

Management of Teaching-learning in Classroom Setting

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Abstract

Trend teaching-learning is a human transaction involving the teacher, learner and learning group in asset of dynamic relationship in order to bring expected change in behaviour of the learner. The role of teacher is to facilitate learning by inspiring students to appreciate the importance of subject matter. Lack of objectivity, too much content, inappropriate delivery method, varying standard of assessment procedure are the problems in higher education. Teacher must consider the correlation among objectives, contents, methods, assessment and sequences of instructions while implementing the teaching. Faculty development is crucial for developing and sustaining a quality education in higher education. The value of a good teacher is to know where to begin, what to include and leave out, and by what stages to lead a student to mastery of the subject. This paper highlights the management of teaching-learning in a classroom setting giving due importance on the objectives, content, methods and assessment as the key element of any educational planning and the sequences of events of instructions in order to get maximum benefit from the teaching. This paper offers the teachers around the globe a window towards giving due importance in corelating objectives, content, methods and assessment and applying sequences of events of instruction appropriately.

Keywords: *Management, Teaching-learning, Classroom-setting*

1.0 Introduction

Management is the purposeful and effective use of resources to achieve predetermined objectives. There is increasing demands on the teaching profession call for more effective way of managing teaching-learning in classroom. Lecture is a widely used large group teaching-learning method. Research on lecture reveals that lecture is as effective as other methods of transmitting information, if it is managed on the understanding of the factors that are likely to influence students' learning. The effective lecture is one that prepare carefully in organized ways, present the learning outcomes at the beginning clearly, deliver the contents or teaching materials logically using relevant examples and media and assess objectively. Depending on the assessment results, teacher may need to reshape or improve their teaching approach (Yousuf & Salam, 2021)

Currently the educational institutions are the factories producing human resources in various disciplines and teachers are the managers of those factories. Factories must produce products according to the needs of the consumers (Salam, 2010; Myo Thwe, 1996). Does it happen? Lack of objectivity, too much content delivery, inappropriateness of teaching-delivery methods and varying standards on the part of assessment in terms of validity, reliability and practicability are big problem in higher education (Salam, 2010; Salam et al., 1996; Barbero, 1995). Teaching is an interaction between teacher and student to provide opportunity for students' learning or to facilitate learning. Learning is change of behavior. So, teaching learning is interaction between teacher and student, in order to bring expected change in behaviour of the student. To bring the expected behavioural changes in the students, the teacher needs to be able to assist the students to make sense of what is being taught so that the students acquire knowledge, achieve skills, establish habits and develop attitudes. The main purpose of teaching is to stimulate, inspire and motivate the students so that they appreciate the importance of the subject matter. Instead of teacher, "facilitator" is an appropriate terminology, as the role of teacher is to facilitate learning. In an educational industry for an effective teaching, the teacher (facilitator) must follow a system approach which means to do teaching systematically. Input, process and output are the system approach in education and training (Salam, 2021a) and under

the teacher must decide objective, content, method and assessment, which are the essential elements of teaching learning (Salam, 2015). Due to incredible growing availability of reliable information, almost everything can be learned without any teacher. However, teachers are required to organize teaching in a systematic way and to act more as cultivators of proper human relationships and moral guides (Benor, 2000). The value of a good teacher is to know where to begin, what to include and leave out, and by what stages to lead a student to mastery of the subject (Stunkel, 1999). Delivering things systematically in an organized way with the sequences of events of instructions involved in teaching is a prerequisite to accomplish the task competently (Salam et al., 2022a). This paper highlights on the management of teaching-learning in a classroom setting correlating the objectives, content, delivery-methods and assessment as these are the key element of any teaching or educational planning, and also emphasize on the sequences of appropriate events of instructions in order to get maximum benefit from the teaching.

2.0 Objectives

Objectives are statements of intent or desire which we expect to achieve by our learners at the end of an educational programme. Educational objectives are classified into three domains. Cognitive domain relates to knowledge or thinking, affective domain relates to attitude or feeling and psychomotor domain relates to skills i.e., acting or doing. If objectives are identified then the outcomes of any programme can be pre-specified. Excessive details in statements of objectives may obscure the overall concepts or aims of a curriculum (Salam et al., 1996; Harden 1986). The purpose of learning objective is to communicate. A well constructed learning objective describes an intended learning outcome that contains three parts, behaviour, conditions, degree. Each of these parts alone means nothing, but when combined into a sentence or two, communicates the condition under which the behaviour is performed, a verb that defines the behaviour itself, and the degree (criteria) to which a student must perform the behaviour. If any one of these three components is missing, the objective cannot communicate accurately. As much as possible, learning objectives should be written to be SMART (an acronym for Specific, Measurable, Attainable, Realistic and Time-bounding).

3.0 Contents

Contents are the inputs of a topic that we put in terms of knowledge, attitude and skills. To select content, we have to decide about the core and optional portion of a topic i.e., must know, should know and nice to know portion of a topic. The content should be objectified i.e., directly reflect or based on the course objectives (Salam, 2015; Salam, 2010; Laidlaw et al., 1995) aimed to achieve the outcomes.

4.0 Methods

Methods are the process of content delivery i.e., teaching methods, which can be large group teaching or small group teaching method and may be at community based or campus-based settings. Selection of appropriate media for content or teaching delivery has impact on learning. Thus, the activities involved during the delivery of teaching materials or during presentation such as structuring / example setting / enhancing key points as well as interaction like eye contact, allowing questions, and audibility e.g., spoke clearly, spoke loudly enough to be heard, using varied tone and rate to hold attention etc., are important factors for effective teaching. The use of media has long been considered as a way of teaching more effectively. But “effective use of learning media” is a common concern in higher education. Media should be used in such a way that it stimulates the cognitive processing of the learner to build up their knowledge structure by what they are seeing and hearing. The more the sensory organ involved and appropriate media used, the more will be the deeper of learning. Factors to be considered during preparation of media are pictorial presentation, font size, color, motion, language, sound-picture relationship, arrangement etc. Designing an instructional text, legibility / readability is an important issue. It is the quality of the material which will induce the willingness of the learner to read the material rather than comprehend it (Salam, 2010).

5.0 Assessments

Assessment is the measurement of students learning. Teaching and assessment are the two sides of the same coin (Salam et al., 2005; Salam et al., 2004; Knox, 1975; Hodgkin, 1975). Assessment drives learning and learning drives practice. The essential part of students’ life is assessment and they spend major time to prepare themselves for assessment as it acts main

motivational force for learning, which lead them to be a qualified person for profession. So, to make any change in the learning, change in the assessment is must (Haque et al., 2013; Biggs & Tang, 2007; Dunn et al., 2004; Ramsden, 2004). There has been growing concern among educators about the quality of assessment carried in higher education (Salam et al., 2005; Sood et al., 1995). If we asked five questions about assessment, we will be in a position to realize the importance of assessment (Salam et al., 2005). The first question, what should be the content of assessment? Defined objective of a course should form the basis of the course contents and therefore assessment contents too. But in reality, in the absence of any defined objectives, the assessment contents become the course objectives. Second question, how should be assessed? Assessment should be done in a way so that it is valid, reliable, objective and practicable. It is expressed in terms of norm reference and criterion reference. Norm reference is aimed to rank the students in some sorts of order while criterion reference is to determine whether the students have achieved a specific standard for judging purpose and the standard is the course objectives. The scale may be as satisfactory or not satisfactory. Third question, when should be assessed? Student should be assessed during the whole period of the course as formative assessment and at the end of the course as summative assessment. Fourth question, why should be assessed? The reason of assessment is to diagnose the learning problems of students and to prescribe the learning remedies (in course or formative assessment) and to certify the students for achievement (end course or summative assessment). Remedial learning prescription or student counseling and teaching update unfortunately are not done. Fifth question, who should carry out the assessment? Formative assessment needs delegation of all members of teaching staff under the head of the department and summative assessment should carried by one or more external examiner from other schools to safeguard. Based on the outcomes to be measured in terms of knowledge attitude and skills, relevant tools need to be used which may be Multiple Choice Questions (MCQ), Modified Essay Questions (MEQ), Short Answer Questions (SAQ), Essays, Orals, Practical, Objective Structured Practical Examination (OSPE), Objective Structured Clinical Examination (OSCE), Clinical, Project, Observation Checklist etc. Each and every tool has some merits and limitations. So, to make the assessment valid, reliable, objective and practicable, a comprehensive assessment tools need to be used.

Objectives, contents, methods and assessment are interrelated to each other. Before start to teaching, the teacher needs to design teaching or lesson plan, which is a guide or blue print of a lesson (James & Okey, 1991) that dictates objectives, contents, methods, assessment and the sequences of instructions or kind of activities involved in teaching (Islam & Salam, 2019). There are many different formats of teaching ranging from the delivery of large group didactic lectures to facilitation of open small group teaching (Nasir et al., 2008). Robert Gagne, a renowned educationist developed an instructional theory which can be used to design instruction for any kind of outcome (Islam & Salam, 2019; Ngussa, 2014; Gagne, 1985). The set of events in Gagne's theory consists of nine activities required to be carried out by a teacher during instruction.

6.0 Gagne's nine events of instruction

1. Gaining attention: With out attention learning doesn't take place. Attention needs to be focused on what is to be learned. Techniques for gaining attention may include developing curiosity by unusual events or questions, showing pictures, displaying enthusiasm, appearing friendly to show positive attitude towards students.

2. Informing the learner of the objective: Expectations need to be clarified at the beginning of teaching session. If learners know their instructional destination, they are in a position to sort out important from unimportant material.

3. Stimulating recall of prerequisite learning: All learning builds on what is already known. To decide where we are and from where to start, there needs to be recall of relevant prior learning and should provide linkage between old and new learning. These three events prepare the learner for instruction.

4. Presenting the stimulus material: This is the most obvious event of instruction and may consider as the heart of teaching, whose purpose is to present the information to be learned. Important aspect of this event is to focus attention on relevant parts of the instruction. Materials should be presented in an organized way and the key points should be enhanced by encircling, underlining.

5. Providing learning guidance: A teacher may provide learning guidance by suggestion about how to do or carry out a task which may be directive rather than illustrative. The purpose of this event is to show the learners what appropriate action constitutes correct performance.

Events 4 and 5 start the actual teaching-learning process through the presentation of information and guidance about what is being learned. These two events may be heavily intertwined in practice so that they become inseparable.

6. Eliciting the performance: This event is treated as practice event of whatever the learners were supposed to learn. Presentation needs to be made interactive to elicit the performance by using questions-answers and activities. The emphasis in this event is on learning, and not testing, even though the responses are like those used to test acquisition of knowledge.

7. Providing feedback about performance correctness: Feed back is provided to the learners so that they can confirm the correctness or accuracy of their performance. Feed back may be as brief as saying “correct” or “wrong” but it may include hints, explanations, or suggestions. Non threatened learning environment must be ensured while giving feedback.

Events 6 and 7 enhance learning by presenting practice opportunities and providing feed back.

8. Assessing the performance: Assessment should be guided directly by the objective.

9. Enhancing retention and transfer: Retention and transfer are promoted by the stimulus materials and examples presented and the amount and kind of practice provided. Transfer of knowledge refers to applying it in settings and situations different from those in which it was learned.

Providing reviews and summaries are, however, an aspect of this last event of instruction of a lesson.

Purpose of events 1 (Gaining attention), 2 (Informing learner of the objectives) and 3 (Stimulating recall of pre-requisite learning) is to prepare the learner for instruction. Events 4 (Presenting the stimulus materials) and 5 (Providing learning guidance) is for actual teaching and

learning. Events 6 (Eliciting the performance), 7 (Providing feedback about performance correctness) and 8 (Assessing the performance) is to enhance learning by presenting practice opportunities and providing feedback. Event 9 is to enhance retention and transfer by reviewing and summarizing.

Teaching is a profession that creates other profession (Salam, 2022b). Managing skills in teaching or communication is an art and a good communication encourages the sharing of good knowledge, skills and shared-decision making towards a better management plan (Salam et al., 2022a). Teaching-learning process is a human transaction involving the teacher, learner and learning group in asset of dynamic relationship. So, teaching is a difficult and multifaceted task and teachers fill many roles (Salam et al., 2021b). Teachers' roles are changing from deliverer of material to a more creative, designer and facilitator of learning (Zoinal & Salam, 2021). High-quality teaching and training are central to production of high-quality human capitals (Salam et al., 2021c). A lot of effort is needed to educate a human who can relate to another human being as a whole.

7.0 Conclusion

Managing classroom teaching in order to facilitate learning, the teacher needs to make the teaching in an organized fashion keeping in mind the relationship among objectives, contents, methods and assessment as well as the sequences of events of instruction. The teacher should act as cultivators of human relationships and to believe that some values to be communicated in the classroom can not be easily communicated by the written word. Teaching learning session proved to be effective to increase the capability to read critically educational theory texts, thus, its use should be considered when implementing educational strategies. Teachers must understand the process of teaching learning and have training on teaching-learning method and be able to foster a climate, which is open, trustful and conducive for learning. Faculty development in education is crucial for developing and sustaining quality in higher education. Faculty and policy makers should put substantial efforts to develop teaching plan and instructional skills by the faculty in order to ensure a better management of classroom teaching and learning.

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