STUDY OF TEACHER EDUCATION PROGRAMS WITH REFERENCE TO GROUP LEARNING, PEER LEARNING AND SELF-LEARNING

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Abstract

In present scenario of teaching, many teaching methodologies are available over past 1980s onwards and all are intended to make a student to shine more. This kind of teaching and learning methodology are helpful to both under-graduate as well as post graduate students to enhance their independent learning skills and teachers to achieve more in the teaching field. The different types of learning methodologies are as follows: Group Learning, Peer learning and Self Learning. The first category of group learning is the way to learn over groups, whether it may be a small or large group. This is also known as Shared-Learning, so, that the group learning methodology creates a way of student to expose their knowledge with others in group and share their ideas with one and another. The second category of learning is called peer learning, in which the peer learning methodology is used as a learning/teaching toolbox, which is used to improve the learning independence to learners as well as allow them to share their ideas to other peers' over the network. The common term of peer is considered to be the bi-directional perceptions; both the ends can act with same principles and power. The final category of learning methodology is called Self Learning, in which it meant for reactive teaching and learning principles. This self learning principle issued for two diverse norms, one is for boosting the reactive teaching nature and the other one is for an alternative to the dependent teaching and learning nature. By using the self learning principles all the students can improve their knowledge by means of available sources such as internet, smart mobile phones and etc. For all this paper is intended to analyze the teacher education programs based on three different kinds of learning methodologies such as group learning, peer learning and self learning. These different types of learning approaches are collaboratively called Intelligent Combined Learning Approach, which provides an enhanced learning and teaching skills to the teachers and make the students well in good manner.

Index Terms—Self Learning, Group Learning, Peer Learning, Reactive Teaching, Teacher Education, Intelligent Combined Learning Approach.

I. INTRODUCTION

Global students' comprise an impressive number of the student' populace in different types of education institutions. The process of different learning schemes such as Group Learning,

Peer Learning and Self Learning are combined together with this paper and introducing a new methodology called "Intelligent Combined Learning Approach (ICLA)". The adequacy of such approach has been discovered to be reasonable in under-graduate students' as they experience the progress stage, where they have to make different changes through communications with their friends ('Zacchagnini','Verenikina, et al., 2013; and Chilvers' et al.,2014). 'Chilvers' (2014), states that for post graduate students' experience comparative difficulties, while making the progress into Higher-Education-Institutions over different countries. Peer-learning has been being used as a educating-tool since 1981' (Topping', '2005'). Around then, the concentration is mainli on around essential learning and peer-evaluation. It has since advanced into something which requires the student' to effectively take an interest in getting and sharing data among groups (Boud' et al., 2005).

Higher-educational institutions are right now advancing the significance of teaching abilities, and through friendly-learning students', in which it create adaptable aptitudes esteemed by institutions, for example relational abilities, social abilities, authoritative aptitudes, intelligent gains and evaluation-skills (Topping'et al., 2005 and Johnston'et al., 2009). Thusly, the idea of utilizing the ICLA with global students' was to address their various however remarkable requirements with regards to advanced education. ICLA is a teaching cycle where students' connect with their friends who share an enthusiasm for the subject and take in both with and from one another (Boud' et al., 2001). Subsequently this learning approach is helpful for students' as they continued looking for information, thoughts and encounters shared inside the class room. This thus empowers them to build up their reliance, which drives them to turn out to be more related but autonomous in their capacity to impart to and gain from one another. As per 'Keenan' (2014) higher education institutions, both broadly and universally, significantly accentuate the utilization of education systems that expect students' to be all the more effectively occupied with their self learning cycle. Systems, for example, Issue-based-Learning, where peers effectively gain from one another further upgrading the advancement of basic intuition aptitudes among students' (Stone' et al., 2013). Also, because of the extraordinary increment in the quantity of students' from different foundations, particularly higher education students' with contrasting capacities, ICLA based learning has been demonstrated to be financially savvy for students' without influencing the guidelines and nature of learning experiences' offered by educational-establishments (Keenan' et al., 2014).

Furthermore, the progression in IT inside the educational-setting requires a move in the educational worldview from an instructor focused to a student focused educational methodology (Dearnley' et al., 2013). Group learning can be both educator and student' drove. This spotlights on educating and learning techniques including gatherings of students' effectively engaged with expanding their learning in little gatherings ('Gwee', 2003 and Johnston', 2009). Teachers need to structure the cycle and encourage student' learning exercises, so students' can completely benefit by the chance of collaborating with their friends. This paper delineates the effect of different learning types, the presentation and assessment of an organized group learning, peer-learning and self learning approaches in the teaching of exploration strategies to a gathering of multiple students' and their general assessment of the learning experience. The strategy utilized was to think about the result of the different learning skills with their academic-oriented achievements.

II. SYSTEM OBJECTIVES

The major objective of this proposed paper is to develop an intelligent teaching and learning principle, which will be more adaptable to students as well as teachers to improve their teaching and learning skills. This paper is intended to highlight the teacher education event with respect to different types of learning principles such as group learning, peer learning and self learning. These three learning strategies are combined together to introduce a new methodology called "Intelligent Combined Learning Approach (ICLA)", which accumulates the benefit of mentioned three learning strategies and provide the best solution to both teaching and learning process. The main intention of this paper is as follows:

- To enhance the principle of learning and teaching methodologies, which will be more suitable to both teachers as well as students?

- To encourage the learning system to cope up with group nature, so, that the students can easily share their thoughts over the group.

- To encourage the peer learning system, this can provide support to students over both the ends to act with same power and efficiency.

- To encourage the process of self learning methodology, this can support students to learn independently according to their convenience.

This kind of learning strategies are combined to make a new revolution over the teaching and learning industry as well as this kind of learning principles make students more shine and make them as a best competitor in the present industry.

III. PROBLEM STATEMENT

Arranged learning strategies includes a gathering of students' chose by either students' themselves or by the teacher to cooperate to distinguish their own adapting needs and arranging procedures to accomplish them. This may assist students' with building up the correspondence and cooperative abilities important for compelling and effective group working. Stone'Cooper' et al., (2013) keep up that students' working in groups are better ready to concern in on coordinating their self learning exercises than by conventional educating techniques, assuming greater liability for their self learning and helping them to figure out how to learn. As per 'Landis' (2000), students' working in little community oriented gropus become more dynamic in their learning since they improve their scholastic exhibition getting a superior learning experience and upgrading their confidence. Furthermore, they gain proficiency with the estimation of student' collaboration bringing about the advancement of relational abilities, cooperation aptitudes, basic reasoning and critical thinking abilities ('Brookfield', 1987). Consequently, as indicated by this analysis, viable peer-learning empowers students' to create significant adaptable social and relational abilities, that is, tuning in, clarifying, addressing, summing up, theorizing, and speculating ('Topping', 2005). Shipman'et al., (2008) uphold the advantage of differed and intelligent-teaching strategies embraced in the peer-learning approach, as it assists with tending to the various needs of the consistently expanding student' numbers in the educational institutions. 'Vygotsky' (1978) states the significance of social communication in learning and that researcher proceeded to connect the hypothesis of social-groupism, which puts an accentuation on the part of social-cooperation in peer-learning. ICLA based learning strategy supports collaboration, reflection and students' contribution in basic analysis through self and peer learning as they work through a progression of "scaf-folded" learning exercises that thusly help them to travel through the phases of peer-learning. 'Vygotsky' (1978) further underscores that the students' chance to expand their insight, understanding and their ability to learn as they team up in the learning condition is necessary to peer-learning.

The proportional idea of peer-learning is useful for students' to gain from one another in creating training, group initiative and the board abilities, intelligent and self-coordinated learning aptitudes (Boud' et al., 2005 and Stone'et al., 2013). Teachers have the duty of building up the students' maximum capacity using compelling self-coordinated learning, consequently assembling and keeping up an agreeable group-relationship in the study hall. Through the usage of ICLA based learning strategy, students' in little gatherings accept their

own parts in learning by autonomously experimenting data. They screen their self learning progress recognizing their qualities and shortcomings, putting forth a cognizant attempt towards personal development, which is simply the essential coordinated deep rooted learning for powerful close to private and expert turn of events ('Williamson', 2007). The expected advantages of ICLA based learning have been perceived ('Boud' et al., 2001). Gropu-oriented events help students' in building up an assortment of aptitudes, for example, working cooperatively with others, assuming liability for their self learning and sharing data. The cooperation between peers assists students' with increasing a more profound comprehension of the subject, of giving and getting input and of assessing their self learning. Global students' carry with them a remarkable arrangement of difficulties, as they look to seek after their studies-abroad. These incorporate forlornness, enthusiastic modifications, social seclusion, language obstructions/troubles and culture stun. They likewise need to acclimate to an alternate teaching framework with the joined prerequisites. For these students' it is basic they have an organized arrangement of help, both as a gathering, and separately. That help should address their enthusiastic, social and scholarly needs (Zhao' et al., 2004; Lenning'et al., 1999). This thusly will assist them with being better acclimated to the requests of the 'course', commitment in learning, maintenance and in general fulfillment (Zhao'et al., 2004 and Tinto'et al., 1994).

IV. METHODOLOGY

Following the module assessment from past gatherings, the module group proposed a reconsidered teaching and learning approach for the conveyance of this module. The proposed paper recently built up the Intelligent Combined Learning Approach (ICLA) for students' to assess their self learning abilities. In light of their learning abilities, students' would then be able to arrange for how they further build up their range of abilities using distinguished techniques. Following a survey of the writing on peer learning the methodology group concluded that the ICLA principle was to be utilized as a component of the improved learning venture. The ICLA methodology would act naturally managed to survey the students' learning abilities before the performance of group learning. It would again be finished toward the finish of the proposed principle to set up whether peer learning had affected on their general learning and academic-performance inside the proposed scheme. The point of this paper is to look at whether organized ICLA based learning is powerful in dynamic and shared-learning over groups with empowering students' to create inside and out information and a comprehension of exploration techniques in order to upgrade the students'

general advancement as post-graduate students'. To this end, the group set out to recognize the adapting needs through the culmination of the ICLA structure when undertaking this activity. The students' filled in as a feature of a peer learning gathering to encourage their self learning, in this manner building up the capacity to give each other productive companion input. This empowered them to turn out to be more intelligent free students as far as building up their learning skills.

These skills' are then adaptable to other learning-experiences, regardless of whether in the class room or as a component of their self-coordinated learning. Out of the 60 students' at first selected on the module, '40' students went to the proposed principle sessions reliably and consequently had the option to exploit the ICLA based learning events. On the primary day of the session, there was a lead address on peer learning and the cycle was examined with them. They were made mindful that this movement in the study hall would be assessed all through the module and they gave verbal agree for this to happen. The students' self-chose five individuals inside their group to frame a peer learning gathering. They were relied upon to cooperate as a gathering for 2 to 3 hours out of each week, either eye to eye or on the web and give each other criticism on the recognized organized learning task. Every week the students' had a lead address on research strategies for example quantitative/subjective/blended strategies for research. The next week, in their ICLA based learning gatherings, the students' were then expected to give a short introduction to feature their understanding and further investigation of the point.

After every introduction, the students' were needed to finish the ICAL based learning evaluation/self-appraisal tool. Inside each learning gathering, there were five-distinguished jobs – that of the group head, note taker, moderator, screen and evaluator. These five jobs were distinguished after a writing audit of ICLA based learning. The organization and wording of the ICLA based learning evaluation/self-appraisal tool was at first substance approved by a group of scholastic staff in the field of educating and learning. The students' were given definite composed data about peer learning, the desires for every job and the scoring to be utilized with the ICLA based learning evaluation/self-appraisal-tool. Inside the 'rubric', there were eight standards against which each member would be scored, procuring a score of excellent, great, palatable or not acceptable. At the point when the tool was at first evolved, the module group purposely didn't give students' five choices for scoring so as to encourage-students' to painstakingly think about every basis as far as a particular-role.

The students' pivoted through every one of these five functions at any rate once over the span of the proposed methodology. After the introduction every week, each gathering part scored all their gathering individuals as per the eight recognized measures. The teachers additionally gave the individual gatherings productive verbal input and the conversation was likewise opened up to the more extensive gathering for a more broad conversation. This gave added extravagance to the student's experiences in the module. The mentors described the general imprints by gathering, week number and role. Toward the finish of the methodological learning, the students' were solicited to assess the general cycle from ICLA based learning used to convey the module. This was done both through the University module assessment measures and by finishing the ICLA tool independently. The distinction between the pre and post test scores would be contrasted with set up any connects to the companion learning measure.

V. RELATED STUDY

With regards to college workshops, the current examination analyzed the connection among real and saw joining in scholastic furthermore, social encouraging groups of people and the function of two learning-related discernments, that is, scholarly self-viability and development attitudes, in students' reconciliation in these companion encouraging groups of people by applying investigation of complete informal communities and way demonstrating with cross-lacked ways. Reconciliation into learning situations by shaping steady friend relations establishes a significant undertaking and challenge for students in the start of their examinations (Christie', Munro'et al., 2004). Scholastic self-adequacy and development mentalities are ideas that have been found to be firmly connected with versatile individual administration of difficulties in instructive setting. Despite the fact that coordination has been connected to scholarly commitment and resulting execution in scholastic settings (Buote'et al, 2007 and 'Kuh', 2009), up until this point, little exploration has examined learning related discernments, for example, scholastic self adequacy and development mentalities, that may assume a function in mix in peer organizations. Regardless of their expected effect on social connections, as impetuses of companion and self learning incorporation in scholastic and social encouraging groups of people their role has, as far as anyone is concerned, not yet been deliberately explored. Given the experimentally significant qualification among scholarly and social encouraging groups of people in learning situations (Song'et al, 2015), we considered the two kinds of networks.

These days peer-learning and group learning is considered as pivotal for improving the nature of education and student learning (Beating'et al., 2009). This analysis advises the current logical discussion on the significance of friend relations in scholastic settings with three significant viewpoints. To begin with, by examining the longitudinal connections between mix in scholastic and social encouraging groups of people and demonstrating that mix as a scholastic partner adds to the reconciliation as a supplier of social help yet not the other way around. Thinking about individuals' major need to have a place and feel capable (Baumeister'et al., 1995 and Ryan'et al., 2000), our outcomes recommend that seeming accommodating to others from the beginning is a profitable course to being acknowledged in a new and testing condition: The more students are seen as accommodating and favored as cooperation accomplices by numerous others toward the start of the semester, the more they are drawn nearer for talking about close to home issues or for companionship toward the finish of the term. The more students apparent themselves as accommodating in the scholarly encouraging groups of people, the more they were likewise saw as scholastically strong by others. Second, scholarly self-viability convictions added to students' combination as help suppliers, however, just in a roundabout way. Students with more elevated levels of scholastic self-adequacy toward the finish of the semester saw themselves to be more incorporated in scholarly encouraging groups of people, and this discernment, thus, was emphatically identified with their real joining in scholastic encouraging groups of people. This finding is predictable with proof that meta-discernments, for example, the view of one's own reconciliation, are regularly founded on egocentric projections of self-sees, as opposed to grounded in evaluations of ecological data (Wallace'et al., 2012). Third, the more students apparent themselves as proficient to conquer future scholastic challenges the more they accept that scholarly ability is flexible through exertion. Students with development outlooks, thus, were more main-stream as aides and teammates in their scholastic encouraging groups of people.

VI. PROPOSED METHODOLOGY EVALUATION

The outcome of the way over proposed ICLA based learning scheme, with a delegate test of students, are strong, however a few constraints and proposals for research additionally ought to be referenced. To begin with, we estimated self reports; the estimation may be improved if students recorded the time they spent on activities during the day, instead of reflectively assessing a normal for multi-week (for example Bolger'et al., 2003). Notwithstanding time the board, students' self-reports may depict different variables, for

example, accomplishment inspiration, study skills, fulfillment with the study-program, collaboration with companions and recreation versus study related employments of online media. Self reports related to subjective exploration would give better bits of knowledge into vacillations in these factors after some time. Second, our ICLA based learning methodology was cross sectional; a longitudinal plan could reveal more insight into the fleeting request of occasions and variances in practices, mentalities, convictions, and inspirations. Third, we tried a few hypothesis driven theories, yet we didn't test for causality or offer a complete model of study achievement. The all-inclusive instructive profitability model speaks to a layout, and further replications of this investigation that investigate extra connections and develop are essential.

VII. CONCLUSION

The proposed study of ICLA looked to investigate and assess the estimation of different learning strategies with global students undertaking a post-graduate exploration strategies module. The point was to build up a sound information base on research techniques just as building up the students learning aptitudes which are transferrable and pertinent to any learning condition. The key discoveries were that the students profited by the utilization of ICLA based learning and were fruitful in accomplishing the learning results. As the conditions at the time potentially affected the exhibition of these students, the study should be rehashed with the resulting gatherings. Another point is check whether there is a genuine effect on self coordinated realizing when utilizing the ICLA based learning approach in the class room. Notwithstanding these obstacles the general exhibition was acceptable and the viability of the social-learning hypothesis has been perceived inside the consequences of the students by and overall-performance.

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