

## ROLE OF TEACHING STRATEGIES IN CLASSROOM TEACHING

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### ABSTRACT

*The purpose of this paper is to study various teaching strategies and their usefulness in classroom teaching to impart knowledge to the students while creating interest and motivating the students. Basically classroom teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of teaching strategies in classroom has the potential to improve the classroom teaching. Edmund Amidon defined it as, "Teaching is an interactive process, primarily involved classroom talk which takes place between teacher and students (pupils) and occurs during certain definable activity." Teaching is a social process; it is very difficult to define it, because the teaching is influenced by the political and social backgrounds of the country. The aims of teaching with strategies are clearing the channel between the learner and content that are worth teaching. Teaching strategies are: Humor in the Classroom, Interdisciplinary Teaching, Learner-Centered Teaching, and Problem-Based Learning etc.*

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### INTRODUCTION

"Today's classroom teachers need to be prepared to provide strategies -supported learning opportunities for their students. Being prepared to use strategy and knowing how strategies that can support student learning have become integral skills in every teacher's professional repertoire. Teachers need to be prepared to empower students with the advantages strategy can bring. Schools and classrooms, both real and virtual, must have teachers who are equipped with teaching strategies resources and skills and who can effectively teach the necessary subject matter content while incorporating strategy concepts and skills. Interactive computer simulations, digital and open educational resources, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide previously unimaginable opportunities for conceptual understanding." (UNESCO 2008, p.1)

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teaching is influenced by the political and social backgrounds of the country. It is that branch of knowledge that deals with the creation and use of teaching strategies in the classroom teaching. The use of teaching strategies in classroom has the potential not only to improve the classroom teaching.

### TRADITIONAL TEACHING METHOD-AN EVALUATION

In the pre-strategy education context, the teacher is the sender or the source, the educational material is information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and-talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioural learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the

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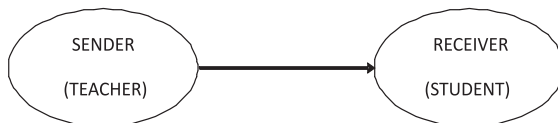
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students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich et al., 1998). It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes. Some limitations which may prevail in traditional; teaching method are:

1. Teaching in classroom using chalk and talk is "one way flow" of information.
2. Teachers often continuously talk for an hour without knowing students response and feedback.
3. The material presented is only based on lecture notes and textbooks.
4. Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
5. The handwriting of the lecturer decides the fact of the subject.
6. There is insufficient interaction with students in classroom.
7. More emphasis has been given on theory without any practical and real life time situations.
8. Learning from memorization but not understanding.
9. Marks rather than result oriented.

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## TEACHING STRATEGIES

There are a variety of teaching strategies that instructors can use to improve student learning. The links below will show you some ways to make your classes more engaging.

**1. Active Learning-** Active Learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

**2. Clicker Use in Class-** Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students in class.

**3. Collaborative/Cooperative Learning -** Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups.

**4. Critical Thinking-** Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

**5. Discussion Strategies -** Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

**6. Experiential Learning -** Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

**7. Games/Experiments/Simulations -** Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

**8. Humor in the Classroom** - Using humor in the classroom can enhance student learning by improving understanding and retention.

**9. Inquiry-Guided Learning** - With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

**10. Interdisciplinary Teaching** - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

**11. Learner-Centered Teaching** - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

**12. Learning Communities** - Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the process by which individuals come together to achieve learning goals.

**13. Lecture Strategies** - Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

**14. Mobile Learning** - Mobile Learning is any type of learning that happens when the learner is not at a fixed location.

**15. Online/Hybrid Courses** - Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

**16. Problem-Based Learning** - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in

groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

**17. Service Learning** - Service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.

**18. Social Networking Tools** - Social networking tools enable faculty to engage students in new and different means of communication.

**19. Teaching Diverse Students** - Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

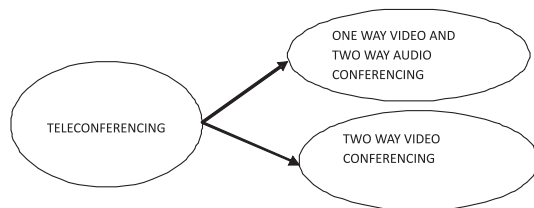
**20. Teaching with Cases** - Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

**21. Team-Based Learning** - Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

**22. Team Teaching** - At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

**23. Writing Assignments** - Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

**24. Teleconferencing-** The word 'tele' means distance and the word 'conference' means consultation, discussion. Through teleconferencing two or more locations situated at a distance are connected so that they can hear or both hear and see each other. It allows the distant sites to interact with each other and with the teaching ends through phone, fax, and e-mail. The interaction occurs in real time. This means that the learner/participant and the resource person are present at the same time in different locations and able to communicate with each other. In some situation question can be faxed/e-mail early for response by the resource persons.



### CONCLUSION

As we move further into the new millennium, it becomes clear that the 21st century classroom needs are very different from the needs of the previous century. The modern day classrooms require teachers to be facilitators of student learning and creators of productive classroom environments in which students can develop the skills they will need in the workplace. A collaborative project-based curriculum is required in these classrooms to develop higher order thinking skills, effective communication skills, and knowledge of technology that students will need in the 21st Century workplace.

20th Century teaching strategies are no longer effective as the lectures on a single subject at a time that were a norm in the past have been replaced by hands on experiences and collaborative student learning. Teachers need to embrace new teaching strategies that are radically different from those employed in the 20th Century classroom.

The 21st Century classroom is student centered, not teacher centered. Teachers no longer are required to function as lectures but as facilitators of learning. The students are learning by doing, and the teachers need to act as a coach, helping students as they work on projects. Students' learning now needs to encompass cooperative, collaborative, Humor in the Classroom, Interdisciplinary Teaching, Learner-Centered Teaching, Problem-Based Learning models of teaching learning i.e. experiences that are a microcosm of the real world they will experience once they leave the classroom.

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