by constructivist learning theory.

Active learning approaches also often embrace the use of cooperative learning groups, a constructivist-based practice that places particular emphasis on the contribution that social interaction can make. Lev Vygotsky's work expounded the relationship between cognitive processes and social activities and led to the sociocultural theory of development, which suggests that learning takes place when students solve problems beyond their current developmental level with the support of their instructor or their peers (Vygotsky 1978). Thus active learning approaches that rely on group work rest on this sociocultural branch of constructivist learning theory, leveraging peer-peer interaction to promote students' development of extended and accurate mental models.

STATEMENT OF PROBLEM

To study the effect of integrated active learning strategies on academic performance of B.Ed. students of academic year 2017-18 of Dnyan Ganga Education Trust's College of Education, Thane, Maharashtra affiliated to University of Mumbai.



OPERATIONAL DEFINITIONS

Integrated Active Learning: Integration of active learning strategies like pause procedure, retrieval practice and Circular response along with lecture method.

Academic Performance: Academic achievement score of B.Ed. Students in teacher made test.

B.Ed. Students: B.Ed. First Year students of academic year 2017-18 of Dnyan Ganga Education Trust's College of Education, Thane, Maharashtra affiliated to University of Mumbai.

OBJECTIVE OF STUDY

To study the effect of integrated active learning strategies on academic performance of B.Ed. Students.

HYPOTHESES

Research Hypothesis - Integrated active learning strategies enhances academic performance of B.Ed. Students.

Null Hypothesis - There is no significant difference in mean scores of posttests after implementing integrated active learning strategies on experimental group and traditional lecture method on control group.

DELIMITATIONS

This study was delimited to B.Ed. Colleges of Thane city, B.Ed. F.Y. students of academic year 2017-18 of Dnyan Ganga Education Trust's College of Education, Thane, Maharashtra which is affiliated to University of Mumbai and study was done on selected topics from interdisciplinary course 1- Gender, School and Society of credit base choice system B.Ed. syllabus of University of Mumbai.

LIMITATIONS

The limitations of study were response of B.Ed. students towards active learning in classroom, previous knowledge of students selected topics and performance of B.Ed. students in teacher made posttest.

VARIABLES IN STUDY

Independent variable: Integrated Active learning strategies.

Dependent variable: Academic achievement scores.

Control variables: Semester 1 B.Ed. CBCS, B.Ed. Course, topic selected for experiment.



Extraneous variables: Response, Ability, Maturity, Mood and Seriousness of sample students during experiment.

MATERIAL AND METHOD

Research method and design

For finding out the effectiveness of integrated active learning, an experimental method was used. The design used for the study is a posttest only design.

Population, sample and sampling method

Population was B.Ed. Students and B.Ed. Colleges affiliated to University of Mumbai. From the population, Dnyan Ganga Education Trust's College of Education was selected as college sample by convenience sampling and 20 B.Ed. students as student sample by random sampling.

Data collection and analysis tools

Data was obtained from samples by teacher made posttest and obtained data was analyzed by statistical tools viz., Mean, SD, t-test and effect size.

PLAN AND PROCEDURE

Sample students selected for the study were divided into control and experimental group. Control group was taught by traditional lecture method only and then teacher made posttest was administered. Experimental group was treated by integrated active learning strategies like pause procedure, retrieval practice and Circular response along with lecture method and then teacher made posttest was administered on group.

DATA ANALYSIS AND INTERPRETATION

The data was analyzed using t-test of significance 0.05% to know mean difference between mean scores of posttests after implementing integrated active learning strategies on experimental group and traditional lecture method on control group.

Null Hypothesis - There is no significant difference in mean scores of posttests after implementing integrated active learning strategies on experimental group and traditional lecture method on control group

Table 1 Summary table calculated t-values and table t-values

| Group | Sample size (N) | Mean | Std. Deviation | t- value calculated | t- value table | Significance (one tailed) |
|---------------------|------------------------|-------------|-----------------------|----------------------------|-----------------------|----------------------------------|
| Control | 10 | 8.9 | 3.7 | 2.539 | 1.734 | Significant |
| Experimental | 10 | 13.5 | 4.3 | | | |



Observation – Since the obtained t-value (**2.539**) is greater than table t-value (**1.734**) at 0.05 levels, the null hypothesis is rejected.

Interpretation - It can be interpreted that there is significant difference in mean achievement scores obtained by B.Ed. Students who were taught by integrated active learning strategies and by traditional method.

The data was analyzed using effect size to know effect of integrated active learning strategies of academic achievement of B.Ed. students.

Table 2 Summary table effect size

| Group | Sample size (N) | Mean | Std. Deviation | Cohen's d |
|--------------|-----------------|------|----------------|-----------|
| Control | 10 | 8.9 | 3.7 | 1.14 |
| Experimental | 10 | 13.5 | 4.3 | |

Observation - Cohen's d is **1.14**

Interpretation - Since Cohen's d is **1.14** which is more than **0.8**, it can be interpreted that there is large effect of integrated active learning strategies on academic achievement score of B.Ed. Students.

RESULT

Integrated active learning strategies were found to be effective to enhance academic performance of B.Ed. Students.

DISCUSSION OF RESULT

Freeman and colleagues conducted a meta-analysis of 225 studies comparing “constructivist versus exposition-centered course designs” in STEM disciplines (Freeman et al., 2014) The authors conclude that the evidence for the benefits of active learning are very strong. This result is supported by other, earlier reviews (e.g., Hake, 1998; Prince, 2004; Springer et al., 1999). Ruiz-Primo and colleagues examined published studies examining the effects of active learning approaches in undergraduate biology, chemistry, engineering and physics courses (Ruiz-Primo et al., 2011). Overall, they found that inclusion of the active learning approaches improved student outcomes. Studies done by Ambrose et al, 2010; Bonwell and Eison, 1991; Chickering and Gamson, 1987 suggests that active learning approaches are effective across disciplines. Thus results of present study are well supported by studies done by others in different disciplines.

CONCLUSION

The present study aimed to investigate effectiveness of integrated active learning strategies on academic performance of B.Ed. students. The results of the experiments revealed that the integrated active learning strategies are effective on B.Ed. students. Since the sample is not large, the findings of the study may be treated as explorative rather than conclusive.



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EMPLOYMENT OF RESOURCES FOR ACTIVE LEARNING FOR INCLUSIVE CLASSROOM

Ms. Amutha Perumal Konar (Pg. 8-14)

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Abstract

Teacher-centred instructional methods have repeatedly been found out-dated and inferior to the instruction that involves active learning. In traditional method teaching, the way in which the teachers are burden less and the way in which they can finish off their work, syllabus, etc. without taking into account whether the students understand the contents or not, they are least bothered. Here the main motive is just to complete the work assigned to the teachers in the given period of time irrespective of the effects on the performance, results, outcomes, etc. In such approach the students are not even permitted to ask any doubts in case, nor are they supposed to do any work or projects or assigned tasks with their own creativity or innovation. Instead everything is spoon-fed. The most important factor here is the all-round development of the students in all aspects are too ignored. So in order to overcome and get out of this such critical approach which can prove harmful can also be the main factor which withholds the development and the progress of each individual in some or the other aspects; Active learning is gaining greater attention. Active learning is not just mere listening of the theoretical lectures of the teachers and professors rather it is the active involvement of students as whole in order to express their views and opinions and the main thing the students learn through this approach is the team work and collaboration with the peers and also management of resources and time are being the essential values which a student seeks through this. This paper discusses the various plans, strategies, schemes and techniques in order to adopt active learning in the daily teaching learning process in order to make our teaching learning process and the session more lively, interesting and worthy in all aspects of life and in turn also suggests suggestions which are student centred involved in active learning for efficiency and effective teaching learning process in an institution.



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INTRODUCTION

In today's competitive world it is must for the students to be acceptable in all sense of developmental aspects and more over the students should just not learn for the sake of holding a degree rather they should be given hands on experience and the qualities like team work, team spirit, capability, leadership, innovative and creativity must be developed and it helps oneself in identifying and bringing forward their qualities without hesitation. The sessions should be interesting, interactive for that it should be the active participation of both



the teachers and the learners, then only the sessions would be made interacting and interesting. So in order to bring drastic change in the above mentioned qualities and in short, in upbringing the child and enhancing all-round development of a child, physically, mentally, emotional and socially is the main motive of introducing the Active learning based approach in India. It is the universal fact that on an average an individual human being can concentrate and pay attention to a single or mono activity or lectures for only half an hour, if extended beyond then they might tend to showcase that they are paying attention and concentrating but they are mentally disturbed and they start day dreaming. So in order to modify and reform our education system there had been a huge reformation in the teaching learning process from teacher centred learning to active learning.

Active learning is the key alternative. In this method of teaching and learning the students' engagement and involvement is mainly a concern. Through this the learner is active in all aspects and more over it facilitates the learner to understand the concept, content of the syllabus and even gain knowledge outside their academic syllabus. Rather than just mugging up the book and presenting it in the examinations as it is, word to word, is of no use until the concept or the topic is clear and understood by oneself in its true sense. And this will be possible only with the change in education system from old traditional approach, i.e., teacher centred education to active learning, i.e., student centred education. Not only this but it also helps in moulding an individual in communication sector which is of utmost importance now-a-days, so in simple words we can say that active learning is a part of our growth and development which enhances, improves, develops our cognitive, effective and psychomotor factors. Some learners might be good listeners who may like and are satisfied and they are enjoying the traditional method of teaching and they are happy with it. But in case of rest of the learners who are not good listeners find it difficult to cope with. This is probably far too simplistic.

To this end the main objective of this paper is to bring out the various techniques, schemes, plans, strategies and also the appropriate employment or use of resources for active learning for inclusive classroom. It is a need to use active learning as its effective moulds are seen in the Childs critical thinking, independent thinking, also in the improvement of vocabulary, to work in a team.

KEYWORDS:

- Technology



- Dialogue based learning
- Classroom jobs
- Choice based learning techniques

(A) TECHNOLOGY

- Technology is very much advanced in our 21st century.so using technology will ensure the implementation and also making the teaching learning process interesting and interacting.
- For instance, if a student needs to complete an assignment or project so they can make use of the technology available in various forms like social sites, mobiles tablets, laptops, internet, television, radio, etc.
- Many new educational applications have been developed in order to make the teaching learning process very easy.
- Students who are not able to attend the live sessions in the institution can view their educational apps and can attend their lecture and retrieve the missed knowledge and information through it.
- Live accessibility to the happenings are published or highlighted in the media of any form with the help of the well-developed and well advanced technology.
- Technology has improved so much that even there is no use or compulsion of owning a personal gadget or having a technology, a classroom can be well equipped with various technologies and possible gadgets and all the necessary information and knowledge can be broadcasted there itself.
- Now every child or individual may not be well versed with the technologies, so in this case they can make groups and work in a group.

Here, the whole classroom is involved and engaged in the activity of using the technology and more over they also earn team work and in turn it also improves ones communication skills and even the most important value of discipline. Active learning I associated with the technology and it helps for inclusive classroom.

(B) DIALOGUE BASED LEARNING

- Dialogue is not a conversation nor discussion, it is the mutual sharing of thoughts and opinions.
- Dialogue involves listening and understanding.



- Dialogue is done with the peers, here no one is superior or inferior, in short here there will be no guider nor trainer.
- Dialogue Education shifts the focus of education from what the teacher says to what the learner does, from learner passivity to learners as active participants in the dialogue that leads to learning.
- Here anyone can feel free to express their views and thoughts related to the prescribed topic.
- Variety of examples can be brought forward based on one's personal experiences.
- It also involves active participation of every student in dialogue activity.

Dialogue based learning enables and motivates each child to take active participation as it only involves sharing of ideas, thoughts, opinions and experiences but in turn it helps every other individuals to gain various knowledge and information that is universally accepted. Here it also enhances a Childs potential in listening to others opinions and it also improves social and emotional perspectives and development.

In this way the whole crowd of the classroom can be included in active learning and engaged actively.

(C) ASSIGN CLASSROOM JOBS

- Classroom job is the job for students to come forward in order to express their self in front other students.
- Classroom job can be just to share their personal experiences if any related to the topic, share their views and idea regarding the same, also day by day one by one student can come forward in order to conduct the assembly, also each day each students can write their valuable thoughts on the blackboard and explain the same statement.
- It might also include mere asking of questions and answering the same, i.e. simple vivas related to the teaching done on that day.
- Not only academics, it can also include different jobs related to personal growth and development aspects of life.
- No one should be appointed as a monitor or leader of the class, if done so the child holding the post may be active in all sense which will lead to again passive learners.



- And if the institution elects or appoints such leaders they must be changed periodically in order to give each individual a chance to express themselves in front of everyone which will help in improving and enhancing the developmental qualities in everyone.

Assigning classroom jobs enables a child to dismiss their stage fear and motivates them with self-confidence, self-trust and positivity in them. This will also prepare an individual in accepting leadership qualities and making them confident in accepting the tasks assigned to them. Classroom jobs involves active participation of every child into it in one or the other tasks, so this in turn helps active learning for inclusive classroom.

(D) PROVIDE CHOICE BASED ACTIVITIES

- Choice based activities is nothing but giving choice to students to choose the activities to be performed in accordance with the potential of an individual.
- A list of activities to be prepared in such a way that it covers all the potentialities of the students and it should be choosy in all aspects.
- Activities in the list should cover all the topics in various aspects and it should be student centred and such that the student are able to perform on their own.
- Choice of students, when balanced with teacher-directed instruction, is another way to facilitate inclusion.
- It might include written assignments, projects, model making, exhibition, any active play, and many more which are related to the syllabus and also which will enhance the growth and development of the child.

In this way the students learn to actively participate and the qualities of self-determination also increases and they learn to choose a position on themselves.it is the platform where a child can choose, create, design, implement, and execute their work based on their chosen tasks. This is another way of active learning for inclusive classroom.

CONCLUDING REMARKS

In order to overcome the difficulties and also in order to make our educational system from developing system to developed educational system it is necessary and compulsory for the higher authorities to conduct periodical training programs in order to train, educate, implement, enroot the importance and essential factors of changing our traditional teacher centered education system to well versed student centered education system that involves



active participation of each child in the activities and learning process and in turn it will lead to active learning system. The practical knowledge and resourceful learning has a greater impact on the Childs development rather than just sitting for hours together and just listening to the lecturer in front of them.

According to the research it has been proved that an average human being has the attention span of just 15-20 minutes at a stretch and also the following the ratios have been noticed through research,

- Learners retain only 5% of what they learn from lecture. (All that waste!)
- ...10% of what they learn from reading. (A little better.)
- ...20% of what they learn from audio-visual.
- ...30% of what they learn from a demonstration.
- ...50% of what they learn from engaging in a group discussion.
- ...75% of what they learn when they practice what they learned.
- ...90% of what they learn when they themselves become the teacher.

So from the above listed out details one can conclude that mere listening is simply waste of time as only 5% of the knowledge or information they have listened to it is learnt by oneself, similarly much greater ratio is when one practices, takes active participation, involves in all activities and engages in overall undertakings of the classroom.

If the training or guidance is given all of a sudden to the already qualified teachers who might have experienced for 20 or more years in that field might be little tough or it may prove a little bit hard for them to bring such a drastic change in the pattern of teaching, so it is suggested that the student teachers who are undergoing their professional degree can be made experienced, taught, guided and trained in such a way that they will ultimately practice student centered teaching process in the future and it will gradually lead the educational system a whole new system of student centered education and then the teaching learning process will ultimately involve active learning and classroom inclusion in it.

The student teachers should be well educated in understanding different psychologies of students, they must be trained to prepare curriculums in such a way that would ensure student centered curriculum, and even the student teacher should be trained to accept ideal roles and must be prepared and motivated to accept any tasks and responsibilities that would come up in their career development.

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ACTIVE LEARNING TO PROMOTE INDEPENDENT THINKING

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Abstract

Traditional education is fairly unvarying, with a teacher simply transferring knowledge to students who stay passive receivers. Such a method does not start an effective teaching learning process. Instead, it prepares students for passively accepting change without thinking for themselves or asking too many questions to the teacher. Active learning is democratic and involves active involvement of students in lieu of passively listening and writing notes. It uses modern instructional strategies and optimal resources to promote independent thinking and cognitive engagement and to enhance performance and personality of students. It integrates the essentials of constructivist and critical pedagogy that gives power to students to check critically own beliefs, values and knowledge and a sense of critical awareness and agency. An applicable education seeks to create an inclusive classroom with the devising of issues, experiences, worlds, cultures and knowledge of each student in the class as parts of the learning backdrop. Active learning demands active and engaged students, asking critical questions and search for more information at other sources from students' passions, concerns, problems, daily lives and communities and those given in curriculum. The students are trained in information literacy by approaching new tasks strategically, analyzing task requirements, applying various mental processes proper to the task and reflecting on the success of their attainments. They learn to think and question about real issues, relevant to their lives. This paper discusses the active learning as an efficient pedagogical strategy to promote the culture of independent thinking and suggests practical suggestions to ward active learning for skilled teaching-learning process in the classroom.



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Introduction

A paradigm shift from teacher-centred education to student-centred education is required to help students meet the knowledge and skills adequate to make the student fit in the contemporary period. So, the need for student-focussed, student-led, work-based, enquiry-driven and constructivist approaches arises toward generating active classroom. Active learning involves goals beyond transmission of content and skills. Its extensive goal is to generate reflective, self-critical and self-motivated students who are capable of criticising and directing independent work objectively and have effectively developed higher order thinking skills in interpretation, analysis and communication. Active learning requires a milieu that encourages and rewards intellectual openness. It incorporates precision and true partnership



between student and teacher. Humbleness becomes an essential quality of an active teacher who modestly is a co-intentional teacher along the student through collaborative endeavours and discoveries.

Active learning is essential for today's learning environment, principally when dealing with significant subjects such as values, ethics, sustainability and social responsibility, in that they help transformative learning, which involves experiencing a deep, structural shift in the basic foundations of thoughts, feelings and actions. With widespread participation through questions, feedback, activities and guided practices, cognitive engagement of students is possible. It invites students to engage in their learning in intentional, responsible and meaningful ways. The process of active learning opens the door for the development of problem-solving skills and expands the opinions of students and teachers alike, leading to greater self-awareness, deeper empathy for others and a commitment to produce a transformation in self and the world. Active learning allows students to consider alternative views in a mutual, interactive process of analytical thinking, where they actively take part in their learning, put in a great effort with social issues, expect other possibilities and engage in social action. The students grow with independent thinking with their faith, focus, and fervor, development of self-confidence along with independent thinking and growth of knowledge of truth with satisfaction and success.

To this end, the purpose of paper is to present use of active learning in Indian formal education to promote independent thinking to make students creative, critical and independent thinkers for self-sufficiency and self-assurance. Active classrooms can create superior classrooms with critical and democratic education today.

Listing of Key Terms

- Active Learning
- Discovery Learning
- Independent Thinking
- Inquiry-based Learning
- Problem-Posing Education
- Self-Expression



It is the need of the day to follow active learning that endorses effective teaching-learning in the classroom, promotes independent thinking and advances critical education for social transformation. There are several innovative teaching pedagogies that can produce students, who are active thinkers and questioners and bring about improvement in education.

(A) DEVELOPMENT OF CRITICAL SELF-IMPROVEMENT

- Positive criticism leads to improvement.
- One is led to right answers and path, impartial and honest behavior and the cause of positive change in others.
- One can realize own positive and negative qualities for self-improvements and be beneficial to society too.
- One gets self-knowledge with introspection and time management to make improvement and face problem right.
- With weaknesses once known, planned move toward right direction can lead one to success.
- One can improve in weak areas, develop self-motivation and satisfaction to do task right and meet life goals.
- One can transform own and others in society.
- There is the formation of good habits and solutions to behavioral problems for socially acceptable temperament.
- There is progress in life with acceptance of positive criticism and a person gets far closer to excellence.
- One finds own spirit high and conscience clear.

Here, the development of critical self-improvement is associated with advancement in critical self-improvement and self-discipline along with introspection and acceptance of positive criticism with full objectivity and clarity.

(B) TEACHING SELF-EXPRESSION

- The student needs to express self without fear or shyness, be creative, learn to apply knowledge, show courage to raise voice and uphold national rights of freedom of expression.
- There is a necessity to motivate students and seek examples and ideas from them.



- There is need to appreciate shared new knowledge by students and inspire them for discovery learning.

Here, teaching self-expression to students has condition that necessitates fearlessness, boldness, application of learned knowledge, courage to raise voice and upholding national rights of freedom of expression. The requirements for initiating self-expression in students implies inspiration to students, seeking examples and ideas, appreciation of shared new knowledge and inspiration for discovery learning.

(C) CREATION OF ACTIVE CLASSROOM SETTINGS

- The teacher has to discuss with correlation, inspire students to present views freely, solve their academic and personal problems, care for each and motivate to move ahead.
- The teacher should not be biased against or in favor of students, encourage them to take part in all classroom activities and follow self-disciplined life to set a good example.
- The teacher has to encourage students to take part in all co-curricular activities.
- The teacher can attempt to improve qualities of students and seek perfection with practice.
- The teacher must be pleasing by nature, appreciate creativeness of students and treat all encouragingly and politely.
- The teacher should let students express themselves freely and take part confidently in various classroom activities.
- The teacher need not spoon feed students, conduct trial and error method, seek solutions and use teaching aids.
- The teacher needs to use novel methods and techniques of teaching, make ideal student as the role model, stay as friend, philosopher and guide, put in every effort to solve difficulties of students, engage students in many classroom activities, take part in teaching and learning both, keep class highly interactive and develop positive mindsets of all students.
- Activities need to be conducted compulsorily in classrooms with a promotion of creative thinking amid students.



- There is a necessity for evaluation of teacher's daily performance to check their aliveness in the classroom setting and it has to be rated and supervised strictly for progressiveness.
- Guidance to be given to parents on the importance of dynamic and democratic classroom settings with activities.
- It is necessary to give an opportunity to students for improvement in weak areas.
- There is need to foster love and respect for all religions and to organize diverse religious classroom activities.

Here, the creation of active classroom settings includes the role of teacher, teaching-learning process, role of school management and suggestions. The role of teacher is concerned with inclusion of discussion and correlation, inspiration to students to present ideas freely, solution for academic and personal problems of students, concern and inspiration toward all, fairness in approach, encouragement to take part in all curricular and co-curricular activities, set up of a good model with self-disciplined life, attempt in improvement of qualities of students, seek perfection with practice, development of pleasing nature to motivate, appreciation of creativity, treat each with encouragement and politeness, give freedom of expression and increase confidence of students with active participation in various classroom activities. The teaching-learning process focuses on understanding and not spoon-feeding, trial and error method, seek solutions to problems, use of teaching aids, usage of novel methods and techniques of teaching, make ideal students as role models, stay as friend, philosopher and guide, solution to difficulties of students, keep class highly interactive, learn jointly with students, development of positive mindsets and conduct classroom activities to promote creative thinking. The role of school management include performance appraisal of teachers for quality improvement and guidance to parents on the importance of dynamic and democratic classroom settings with a value of activities in the classroom. The suggestions are to take positive action for students with a chance for improvement in weak areas and to foster love and respect for all religions with religious classroom activities.

(D) ENDORSEMENT OF PROBLEM-POSING METHOD

- The problem-posing method applies to everyone except slow learners.



- The concepts are well clear with understanding.
- There is a development of critical thinking in students with a change in the beliefs as co-investigators of the solution.

Here, the endorsement of problem-posing method has a process wherein the method is considered applicable to all apart from slow learners and the results are that concept is made clear by way of understanding, development of critical thinking, change in beliefs and being co-investigators of solution mutually.

(E) ENCOURAGEMENT TO INQUIRY-BASED LEARNING

- Learning with practical experiences and abstract thinking is necessary to understand the concept with inquisitiveness.
- Knowledge is shared easily and the concept is clear.

Here, the encouragement to inquiry-based learning indicates the need of learning with practical experiences and abstract thinking. The output implies knowledge shared easily and concept made clear.

(F) PRACTICING FREEDOM

- The teacher needs to motivate students to think practically over the current situation, help work on practical ideas and give freedom to speak and act, enable them to think critically correct and gradually lead to social and world change.
- It is essential to give freedom to students to communicate freely.

Here, practicing freedom stresses on the duty of teacher for encouragement to students, freedom for practical thinking over contemporary issues, help work on pragmatic ideas, liberty to speak and act, an inspiration to think critically correct and work hard toward the goal for social and world change. The necessity of freedom denotes freedom pre-requisite to communicate freely, confidently and assertive.

(G) CREATION OF DEMOCRATIC CLASSROOM

- There is need to create a democratic atmosphere in the classroom, never turn down posed questions, organize debates and group discussions and give inspiration to students to think, ask, disagree, criticize and so on in a critical and sensible way.
- It is essential to appreciate student's creative thinking, inspire them to think and act innovatively and give freedom to boost up child's imagination and thinking process.
- Students must be allowed to disagree critically.



- The teacher ought to support fair approach toward students and never exploit students' rights for personal gains.
- A critical and democratic classroom can shape better future of the world.

Here, the creation of democratic classroom includes suggestions, the responsibility of teacher and output. The suggestions for the creation of democratic classroom is giving an answer to all posed questions, group discussions, an organization of debates, inspiration to think and act critically, sensibly and innovatively, appreciation of creative thoughts, boost student's imagination and thinking process and allow students to disagree critically and freely. The responsibility of teacher indicates maintenance of fair approach toward students and safeguarding their rights without private gains. The output of creation of critical and democratic classroom can shape society and the world both.

Concluding Remarks

In trying to encourage innovative pedagogical practices in the pedagogic culture and formal education system in India, it is vital for Indian education system and educational organizations to suitably realize sensitization of teachers on significance of active learning in schooling and teacher education and its practicality and resourcefulness in Indian classroom situations. The teachers need to take an upper hand in integrating active learning into the classroom by employing resources for active learning for inclusive classroom and following constructivist approach in classroom situations to promote independent, critical and scientific thinking. It emphasizes pivotal role of teachers to focus more on the growth of students and their far-reaching personality development and for enhancement of their scholastic and non-scholastic performance rather than personal or institutional growth, as humane teachers, wherein mutual love, humility, hope, faith and trust are the critical matrix of a dialogical relation to create critical awareness and attitude. It is vital to maintain equilibrium between training of intellect and literary education to promote critical thinking, creativity and true reflection with joined efforts by teachers, educational organizations and education system.

Though we are emphasizing a shift in the teaching-learning process from teacher-centred towards student-centred, in effect the teachers are still following the same old traditional methods of teaching (narrating). In this context, the student-teachers need to



be trained to accept the current trends and be well equipped with the content, technology and pedagogy. They must be ready to take up the new roles as an ideal teacher and in turn act so. The student-teachers should be trained practically more than the theory, in order that, they understand child psychology and they can make each concept clear to students according to personal difference. Indian education suffers due to existing banking education, wherein teacher-student relationship is generally vertical with lack of mutual trust and dialogue. Each student comes to the classroom with vast experiences which need to be appreciated. Thus, we need to practice active learning in our education to bring reformation in society in view of oppression, in discipline, inequity and other broad malpractices in Indian society with the intention that our Indian classrooms become more lively, critical, creative, liberal, academically sound and application-based.

On the basis of the foregoing discussion, it is suggested that student-teachers need to be taught and exposed to the use of active learning by new pedagogical practices and cultivate a dynamic milieu in the classroom during their teacher education programme and they need to be motivated to adopt the same in their jobs after completion of their teacher education.

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ACTIVE LEARNING FOR STUDENTS FAR- REACHING PERSONALITY DEVELOPMENT

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Abstract

Now-a-days learning has taken a new turn even for college students. It has taken a turn of knowledge getting achieved in a way of child's overall personality development. Active learning should involve learning through live case studies. Every concept should be first explained by a live case related to the concept, of any organization. This will help students to learn the concept quickly and at the same time students get an outlook and are able to solve any corporate problem or situation. Students should be given a task for every subject by telling them prepare a research report on any problem or situation related to the subject topic. The problem or situation must be real of any organization. This can be done individually or in a group. After completion they need to submit and give a presentation on the same. Social media is also a tool for active learning. A subject page can be created and all information related to the topics taught as an example can be shared, puzzles and contest can be done just like other brands and products do. This page can be handled either by a student or a teacher.

Keywords: *Active learning, live cases, social media, task learning*



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INTRODUCTION

Today teaching is not only reserved with chalk and duster but it is growing with exploring, understanding, practically solving the facts or the concepts of the subjects. For example rather than grasping the definition of production, students are now learning how production is done in real basis. This develops the student's outlook towards the subject and concept. This helps them to face real world and develop their overall personality. Now-a-days the way internet is growing there is drastic growth in the methods of active learning.

A LIVE OCCASION STUDY

Teaching should take a shape of personality development. For that we need to come out of just reading the definitions and text books. This can be done through 'Alive Occasion Study' This kind of study is learning through live cases of any organization. Organization while doing its business goes through many phases and situations like ups and downs, profits and losses, negativity and positivity. This all happens because organization is surrounded through



various stakeholders. This all can be an example for students of learning and being aware of what is going in business.

This technique used by lecturers or professors teaching in colleges would be useful for child's overall development. He/ she will have a practical knowledge of what is going on in industry and its business.

Students have to solve live case of any organization related to the concept. This can be done as for example if HR students are learning attrition rate concept they should be given a current case of HDFC bank related to attrition to solve their problem. These solutions must be debated and discussed by the professor with the students.

There are some advantages and limitations for *Alive Occasion Study* concept. The advantages are as follows:

A. Updated with industry knowledge

Alive Occasion study helps to update knowledge of students. Due to current case solving students are updated about current situations prevailing in the market and industry.

B. Learn problem solving techniques:

Students tend to learn all problem solving techniques which occur in real life. They get some practical knowledge about how to handle any situation and find out or suggest solution for it.

C. Avoids Mugging of concepts:

Concepts mugging is an old style of learning of any student writing any exam. If student learns the concept with Alive Occasion study become more aware about what exactly the concept is. So when the concept is understood there is no chance of mugging up words and sentences.

The limitations of the concept are as follows:

A. Difference between practical and live case solving:

Since there is a difference between practical solving of any problem and solving any practical live case. In practicality situations people work in pressure that tend to affect your situations and decisions. So there is a difference between the both.

B. Does not focus on how to write answers:

Students cannot learn completely on how to write theoretical answers because it is live case solving in which students only learn practical part of the concept.

C. Occasion for every concept is not found :



You may not find occasion for all the concepts of the syllabi and finding and studying it may consume lots of time too.

III. Explored Detail

Students learn through live case solving but they learn more by practically observing and visiting the field of study. Also students learn more and more when they prepare a report on what they have observed on field study. Students have to prepare a research report in which they have to have objectives and findings for research. This all should be related to subject concepts for college students. A Professor/Lecturer aims to make a student learn the concept by heart and this technique allows us to do so in a very unique way.

After field study students need to prepare a report stating their objectives findings and suggestions on what they observed or studied. The same report students need to present through PowerPoint presentation for 5minutes. Explored detail active learning technique can be used for college students at individual or group basis. Example: if students want to learn plant layout concept, they can visit any small production plant nearby and observe its layout. Students can note the findings and and if they have suggestion they can state in the detail report.

There are some advantages and limitations for *Explored Detail* concept. The advantages are as follows:

A. Students have a practical look:

Explored detail technique of learning helps on field study. Students actually come to know what is a situation of the concept on real basis. This helps again in their overall personality development as they learn more.

B. Deep Observation:

Students are happy to observe things in deep as they are watching things live. They become more knowledgeable. Deep observation is easy for them.

C. More memorable:

It is more memorable when we practically observe things .It is said that what we see is more memorable. So concepts learned through this technique are more memorable and may be remembered for life time.

D. Soft skills are developed:



When students prepare report in detail they have to present the same in 5 minutes. This helps them to face the dice, improve their communication skills and way to talk and think.

The limitations of the concept are as follows:

A. Time Consuming:

Explored Detail is a time consuming technique. Since going on field takes time. Its not possible to complete the syllabi by covering all the topics under this technique.

B. Costly Technique:

On field study requires the student to visit the place or location for study this involves cost which is beard upon students.

C. Location may be far:

Site or field for study may be far at times, this is not possible for all students to visit far places.

IV. Fab Learning

There is a rise in netizens and day by day users for social media like Facebook are growing. People share their ideas, opinions, memories. This is done by many companies for their brands. Now-a days marketing has taken a new shape. There are Facebook pages of various brands and even actors. This same thing can be done for subjects. A subject page can be developed by a professor/Lecturer and all the concept related to the subject posts can be posted by him or her. Subject related videos, news feed, puzzles, shares. Learning can be made more creative just like how brands do. This is very fun learning as most of people are Facebook addicted.

There are advantages and limitations of this concept. The advantages are as follows:

A. Fun learning:

Since it is learning through Facebook page where there are lots of other news feed, Chatting through groups, sharing, commenting, likes, love, emotions. Learning through *fab* is more of fun.

B. All time learning:

Fab learning is Facebook learning which is always available. So itsall time learning as any time students can access their page

C. Less time consuming:



Less time is required to access Facebook and posting or sharing anything or uploading videos. So *Fab Learning* is no time consuming at all.

The limitations are as follows:

A. Cluster of news feeds:

Due to cluster of news feed that is too many ads and news feeds videos no news can be remembered accurately. So it may happen that whatever learned through this technique may not be remembered.

B. No Internet No learning:

No Internet so there is no learning as Facebook is operated due to internet. If students do not have internet or if they do not use much of Facebook *Fab Learning* is not possible.

V. CONCLUSION

This article speaks about Active learning Techniques which is not only more interactive than other techniques but also develops students overall personality. Students keep mugging up textbooks and do not have much knowledge what is going in reality in industries and business. But when Professors/ Lecturer apply these techniques they have their students becoming more smart to face the world and more interactive by thoughts and communication.

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INTEGRATING ACTIVE LEARNING INTO THE CLASSROOM BY DIFFERENT PEDAGOGICAL PRACTICES

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Abstract

Active learning is very base of any educational system when we focused on student centered or child centered education. In this paper author try to focus on the various strategies which are result oriented and effectively useful to achieve the target of students participation in teaching learning process. This paper covers the strategies of active learning useful for individualistic and peer participation as well as participation of Students group in learning procedure.



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Introduction:-

Active learning has numerous benefits because it keeps students engaged. In traditional lecture setting , it is easy for students to do the right thing (keep their eyes on the teacher ,take notes, etc.) all while daydreaming and not thinking critically about the material. In active learning , students are more control of the learning and , as the very name suggests , active and engaged with the material.

Active learning is beneficial because it shifts the emphasis on learning from the teacher to the student, students are constantly interacting with the material and making a personal connection to the content. In doing this , they quickly move from simple short-term retention to utilizing higher – order thinking skills. This helps them develop a stronger understanding of the material and apply it in real – world scenarios.

Basic elements of Active learning :-

Talking and Listening:-when students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they've learned. When they listen, we want to ensure that its meaningful listening , relating what they hear to what they already know.

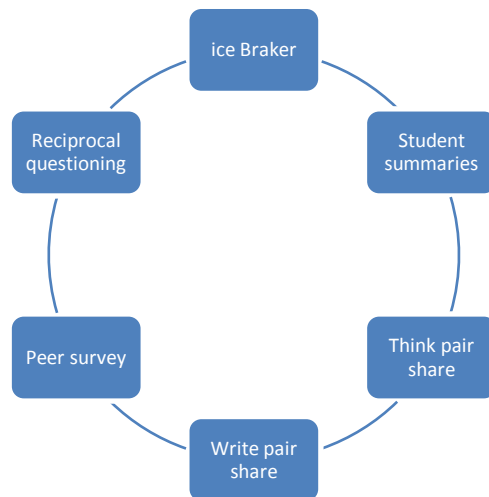
Writing:-like talking and active listening , writing provides a means for students to process new information in their own words. It also appeals to individuals who prefer to learn independently.

Reading:- Students do a great deal of their learning through reading , but they often receive little instruction in how to read effectively. Active learning exercise such as summery and note checks can help them to process what they've read and help them develop the ability to focus on important information.

Reflecting:- In the all too typical lecture class , the lecturer stops talking at the very end of the period . Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains.

Teacher can use various types of teaching learning strategies to help students actively participate and engage in the lesson and the classroom. Active learning strategies provide opportunity s for students to be actively engaged in the classroom would help student become active participants The lecturemethod can allow students to be a passive learner s and that this may not help them fully understand the content taught .we can discuss following some paired active strategies which will be helpful to integrating active learning into classroom by pedagogical practices.

Individualistic or peer Active learning strategies:-



Ice Breakers:-Those things that get people talking quickly and personally about their goals , fears and expectations for the session before them.

Student summaries:-During a class session , the instructor pauses and asks students to explain to a partner the central concept just presented .The activity can be altered in several ways.

Think pair share:-Have attendees turn to someone near them to summarize what they are learning , to answer a question posted during the discussion , or to consider how and why

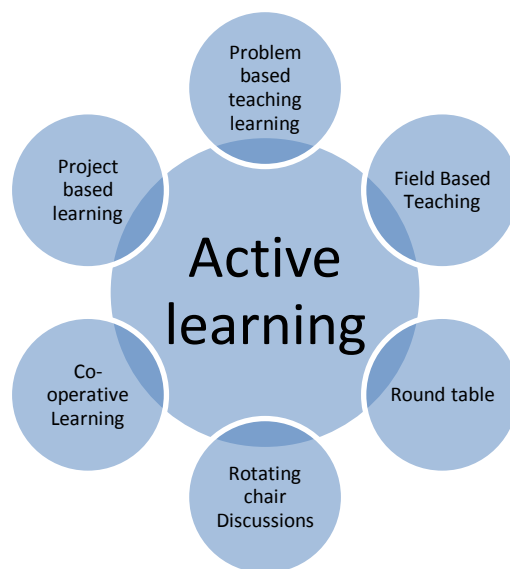
when they might be apply a concept to their own situations. Works well pre-planned questions and with ideas that emerge during workshop from a large group discussion.

Write pair share:-The format of this strategy is identical to the think pair share , except that students process the question asked of them by writing about it rather than reflecting. After a brief time to note their thoughts each student turns to a partner to discuss.

Peer survey:-Each participant is given a grid that is to be filled in according to the needs of the group. Students/group members can be instructed to fill in the grids on their own or they can collect statements from peers and then share in small/large groups.

Reciprocal Questioning :-Facilitator provides questions stems, participants then develop specific questions from the given stems and provide answers students can work individually, with a partner ,or in a small group.

Other strategies of active learning for informal Groups



Problem based teaching:-Present a problem to the class/group. The problem needs to be based on an authentic situation that the participants could actually encounter. Partners or small groups must apply the presented information to address the problem. They may address the problem deductively or inductively.

Field based teaching :-Most of the school-based learning has focused on that occurs in a classroom, laboratory and library or in a computer room . but in earth science , ecology and environmental science , a different venue is important to teach and learn the concepts in actual field , this is known as field- based learning. In these disciplines working in the field

means going outside and making observations and talking samples of iobjects,structures, processes and pheneomena, using the human senses and instrumental sensors.

Round table :-A Question is posed by a group leader, teacher /facilitator or another participant. Each person writes one answer on paper thats passed around the group. Each group shares/presents their answer to the entire class.

Rotating chair Discussion:-The rotating chair group discussion method works well in several situations ; groups well versed in the ordinary usefulness of this process of building ideas will comfortably engage rotating chair practices for handling difficult discussions.

Co-operative learning:-As the name suggest , stands for a learning process or strategies in which the students get opportunities to learn by themselves in a group in a cooperative or non-cooperative environments by forming a number of teams , each consisting of a small number of students of different levels of ability for the understanding of subject.they share all the information among themselves and help each other for having the required knowledge ,understanding and application of one or the other aspects of the content materisalor course units included in their syllabus.

Project based learning:-According to Ballard “A project is a bit of real life that has been imported into the school.” the project method is the outcome of the pragmatic educational philosophy of Dewey, the well known American Philosopher cum educationist. it is revolt against the traditional environment of the school which is usually marked by listless and passitive and which lacks keenness and real life.

Benefits of Active Learning:-

To keep students active in teaching learning process.

To create an interest for teaching learning among the students.

To involve students in teaching learning process.

To enhance students critical thinking ability.

To motivate shy and slow learner in classroom.

To form in-depth understanding in the subject they study.

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ACTIVE LEARNING STRATEGIES: A MODERN TECHNIQUE OF LEARNING.

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Abstract

Active learning in college settings has been proven over the past forty years of research. If there is so much evidence supporting active learning, it can be asked why there are still so many sceptics about its application. Active learning shifts the focus of instruction from what the teacher should teach or deliver to students, to what the students should be able to do with the course material. Interactive methods are modern ways of stimulating teaching, representing tools of learning which favor the interchange of ideas, experiences, and knowledge. This Paper focuses on understanding what active learning strategies are, relevance of active learning in college and university courses, obstacles faced by faculties and difference between traditional and active learning. This paper also states some of the active learning techniques. Hence, providing an overall view on the concept of Active learning.

Keywords: *Active learning, Strategies, Obstacles, Traditional learning, learner, Teaching, Classroom.*



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What are active learning instructional strategies?

Active learning instructional strategies include a wide range of activities that share the common element of —involving students in doing things and thinking about the things they are doing (Bonwell & Eison 1991).

Active learning instructional strategies can be created and used to engage students in

- a) Thinking critically or creatively.
- b) speaking with a partner, in a small group, or with the entire class
- c) expressing ideas through writing
- d) exploring personal attitudes and values
- e) giving and receiving feedback
- f) reflecting upon the learning process



It should also be noted that active learning instructional strategies can

- a) be completed by students either in-class or out-of-class,
- b) be done by students working either as individuals or in group, and
- c) be done either with or without the use of technology tools

When an instructor employs active learning strategies, he or she will typically will spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning).

In addition, the instructor will provide opportunities for students to apply and demonstrate what they are learning and to receive immediate feedback from peers and/or the instructor.

Why are active learning strategies instructionally important in college and university courses?

Extensive workshop experience with faculty members indicates that before considering why using active learning instructional strategies is important in college classes.

Though a well-crafted and captivating lecture presentation would seem to be an especially time efficient way for an instructor to —cover course content, converging evidence from a wide variety of different types of sources indicates that listening to a classroom lecture is not an especially effective way to promote deep and lasting student learning.

For example, watching students today during instructor presentations, in both regular size classrooms as well as large lecture halls, will reveal significant proportions of students

- a) daydreaming,
- b) attending casually to the lecture,
- c) listening to iPods,
- d) instant messaging on a cell phone, or
- e) playing on a laptop computer.

The proportion of students visibly engaged in taking notes in most classes has become all-too-often rather small. Further, the ubiquitous use PowerPoint slides during presentations has led students to anticipate routinely that they will have ready access to these slides.

Further, the lecture method is a relatively poor instructional approach for maintaining student attention (e.g., Bligh, 2000). Research findings suggest that student concentration during lectures begins to decline after 10-15 minutes (e.g., Stuart & Rutherford, 1978).



What obstacles do faculty members commonly report limit their use of active learning instructional strategies?

Some commonly mentioned obstacles to using active learning instructional strategies include: You cannot cover as much course content in class within the time available - Admittedly, the use of in-class active learning strategies reduces the amount of available lecture time that can be devoted to instructor-provided content coverage. Many faculty are surprised to learn, however, that student learning during a fifty-minute class can be enhanced by simply pausing three times for approximately three minutes each (Rowe, 1980); in short, student test performance rose as a consequence of faculty lecturing for ten minutes less while providing three brief periods for student-to-student interaction. In addition, faculty members who regularly use more time-intensive in-class active learning instructional strategies can ensure that students learn important course content through (a) pre-class reading and writing assignments, (b) formative in-class quizzes, (c) brief in-class activities completed individually, with a partner, or in small groups, (d) classroom examinations, etc..

Traditional V/s Active learning

Traditional:

- Teachers are ‘information providers’
- Teacher’s talk. Student’s listen and take notes.
- Students are passive.
- Content is the main focus. Units are structured around the important content.
- Typically a linear progression.
- Assessments are contrived and test separate and discrete areas.

Active learning:

- Teachers are facilitators.
- Teachers pose questions and students work out solutions.
- Students are active.
- Outcomes are the main focus. Units are structured around activities that promote outcomes.
- Typically an iterative progression.
- Assessments are real-life like and test multiple areas simultaneously.



What are some strategies for transforming traditional lectures into interactive lectures?

The breaks between mini-lectures offer instructors countless possibilities for actively engaging students. Popular types of brief, low-risk and high-impact activities that students can complete during the breaks between mini-lecture segments include:

The Pause Procedure (Rowe, 1980; 1986; Ruhl, Hughes, & Schloss, 1980) is an extremely easy and effective approach to promoting greater student engagement with minimal modification to one's traditional lecture presentations. The pause procedure has the instructor pausing for approximately two minutes on three occasions during a fifty-minute lecture (i.e., every 12-15 minutes). During the pauses, students work in pairs to discuss and rework their notes without instructor-student interaction.

Think-Pair-Share is another widely used and highly effective form of promoting brief structured group interaction within traditional lecture sessions. As described originally in the cooperative learning literature (Millis, Lyman, & Davidson, 1995), a think-pair-share exercise often begins with information that provided initially through a reading assignment, a short lecture, a videotape, etc. The instructor then poses a single question and students are instructed to reflect (i.e., think) about the question and to note their response in writing. Students then turn to a partner and share their responses. This can end the sharing or the pair may turn to another pair and share again in groups of four.

Provide sufficient time for each participant to speak with his or her partner; the instructor, however, can determine the total time required for the activity by limiting the number of pairs invited to share their responses with the whole class.

Think-Pair-Share is a collaborative learning strategy that

1. is effective in very large classes,
2. encourages students to be reflective about course content,
3. allows students to privately formulate their thoughts before sharing them with others,
and
4. Can foster higher-order thinking skills.

Concept Tests were developed, and their effectiveness clearly demonstrated, by Erik Mazur (1997) to encourage active learning through in-class peer collaboration in physics courses. In this approach designed to focus students' attention on developing conceptual understanding rather than memorization, at intervals of approximately every 15 minutes.



Personal Response Cards, or quarter-sheets sheets of four colored papers, with the letters A through D prominently printed on them, can be created by an instructor and distributed to his or her students at the start of the term. To solicit student feedback, students signal their responses to instructor-posed questions by raising their hands while the holding the appropriately colored response sheet.

Conclusion:

We can conclude that, Active learning focuses on overall understanding and thorough memory with respect to the concept. It focuses on Student Interaction by making studying as well as teaching an interesting curriculum activity.

We also observed how Active learning can overcome draw backs of traditional learning. Activity based learning is a modern approach to our thinking abilities. Although, there are some obstacles with the implementation of Active learning but once these obstacles are overcome, Teaching and studying wont remain a monotonous activity. Hence, Active learning has become the need of current time.

The world we live in is dynamic where time determines everything. The geo-political boundaries are shrinking rapidly and opportunities are expanding rapidly with competition as the key driver. The growing high-tech environment, changing consumer behaviour, economic trends, importance of customer service-based differentiation strategies are making it necessary that a student should be able enough to deal with all possible circumstances. So students and teachers have to remain ahead of their game, communicate well, and acquire and equip themselves with all the fundamentals and broad concepts of the commerce industry requirements and the business arena in general.

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“ACTIVE LEARNING” - A CHALLENGING TASK IN CLASSROOM PRACTICES

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Abstract

Education and learning are the essential part of all human activities. This produces human personalities. The demand of the society is increasing in every moment. The world meets remarkable changes regarding aim of education. The focus of education is being changed into a new shape. Critical thinking, creative thinking self-awareness and social awareness are the focus points of education today. The goal of education is to bring all round development among the students. And it aims at proper all round development of humanity. The active learning facilitates to promote student's cognitive learning development. It is the main purpose of education. The goal of education can be accomplished only through active learning. Active learning promotes physical, emotional and economic wellbeing and inculcates skills and attitudes. Further it leads to lifelong learning. Active learning stimulates thinking, develops student's potential and faster learning ability. Moreover it leads to better student outcome and it assists students to solve their problem of day to day life on their own. This paper titled “Active learning – A challenging task in classroom practices” , briefly discusses the issues, challenges, trends and practices and methods regarding to active learning. This paper makes a view on implications of active learning. The paper defines the conceptual frame work of active learning. Further it stresses the need of active learning. The author of this paper discusses briefly the concept of learning style which has to bring the students as active participants. Further the paper briefly examines “Activity Based Learning” methodology and how it is implemented successfully in the state of Tamil Nadu. The author provides his experience of strategically implication in classroom practices on active learning. A view on cooperative and collaborative learning methodologies is given in this paper. Finally this paper offers some suggestion in relation to active learning.



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Conceptual Frame Work of Active Learning:

Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than any other methods.

The educationalists have given many definitions for active learning. A few definitions are followed.

“Active Learning is anything that involves students in doing things and thinking about the things they are doing” [BonewellsEison – 1991]



Considerable numbers of phenomena are involved in active learning. As a teacher who engages in active teaching learning process must know the meaning of those phenomena. The phenomena, pedagogy that has to be known by the teaching community.

Pedagogy is another word for education. It is defined as the method and practice of teaching especially as an academic subject. It informs teaching strategies, teacher action, teacher judgement and decision that are taken into consideration.

Learning strategies are defined as pedagogical strategies that enable learners to take active role in the learning process rather than merely listening to lectures passively in the classroom.

Teaching strategies refer to methods used to help students to learn their desired goals, contents and be able to develop achievable goal in future.

Teaching methodology comprises of the principles and methods used by the teacher enables the student learning to learn. These strategies are determined partly on subject matter to be taught and partly on the nature of the learning.

Active learning – need of hour in educational process:

Fast changing with respect to explosion of knowledge of the world is essential today. The role of teachers cannot stick on to the old traditional method of teaching.

Now learning is considered much more than more memorizing of facts. It is evident that all the criticism made on students only for low achievement. But reality is different. The present classroom practices are very poor. One can find out the reasons for low achievement of the children.

They are listed below.

- Teachers dominate the classroom always.
- Rare usage of teaching learning materials.
- The lecture method is followed most of the time.
- Teachers assume uniform learning pace and uniform level of achievement among children
- Focus is given on teaching rather than learning.

This evil must be removed from teaching learning process by redesigning pedagogic principles to promote thinking skills of students.



Students tend to learn the best when they are actively involved in the process of learning by engaging in learning activities. Teachers should facilitate to make active learning. It will help students to achieve positive results in any field.

Learning style:

All students are created equally. The term "learning styles" speaks about the understanding of every students. They learn differently. Technically an individual's learning style refers to the preferential way in which the students absorbs process, comprehends and retains information. " Learning style is an individual's unique approach to leaning based on strength weakness preferences.

First the teachers must learn how to adapt teaching method to accommodate different leaning styles and assist each student achieve their full potential. As a teacher it is so important to be committed to the success of each of student.

Every student who enters our classroom is different from the one who entered before because they have different leaning style. Teachers must learn about how they can use active learning strategies to help students actively participate and engage in the lessons and classroom.

If active learning is taken place it will help students to become active participants. The passive learners cannot understand the content taught.

Tamil Nadu a state of a pioneer in implementing activity based learning (abl) method:

It is a constitutional obligation that the students of a nation must have quality based education. It can be attained through active learning. Many stakeholders of education are trying to take special efforts towards quality improvement of teaching methodologies for the betterment of students.

Tamil Nadu as a stakeholder of education implements innovative pedagogic principles, for active leaning Education department of Tamil Nadu implemented Activity Based Learning (ABL) method for elementary and secondary education.

The ABL concept has been taken from Rishi valley of Andhra Pradesh. Initially this method was introduced in corporation schools of Chennai. After seeing the success of the scheme this has been extended for all the schools of Tamil Nadu.

ABL method is unique and effective method of teaching for active learning. The teachers who have been involved in this method have developed activities for each and



every unit which facilitate for learning instruction, reinforcement and evaluation. ABL has transformed the classrooms into hubs of activities and meaningful learning.

Implementation of this approach is divided into four phases viz.,

- Preparation capacity building phase
- Experimental phase
- Extension phase
- Evaluation phase

The process of ABL approach is given below, competencies are split into different parts/units and converted into different activities. Each part/unit is called a milestone.

In each subject the relevant milestone are clustered and linked as chain and this chain of milestone is called LADDER

Each milestone has different steps of learning process and step of learning process that is represented by Logo. Milestones are arranged in a logical sequence of activities from simple to complex.

Evaluation is inbuilt in the system. The author of this paper is involved in implementing ABL method in secondary school. It is evident that students of his class really enjoy much according to authors experience.

The following benefits have been found.

- Students learn on their own pace
- Group learning mutual learning and self-learning are promoted

The author faced some practical difficulties that are listed below.

- It can work only when class strength does not exceed 30.
- Teachers are not fully involved in the process

Though it has some setoff drawbacks, it opens the door for implementing a new innovative method of teaching in the way to active learning.

Collaborative and cooperative learning – a boon for active and meaningful learning:

The collaborative and cooperative learning are the innovative pedagogy for active learning followed by the teachers all over the world. In these methods teachers design group work assignments and then they will form students as group according to their skills and ability. Effective technology is used by them such as internet etc. The teachers



successfully manage group work project. Finally the work assignments are evaluated by the teachers.

Collaborative learning is a method of teaching in which students team explore a significant questions or create a meaningful project. A group of students work together for solving a problem.

In cooperative learning students work together in small groups on a structural activity. They are individually accountable for their work and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

Many studies reveal that collaborative and cooperative learning make following impact on active learning.

- Learners participate actively.
- Students are interested in their own learning.
- It develops higher level learning.
- It promotes students teachers interaction.

Active learning – strategical implications in classroom learning:

To achieve active learning the author of this paper implements many learning practices in the classroom. One of the teaching strategies practiced in his classroom is “Teachable moment”. It is evident that the students learn actively through this strategy.

A “Teachable moment” is an unplanned opportunity that arises in the classroom where a teacher has an ideal chance to offer insight to his/her students. It is not something that we can plan for rather it is a fleeting opportunity that must be sensed and seized by teacher.

The experience from “Teachable moment” practiced in the classroom by the author is very much useful and meaningful and the author realises from his own experience that this pedagogy has created a fine “Learning moment” at which learning a particular topic or content becomes easier.

Further the author regularly makes practical oriented classroom teaching. As an economics teacher his responsibility is to inculcate important law in economics. Law of diminishing marginal utility was practically taught by him as follows.

A group of students was asked to eat a packet of biscuits continuously without any break. Further they were asked to record the utility derived from that eating.



When we consume a commodity continuously the utility derives from that commodity will diminish. It is a core element of “Law of diminishing marginal utility”. Through these practical method students are given ample opportunity for self learning like wise more contents like barter system, circulation of money inflation and deflation were practically taught by the author.

Even though, teaching resources in government schools are not sufficient, with the better understanding of pedagogical praxis, a teacher can make effective teaching to a meaningful and active learning in the classrooms.

IMPLICATIONS:

For promoting classroom active learning practices this paper offers some implications. Following are the implications.

- Teaching community must be familiar with the conceptual framework of active learning.
- Teachers must facilitate to the students to stimulate thinking, develop potentials and faster learning ability.
- The role of the teachers would be high to promote cognitive development of the students through active learning.
- Innovative methods of teaching should be identified by the teachers to promote active learning.
- Teaching community should involve in educational research for promoting pedagogical principles.
- Use of modern instructional strategies in the classroom practices is the core responsibility of the teachers.
- It is a mandatory of a teacher to be highly qualified, richly expressed. Then only pedagogical treatment could be successfully engaged in classroom.
- The teaching community should dedicate their teaching life for all round development of the students. It is possible only when the active learning taken place.
- Teaching community must realize the need of the students as well as the society regarding educational goals.
- Teachers must be clear about instructional goals.



Conclusion:

It is concluded that this paper briefly discusses, examines, views, implements various issues and challenges regarding active learning. The paper stresses the need of the active learning. It briefly provides the author's experience on stratagem in active learning. It offers some suggestions for promoting active learning. Hence it can be concluded that this title must have elaborate research study.

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EFFECT OF BRAINSTORMING TECHNIQUE TO PROMOTE ACTIVE LEARNING

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Abstract

Student-Centered Learning encourages and helps students to take an active role in the learning process. Brainstorming is one of the best ways to approach student centered learning because it is an almost open sharing activity, which is usually conducted in small groups to encourage active participation of students. However, students are often not comfortable to speak voluntarily in the English in a classroom situation. This study explores the use of brainstorming activities to promote speaking engagement in the English in a classroom situation. 150 students from an urban secondary school in Happy home English medium school Thane participated in the study. The purpose of the study was to explore the types of brainstorming activities used and how brainstorming was employed to promote student centered learning .The data were obtained through questionnaires completed by the students, interviews with three English teachers, as well as through classroom observations during the brainstorming sessions. The findings shows that brainstorming activities using word lists, word mapping, and also pictures are commonly utilized in the speaking tasks. This study not only sheds light on the use of brainstorming to address students' difficulty to speak English more voluntarily, but also provides useful insights for teachers to deal with the difficulty to speak in the English as a language classroom.

Keywords: English as a language; Student-Centered Learning; brainstorming.



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1. Introduction

In the language classroom context, brainstorming is often used in teaching writing as part of the pre -writing phase. Brainstorming is usually a small group activity which encourages students to focus on the free flow of ideas. The main purpose of brainstorming is to generate as many ideas as possible within the specified time frame given in the classroom. The ideas generated are not evaluated until the task is completed and often a wide range of ideas is produced. Although not all the ideas generated are useable, the initial ideas can be viewed as a starting point to more useful ideas. English as a language teacher can use brainstorming activities to encourage students to share their ideas with one another on a particular topic or question. Speaking in English has always been a daunting experience for many students; thus, English teachers are confronted with the challenge of getting students to participate in the English as a language classroom. In some situations, students are not comfortable to use



English for speaking activities. As such, student-centered learning that requires active involvement and participation from the learners becomes a method to encourage speaking engagement in the English as a language.

1.1. Purpose of the study

The student-centered learning literature refers as a reflexive approach to the teaching and learning processes for both teacher and learners. Additionally, student-centered learning is regarded as a process that pays attention to deep learning and understanding, as it encourages students to take an active role in the learning process. According to Blake and DeVries (2004), brainstorming activities that provide a meaningful learning environment in a relaxed atmosphere can be used as one of the strategies to promote speaking skills. In this study, brainstorming is employed as a way to approach student-centered learning for speaking skills. In the context of this study, speaking skills refer to the ability and fluency to speak spontaneously, with no extensive pauses or repetition when speakers are responding reasonably within the turns of the conversation. This study explores the use of brainstorming for speaking engagement in the English as a language classroom. The purpose of the study was to explore the types of brainstorming activities used and how brainstorming was employed to promote student-centered learning, the students at an urban secondary school in Happy home English medium school Thane. Finally, the study also gathers the students' and teachers' perceptions on the use of brainstorming activities to promote speaking skills.

1.2. Methodology

This study on brainstorming as a way to approach student-centered learning in the English as a language classroom utilized a mixed-method approach using three instruments for data collection. For quantitative data, the survey technique was used to obtain numerical data from the 150 student participants. The survey was conducted to gather the types of brainstorming activities used and the students' perceptions on using brainstorming activities to promote speaking skills. For qualitative data, classroom observations were carried out on three different classes for 40 minutes each. Students' participation in the brainstorming sessions was observed to get a sense of their responses and interaction based on the tasks given by their teachers. The overall participation in each session was recorded and the involvements in the three different sessions were compared. Finally, three English teachers were also interviewed to obtain their views on the use of brainstorming strategies for speaking skills. For the interviews, a purposeful sampling technique (Merriam, 1998 & Patton, 2005) was



used. All three teachers used brainstorming in small group discussions to encourage participation in the speaking tasks.

2. Theoretical perspective

Speaking activities in the classroom should not only be interesting to students, but must also create a real need for communication. As a kind of learning that provides the opportunity for students to bring real and authentic speaking experiences (Richards, 2008), student-centered learning provides a non-threatening environment (Overby, 2011) to the learning process. Brainstorming as a way to approach allows students to learn by sharing their thoughts and by asking questions that evoke their interest and natural curiosity. Student-centered learning also allows for open-ended learning environment (Nanney, 2004) to support brainstorming, which resembles a student-driven, teacher-facilitated approach (Bell, 2010) to student-centered learning. In this study, brainstorming serves as a tool to approach student-centered learning. Cullen (1998) lists five types of brainstorming activities that include the use of a picture, poem, word-mapping, story-telling, and word lists. While brainstorming is known to be used in the pre-writing stage, this study explores the use of brainstorming to promote speaking skills, and it also draws conclusions based on the perceptions of the students as well as the teachers.

3. Research design

This study employed a mixed method approach (Creswell, 1999) that involves both collecting and analyzing quantitative and qualitative data. The population in this study constitutes 150 students from an urban secondary school in Happy Home English medium school, Thane. The students were asked to complete a self-designed questionnaire consisting of three sections. Section A is for demographic details, such as gender, age, and the grade. Section B is for the types of brainstorming activities used in their speaking lessons. Section C consists of 20 items to state their perceptions on the brainstorming activities used in the classroom. The items are constructed based on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The above quantitative data were supplemented by qualitative data from classroom observations and semi-structured interviews. Classroom observations were carried out on three different classes to capture the behaviors of students during the brainstorming activities. An observation checklist was used for each of the three classes to record the students' participation at various stages of the brainstorming activities. Finally, three English teachers were subjected to semi-structured interviews soon after the



lesson observations. Six open-ended questions were prepared as the interview guide. The interviews were conducted to gather additional information on the teacher’s opinions about the brainstorming activities and the experiences involved.

4. Findings

The results are presented according to the three instruments of data collection, namely, the survey, observations, and interviews. This section concludes with a summary of the overall findings

4.1 Survey

The survey section is reported according to the three components of the questionnaire. Section A presents the demographic details of the respondents in terms of gender, age, and the Division. For gender, out of 150 respondents, 77 (51.33 %) are males and 73 (48.66%) are females. Most of the students 117 (78.00%) are 16 years old and the remaining 33 (22.00%) are 17 years old. Their grades can be categorized as Advanced (Grade A), Intermediate (Grade B & C), and Low Proficiency Group (Grade D & E). The survey shows the following results for Grades: Grade A (N = 35, 23.33%); Grade B (N = 32, 21.33%); Grade C (N = 29, 19.33%); Grade D (N = 26, 17.33%); and Grade E (N = 28, 18.66%). Table 1 illustrates the demographic profiling of the survey respondents.

Section B presents the types of brainstorming activities commonly used in the classroom as reported by the students. The five types of activities which include using a picture, poem, word -mapping, story-telling, and word lists are based on the categories taken from Cullen (1998). The frequency and percentage of activities used by their English teachers to encourage participation in speaking tasks are shown in Table 2.

Table 1. Demographic data of the respondents.

| Demographic | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Gender | | |
| Male | 77 | 51.33 |
| Female | 73 | 48.66 |
| Age | | |
| 16 years | 117 | 78 |
| 17 years | 33 | 22 |
| Grade | | |
| A | 35 | 23.33 |
| B | 32 | 21.33 |
| C | 29 | 19.33 |
| D | 26 | 17.33 |
| E | 28 | 18.66 |



Table 2. Types of brainstorming

| Activities Using | Frequency | Percentage |
|-------------------|-----------|------------|
| Simple word Lists | 48 | 32.0 |
| A picture | 40 | 26.66 |
| Word Mapping | 39 | 26.0 |
| Story-telling | 14 | 9.33 |
| A song | 09 | 6.00 |

The results above shows that the top three popular activities are brainstorming using simple word lists 32.00%(N=48),Using picture26.66%(N=40), and using word mapping 26.00%(N=39),small percentages indicate the use of story-telling 9.33%(N=14), and a song 6.00%(N= 09).

Finally, Section C presents the findings on the students' perceptions about the use of brainstorming to promote speaking skills. The overall results show a high percentage (above 70%) of agreement with many of the items listed. The top three scores are for items No. 6 (79.33%), No. 7 (81.3%), and No. 12 (79.00%). A high percentage for the three items indicates a positive opinion on the use of brainstorming activities. The overall results demonstrate an optimistic view for the use of brainstorming activities to promote speaking skills. However, item No.9 has the lowest percentage (59.0%), which implies that slightly more than half of the participants agreed that brainstorming enables them to enrich their vocabulary. Item No. 20 is constructed in the negative form to verify if the respondents favor this method. Only 16.0% are not in favor. It shows that a small percentage of the respondents do not like brainstorming. Table 3 shows the Likert scale rating based on the 20 items listed. The overall percentage for agreement with the 20 items is shown in Figure 1.

Table 3.Students' perceptions on the use of brainstorming.

| Sr .No. | Statements(n=20) | SD (f) | % | D (f) | % | NS (f) | % | A (f) | % | SA (f) | % |
|---------|--|--------|-----|-------|------|--------|-------|-------|------|--------|-------|
| 1 | I like this method to promote my speaking skills | 10 | 6.5 | 18 | 12.0 | 14 | 9.0 | 69 | 46.0 | 39 | 26.0 |
| 2 | This method motivates an interest in the subject | 8 | 5.3 | 15 | 10.0 | 19 | 12.6 | 70 | 46.6 | 38 | 25.3 |
| 3 | I can work with anyone I like. | 9 | 6.0 | 16 | 10.6 | 15 | 10.0 | 57 | 38.0 | 53 | 35.3 |
| 4 | This method creates a positive environment for speaking skills. | 8 | 5.3 | 9 | 6.0 | 18 | 12.0 | 63 | 42.0 | 52 | 34.6 |
| 5 | I feel more relaxed using this method to practice my speaking English. | 7 | 4.6 | 13 | 8.6 | 16 | 10.6 | 62 | 41.3 | 52 | 34.6 |
| 6 | This method is fun and interesting. | 8 | 5.3 | 6 | 4.0 | 17 | 11.33 | 72 | 48.0 | 47 | 31.33 |

| | | | | | | | | | | | |
|----|--|----|------|----|------|----|------|----|------|----|------|
| 7 | Many interesting topics are given to us using this method. | 6 | 4.0 | 14 | 9.3 | 8 | 5.3 | 60 | 40 | 62 | 41.3 |
| 8 | Many pronunciations is improved. | 12 | 8.0 | 9 | 6.0 | 23 | 15.3 | 58 | 38.6 | 48 | 32.0 |
| 9 | My vocabulary is enriched. | 19 | 12.6 | 21 | 14.0 | 21 | 14.0 | 42 | 28.0 | 47 | 31.3 |
| 10 | I am more active and not shy to speak. | 11 | 7.3 | 15 | 10.0 | 9 | 6.0 | 68 | 45.3 | 47 | 31.3 |
| 11 | I can give out more ideas faster and easily. | 12 | 8.0 | 15 | 10.0 | 17 | 11.3 | 60 | 40 | 46 | 30.6 |
| 12 | I am given more chances to speak with my classmates. | 7 | 4.6 | 10 | 6.5 | 15 | 10.0 | 64 | 42.6 | 54 | 36 |
| 13 | I can share my ideas with my group members. | 13 | 8.6 | 22 | 14.6 | 10 | 6.5 | 54 | 36.0 | 51 | 34.0 |
| 14 | I am motivated to speak out by my group members. | 11 | 7.3 | 19 | 12.6 | 6 | 4.0 | 46 | 30.6 | 68 | 45.3 |
| 15 | My mistakes are tolerated by my group members. | 8 | 5.3 | 14 | 9.3 | 17 | 11.3 | 59 | 39.3 | 52 | 34.6 |
| 16 | I am more confident when speaking in groups. | 4 | 2.6 | 15 | 10.0 | 18 | 12.0 | 62 | 41.3 | 51 | 34.0 |
| 17 | I can communicate better using this method. | 8 | 5.3 | 11 | 7.3 | 17 | 11.3 | 60 | 40 | 54 | 36.0 |
| 18 | I do not hesitate when speaking in groups. | 6 | 4.0 | 13 | 8.6 | 21 | 14 | 57 | 38.0 | 53 | 35.3 |
| 19 | I can work more independently from my teacher. | 11 | 7.3 | 18 | 12.0 | 20 | 13.3 | 56 | 37.3 | 45 | 30.0 |
| 20 | I do not like this method to promote speaking skills. | 66 | 44.0 | 44 | 29.3 | 16 | 10.6 | 14 | 9.3 | 10 | 6.5 |

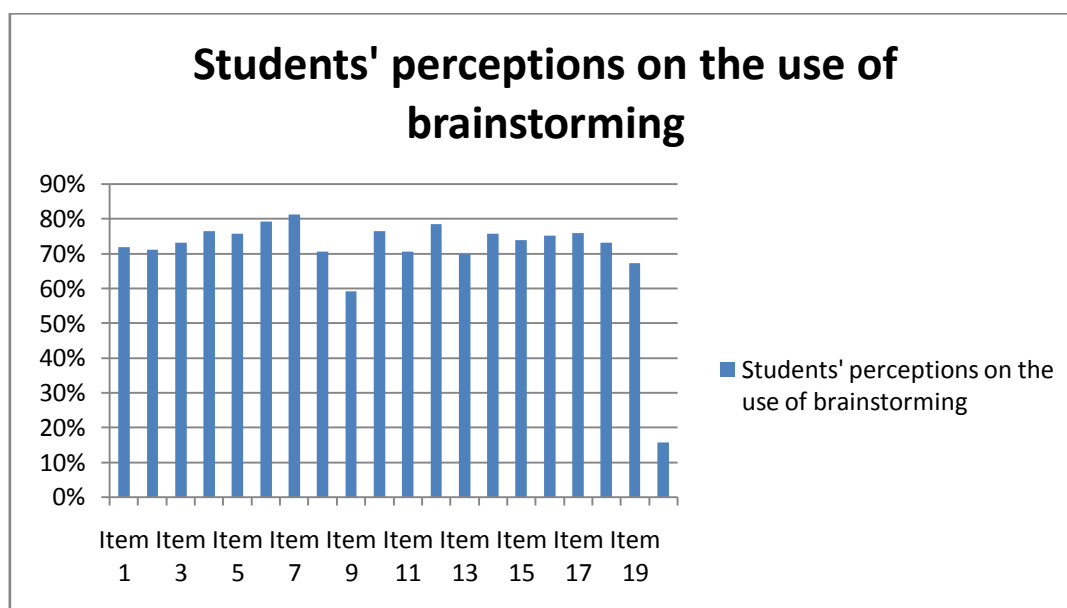


Fig. 1. Overall percentage for agreement with each statement.



4.2 Observations and interviews

The findings from classroom observations and semi-structured interviews with English teachers are reported based on the three emerging themes of Motivation, Confidence, and Participation. The first theme on motivation emerged readily from the classroom observations. The students were more engaged and motivated when given the opportunity to speak in English during brainstorming sessions, for example, when the students were given a picture or asked to complete a story with the given opening line. The small group discussion helped to motivate the students to speak more frequently and the students were willing to participate actively in the discussion. The teachers' comments indicate that the use of brainstorming was very well received by the students. In a small group of four to five students, the students took turn to add to the story after the teacher gave them the first line of the story. Students used the brainstorming technique to discuss ideas for the next line and to describe the story until its completion. It was observed that the students had the tendency to motivate each other to speak, particularly when one or two group members remained quiet and passive. According to Teacher C, "I like the idea of using brainstorming in small groups which I feel can motivate students to practice the language skills better than when we call them to respond individually in view of the whole class." This opinion shows that the element of motivation was evident during the brainstorming sessions.

Confidence is the second theme that emerged from the observations and interviews. From the three classroom observations, it was noted that active participation also led to an increase in the students' level of self-esteem or self-confidence. This was clearly displayed by the group that was required to complete a story. Almost every member took the opportunity to contribute their ideas with little or no hesitation. They were eager to speak up and add to the story with their own version. They seemed to enjoy expressing their ideas in order to complete the story. Teacher B recalled, "For the advanced group, I have no problem in getting students to get involved. Sometimes, they encourage their friends to talk and add to the ideas." Therefore, it is noted that brainstorming using story -telling helps to increase the students' level of confidence.

Participation is the third emerging theme from the qualitative data. During the three separate classroom observations, the students appeared to be focused on the task and engaged in the group activities. Students from the advanced and intermediate groups used the spoken language readily to practise their speaking skills. However, it was observed that students



from the low proficiency group appeared to remain quiet at the initial stage of the lesson. Teacher C did a great job in persuading these quiet students to participate by giving verbal positive remarks every time the students responded merely in words or phrases instead of in complete sentences. However, “they can only give a one -word answer or remain quiet or passive probably due to their lack of confidence to speak,” as reported by Teacher B when referring to the low proficiency students.

4.3 Summary of findings

The quantitative data show that brainstorming using simple word lists, a picture, and word mapping are three popular activities in the English language classroom. However, the qualitative data reveal that story -telling has the potential to accentuate the learning experiences to resemble the processes for student centered learning. Story-telling provides the opportunity for students to use their own ideas and bring their own experiences to the conversation. Given that much of the learning is related to their daily experiences (Unin, 2014), story-telling can be used as a brainstorming strategy to address students’ reluctance to speak English more voluntarily. It was observed that story-telling, as a brainstorming strategy, can be used as a way to approach SCL that reflects active involvement and participation (Brandes&Ginnis, 1986). The findings on story-telling support the existing literature by Slavin (1995), as well as, Hamzah and Lu (2010), who found that students are more confident and motivated to express their ideas when brainstorming in small groups.

5. Implications for Student-Centered Learning

This study not only sheds light on the use of brainstorming to address students’ reluctance to speak in English more voluntarily, but also provides useful insights for teachers to deal with the reluctance to speak. While brainstorming in the classroom may include all five activities as listed by Cullen (1998), this study supports greater attention to the use of story-telling as a brainstorming activity for “learning from and through experiences” (Unin&Dirkx, 2011). In view of the useful insights, additional research into the use of story-telling may reveal more subtle ways in which brainstorming is manifested in the learning processes for student centered learning. As a conclusion, this study helps to create awareness for the use of brainstorming as a way to approach student centered learning in the English language classroom. As such, brainstorming using concrete “everyday experiences as locations and contexts for learning” (Unin, 2014) can be intentionally planned as a two-way learning process involving both the students as learners and the teacher as facilitator.



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GROWING AWARENESS AND UNDERSTANDING OF CURRENT GLOBALEDUCATIONAL PRACTICES THROUGH ACTIVE LEARNING

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Abstract

The century we are living in has perceived an exceptional transformation in every facet of life. The rapidity and vastness of transformation promises that the society that we belong to needs to be powerfully dynamic and its adjacent relationship with education logically continue to stance new demands for superiority in the arena of education. The precise link between education and technology has been of persistent prominence, ever since children were required to replicate their thoughts, ideas and knowledge in some kind of enduring or semi- enduring form. The teacher and books are not the only source of information; several alternative means of communication and information are available globally. In this context, every teacher educator from across the globe needs to know varieties of advanced instructional strategies, which can bring drastic changes in pedagogy and curriculum content. These are instrumental in enhancing academic productivity and teaching-learning effectiveness through different active learning strategies by using effective use of technology.

Keywords - *Active learning, MOOCs, Flipped classroom, Global Virtual classroom, and Teacher's Role to Promote Active Learning.*



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Introduction-

A Glimpse on Current Global Educational Practices through Active Learning.

“My level of engagement is the primary contributor to student’s success. I believe instructors must step down from their ivory tower to engage students in active learning with meaningful projects reflecting information trends of the professional world. I am a servant leader striving to differentiate to meet the needs of my diverse learners”.

—*Alexander Perez, Lake-Sumter Community College (FL)*

The time has come to redefine teacher’s roles and functions. Teachers must also evolve into resourceful personnel, equally constructing knowledge with learners in the classroom. Teachers will encourage deepening engagement and pronunciation by guiding learners to develop skills such as formulating arguments to support their positions, sharing and communicating these arguments to others and participating actively in all classroom



activities. This paper tries to find innovative activities and technologies which need to be created to encourage learners to engage in ‘learning without constraints and without borders’.

Major goals of the paper to understand the following features:-

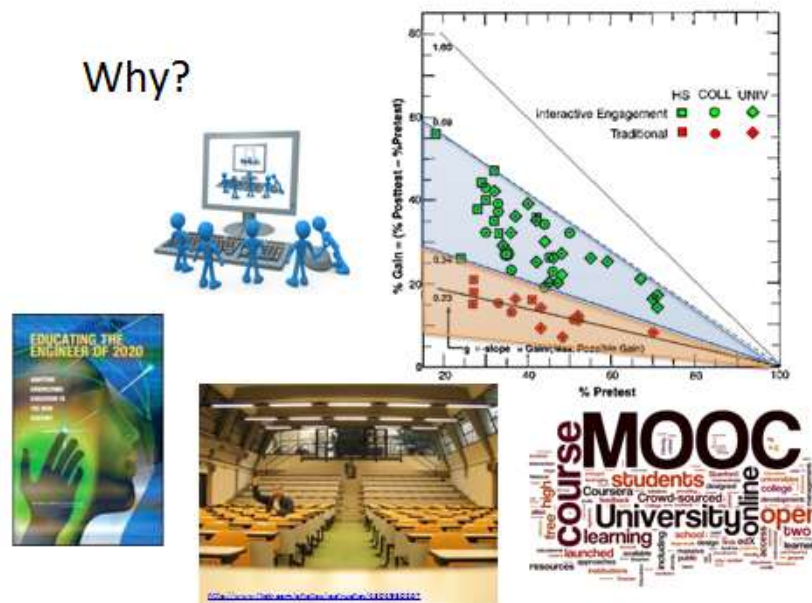
- Promote active learning without borders (anytime and anywhere)
- recognize active learning through open education
- highlight learner-centred models
- encourage collaboration and communication
- emphasize project and problem-based learning

Today’s learners must recognize that learning and relearning can occur outside classrooms and schools throughout their lives. It is likely that these learners will require an introduction to learning options available to them now and in the near future. Fostering this commitment to lifelong learning will ensure that learners remain open to new developments and opportunities as they arise.

Recognize learning through open education MOOCs.

The Open Education movement is inspired by the trend for making open source software available free of charge. These courses are designed to cater for tens of thousands of students at a time and are accessible via a number of different web-based portals. A massive open online course (MOOC/mu.k/) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs). MOOCs are a recent and widely researched development in distance education which were first introduced in 2006 and emerged as a popular mode of learning in 2012.

Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students.



Include every learner through technology highlight learner-centred models.

Ultimately, education must respond more flexibly to cultural diversity and changing Global expectations (Gijsbers and van Schoonhoven, 2012).

Without question, such a move makes sense in places such as Africa, where twenty times more people connect to the internet through mobile phones than through fixed-line computers.

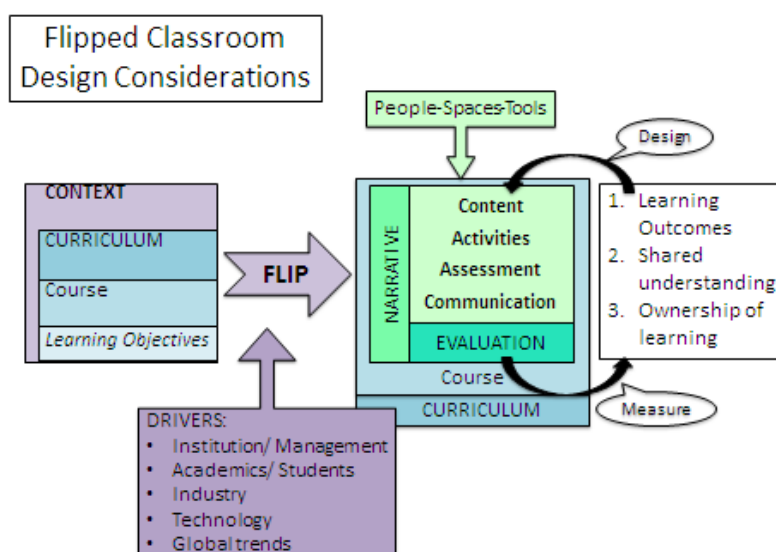
In Colombia, mobile devices are being used instead of traditional desktop or laptop computers to address an illiteracy crisis in rural areas. In 2012, the Colombian government purchased 250,000 mobile devices equipped with interactive educational software and delivered them to illiterate young people and adults. Other countries have similar, albeit still unrealized, plans to launch mobile learning projects in an effort to increase educational opportunities for people in underprivileged communities (UNESCO, 2012).

Flipped Classroom

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

Why would we want to deploy a Flipped Classroom?

- Correct the misconceptions.
- Increase Conceptual Depth.
- Increase depth with breadth.
- Increase on campus engagement in learning
- Taking advantage of online learning resources.



The flipped classroom intentionally shifts instruction to a learner-centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to 'deliver content' outside of the classroom. In a flipped classroom, 'content delivery' may take a variety of forms. Often, video lessons prepared by the teacher or third parties are used to deliver content, although online collaborative discussions, digital research, and text readings may be used.

Encourage collaboration and communication emphasize project and problem-based learning

Collaboration is a twenty-first century trend that shifts learning from teacher or lecture-centred settings to collaborative ones. With the development of new ICTs innovative forms of collaboration are also emerging (Leadbeater, 2008, p. 10).

Example:-

The Global Virtual Classroom (GVC) is a collection of free, online educational activities and resources. It aims to complement the efforts of governments and educators around the



world to integrate technology into their classrooms and curricula and to link their schools to the Internet in educationally productive ways.

The GVC vision is to empower, enable, and connect students around the world using Internet technology.

Who may participate?

Teacher guided Primary (Grades 1-7) and Secondary (Grades 8-12, or equivalent) classes and youth groups around the world that have access to the Internet and know or are willing to learn Google Sites are eligible.

Collaborative learning – the intentional grouping and pairing of learners for the purpose of achieving a learning goal –has been widely researched. Smith and MacGregor (cited in Barkley, Cross and Howell Major, 2014) note that collaborative learning is a broad term for a ‘variety of educational approaches involving joint intellectual effort by learners, or learners and teachers together.

- Trilling and Fadel (2009) note that effective project learning has five key characteristics:
- →→ Project outcomes are tied to curriculum and learning goals;
- →→ Driving questions and problems lead students to the central concepts or principles of the topic or subject area;
- →→ Learners’ investigations and research involve enquiry and knowledge building;
- →→ Learners are responsible for designing and managing much of their learning; and
- Projects are based on authentic real-world problems and questions that students care about (p. 109).

- Finally, a growing body of research shows that deeper learning
- takes place when learners can apply classroom-gathered
- knowledge to real-world problems and take part in projects
- that require sustained engagement and collaboration (Barron and Darling-Hammond 2008, p. 3).

New Teacher’s Role a Brief Discussion.

Opening the Conversation:



Your thoughts + Our Experience+ Context Consideration = Next Steps/ further
Conversation

- Although their roles in the digital age of learning are still evolving, teachers and other learning professionals remain central, no matter how education is conceptualized (UNESCO, 2013b).

If the main goal of twenty-first century education is to build the learning capacity of individuals and support their development into lifelong, active, independent learners, then teachers need to become ‘learning coaches’ –

A role very different from that of a traditional classroom teacher. Learning coaches may provide guidance to help students develop skills, but their main role is to offer the kinds of support that will help students attain their learning goals.

Nations must acknowledge the many reasons why twenty-first century learning must be different. They must critically evaluate traditional education to determine whether schools are living up to current expectations. Every nation has its own vision of what a twenty-first century education should look like. Innovations that produce successful learning in one nation can have a ripple effect as other nations adopt and adapt these methods for their own use.

With increased international cooperation and collaboration, each nation can participate in building a global learning network as dominant and pervasive as existing international networks in business, finance, communications and education.

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GLOBAL TRENDS IN ACTIVE LEARNING: FLIPPED CLASSROOM

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Abstract

This paper aims to analyze the trends and contents of flipped classroom research based on the reports on flipped learning initiatives taken across the Globe. This analysis found that various fields were practiced in the flipped classroom approach and some technology tools were used as the Online platform for its practice. Analysis of the impacts showed that flipped classroom brought positive impacts towards students learning activities such as achievement motivation, engagement and interaction.

Keywords: *Flipped classroom, Bloom’s revised taxonomy, achievement, engagement, motivation, interaction, content analysis, research trends.*



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Introduction:

Technology in the twenty-first century puts instantaneous access to information, and the Internet can be handily accessed through numerous technology tools such as laptop, computer, and Smartphone (Fu, 2013). Now more than ever, students spend much of their waking time on using some sort of technology tools; by using this technology, it is possible for them to interact with friends, instructors, and learning content everywhere, not only in the class but also outside the class through distance learning (Fisher, 2009).

Related Literature Review:

In recent years, the flipped classroom has become one of emerging technologies in education and it can be a standard of teaching-learning practice to foster students' active learning in higher education (Hamdan, McKnight, McKnight, & Arfstrom, 2013).

Flipped classroom is also known as a student-centred approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance (Sams & Bergmann, 2012).

In implementing flipped classroom, remembering and understanding as the lowest levels of cognitive domain are practiced outside the class hour (Krathwohl & Anderson, 2010). While

in the classroom, the learners focused on higher forms of cognitive work, including applying, analyzing, evaluating, and creating. The following Figure illustrates the level of students' learning in the flipped learning according to Bloom's revised taxonomy.

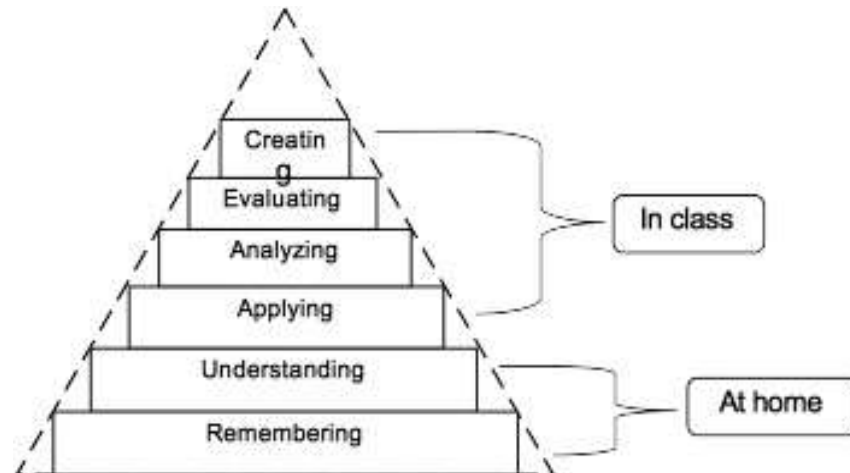


Figure: Bloom's revised taxonomy in the flipped classroom

Area of Studies in the Flipped Classroom:

Morgan (2014) mentioned that many instructors from different fields of study in the United States of America (USA) tried to conduct experiments study in using the flipped classroom approach. Sams and Bergmann (2012) also showed that flipped classroom instruction is not only applied in chemistry and math classes, but also in all areas of study.

Impacts of Flipped Classroom on Students' Learning:

Several studies showed that the flipped classroom had positive impacts on teaching and learning practice.

Some of the major impacts are:

1. Students' achievement. The structure of innovative learning environment and pedagogical strategy is the most pivotal factor that will increase student achievement in learning activities (Huang & Chiu, 2015). Therefore, the main goal of the emergence of the flipped classroom in education is to enhance student learning and achievement by focusing class time activities on student understanding and hands-on activities rather than on lecture.

Several studies reported that students in flipped classrooms could obtain similar high examination scores when the class was flipped and that they could prepare for the subject before coming to class.

2. Student's motivation. Besides students' achievement or effective learning, students' motivation also played a significant role in implementing the flipped classroom. Students'



motivation is defined as a spirit, initiative, and willingness of students to attend and learn material (Cole, Field, & Harris, 2004). In education, motivation is acknowledged as one of the most crucial elements which support students' performance and achievement.

The flipped classroom increases self-perceived knowledge or self-efficacy in independent learning and foster students' motivation in further learning.

3. Students' engagement. The next positive impact is enhancing students' engagement. All researchers probably agree that the aim of flipped learning is to establish students' engagement with active learning.

Students can enhance their engagement in classroom activity, participate in discussions, exchange ideas, and solve problems with their peers (McLaughlin et al., 2013). The use of the flipped classroom also promotes students' empowerment, development, engagement, and critical thinking.

4. Students' interaction. Students' interaction is the other positive impact in a flipped classroom environment either in the classroom or in distance learning. It can be assumed that students' social interactions will increase when technology media is integrated in teaching-learning activities. Technology use will indeed help students interact easily with all communities both inside and outside the class.

Challenges in the flipped classroom approach:

Kim et al. (2014) reported that there was no evidence that flipped learning had improved students' grades. Most of the part-time students also mentioned that the course was very heavy and they did not have time to watch the video lesson outside the class. Besides challenging students, instructors also faced some problems in practicing flipped learning, as more time would be spent on designing good content to ensure students were motivated to watch the lecture before coming to class. Milman (2012) noted that poor quality of video usually became a common problem in flipped classroom practice. Enfield (2013) also stressed that if the content and design of a video lecture is unattractive, the students will find it tedious to watch outside the class.

Discussion, Conclusion, and Future Implications:

Although the video and online platforms are important tools in the flipped classroom practice, the instructor may not ignore other significant factors which influence students' successful learning such as students' interaction, motivation, and engagement. It may also look more specifically on a variety of pedagogical strategies and designs such as specific flipped



learning strategy and learner types or learning styles. We believe that the instructor's teaching strategy such as the flipped classroom is always integrated and synchronized with students' learning styles. Therefore, the instructor may develop various strategies in flipping the class by adjusting with students' learning styles without ignoring any content or syllabus. We also believe that all domains of students' learning styles can be applied in the flipped classroom practice, which leads to active, effective learning and students' higher order thinking.

Future studies may not only focus on outside class activities, but also in-class activities. The in-class activities are doubly important for students' hands-on activities, group discussion, or inquiry based learning in order to construct their critical and creative thinking. Additionally, we need studies examining the flipped learning processes in informal and non-formal learning environments as well as for part-time students who have limited time to prepare the contents outside the class. Hence, future flipped learning is not only practiced in higher education or college level, but also for K–12 environments. We believe that if the flipped classroom is practiced correctly and thoughtfully, it will be an excellent instructional model which can promote students higher forms of cognitive domains which is incoherence with the theory of Bloom's revised taxonomy for cognitive domain.

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UNDERSTANDING THE ROLE OF LIBRARY IN ACTIVE LEARNING

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Abstract

Active learning is one of the important methods of teaching and in modern terms it has gained important attractions by the educationist. This is the direct method of teaching where, students are involved actively than any other methods. There are many tools which are used to promote active learning. However, the role of library can be as important as others. Thus, present papers is an attempt to find out role of library as a tool is promoting active learning.

Keywords: Active Learning, Library



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Introduction:

He term active learning was introduced by the English scholar R. W. Revans (1907–2003). However, an important definition was given by Bonwell (1991) which states that “in active learning, students participate in the process and students participate when they are doing something besides passively listening.” and further Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. (Bonwell&Eison 1991).

Some of the principles of active learning include- Purposiveness, Reflective of learning, Negotiated between students and teachers, Critically appreciated, having Complexity with tasks, Situation-oriented, Engaged with real life problems.

1. Objective of the study:

The present paper tries to make a point how library can be a part of active learning and in what way it can be used as a tool to promote active learning.

2. Methodology:

The present paper is based on the observation method of the research in which behaviour and attitudes of teachers and learners is closely observed to derive meaningful conclusions.



3. Library - as a tool of active learning :

It is observed that the library can function as an aid in promoting active learning to teachers and students in following way:

A. Provision of place: Active learning some times require specific information which can be found in the library eg. if the learning requires analysis of existing literatures and review the same related to the specified area then library can provide place to conduct such learning.

B. Resources: Active learning also requires resources to complete the task. In such case library can be considered as a best place to be considered. Now-a-days even resources are used along with physical resources available in the library.

C. Referencing service: Library can be of immense help in active learning in the form referencing service. The referencing service can be used to find suitable references on the task of active learning.

D. Data base creation and store of outcomes: The active learning tasks may result into creation of data. Such data can be maintained by the library in physical as well as digital form. Similarly knowledge gained out of the processing of such data can be documented and stored in the library for future references.

E. Training: Library can also act as a place for training to not only teachers but also to teachers especially to those tasks which are carried out in the subject of the library science.

4. Conclusion:

From the above points it becomes clear that in some specific tasks library can be used as direct tool to be used in the process of active learning while in some others it is involved indirectly in the form services provided.

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21ST CENTURY FLUENCY SKILLS AND TEACHER'S ROLE IN ACTIVE LEARNING ENVIRONMENT

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Abstract

The relevancy of the learning for the learner is fundamental. Students are living in a world where information, communication and experiences can be accessed at lightning speed on their cell phones or computers and any youth can be a collaborative developer of ideas and information with an international audience just by accessing the Internet. The Partnership for 21st Century Skills would suggest that "education adapts learning methods to meet the demands of the 21st century." This does not imply abandoning what we know makes a difference for students in our classrooms but rather teachers adjusting their "stance" given the needs of the student(s) in front of them. In this way, teachers are best able to respond to the 21st century learner.

Keywords: fluency skills, teacher's role, active learning environment



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INTRODUCTION:

21st Century Fluency Skills adapted from Five 21st Century Fluencies are a compilation of these future The 21st Century Fluency Skills (adapted from Five 21st skills necessary for our students to meet the needs of both society and employment in the 21st Century. In the broadest sense, 21 Century Fluency Skills are thinking and behaving skills. They help to define the "second nature" ways of thinking and acting that all HWDSB graduates will be confident and competent in and that will support their readiness for an ever changing world.

Solution Fluency -: (Problem-solving and Application; Adaptability) is the ability to define a problem, creatively generate solutions, try solutions, review outcomes and modify the plan of action if needed. One must be flexible, willing to alter the chosen path and be open to opposing ideas before working to a solution.

Information Fluency-: (Communication; Information Processing; Reasoning & Synthesis; Critical Thinking and Analysis) is the ability to unconsciously and intuitively interpret information in all forms and formats in order to extract the essential knowledge, authenticate it, and perceive its meaning and significance . This also involves the ability to communicate face to face and digitally.



Creativity Fluency -: (Creativity; Innovation; Artistic Proficiency) is the process of adding meaning through design, art and storytelling. Form and function become important. It involves using the imagination to create stories, a practice that is in demand in many facets of today's economy.

Media Fluency-: (Technological Literacy; Critical Thinking and Analysis; Graphic Literacy) involves two components. Firstly, the ability to look analytically at any communication media to interpret the real message, how the chosen media is being used to shape thinking, and evaluate the efficacy of the message. Secondly, to create and publish original digital products, matching the media to the intended message by determining the most appropriate and effective media for that message.

Collaboration Fluency-:(Collaboration; Teamwork; Global Citizenship/Digital Citizenship Self Awareness) is the ability to work cooperatively with virtual and real partners in an online environment to create original digital products. Working with others also requires one to be aware of their own role, circumstances and impact of their behaviour. Students must develop cultural proficiency to enhance awareness and understanding of collaborative practices that are shaped and informed by cultural norms. One must practice life-long learning in order to ensure his/her readiness to participate in our changing world. That participation should reflect the principles of leadership, ethics, accountability, fiscal responsibility, environmental awareness, global citizenship and personal responsibility.

These skills must be practiced in a student's schooling experience on a regular basis to ensure they are developed. Educators at all levels of involvement in the school system must consider ways to infuse these skills in daily lessons, extra-curricular activities and community partnership experiences. These skills can serve as a basis for planning lessons, activities and other educational experiences. They are meant to compliment the curriculum. "The Digital Age has connected our world like never before. This connectivity requires of us a solid foundation in core competencies of Language, Mathematics and Information and Communication Technology ability. However, it is the skills of the workforce that will determine the success of core knowledge and whether or not the economy will grow accordingly."

Essential to our emerging learning environments is a focus on the student and student learning. Schools must be planned around the learner. So what does this look like?

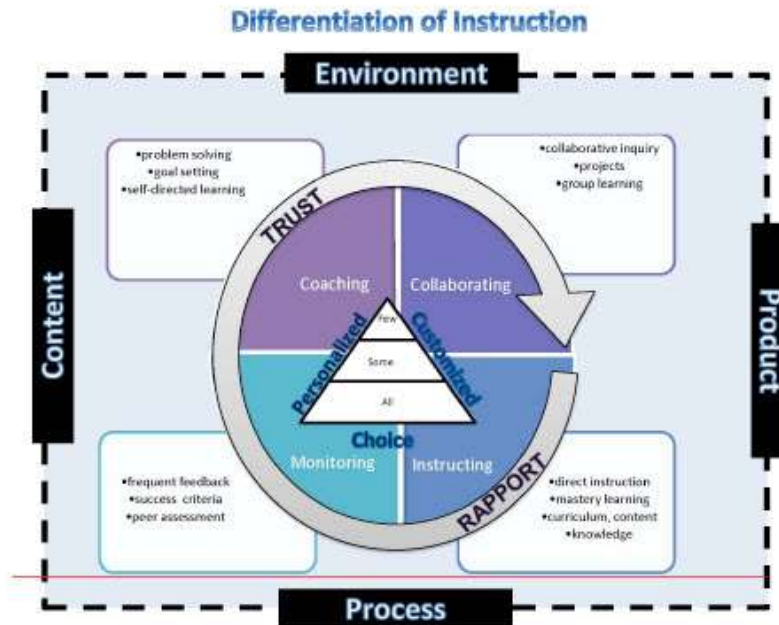


- The teacher acts as facilitator of learning, guide, and co-learner;
- Instruction focuses on individuals and not group teaching and learning. This enables teachers to meet student needs and interests. Different learning profiles are responded to;
- Students take responsibility and control over their learning;
- Students are active learners, decision-makers and problem-solvers in their learning;
- Teachers are architects of learning, building activities and assessments that provide learners access at different entry points based on their readiness and their prior knowledge and skill;
- Students engage in hands-on authentic learning experiences;
- Learning is not discrete but is integrated across multiple subject areas and is very often collaborative;

Thus active learning techniques that can help mitigate the limitations of most classroom situations. Still, grasping the principles of active learning will do far more for your teaching than simply using these activities as if they are templates to be filled in with your respective content. Rather, use active learning principles to develop activities for your students that best reflect both your own teaching style and the material, types of thinking, and approaches to the subject necessary to comprehend and apply the topic. Doing so will make you an “active teacher,” and you will cross beyond the essential, but incomplete, role of content expert. Content expertise and active teaching will provide students the opportunity to become engaged learners and dynamic thinkers.

The relevancy of the learning for the learner is fundamental. Students are living in a world where information, communication and experiences can be accessed at lightning speed on their cell phones or computers and any youth can be a collaborative developer of ideas and information with an international audience just by accessing the Internet. The Partnership for 21st Century Skills would suggest that “education adapts learning methods to meet the demands of the 21st century.” This does not imply abandoning what we know makes a difference for students in our classrooms but rather teachers adjusting their “stance” given the needs of the student(s) in front of them. In this way, teachers are best able to respond to the 21st century learner. Consider the following model:

Participating in the Act of Learning for Life



Teachers play a fundamental role however, it is no longer how much teacher knows, but how well the teacher can be both a learner and catalyst for others to be curious and full of discovery.

Flexible and responsive learning conditions begin with knowing your students in a learner-centred environment. Interventions employed to meet student needs follow a tiered model of essential for ALL students, necessary for SOME students and necessary for a FEW students which are personalized and customized given unique student needs. Within the tiered supports, students engage in strategic choice reflecting the focus on the learner. Within a learning environment characterized by trust and rapport, teachers will adopt varying “stances” given the needs of the learner at that moment in time. The teacher will take on the stances of:

Instructing – This is where explicit teaching is required. The teacher is focusing on curriculum content, knowledge and skills.

Collaborating – Facilitating students working together, face to face or over distances, recognizing the norms of collaboration among various cultures, engaging in collaborative inquiry, on projects that have meaning for the learner.



Coaching – The teacher is supporting the student as the driver of his or her learning. This includes goal setting, problem-solving, practice and self-directed learning.

Monitoring – This is the ongoing formative assessment that the teacher engages in in order to determine what the student needs and thus whether there is a need to alter his or her stance. Based upon established success criteria, students engage in peer assessment and frequent feedback from the teacher. Teachers ensure high expectations for all and create conditions that ensure time on task.

A learning environment, with students at the centre, where teachers vary their “stance” given student needs creates a balanced environment focused on students learning for life with attention to content, product and process in the learning.

Technology also requires a teacher to consider his or her stance. The Internet invites a peer-to-peer learning model but also provides access to multiple authorities that can be referenced in order to learn about a particular subject. In fact, it is much easier to get a more well-rounded picture of a particular event than ever before. As well, technology enables learners to be co-learners and co-creators – to comment and share what they know. This requires a need to consider how knowledge is gained and what the purpose of our education system is. Teachers must embrace the various stances and must focus on assessing and supporting student learning and teaching skills that enable students to sift through the incredible amounts of information surrounding them.

Thus we can conclude with this

- Students want stronger relationships with their teachers, with each other, and with their communities – locally, provincially, nationally and globally. They want their teachers to know them as people.
- Students want their teachers to know how they learn. They want their teachers to take into account what they understand and what they misunderstand, and to use this knowledge as a starting place to guide their continued learning.
- Students want their teachers to establish learning environments that build interdependent relationships and that promote and create a strong culture of learning.

As we call upon educators to shape our learning environments, we must realize the complexity of working within systems that evolved in and for the industrial past. Change is



never easy, but now is the time. We have a moral imperative to take the necessary steps to ensure that our education system is responsive to the needs of our students.

It is evident that there is a need for purposeful change. In addition, there is also a need to further understand how the landscape of the 21st Century is providing a foundation upon which to consider our changes.

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