

Teaching Methods in Contemporary Higher Education

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ABSTRACT

In the present day higher education system the method of teaching has drastically changed. Though the conventional set up of lecture hall has continued to form the foundation of higher education systems, a combination of new tools, techniques and methods of teaching in higher education has replaced the old pattern. These changes have changed the roles of teachers. In past the teacher were the key sources of knowledge. They were the leader and the educator. The present scenario is that the teachers provide the information and exhibit the students the method to tackle them. Today they are the facilitators in the Teaching - Learning process. The teaching process has also undergone a radical change. The task of today's teacher (a facilitator) is to set goals and organize the learning process accordingly. In past, teachers used to follow a syllabus which was a benchmark but today one has to consider National level Curriculum, a Core Curriculum and a local curriculum. Curriculum design is a task teachers have to be equipped for meeting the expectations of the society and the business world outside. The Semester System and Choice Based Credit System have replaced the annual pattern of education in all disciplines. Today student are offered a curriculum where, in addition to the subjects of their core discipline, interdisciplinary subjects are also offered. Thus in the present era, to be an effective teacher, one has to adopt teaching methods which provides a proper direction to the students.

In this regards the present paper attempts to analyse the various teaching methods and strategies a teacher of today must follow in the present day higher education and suggests some innovative methods of teaching. After detailed analysis it could be concluded that all the methods whether traditional or non-traditional are very important and use of the same will help to develop creativity and problem solving skills of the students in this contemporary higher education system. Today the teacher has to be an educator, a facilitator and an organizer of the whole educational system.

1. Preface

The higher education scenario has undergone a drastic change due to technological innovations. There is a change in the way higher education is imparted and in the way students at universities and colleges learn. Though the conventional set up of lecture hall has continued to form the foundation of higher education systems, a combination of new tools, techniques and methods of teaching in higher education has replaced the old pattern. These changes have changed the roles of teachers. In past the teacher were the key sources of knowledge. They were the leader and the educator. The present scenario is that the teachers provide the information and exhibit the students the method to tackle them. Today they are the facilitators in the Teaching - Learning process. The teaching process has also undergone a radical change. The task of today's teacher (a facilitator) is to set goals and organize the learning process accordingly. In past, teachers used to follow a syllabus which was a benchmark but today one has to consider National level Curriculum, a Core Curriculum and a local curriculum. Curriculum design is a task teachers have to be equipped for meeting the expectations of the society and the business world outside. The Semester System and Choice Based Credit System have replaced the annual pattern of education in all disciplines. Today student are offered a curriculum where, in addition to the subjects of their core discipline, interdisciplinary

subjects are also offered. Thus in the present era, to be an effective teacher, one has to adopt teaching methods which provides a proper direction to the students. In this regards the present paper attempts to analyse the various teaching methods and strategies a teacher of today must follow in the present day higher education and suggests some innovative methods of teaching.

2. Teaching Methods in Contemporary Higher Education

2.1 Lecture Method:

Lecture method is one of the oldest method used. An oral presentation intended to present information or teach people about a particular subject, A very basic method used by university or college teacher. The lecture is a creative process involving participation of student and lecturer. The lecture method is convenient and usually makes the most sense especially with larger classroom sizes. It helps to convey critical information, history, background, theories, technicalities & equations. It helps students to understand the philosophy of the subject.

2.2 The laboratory training:

It is more self-evident and helps students to better perceive processes and phenomena. In a laboratory a student learns

how to conduct experiments. During the laboratory training a student learns how to handle, control and fix the laboratory equipment. The skills acquired at experimental-training laboratories help to better comprehend the theoretical material studied at the lecture.

2.3 Field study:

The field study method of teaching at higher education is very significant. This method helps students to grow deeper and strengthen the acquired knowledge. The student develops the skill of implementing their theoretical knowledge in practice, using the methods characteristic of the subject in question for problem-solving.

2.4 Training:

A method under which teacher can help students in developing skills and knowledge in the field of his interest by performing chronological task and actions. The teacher fills the gap by providing the missing information and allows students to form skills of professional behavior in the performance of professional tasks. Active involvement of student helps them to prepare for professional communication and collaboration and also for execution of managerial functions.

2.5 Case Study Method:

Under this method specific cases are solved and discussed in the class room. The cases referred are from a real practiced area. The cases are discussed with the help of the statistical data, charts and graphs, perceptions of different people, generated reports and other relevant sources of information. These help students to apply the concepts, techniques and methods they have learned in curriculum in practice.

2.6 Behavioural Modeling method:

It is a method of teaching interpersonal skills and professional conduct. The method includes practicing job interview skills, responding to the situation of conflicts and emergency, Discussion of career prospects are the few examples representing Behavioural modeling method of teaching.

2.7 Peer Feed Back Method:

Under this method the feedback of one student is collected from the other student after his/ her performances or after the discussion on the topic assigned is over or after the field work assigned to the student is executed. By adopting this method of teaching, the strength and weaknesses of the students can be identified. It helps student to develop sufficient self-esteem.

2.8 Play Projects Method:

Under this method the learning problem is given to students which they split into two competing groups and crafts solutions to it. Thereafter the students take roles and openly defend the developed solutions in front of peer group. This method is very popular in practical classes.

2.9 Discussion/debates:

A very well accepted method of interactive teaching. A discussion process improves the quality of students' involvement and their activity. A discussion may turn into an argument and this process is not merely confined to the questions posed by the teacher. It develops students' skills of reasoning and substantiating their own ideas.

2.10 Cooperative teaching:

Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students' academic and social growth and includes teaching techniques such as "Think-Pair-Share" and reciprocal teaching. Cooperative learning falls under the **student-centered approach** because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.

2.11. Collaborative work:

Under this method students are divided into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students' maximum involvement in the learning process. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

2.12. Problem-based learning (PBL):

Problem Based Learning is a method which uses a concrete problem as the initial stage both for acquiring new knowledge and integration process. It is a student-centered instructional approach in which students collaboratively solve problems and reflect on their experiences. The method is featured by student led groups in which students work together collaboratively to identify gaps in learning, and learning goals, The teacher plays a role of facilitator allowing more self directed learning. The problem based learning allows students to enact problems they are likely to come across in the workplace, whilst enhancing transferable skills such as teamwork, problem solving, public speaking and self-motivation.

2.13. Heuristic method:

The method is based on psychosomatic doctrine of trial and error theory. Logical and creative thinking are pre-requisites for this type of teaching strategy. Under this method a task (problem) is placed before the students and they are required to explore the solution of the problem through various literacy tools like library, laboratory and workshops. This focus of this method is to develop problem solving attitude among students.

2.14. Role-playing, Games and Simulations

Creative, participatory teaching techniques are significant apparatus of the business education. This includes Simulation, Games, and Role playing method of teaching. Simulation is a teaching method intending to imitates a situation found in the real world. It is learning about real experiences Role playing is

like simulation, but often has winners and losers. Roles are more structured and have a defined set of participants with specific times, places, equipment, and rules. Games are like play, but have an end or a payoff and involve suspense. These approaches have high group member involvement while facilitating meaningful and fun learning

2.15 Deductive Method:

A deductive approach to instruction is a more teacher-centered approach. The teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

2.16 Inductive method:

In contrast with the deductive method, inductive instruction makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice", by way of the examples, how the concept works.

2.17 Analytical method:

Under this method the study material is divided into constituent parts. The detailed interpretation of separate issues within the given complex problem is simplified. Thus the understanding of the students increases.

2.18 Synthetic method:

This method implies forming one issue from several separate ones. This method helps students to develop the ability of seeing the problem as a whole.

2.19 E-learning:

Use of Internet and multi-media is done in the process of teaching. It comprises all the components of the teaching process (aims, content, methods, means, etc.); the realization of these components takes place through specific means. There are two types of e-learning. One of them is Full-time tuition where the teaching process takes place during teachers' and students' contact hours, and conveying the teaching material occurs through an e-course. The second one is Distant learning which implies conducting the teaching process in the absence of a professor. The teaching course is conducted distantly; in the e-format.

2.20 Social Networking:

Social networking in education is one of modern approaches adopted for learning as well as for teaching. The extensive use of this approach is justified with the fact that about 70 million updated blogs, using social networking to teach any subject and catapult students into a realm other than stagnant learning means blending the traditional education with modern communication. Many educators believe this is the route to engaging students in learning all the basic skills they need.

2.21 Design-based learning:

This method of learning has effective impact in the areas of math and science (Darling-Hammond et. al., 2008). Popular design-based learning activities include robotics competitions wherein student teams design, build and then pilot their robots in a series of competitive challenges. Research has found that students who participate in learning by design projects have a more systematic understanding of a system's parts and functions that control groups (Hmelo, Holton, & Kolodner, 2000).

2.22 MOOCs & eLearning:

Free education has appeared in the form of eLearning and Massive Open Online Courses as a direct result of students wanting to learn but not having the resources to do so whether that means they don't have the money or the background to achieve their learning goals.

2.23 Mobile based Learning using QR (Quick Response)

Codes:

A Publication by British Council on Teaching and Technology published in January 2017, states that Teacher in a Government school in Sholapur, Maharashtra makes use of Quick Response (QR) codes in textbooks to provide additional links to online materials as a means to extend the curriculum, either in the classroom or when the children go home. He has developed QR coded textbook in all the subjects covered under Grades 1 to 4. The mobile technologies may be used to manage absenteeism and to keep in touch with parents. The same type of technique can be used to teach the students at secondary, higher secondary and University and also the absenteeism can be managed by utilizing the mobile technology.

2.24 Video Conferencing and Text Based Discussion:

Under this method a video camera and speakers are connected to a laptop for the video conferences; The students share their opinions and come to a consensus. Once an arrangement is made to run a video conference, the students participate in a brainstorming session on the topic and thereafter carries out further research. Through this techniques the students sit comfortably facing the screen and they discuss the topics in detail and develops their speaking and listening skills. After the video conferencing lectures there is a reflection session where the students make a record of what they have learned, and then they work in small groups to exchange their opinions with each other. As facilitator, A teacher should observe the process and give the feedback at the end. A Publication by British Council on Teaching and Technology published in January 2017, states that a teacher in Ghaziabad, Uttarpradesh uses this method and observes the role of facilitator cum teacher.

2.25 Reverse Approach:

This approach hints towards a method of teaching where a teacher teaches using Z to A rather than A to Z approach. For instance, being a teacher of Accounting while teaching subject of Accounting should teach how to record transactions, classify them, summarizing in form of balance sheet, statement of profit-loss and thereafter teaching the importance, advantages of the accounting, principles-rules-regulations on which the whole system of Accounting is based. The same method even applies to the other disciplines like economics. The teacher teaches the

importance and scope of the economics without teaching him what is economics. Instead if reverse approach if followed the student starts loving the subject and performs well.

2.26 Lectures with ease:

Teaching for a teacher and learning for a student both are big challenges. A Professor or a teacher in a class room can meet this challenges by making the learning atmosphere conducive so that the teaching a very technical matter also becomes easy. The way out is to use sense of humor/funniness while teaching. This creates interest and liking for the subject as well as for the teacher and helps students to understand most difficult and technical aspect of the topic in a subject. The teacher with the use of sense of humor can

describe the real practical situation which have happened or is happening around and relate it with the theories as described in the text books

3. Conclusion

In the contemporary Higher education, the above discussed teaching methods play a vital role in recognizing the needs of the individual students and promote critical thinking and independent learning. The teacher has to implement these methods to encourage creativity, problem solving and experience-based learning. In the current age the teacher has to perform multiple roles for building up the career of the students. The teacher has to be an educator, a facilitator and an organizer of the whole educational system.

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