

ENHANCING STUDENT LEARNING THROUGH MULTIPLE MODE APPROACH TO TEACHING AND LEARNING

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Abstract

Learning is a continuous process and helps in holistic development of the learners. The modes of learning can be effectively planned when we identify the learning needs. Hence efforts should be taken to identify the needs of the learner based on their abilities, plan methods in enhancing these abilities to foster learning process. This paper is an attempt to enhance student learning among the B. Ed students through multiple mode approach to teaching and learning.

Keywords- *Enhancing, Student Learning, Multiple mode, Teaching and Learning*



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Introduction:

'Learning is a matter of gathering of knowledge and wisdom is applying that knowledge'

Roopleen

PCER takes continued efforts in holistic development of students Readiness to the course in terms of communication, interest, talents, harnessing innate abilities is given prime importance. Mentoring is vital as students belong to different age groups. One-on-one interaction with respect to career counselling, academic enrichment, internship is done regularly. The first step towards enhancing student learning is identify the learning needs and the learner, this is done through various method such as:

Entry level Pre-Test consisting of details on qualifications, experience, hobbies, strength, weakness, opportunities, challenges, socio-economic status, medical history. Content test and

personal interview is part of pre-test. Identifying the learner through Multiple Intelligence Test and Learning styles test.

Study circle is created, students are divided in groups and are assigned a teacher in-charge with the objective that students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members.

Remedial lectures are provided for students needing academic support. The students are identified based on their essay and class test marks, additional support through referral books, peer mentoring and e-content is provided. Extended library hours assist in the same.

Simplified notes are provided to all the students along with other learning resources thus providing academic support to all learners.

Alumni sessions include annual alumni meets and special expert talks guiding the students on school practices, expectation, job profile and salary expectations. Learning Q-EST has been a remarkable success of alumni contribution.

Peer learning is encouraged, by way of peer teaching with another student teacher during the internship. This gives them a practice to collaborate with their colleagues in the future.

Motivational talks are organized for the students at regular intervals. Career guidance sessions are also arranged for the B.Ed students to orient them of job opportunities, life skills, communication skills, expert sessions, classroom management, role of a teacher.

Coaching for TET is provided, not only for our students but also for in-service teachers seeking guidance in the TET examination.

Project method/ Problem solving/ Case study/ Movie review are encouraged to self-learning by doing projects and presenting them to the class. Seminars are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different opportunities to our students.

Monthly News Letters called 'HORIZON' is published by the publications team consisting of teachers and student teachers. The HORIZON is a compilation of all the activities, events and achievements of students and teachers during that particular month. It also includes any articles given by the Alumni of PCER, Chembur. Students are encouraged to participate in National, University level competitions. Intra and Inter collegiate competition are organised.

Value added courses are designed. Courses are offered offline and online. Resources are provided to the students to help them complete the course successfully.

Objective of the study:

To enhance learning skills among B.Ed students.

Sample: F.Y. B.Ed and S.Y.B.Ed students of PCER, Chembur. There were 200 students involved in the study.

Conduct of the activity:

After identifying the learning needs, PCER took the next step in addressing the learner needs for enhancing student centric learning through multiple modes evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices.

1. Experiential Learning:

Activities include stimulated lessons, internships, field work mock interview. Display of exhibits and demonstration of models by the students is conducted to ensure experiential and participative learning. Simulated teaching aims in developing specific skills of communication. PCER organizes field visits to institutes, industries, historical monuments, community service centres to promote participative learning. Mock interview session helps student teachers to prepare themselves to face an interview, improve their communication skills, and develop positive personality.

2. Participative learning: Story Telling, Dramatization and group work highlights participative learning activities implemented to teach various concepts. During these activities delegating the organising work to the students helped in enhancing the leaderships skills, professional skills and their personality. Seminar and presentation activities ensured participative learning among the students. Groupwork is also one of the techniques adopted by the teachers to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making. **Participative learning through Group discussion, Debates, Quiz method, Role-playing , Art and drama in education, Case studies, team teaching, educational visit is encouraged.**

3. Problem solving methodologies: Concept Attainment Model; Inquiry based, Scenario based situations are used during the teaching learning process in order to develop brainstorming approach to learning concepts. The students were expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept through problem solving. **Concept attainment model** is used to introduce and teach new concepts through an active, student-centric, inquiry- based approach. Psychological

experiments are also conducted on various factors of learning. Case studies is commonly used to highlight the classroom challenges.

4. Brain storming: Brainstorming is done through Round Robin and Concept mapping which helps in stimulating varied instructional approach to the students. These activities conducted at PCER helped to increase focus on the given task, to promote spontaneity and creativity, etc. **Concept map is created as a result of brainstorming.** Concept maps helps in note making and note taking and is useful for reference during exams.

5. Focused group discussion:

Group discussion method is also used as one of the teaching learning methodologies which is conducted through various activities such as **Think Pair Share**. This method was adopted in order to encourage the students to discuss on the subject matter. **After giving lectures teachers encourage the student to participate in group-discussion.** Teacher supervises them and provide guidance to make the discussion fruitful.

6. Online mode: Google class rooms, LMS, Edmodo, E-learning and Digital Learning platforms to deliver the course content in an effective way. Faculty also use an educational application Edmodo as part of the course delivery. The teachers give assignments and share e-resources through this application. The faculty members use Kahoot and poll platforms for online quiz. Online content test is conducted. **Online assessment, submission of assignment, lesson guidance, lesson presentation, viva voce is successfully done.**

Findings:

The findings of the study revealed that the students were able to learn better as they got more opportunities to learn, guidance and mentoring helped them to attended to the specific needs of learning.

Addressing student diversity: Learning style and Multiple Intelligence questionnaires help in identifying student diversity. Mentor and mentee groups are formed. Besides these students are again grouped as per their method, guidance group and the tutorial group. A wide range of activities academic and non- academic are conducted thus helping in developing teamwork and collaborative learning skills. Through the talent hunt, innate abilities are highlighted, Skill-set is an opportunity given to students to showcase their entrepreneur skills. Students from different strata - age, socio-economic, faculty are provided support through referral books, peer mentoring, online sessions, book bank, fee concession, letter of recommendation.

Working in teams: Students participate in college assembly, cocurricular events, course activities, outreach initiatives, internship activities, content enrichment programme aim at

holistic development of the students. Tutorial in charge, Guidance teacher, Pedagogy teacher provide guidance, counselling, feedback and motivate the students to develop their skills and abilities to be effective teachers. The college started 'The Student Mentor & Teacher Assistant programme' in collaboration with the Alumni Association of PCER, Chembur. Mentors creates opportunities for the mentees to demonstrate their competencies besides keeping the track of their progress and setting milestones.

Self-development: Mentoring ensures academic development and personality development of the mentees. Value added courses are conducted for students on that foster personality – Effective Communication, Personality development, Wellness, Understanding the Self. Expert sessions are organised to understand different aspects and gain valuable inputs that will enrich their knowledge and keep them updated with recent developments in field of education and life.

Balancing work and stress: Sessions by experts on wellness, life skills, mental health, physical health, yoga and meditation provide students with insights to develop positive attributes and acquire strategies to balance their home and work-related stress. Mentors help students prepare for the campus interviews. Co- curricular activities, participation in quiz, inter-intra collegiate events, different participative methods of teaching. Mentors ensure constant communication with the students through the WhatsApp, email, mobile and the online platforms made available by the management during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. Mentors seek help of the professionals in the field to address the specific issues of the mentees.

Updating oneself with the changing trends: With Covid-19 pandemic, technology gained prominence in updating oneself to latest trends. Value added course on use of technology was conducted. Innovative teaching methods in schools was introduced through expert session, alumni interaction and Learning Q- EST. Guidance and sessions on TET, career guidance, competitive exams, higher education opportunities are conducted. School policies, NEP 2020 are oriented and discussion on the same is conducted. Assignments involving latest trend in education is done.

Conclusion:

"We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn." — Peter Drucker

Since the students come from different age group, socio-economic status, faculty, the need of the students are different and need to be attended in a tailor -fit sized manner, one size fits all

premise doesn't work to address the diversity. Hence multiple mode of teaching learning activities provide a greater scope in enhancing learning.

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