

Learners' Preferences of Teaching Methodology

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Abstract

The paper insists the learners' preferences of teaching methodology and their selective perception and interest they show the way teachers engage learners in teaching and learning process. In this study a survey was conducted through online media, questionnaire was prepared in Google form and collected response from the students of 12th class of Krishna Public School, Dunda, Raipur (C.G.). The purposive sampling was used and 50 students were selected from different stream like Mathematics, Humanity, Commerce, and Biology. Results indicated that 95% of students selected active methods of learning as their preferences. The reasons they shared that ALM enhances their receptivity and stability of knowledge and they are more able to focus on the study. The result also shows that the traditional methods are more common among teachers though their inclination towards innovative methods is increasing.

Keywords: Learners' Preferences, Teaching Methodology, Innovative Methods, Active Learning Method, ALM.

Introduction

Creating proper learning environment is the prime aim of the educational institution, that includes communication among students, teachers, and parents; academic expectations of teachers; students', teaching methodology, active participation in the learning process; and student support. Teaching methods are the phase of implementation of the planning of entire process, hence very significant to achieve teaching aims.

The number of methods are employed by teachers comes under categories of active learning methods is also called student centric to traditional teaching methods is called as teachers' centric. Now a days various technological and digital platforms are used more commonly, so digital and technological methods are evolved with the time arises.

Teaching methods include lecturing, discussion, problem solving, question-answer, demonstration, role play, sample case, experiment, and cooperative teaching (Sisman, 2002; Ozdemir et al., 2008; Mocinic, 2010) and proposed the following list of active learning

methods to be used by instructors in higher learning institutions to make the students creative and proficient in their learning-

- a) Collaborative Learning
- b) Discussion Methods: Discussion, Case Study, and Brainstorming
- c) Role Play
- d) Games Involving Simulation of Imaginary Situations
- e) Problem-Based Teaching
- f) Projects (Individual or Group)
- g) Peer Teaching
- h) Debates
- i) Short Demonstrations Followed by Class Discussion, Etc.

Eison (2010) stated, the above-listed active learning strategies increase students-

- Creativity
- Critical thinking
- Discussion or speaking with other students, in a small group, or with the whole class
- Exploring personal attitudes and values
- Providing and receiving feedback
- Expressing ideas through writing.

Teaching methods are very important in the process of learning. They help in developing learner's motivation, interest, improve their classroom performances and form positive attitudes towards learning. The selection of teaching methodology needs serious efforts and intelligent perception. The selection depends on several factors as nature of subjects, topics, environment factors, students, age, levels of class from pre-primary to higher education. Its foundation lays on various instructional theories as constructivism, behaviourism, cognitive, gestalt and trial and error etc.

Though traditional methods are commonly used, have their own benefits and limitations. These methods are widely used for the bigger classes, cover more content in limited time but learners' role is as passive receptors and rote memorization is emphasized, yet fail in gaining students' attention and can be effective when teachers possess the quality of extraordinary speaker.

As it has been noticed in recent years that pedagogical perspectives have been changed from teachers' centric to student centric methods. Student centric refers to active learning methods where students are involved in their learning and construct and explore the knowledge by themselves. These methods involve cooperative and group learning, project methods, experiential learning etc. These methods are tailored in such a way to tailor the learning styles of learners. The term, 'learning style' describes an individual's preferred method of gathering, processing, interpreting, organizing and analyzing information. The

VARK model which was developed by Fleming & Mills (1992) provides the learners with a profile of their learning styles, based on the sensory modalities which are involved in taking in information. VARK is an acronym for the Visual (V), Auditory (A), Read/Write (R) and the Kinaesthetic (K) sensory modalities. The visual learners process the information best if they can see it. The auditory learners like to hear information. The read-write learners prefer to see the written words. The Kinaesthetic learners like to acquire information through experience and practice (Kharb et al., 2013).

Active learning methods sensitize the all faculties of learner and enhance their behavioral domains cognitive, affective and psychomotor. These methods are fulfilling their psychological needs arises their interest, develop sense of responsibility and enhance their retention powers (Sewagegn et al., 2019). Moate & Cox (2015) found that this approach has its own contribution for the learners' better understanding of the issue/lesson presented to them. Student-centered teaching method emerged from constructivist learning theory. This theory was frequently described as student-centered teaching method because it emphasized on student's active role in the teaching-learning process (Baeten, Struyven & Dochy, (2013). Students' involvement in different activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content and engages students in two aspects, doing things and thinking about the things they are doing (Prince, 2004).

In addition, the students can also engage in the assessment and feedback process. The assessment and feedback which are implemented in the active learning classroom have also its own contribution for the empowerment of students. If the instructors are using authentic assessment methods and provide effective feedback and if the students participated in the assessment and feedback process, it is possible to increase their performance and confidence in their learning (Sewagegn et al., 2019). "ALM enhances the Creativity, Critical thinking, Discussion or speaking with other students, in a small group, or with the whole class, Exploring personal attitudes and values, Providing and receiving feedback, expressing ideas through writing Students are actively involved in the instructional process more than just listening. More emphasis is given on advancing students' skills, and less is given on transmitting information" (Hattie, 2007).

The present research intends to study the preferences of learners for teaching methods and why they prefer one over other method.

Objectives of the Study

1. To study learners' preferences regarding teaching methodology.
2. To examine the reasons of Students' preferences regarding teaching methodology.

Hypotheses of the Study

1. Learners inclines more towards Active Learning Methods
2. Why Learners finds Active Learning Methods are more effective than Traditional Methods of Teaching?

Research Methodology

The descriptive research method is used in this present research work. The data was collected by self made questionnaire through Google form to know learners' preferences and the reasons for their preferences of teaching methods. Data was collected online on the sample of 50 students of Krishna public school, Dunda, Raipur (C.G.). Sample was chosen by purposive sampling techniques. There is no scoring system and no negative marking. The work mainly focuses on the learners view about the teaching methods. For analysis and interpretation percentage was calculated.

Analysis and Interpretation

1. Learners incline more towards Active Learning Methods

As it is observed from the table #1 that learners' prefer active learning methods to traditional method of teaching. Experiential methods were preferred by 40% students, Collaborative learning 30%, Problem based Teaching and Discovery method 10% each. While we observed the table #2, it was found that lecture method was preferred by only 3% students while lecture cum demonstration 4% student and Storytelling only by 3% students. Though it was proved that Learners incline more towards Active Learning Methods.

Table 1.Learners responses towards Active Learning Methods

Active Learning Method	N	Responses Percentage	No. of Respondents	No. of Non-Respondents
Experiential Learning	50	40%	20	30
Collaborative Learning		30%	15	35
Problem-Based Teaching		10%	5	45
Discovery Method		10%	5	45

Table 2.Learners responses towards Traditional Methods

Traditional Methods	N	Responses Percentage	No. of Respondents	No. of Non-Respondents
Lecture Method	50	3%	6	44
Lecture cum Demonstration		4%	8	42
Story Telling		3%	6	44

2. Why Learners finds Active Learning Methods are more effective than Traditional Methods of Teaching?

Table 3.Reasons to Choose Active Learning Methods

Learning Method	N	Responses Percentage	No. of Respondents	No. of Non-Respondents
Interesting	50	40%	20	30
Engaging		10%	5	45
Stable Knowledge		40%	20	30

Table 4.Reasons to Choose Traditional Methods

Traditional Methods	N	Responses Percentage	No. of Respondents	No. of Non-Respondents
More Information Dissemination	50	4%	8	42
Complete Syllabus in Prescribed Time		4%	8	42
Applying for Introduction and Summary		2%	4	46

The second research question finds the various reasons of selecting methods of teaching. It was found in Table #3 that 40% students found Active Learning Method Interesting, while 10% engaging and 40% preferred ALM as they give stable knowledge. Table #4 shows that the 4% learners chose traditional methods as they suitable for giving more information and 4% said course is completed in convenient time while 2% believed that these methods are proper for giving introduction and summarization of the lessons.

Result and Discussion

The present study is in consonance with the study of Moate & Cox (2015), Baeten, Struyven & Dochy (2013), Prince & Hattie (2004), Eison (2010), Olayide (2015). They found Active Learning Methods are more effective and enhances learners academic competence at all its dimension. Present study also found that most learners show their keen interest in selecting ALM and also gave their reasons for doing so. They found them more interesting, engaging and enhance their capability to retain obtained knowledge for longer period of time. The present study recommended that teachers should learn the art of using ALM for achieving maximum output as well as should be innovators to devise new way of teaching as per the need and interest, subject, topic and class of the learners.

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